

The Southern Sociologist

Volume 43

Number 3

Winter 2012



Looking towards New Orleans and Considering Shifting Social Contracts in Our Own House:

As I write this, people are in the throes of the end of semester grading, holiday planning and focused on the activities of the season. So I am writing to tell you how excited I am about the upcoming Annual Meetings and perhaps shift your focus from the moment to the Meetings in March (which is just around the corner). The opportunity to go to New Orleans is always something to which I look forward but I have to tell you, I've just gone through the preliminary program, and I am so excited about these meetings; my only complaint is that all of the committee meetings the President must attend will keep me from going to as many fabulous sessions as I'd like to. I am completely blown away by the work of the program committee, my fabulous program committee chairs (Stephanie Moller and Elizabeth Stearns) and the creativity of the membership. Some of the things I'm really looking forward to are the plenary talks by Joane Nagel, Rubén Rumbaut, and Cecilia Ridgeway as well as the presidential panels (See the column from the [Program Chairs](#) that follows). I'm also really looking forward to some of the new things we're trying such as the research incubators. One unfortunate change is that Stephanie Coontz is unable to attend and was very disappointed; I'll see about getting her on board at a future meeting since she very much wanted to join us and promises she will next time.

Besides fabulous sessions, plenary talks and panels, there will be some exciting Author meets Critics sessions highlighting new books by Arne Kalleberg, Sarah Damaske, Helen Marrow,

(Continued on page 2)

Contents

From the Program Chairs.....	5
Getting in the Groove.....	7
New Orleans: A Sociologist's Paradise.....	10
Call for SSS Awards Nominations.....	13
The Teaching Corner.....	19
Member News.....	25
Opportunities.....	25
COSSA.....	27
Demographic Transitions.....	28
Southern Sociological Society.....	30



Looking towards New Orleans

(Continued from page 1)

Karolyn Tyson, Kristen Schilt, James Witte on topics including work, family, sexuality, the internet, and more! Likewise, there will be mini-conferences on Teaching Sociology; Family and Gender; and Work, Inequality, and Shifting Social Contracts. I am also delighted that some of our most distinguished sociologists, Melvin Kohn, Sheldon Stryker, Ida Harper Simpson, John Shelton Reed and Edward Tiryakian, have agreed to share a panel reflecting on their careers and the state of sociology. I appreciate the efforts of George Wilson and Vinnie Roscigno to organize this wonderful session.



As you will read in Elizabeth Stearns's and Stephanie Moller's [column](#), we have so much going on that we have had to extend our "working day" (as do so many Americans!) to cram it all in, but at least we've scheduled in a lunch break. I also want to encourage you to attend the Presidential Reception, along with the SWS silent auction; I have secured the musical talent of Doug Therrien who is a fabulous local musician; he's been part of Tab Benoit's band, plays in the Symphony and is well connected with some of the best musicians in New Orleans. I know he'll bring a group that gets our feet tapping!

In addition to my excitement about the meetings, I also need to bring to this community a serious issue that has emerged and about which I want to inform the membership. The fiscal health of the association and our relationship with *Social Forces* has changed in ways that have forced a reconsideration of our historical relationship. The executive committee, Secretary Treasurer Stephanie Bohon, past President Vinnie Roscigno, and I have been wrestling with this challenge over the past 2 years.

As you may or may not know (I did not know much about our relationship to *Social Forces* until I served on the Publications Committee years ago), *Social Forces* is not "our" official journal. This lack of relationship is in stark contrast to other regional professional associations such as the *Eastern Sociology Society*, the *Midwest Sociological Society*, the *Pacific Sociological Society* as well as the *Society for the Study of Social Problems* and *Sociologists for Women in Society* among others. This situation does not operate to the society's advantage; let me elaborate.

The Southern Sociological Society has never had a formal contract with *Social Forces*, rather we have had a long-standing informal agreement. In addition to never having had a formal contract with *Social Forces*, the Southern Sociological Society has no regular presence on their editorial board, no input into journal content, and, most importantly, no financial benefit from our informal association. Instead, these perquisites belong to the sociology department at UNC-Chapel Hill. A large portion of our membership dues have gone to a journal that our member-

(Continued on page 3)

Looking towards New Orleans

(Continued from page 2)

ship does not control or benefit from financially. In fact, we have come to a point where instead of potential financial benefit, we can no longer afford to sustain this relationship. The pressure on our finances came into sharper focus with some recent changes on the part of *Social Forces*.



Without any consultation with the Publications Committee of the SSS, *Social Forces* ended their publication relationship with UNC Press and has moved to Oxford University Press. Although this move is one that serves the interests of the journal in their path to become an international generalist journal, it further severs what weak, informal, and implicit contract they had with SSS. This move comes after a series of journal cost increases to the SSS. Specifically, we absorbed two journal cost increases in three years at a time when faculty salaries had been frozen at most universities. To illustrate, a year ago September, when the SSS office received the quarterly bill for *Social Forces* with the new rates on it, the bill was \$2000 higher than the previous years' bill for *this same quarter*. Quite simply, the SSS budget cannot absorb these increased costs.

These cost increases mean that our members are subsidizing *Social Forces* leaving very little to go to the association to actually cover the costs of running the meetings and conducting the business of the Society. Just as an example, in order to have sufficient money to support plenary speakers and pay for the reception at the meetings, I have had to go to my Dean and my Chair for funds. Other Presidents have had to do likewise. Although I am incredibly grateful for the generosity of my Dean and Chair, these are expenses that the Society should be able to cover; we should not limit those running for office to those from universities that can afford to subsidize the expense. Additionally, the SSS is unable to support the attendance of many of the officers (Treasurer, Recording Secretary, and Program Chairs) despite the requirement that they be on site from before the meetings officially begin until after they end.

Let me note, also, that *Social Forces* has more than 3,100 subscriptions, charges a \$50 submission fee (in contrast to the \$25 that *ASR* charges), and receives advertising and copyright royalties, all of which generate considerable sums of money for them. At the same time, the Southern Sociological Society is, in accordance with the by-laws, unable to raise dues (nor do we want to) each time journal costs increase. Last year *Social Forces* costs \$33.50 for regular and emeritus members and \$21 for students. The total costs of *Social Forces* to SSS for one year are \$32,007. Income from membership dues was only \$43,665. Thus, nearly three quarters of total members' dues went to fund *Social Forces*. We are left with surplus income over subscriptions of \$16,180 (which includes generous donations from members), far less than the costs of run-

(Continued on page 4)

Looking towards New Orleans

(Continued from page 3)

ning the society. This situation contrasts sharply with that between other professional associations and their journals.

In many cases, professional associations provide their journal at low or no cost to their members, and 100% of membership dues go to support the society. In fact, often the journals *generate* revenue for their host society allowing them to provide a variety of benefits to the membership that we are unable to do such as providing travel funds for members, supporting the costs of professional meetings, supporting scholarships for student members among many other things. Besides the financial components of those relationships, there are some important professional ones as well. These professional societies, as publishing partner with their respective journals, have associated rights and responsibilities that include editor selection, review and production of articles, responding to author grievances, and other functions. For the record, as of Feb 2011, of the 88 editorial board members of *Social Forces*, only eight are active SSS members. Of the 26 editorial members who are also UNC faculty, only three are active SSS members. So we do not have any of the “rights and responsibilities” of journal “ownership.” In fact, the UNC web page has long referred to the “surplus funds from our journal, *Social Forces*, to fund faculty members who do not have endowed chairs.”



During the 2011 meetings in Jacksonville, the Executive Committee, under then President Vinnie Roscigno's leadership, met to discuss this situation. We met with Arne Kalleberg, the current editor of *Social Forces*, who expressed considerable sympathy for the situation we are in and also indicated a strong desire to come up with a solution that is financially viable for us as they move from UNC to Oxford. Arne Kalleberg, as the editor of the journal, does not make financial decisions about the journal's management, and is a long time supporter of the SSS and a former President of ASA. We have been negotiating with Oxford and are likely to propose to the membership a change (that will require a vote) in the dues structure so that Regular dues would drop to \$50, Student dues to \$20, and Unemployed sociologist dues to \$10, but *Social Forces* will no longer be included in membership. Members who want to opt-in to receive *Social Forces* would pay \$25 extra for regular members and unemployed sociologists, and \$15 for students, to receive a password to get the journal online (which is our new cost to Oxford, thanks to negotiations with Oxford by President-elect Don Tomaskovic-Devey). For those who want to receive a print copy there would be an additional \$5 surcharge.

In light of these events, the executive committee and publications committee have once again raised the exciting possibility of starting our own journal. As many of you may know, this is a repeated theme for these two committees (my understanding is that a previous publications committee had even come up with a title for the journal). At the time, the possibilities were

(Continued on page 5)

Looking towards New Orleans

(Continued from page 4)

dropped; the start-up costs seemed prohibitive, and the leadership remained committed to the relationship with UNC Sociology. It is not cliché to say that things have changed; new possibilities have emerged. Preliminary examination of the data from the recent membership survey (results will be forthcoming shortly) indicates that people no longer join SSS to get access to *Social Forces*. Indeed, most have electronic access through their libraries. So the possibilities have shifted.



Over the past year, the executive committee constructed a journal prospectus that a number of the most prestigious scholarly presses are currently considering, several of whom have expressed great interest. One of the things that has changed from previous considerations of starting a new journal is that now the presses are offering to cover start-up costs, pay a Managing Editor, and provide SSS a respectable cut of the profits for individual and institutional subscriptions (though it take about 5 years to begin to see that profit). So, what will change is that our relationship with *Social Forces* will be less close, and we will be coming to the membership with a ballot concerning the change in dues structure. As we move forward in our discussions with the various presses, we are eager for input from the membership. The executive committee will, very shortly, set aside a period in which to receive your thoughts, ideas and input into how we move forward during this exciting time. This is our society, and we see the future as one of great potential and possibility. With all of this said (much more than I am sure the readers of this newsletter anticipated), I'll see you in New Orleans!

Beth A. Rubin, President

From the 2012 Program Chairs, Stephanie Moller and Elizabeth Stearns

The 75th Annual Meeting of the Southern Sociological Society in New Orleans is rapidly approaching. The location is fondly familiar to many of us, and the Hotel Monteleone promises some beautifully renovated meetings spaces and common areas. With over 1000 presentations in nearly 300 sessions, our program is jam-packed full of exciting sessions centered around the theme *Shifting Social Contracts*. The presidential plenary sessions highlight the work of Joane Nagel ("An Environmental Social Contract? Climate Change and the Military-Security Complex"), Ruben Rumbaut ("The Coming of a Majority-Minority Nation: Ethnic Inequalities and the Social Contract"), and incoming ASA President Cecilia Ridgeway ("How Does Gender Inequality Persist in the Modern World?"). There are also two presidential plenary panels, one featuring Theresa Sullivan and Suzanne Ortega on women in higher education administration and one with a line-up of six scholars (Carl Bankston, John Logan, Karolyn Tyson, Erica

(Continued on page 6)

From the 2012 Program Chairs, Stephanie Moller and Elizabeth Stearns

(Continued from page 5)

Frankenberg, Deirdre Oakley, and Angel Harris), organized by Roslyn Mickelson, on shifting social contracts in education. And let's not forget Friday evening's Presidential Plenary session with SSS President Beth Rubin!

These plenary sessions are just the beginning of what this meeting will have to offer! There are three mini-conferences *Work, Inequality, and Shifting Social Contracts*; *Gender and Family*; and *Teaching Sociology*, each of which promises a vibrant line-up of presenters. Meeting participants are encouraged to attend mini-conference sessions. Beyond the mini-conference sessions, there are a multitude of paper and roundtable sessions, including sessions honoring Maureen Hallinan, Shirley Laska, and the memory of Ronald Wimberley; a session featuring several emeritus faculty who have been asked to address shifting social contracts in higher education; and many other exciting sessions on health, immigration, education, social movements, crime, social psychology, social inequality, research methods, and many others topics. Our program committee has been very busy! We hope that these sessions will keep you equally busy in New Orleans.

There are a few procedural notes we would like to mention: we have left time in the program on Thursday and Friday for lunch, and we hope that attendees will use this opportunity to extend discussions from their sessions, both inside and outside the Monteleone. The turnaround time between sessions is fairly brief (10 minutes), so it is especially important that presidors ensure their sessions end on time. We have excellent sessions from the moment the meetings start until the very last applause... so plan to stay with us at the Hotel Monteleone from Wednesday night until Saturday evening.

We want to thank our program committee: Michele Adams, Jody Clay-Warner, Harry Dahms, Tim Dowd, Scott Fitzgerald, Jenifer Hamil-Luker, Ken Hudson, Kendra Jason, Barbara Johnson, Gayle Kaufman, Marina Karides, Marcus Kondkar, Krista Paulsen, Mariano Sana, Edward Shihadeh, and Bill Winders. We would also like to thank those who took the lead on organizing the mini-conferences: Kris DeWelde, Emily Fairchild, Amie Hess, Donald Tomaskovic-Devey, and Steven Vallas, and of course we can't forget our graduate student aid, Nandan Jha, our president Beth Rubin... and the all-knowing Stephanie Bohon and the incredibly accommodating webmaster James Maples.

We hope to see you all in New Orleans for what will be an intellectually stimulating conference!

Stephanie Moller
Elizabeth Stearns
SSS Program Co-Chairs

Getting in the Groove: How Students Can Make Successful Conference Presentations

Nandan Jha

Public Policy PhD Candidate, UNC Charlotte

As the 2012 Southern Sociological Society meeting in New Orleans at the newly remodeled Monteleone Hotel nears, the level of anticipation and excitement among student participants is also rising. Student participants have recently received the exciting news about the acceptance of their proposals. This news has definitely given them impetus to work on their papers. It is also high time for student participants to think about developing and polishing their presentations. The sooner one embarks on this task, the better will be the outcome. Students can feel unsure, underprepared, and a little scared when preparing for their presentations. To those students, this essay offers some practical tips based on the experiences of veteran presenters—who shared advice with me. Their advice boils down to *the key to making a successful conference presentation is adequate preparation and practice, practice, practice*. The good news is that the most commonly accessible technological tools can significantly help students both in preparation and practice. Be aware that presentations vary according to the type of sessions; so preparation will vary as well.

For regular paper sessions, the conference presentation is an opportunity to promote the paper. This promotion means that the presentation should include just enough information to arouse the interest of the audience and other conference participants so that they will want to read the paper. This goal is accomplished by focusing the presentation on key research questions, research design, and key findings. The presentation is not meant to provide literature reviews nor in-depth discussion of measurement or coefficients. In other words, the presentation is like an advertisement for the full paper, not the paper itself. PowerPoint makes it easier to prepare slides on these critical parts of the paper. According to veteran presenters, one should never think of reciting the paper verbatim (i.e., "reading" the paper). Doing so not only puts the audience to sleep, it also reflects badly on the presenter. Therefore, each slide of the PowerPoint should include just the key bullet points. If the font size in the PowerPoint slide is below 16, then the slide contains too many words and key points.

While preparation may seem overwhelming, presenters can become confident with practice, practice, practice. Presenters should be especially mindful of the time constraints. Nothing is more annoying than one individual taking everyone else's time. In a session with four papers, each presenter is allotted about 15 minutes to speak. If the session has five papers, then time at hand for each presenter to speak is about 12 minutes. The verbal elaboration of the key points in the PowerPoint slides should never exceed these time limits. Preparation for the presentation should be wrapped up several weeks before the meetings. If there is a discussant in the session, it is important to send a paper draft (not to exceed 20 pages) well in advance. Meeting the deadline specified by the organizer ensures that the discussant has plenty of time to read the paper

(Continued on page 8)

Getting in the Groove: How Students Can Make Successful Conference Presentations

(Continued from page 7)

and prepare her or his remarks. For a more engaging presentation, it is a good idea to send the paper to the other participants in the session.

Roundtable sessions require a different preparation and presentation approach because participants and the audience sit around a table to discuss the research; there is no projector. Each presenter is given about 10-15 minutes, which is followed by 30 minutes of discussion and feedback. Roundtables are an ideal format for networking and in-depth discussion on a particular topic. The heavy reliance of roundtables on discussion does not preclude the need for advance preparation. As the roundtables do not have traditional audio-visual aids available, the presenters should bring enough handouts that illustrate the work being presented. It is advisable to bring 15 copies of all materials to share with session attendees. These handouts should include the presenter's contact information on the first page to encourage follow-up. The presenter should develop the handouts well in advance. This strategy provides plenty of time to practice so that the presenter becomes comfortable sharing thoughts and ideas about the research project. The presenter may still use PowerPoint handouts as a visual aid to keep the audience engaged, but they should number the slides and practice with friends so that they effectively help the audience flip through the slides with them. Additionally, roundtable presenters should bring targeted questions to pose to others at the table in order to learn from and with those attending.

Participation in poster sessions also requires a unique preparation approach. Poster sessions provide informal opportunities for students and researchers to present data and conduct extended discussions of their research with interested colleagues, using illustrative materials placed on a poster. At the Southern Sociological Society's (SSS) annual meetings in New Orleans, posters will be displayed electronically at scheduled times near the SSS registration desk at the Hotel Monteleone.

Posters should display data, policy analysis, or theoretical work in a visually appealing format that stimulates interaction with poster session attendees. Specifically, good posters include the title and authors' contact information, introduction/abstract, relevant materials/methods, data description, results, and a section on discussion/conclusions. A good poster should be both readable and legible. Readability means that ideas flow coherently from one subsection to the next as well as together. Legibility means that the illustrations in the posters should be easily readable without any difficulty and from a distance of 6-10 feet away. Readability can be ensured by using proper background and font colors, appropriate font size, proper spatial organization, and brevity in the presentation of ideas.

In sum, presentations of all types require significant amount of preparation. Students should devote time to practice their presentations beforehand. Doing so ensures that they are highly com-

(Continued on page 9)

Getting in the Groove: How Students Can Make Successful Conference Presentations

(Continued from page 8)

fortable with the material. Effective presenters make eye contact during the presentation. Avoiding eye contact means that the presenter is just presenting the work to the computer or the projector or the ceiling. This type of presentation does not reflect well on the presenter, and it alienates the audience. Therefore, always present to the audience by glancing around to engage all members of the audience.

But how should presenters give a strong presentation without reading and with the confidence to look the audience in the eye? The short answer is PRACTICE! In order to practice, the presentation should be completed at least 10 days in advance of the actual presentation schedule. Thereafter, it is highly advisable to read through the presentation at least once every day. Students who are new to presenting at a conference should practice their presentation at least 5 times, preferably in front of an audience or mirror. Practicing in front of a mirror is particularly challenging, and it may take a few tries to become comfortable. But it will help and is highly recommended. It is often helpful to practice the first few minutes of the presentation so many times so that the presenter has practically memorized it. A strong beginning provides confidence so the presenter can more easily move through her/his presentation. Students who are new to presenting might also consider video recording of their practice presentations. It is very insightful to look back at one's own presentation later for taking corrective measures.

Finally, it is always advisable to have a backup plan in case some glitch in the technological support system develops. The presenters should carry a hardcopy of their presentations along with several handouts to distribute to the audience, even for paper sessions. On the actual presentation day, presenters should plan to arrive to the presentation venue at least 10 minutes early. Doing so ensures familiarity with the technological support system and helps avoid technological difficulties. This is also a great time to sit back and get comfortable in the presentation environment. This is not the time, however, to practice the presentation. Instead, presenters should utilize this time to network, relax, and feel confident. While listening to presentations, the audience greatly appreciates the presenter's enthusiasm. The presenter can easily earn this appreciation by giving the audience something besides what it can read in the PowerPoint slides. We all look forward to seeing many polished (and practiced!) presentations in New Orleans!

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

The logo for The Southern Sociologist, consisting of the letters 'T', 'S', and 'S' in a large, bold, blue font with a white outline. The 'T' is positioned above the two 'S's, which are stacked vertically.

New Orleans: A Sociologist's Paradise

2012 Annual Meeting

Sue Falter Mennino

Chair, Local Arrangements

One of the tasks of the Local Arrangements Chair is to introduce potential attendees to the host city. In the previous issue I shared a number of items with you: several “fun facts” about New Orleans; selected before-and-after-Katrina data; a few headlines about the newsworthy events that have occurred since the latest time the SSS meetings were held here in 2009; and, last but certainly not least, a pictorial quiz highlighting classic New Orleans cuisine. For this issue, I posed the following question to local sociologists: “What do you think is sociologically interesting about New Orleans?” Here are some of the responses.

George Touché, Tulane University, offers the following:

New Orleans is sociologically interesting in many ways. The cultural history of the city clearly is unique in terms of the combined French, Spanish, and Caribbean influences. Currently, I am teaching courses on urban and environmental sociology. Therefore, some of my interest areas are the historical and contemporary factors of human demography or ecology and the political economy that contributed to the social vulnerabilities realized during and after Hurricane Katrina. New Orleans offers a unique case of basic inquiry and practical concern in these regards.

Krista Brumley, currently at Wayne State but also a fellow graduate student at Tulane and thus qualified as a former New Orleanian, sums it up by answering the question “What is sociologically interesting about New Orleans” with:

What isn't! It is full of contradictions. Beauty meshed with poverty. Power, inequality, resilience, pride. A blend of traditions and modernity, how the Southern traditions meet the 21st century but still stay the same in so many ways.

Tony Ladd, Loyola University of New Orleans, contributes his personal observations about the city:

In an age of globalization and cultural homogenization, New Orleans is perhaps the last city left in America with some of its indigenous culture intact (i.e., language patterns, food, music, live-for-today ethos, community organizations, graveyards, street rituals, etc.). Everywhere else is still everywhere else, but hopefully New Orleans will always be New Orleans. We really are “Third World and Proud Of It!” Tony adds, I always tell my students that there is no better place in the U.S. to study social and environmental problems than here, as we are a living laboratory for issues like urban decay, global warming/climate change, wetlands loss, petrochemical pollution, environmental injustice, racism, sexism, poverty, violence, corporate welfare, the obsession with sports...and the list goes on. How could any sociologist want more?

(Continued on page 11)

New Orleans: A Sociologist's Paradise

(Continued from page 10)

John Hall, Tulane University, has this to say: *Whatever social problem or institutional issue over which one might be concerned, New Orleans exhibits them (all!) in their extremes. Call us Puerto Rico North.*



Rhoda Carr, Tulane University and a native New Orleanian, says that some of the things that are sociologically interesting about New Orleans are:

the large number of people whose families have been here for generations, how difficult relocating seems to be for many natives, and how we make our connections with new faces by asking, "Where did you go to school (meaning grammar school or high school)?" and how much we can learn about a person by the answer to that question.

Julia d'Antonio-Del Rio, Loyola University New Orleans, adds the following:

The French Quarter, strictly for people-watching, is amazing. If you pay attention to the architecture and placement of the buildings, monuments, etc., you can find hints of the mechanics of social life in New Orleans's past. It is quite fascinating. New Orleans also has an interesting mix of people. Because of its history, there are many different groups in terms of race, ethnicity, and social class, in a relatively small social space. She also adds, "Hurricane Katrina...enough said."

Finally, Julia also points out:

Mardi Gras is a veritable cornucopia for sociologists. From gender relations to crime and deviance, I believe Mardi Gras offers one of the most unique opportunities for sociological observation because it brings together so many people and cultures.

Sociologists, of course, have long found many avenues of research that is unique to New Orleans. Studies of the wetlands, Mardi Gras and local tourism, street parades, housing projects, and, of course, disasters and their aftermath are but a few of the local topics of interest to sociologists. Hurricane Katrina generated a plethora of sociological studies, some of which are still ongoing. Listed below are just some of the projects currently underway, most of which are connected to Katrina in some way.

Carl Bankston, Tulane University, is working on a collaborative study of new immigrant labor in Louisiana as well as a collaborative study of the mental and physical impacts of Hurricane Katrina on the Vietnamese population of New Orleans.

(Continued on page 12)

New Orleans: A Sociologist's Paradise

(Continued from page 11)

In his current research, **Marcus Kondkar**, Loyola University New Orleans, uses spatial analysis techniques to examine relationships between various neighborhood characteristics and homicide patterns in New Orleans, with a particular focus on the decade split equally either side of Hurricane Katrina (2000 – 2010). This research demonstrates that homicide patterns have been remarkably resilient in the face of the various changes in New Orleans neighborhoods since Hurricane Katrina.



Clair Norris, Xavier University of Louisiana, is currently working with sociology majors on two projects in the New Orleans community. The first project is with the Drug Demand Reduction Coalition (DDRC). Clair and one of the students, Makeda Roberts, are serving on a committee that seeks to address substance abuse and related behavioral health issues. The committee is composed of local criminal justice experts, physicians, and clinicians who are concerned with building effective and comprehensive models that can serve to guide drug policy and planning experts. Clair is also working with the Health Departments, along with students Makeda Roberts and Brittney Lewis. Currently, the Health Department seeks to move from individual-focused health to a focus on public health. Claire and her students are working toward producing a plan for a citywide Community Health Assessment and Community Health Improvement plan.

Farrah Gafford, also at Xavier, is currently involved with the Urban Long-Term Research Area Exploratory (ULTRA-ex) research group. Sponsored by NSF, the ULTRA group is an interdisciplinary research team examining the impact of trauma on urban bio-physical, ecological, and social diversity using the study of post-Katrina New Orleans. The project, entitled “Reconsidering the New Normal,” includes ethnographic field observations taken in three neighborhoods: Pontchartrain Park, Holly Grove, and the Lower Ninth Ward. Farrah has contributed to the ULTRA-ex project by conducting a series of ethnographic observations in the Pontchartrain Park neighborhood over the last two years.

Next time: More from our local sociologists...find out what's on their “must do” list!

Call for SSS Awards Nominations

The process for nominating candidates for SSS awards is described below. To the extent that nomination letters and supporting materials can be emailed, this is preferable as emailing will expedite sharing the materials with the Honors Committee members. Anything that cannot be emailed can be submitted by regular mail. However, an email letter of nomination and other submitted materials must be received by the deadline of January 15 to be considered. Please email materials to James D. Wright (james.wright@ucf.edu). Snail mail can be sent to:

James D. Wright
Department of Sociology
University of Central Florida
4000 Central Florida Blvd.
Orlando, FL 32816

Roll of Honor

The greatest recognition given by the Southern Sociological Society is an appointment to the Roll of Honor. This award recognizes a career of distinguished intellectual contribution to Sociology. Awardees must be members of the Southern Sociological Society (or made significant contributions to Sociology while a member of SSS) and have made stellar contributions to the discipline across their career.

Nomination Procedure:

1. Nominations for the Roll of Honor may be submitted by any member of the Society to the chairperson of the Honors Committee.
2. At least five letters of nomination, the majority being from current members, shall be received and reviewed by the Honors Committee. These letters should address the purpose and qualifications stated above and should be accompanied by supporting documentation. The letters of nomination will be presented to the honoree when the award is made.
3. Nominations may be made at any time during the year. To be considered for an award to be made at the next meeting of the Society, they must be complete by January 15.

(Continued on page 14)

Call for SSS Awards Nominations

(Continued from page 13)

Distinguished Contributions to Teaching Award

The purpose of this award is to honor individuals, departments, schools, institutions, or other collective actors for their outstanding contributions to the teaching of sociology at the undergraduate and/or graduate level. The award may recognize contributions over the course of a career, over the history of a program, or for a specific project or projects.

Teaching is broadly defined to include: classroom instruction, curriculum design, directing and mentoring students, developing instructional materials, producing educational films or videos, creating educational software or web sites, writing or editing textbooks or teacher manuals, conducting workshops on pedagogy, training student teachers, and publishing teaching-related research. Recipients of the award are expected to have excelled in one or more of these areas and have a minimum of five years teaching experience (or be a program that has been in existence for at least five years). This is not an award simply for being an outstanding classroom teacher at one's own institution, but is intended to honor individuals or collective actors whose contributions, though they may result from classroom teaching, go beyond their institutions to benefit the discipline as a whole.

This award includes the opportunity for the recipient or others on the recipient's behalf to arrange a session at the next annual meeting if appropriate and desired.

Nominations should include:

1. the name(s) and address(es) of the nominee;
2. three letters of recommendation (one of which is from the nominator) explaining how the nominee has excelled in the teaching of sociology;
3. the nominee's curriculum vitae or, in the case of collective actors, program description, which includes a list of activities that fall under the areas above; and
4. relevant supporting materials (syllabi, student evaluations, textbooks, manuals, and any other evidence that demonstrate contributions to the teaching of sociology). Nominees may also independently send supporting materials. Both the nominee and the nominator must be members of the Southern Sociological Society.

Nominations are due by January 15.

(Continued on page 15)

Call for SSS Awards Nominations

(Continued from page 14)

Distinguished Lectureship Award

The Southern Sociological Society Distinguished Lectureship Award, may be awarded annually to a member of the Southern Sociological Society in recognition of his/her excellence as a scholar and lecturer. This award has three key goals. First, it allows the Society to honor one of its distinguished scholar/teachers in a public manner. Second, it allows SSS to provide a much-needed resource to departments that typically lack the resources to bring distinguished scholars to their campuses. Third, it serves to promote SSS.

Criteria: The criteria are twofold: first, the nominee must be a distinguished scholar who is recognized as having made a significant contribution to the discipline through major publications. Second, evidence must be provided which demonstrates that the nominee is an excellent lecturer. The honoree, who receives an honorarium of \$500 and the honorific title of Southern Sociological Society Distinguished Lecturer for the year awarded, must commit to giving a minimum of two public lectures at SSS region colleges/universities in that year. As with similar awards, the location of the lectures will be chosen on a competitive basis by a selection committee; institutions with fewer resources will be given priority. Ideally, expenses will be shared by institutions and SSS. The latter will help support the lecture series by contributing up to \$1,000 to subsidize travel and other expenses. The honoree may also deliver a lecture in a special session dedicated to that end at the SSS annual meeting in the year following his/her designation.

Nomination Procedure:

1. Any member of the SSS may submit a nomination, but self-nominations are not accepted.
2. The nominee must be a member of SSS.
3. The primary nominator should submit a packet of materials including several letters endorsing the nomination (the majority of them from current SSS members), the nominee's curriculum vitae, particular publications, and evidence of excellence in teaching (student evaluations, syllabi, and other supporting documentation).

Nominations must be submitted by January 15.

(Continued on page 16)

Call for SSS Awards Nominations

(Continued from page 15)

Charles S. Johnson Award

Nominations are now being solicited for the Charles S. Johnson Award, given by the SSS to an individual in recognition of distinguished scholarly contributions on race and the South. The individual's contribution may be an exceptional single work, several pieces of work, or a significant career of professional achievement.

This award includes the opportunity for the recipient or others on his/her behalf to arrange a session at the next annual meeting if appropriate and desired.

Nomination Procedure: Any member of the SSS may submit a nomination but self-nominations are not accepted. The primary nominator should submit a package including several letters endorsing the nomination (the majority of them from current SSS members), the nominee's curriculum vitae, particular publications and/or other supporting documentation.

Nominations must be submitted by January 15.

Katherine Jocher-Belle Boone Beard Award

This award recognizes distinguished scholarly contributions to the understanding of gender and society. The award honors a single work, several pieces of work, or a significant career of professional achievements. This award includes the opportunity for the recipient or others on her/his behalf to arrange a session at the next annual meeting if appropriate and desired.

Nomination Procedure:

1. Any member of the SSS may submit a nomination, but self-nominations are not accepted.
2. The nominee must be a member of SSS.
3. The primary nominator should submit a packet of materials including several letters endorsing the nomination (the majority of them from current SSS members), the nominee's curriculum vitae, particular publications, and other supporting documentation.

Nominations must be submitted by January 15.

(Continued on page 17)

Call for SSS Awards Nominations

(Continued from page 16)

The Martin L. Levin Distinguished Service Award

The purpose of the award is to honor outstanding service to the Southern Sociological Society. This honor recognizes those members who have made exemplary contributions to the Southern Sociological Society through direct service over a lifetime or significant portion of their professional careers. Their contributions should have been vital in fulfilling the Society's mission and sustaining its annual meetings. Their record may include serving in major fiduciary and organizational leadership roles, either as an officer or chair/member of committees, or as a program chair, session organizer, discussant, etc.; or it may involve providing leadership for innovative changes in the organization and functioning of the Society, in building the Society's membership, or in other ways. Recipients of this award are expected to have been members of the Society for a considerable portion of their careers.

Nominations should include:

1. the name and address of the nominee;
2. three letters of recommendation (one of which is from the nominator) highlighting the nominee's service to the Southern Sociological Society;
3. the nominee's curriculum vitae;
4. relevant supporting documents illustrating contributions to service. Both the nominators and the recipient must be members of the Southern Sociological Society.

This award need not be presented annually but will be offered in years when the Honors Committee determines that a nominee truly merits this recognition.

The deadline for nominations is January 15.

(Continued on page 18)

Call for SSS Awards Nominations

(Continued from page 17)

Odum Awards for Undergraduate and Graduate Papers

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

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

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

Nominating Procedure for **Undergraduate Papers:**

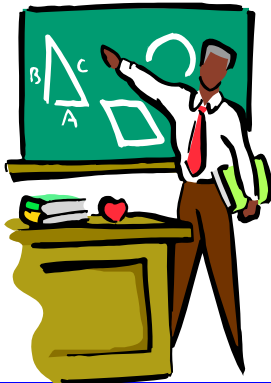
1. The undergraduate papers should be submitted by a member of the SSS who attests that the author meets the conditions of eligibility.

Nominating Procedure for **Graduate Papers:**

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

Deadline: Email the nominated paper by January 15.

Please email materials for all awards to James Wright (mail to: James.Wright@ucf.edu). Snail mail can be sent to: James Wright, Department of Sociology, University of Central Florida, 4000 Central Florida Blvd., Orlando, FL 32816.



The Teaching Corner



Amie Hess

Meredith College

Committee on Sociology in Community and Small Colleges

Chair: Amie Hess, Meredith College, hessamie@meredith.edu

Siti Kusujarti, Warren Wilson College, skusuji@warren-wilson.edu

Christine Wernet, University of South Carolina-Aiken, christinew@usca.edu

Sandra Godwin, Georgia College and State University, Sandra.godwin@gcsu.edu

Jennie Weil, Winthrop College, weiljh@winthrop.edu

Sandra Weissinger, Southern University of New Orleans, sweissinger@suno.edu

The Teaching Sociology Mini-Conference

The Committee on Sociology in Community and Small Colleges (CSCSC) is gearing up for an exciting and stimulating meeting in March in New Orleans! The Teaching Sociology Mini-Conference is made up of a series of sessions, some organized by the CSCSC and some by other SSS members with an interest in teaching, that highlight various aspects of teaching sociology both in and out of the classroom. This year the Mini-Conference has expanded to include 14 sessions in total! Look for sessions on: experiential learning, service learning, working in small and community colleges, feminist pedagogy, creative teaching, department assessment tools, student apathy and curiosity, and incorporating faculty research into the undergraduate classroom, among other topics. Please come and check out any and all sessions that are sure to provide a rich exchange of practical classroom practices for teaching sociology and philosophical musings about the practice of teaching sociology.

Networking opportunities

The CSCSC will also host a networking dinner, day and time to be determined. But this dinner is a wonderful opportunity to meet fellow faculty from small schools and exchange stories or just commiserate! Graduate students interested in working in small, teaching-oriented schools are also encouraged to attend! The dinner is informal, open to all, and we will try to find somewhere relatively inexpensive, given that I'm sure we are all operating on limited travel budgets!

(Continued on page 20)

The Teaching Corner

(Continued from page 19)

Additionally, we will again offer mentors at the Southern meetings to new faculty or graduate students interested in learning more about faculty life in the small and/or community college environment. If you are interested in volunteering as a mentor or interested in having a mentor at the meetings, please email me: hessamie@meredith.edu.

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 an emphasis on increasing the focus on and support for undergraduate education and educators at the annual SSS meetings. Please send ideas to me (hessamie@meredith.edu) or any committee member.

Teaching Exercise

Experiencing Criminal Justice

Lori Brown

Meredith College

These activities are designed to get students out of the criminology classroom and experience different facets of the criminal justice system. In this assignment students are required to do a police ride along and spend a few hours observing in the local criminal courts.

How to:

The students must complete two out of three of the following assignments: (1) Go on a police ride-along; (2) Spend 2-3 hours observing in a courtroom; or (3) Read and summarize three articles from an issue of *Criminology*. I include the latter choice to give students some measure of choice as some might have time limitations or have other reasons for not wanting to participate in one of the experiential exercises.

I have established a good working relationship with our local police department. I worked with a community relations liaison officer to set up a schedule for all the students who wanted to participate in a police ride along to sign up for a time. Most local police departments allow the general public to do a ride along, so in theory any interested student could arrange a ride along for herself with the police. However, with an entire class doing ride alongs, it makes sense for the instructor to work with the police department to schedule the students. Students will also likely need to complete some sort of background check, so you will need to (1) Let the students know this ahead of time. Some of them might want to opt out of this experience for that reason, and (2) Facilitate the process ahead of time.

After the student has completed her ride along, she must complete a written assignment that encourages her to reflect upon the experience and make connections to the course material.

(Continued on page 21)

The Teaching Corner

(Continued from page 20)

- What date and time did you go on the ride along?
- Was the officer a male or female? Do you think it matters? Explain
- Overall, what was the experience like? Did your perception of police change? Why or why not?
- What part of town was your officer assigned to? What kind of neighborhoods did you patrol?
- Who were most of the people who were vic-

tims—think about social class, gender, and race (guess if you don't know). Who were most of the people who committed offenses? How did police interact with offenders? With victims?

- Connect at least two elements from class readings to this experience. You may use the textbook or the other two books. Be sure to explain the concepts or terms or theories and then give examples from your experience to support what you argue.

I followed a similar process when setting up the court observations. The courts are open to the public, but I did specify which courtrooms the students could choose to observe. I wanted them to observe the routine handling of criminal cases, and not spend time watching a sensational trial. Both the police or local district attorney's office can tell you which courtrooms will be best suited for this purpose. Again, after their courtroom observations students' completed a written assignment.

- What date and time did you go to court? (If you attended somewhere other than Wake County please explain.)
- What kind of cases was the judge hearing?—just give a brief summary.
- Was the judge a male or female? Do you think it matters?
- Who were most of the people who were being charged?—think about social class, gender, and race (guess if you don't know).
- How did most cases get resolved?
- Think about the arguments of Butler in *Let's Get Free*—how relevant is his point about who are most of the people being prosecuted in court today? Tie in other material from his book to your experience.
- Tie in at least two elements of information from the textbook in Chapter 17 or other chapters to this experience. You might apply theories that explain crime, concepts or terms from the chapter on policing, property crimes, drug charges, etc. Be sure to give clear information from the text and good examples from your court experience.
- Overall, what did you think about this experience? Did you change your perception about anything?

Observations:

The students found both of these experiences to be quite eye-opening. Without a doubt these experiences generated a lot of hallway buzz! The students, including some who generally did not speak in class, loved to share the stories of their ride along in the class immediately follow-

(Continued on page 22)

The Teaching Corner

ing. Since the ride alongs and courtroom observations were spread throughout the semester, we developed a routine of beginning class each day with students' observation stories. I found that this discussion was an important form of informal processing (in addition to their formal written reflections) in what for some of them were upsetting, surprising, exciting, or just unsettling experiences.

Faculty Spotlight

Lori Brown Meredith College

Lori is in her 20th year at Meredith College in Raleigh, North Carolina. Lori's teaching focuses primarily in the areas of race, demography, and criminology, although, as she notes, at a small school become an expert in everything—a theme Lori will explore in her presentation at the Southern (part of the Teaching Sociology Mini-Conference!). She teaches courses on criminology, juvenile delinquency, drugs and society, and on of her long-standing favorites (and certainly popular with the students), Human Sexuality.



Currently, her favorite course to teach is Criminology. When asked why, Lori said that what she loves is the way that what goes on in the classroom has meaningful applications to the real world. The theories being talked about in criminology are also used in the courtroom in a way that you don't hear very often for the use of our more general sociological theories. That, and she enjoys hearing the students talk and be excited about the topic in the hallway.

Lori recently spearheaded a new criminology major at Meredith. There has always been strong interest among the students in the various criminology courses, but when the department started getting calls from the community wanting to hire women in these fields, it felt like the time was right. It was a perfect fit to have a major in Criminology at a women's college

Websites for Teaching about Sociological Issues Off-beat websites for Criminology classes

The Police Officer's Dilemma: <http://home.uchicago.edu/~jcorrell/TPOD.html>

This website offers research and a link to a web-based "game" that tests racial bias in how we think about criminals. It is a fascinating look into the social psychological elements of racial stereotyping and bias. This site challenges students to think about their own perceptions.

The Corporate Crime Reporter: <http://www.corporatecrimereporter.com/>

This website is a sort of clearinghouse on white collar crime reporting—much of which does not receive much coverage in traditional media outlets.

The Teaching Corner

2012 Carolina Undergraduate Social Science Symposium April 20, 2012

Sponsored by the *South Carolina Sociological Association*
and *University of South Carolina Aiken*

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

Students wishing to participate should submit a proposal (electronically) that includes the author's name, institutional affiliation, paper/poster title (specifying format), and a brief abstract. Abstracts should be approximately 100 words and reflect the general content of the paper including a theoretical orientation and questions and issues the presentation will address. The **deadline** for submission of proposals is April 6, 2012.

Three cash awards will be given to the students with the papers judged to be best. To be included in the student paper competition, a completed paper must be submitted by April 6, 2012. Additionally, two awards will be given for the best student poster.

Abstracts and papers should be submitted as email attachments to Professor Barbara Johnson (barbj@usca.edu).

2012 Annual Meeting

March 21-24, 2012
Hotel Monteleone
New Orleans, Louisiana



The Teaching Corner

CALL FOR PAPERS

30th SouthEastern Undergraduate Sociology Symposium

Identity and Inequality in Society

Atlanta, Georgia

February 24-25, 2012

The 30th annual SEUSS will be held at Emory University. The Symposium provides undergraduate students with the opportunity to present their research at a professional meeting. Presentations in any area of sociology are welcome. Students whose papers are accepted will give a 12-15 minute presentation of their research.

All presenters will receive *Certificates of Professional Participation*. Abstracts of all presented papers are published in the *Symposium Proceedings*. The three best papers will receive an *Award for Excellence in Undergraduate Research* (1st place \$100, 2nd place \$75, 3rd place \$50).*

A banquet will be held on February 24th for all participants. The keynote speaker at the banquet is Dr. Nikki Khanna (B.A. 1997, Ph.D. 2007 Emory University), from the Department of Sociology at the University of Vermont. Her address will stem from her recently published book, *Biracial In America: Forming and Performing Racial Identity*.

APPLICATION PROCEDURE

Part I. Application Deadline: Friday, January 27, 2012

Interested students should email Dr. Karen A. Hegtvedt (khegtve@emory.edu) the following items with the term "SEUSS" in the subject line:

1. A one-page abstract*
2. A faculty letter of support indicating that the student's research is, or will be completed and ready for presentation on February 25, 2012.

* To be considered for an *Award for Excellence in Undergraduate Research*, completed papers must be submitted by Friday, January 27, 2012.

Part II. Application Acceptance

Dr. Hegtvedt will notify students of their acceptance and registration information the week of February 6-10, 2012. A \$25 registration fee is necessary to help defray the costs of the banquet and proceedings. This fee is required for all students participating in the symposium and all faculty attending the banquet.

Co-Sponsored by Emory University Department of Sociology; Morehouse College Department of Sociology, and the Emory Center for Ethics

For more information about SEUSS, please visit:
www.sociology.emory.edu/SEUSS/

Member News

Wanda Rushing, a longtime member of the Southern Sociological Society and current member of the Executive Committee, was recently promoted to Full Professor and appointed as a Dunavant University Professor at the University of Memphis. Last year, she was honored with the College of Arts and Sciences Distinguished Research Award for her work in the Social Sciences.



Opportunities

CALL FOR PAPERS

The *Kentucky Journal of Anthropologists and Sociologists* is soliciting papers for a special summer issue on “*Nature, the Environment and Conservation.*” If you are interested in submitting a piece for this special issue, please contact Stephanie McSpirit, Special Issues Editor at Stephanie.McSpirit@eku.edu.

Paper submissions should follow the standard submission format of the *KJAS* (4000-4500 words) and will be accepted through March 15, 2012. Papers can be sent electronically to: Stephanie.McSpirit@eku.edu.

For additional information about the *Kentucky Journal of Anthropology and Sociology*, contact Daniel W. Phillips III, Ph.D., Editor-in-Chief at Lindsey Wilson College, 210 Lindsey Wilson Street, Columbia, Kentucky 42728, (270) 789-7465, kjas.editor@gmail.com.



National Science Foundation
WHERE DISCOVERIES BEGIN



The Research Experiences for Undergraduates (REU) Program
The University of Alabama at Birmingham
Using the Social Sciences, Natural Sciences, and Mathematics to Study Crime
June 7 – July 27, 2012
<http://www.cis.uab.edu/UABCrimeREU>

Program Highlights:

- This 8-week NSF summer program is designed for undergraduate students across the Southeast who want “hands-on” research experience and for those who are interested in pursuing post-graduate degrees in fields such as Criminal Justice, Forensic Science, Computer Science, Sociology, Public Policy, Biology, and Chemistry.
- The program is targeted to undergraduate students with at least 60 hours of college credit. A total of 12 students will be selected for the summer 2012 program.
- Students will have the opportunity to work closely with faculty from UAB’s Department of Justice Sciences and Department of Computer and Information Sciences. The 8 REU faculty members are nationally recognized for their expertise in working with large data sets, data mining and manipulation, quantitative and qualitative data analysis, and DNA analysis.
- Students will conduct research in one of three core areas: 1) Criminal Justice, 2) Forensic Science, or 3) Computer Forensics.
- Students will work with faculty mentors in their research track for 35-40 hours per week to complete one or more projects during the summer experience. In some cases students will work directly with a local criminal justice agency on their project.
- Each Friday during the 8-week program, students will attend a luncheon that includes special presentations from local criminal justice professionals and time to interact with other REU students and faculty. Students will make a presentation of their research experience during the final Friday luncheon.
- Students will receive tours of several major criminal justice agencies in Alabama.
- Students selected for the program will receive free lodging, food (up to \$30 per day), and travel (up to \$250) to UAB.
- Students will receive a stipend of \$450 per week.
- Students will enjoy access to UAB libraries, labs, dining facilities, and the Campus Recreation Center. Several tours of the Birmingham area and special events are also planned.
- The application form is available on the program website <http://www.cis.uab.edu/UABCrimeREU>. The submission deadline is February 17, 2012.
- Students from underrepresented groups are strongly encouraged to apply.
- Please contact Dr. Kent Kerley at krkerley@uab.edu or 205-934-8548 if you have questions.

COSSA – 30 Years of Advocacy on Behalf of Social and Behavioral Sciences Research

H. B. Cavalcanti
SSS COSSA Liaison

Created in May 1981 to respond to the large budget cuts proposed by the Reagan Administration for the social and behavioral sciences at the National Science Foundation (NSF), the *Consortium of Social Science Associations* (COSSA) celebrated 30 years of advocacy with the colloquium, “The Social and Behavioral Sciences and Public Policy,” held in Washington, DC, on November 2-3, 2011. The conference highlighted the contributions of the social and behavioral sciences to public policy, including research on economic well-being, race and ethnicity, crime reduction, human-related aspects of environmental change, and health. Dr. Thomas Mann, Senior Fellow in Governance Studies at the Brookings Institution, delivered the keynote address, “The Changing Political Landscape: 1981-2011,” and top officers of the NSF, the Census Bureau, and the NIH discussed the contributions of the social and behavioral sciences to the work of their respective organizations.

The second day of the colloquium addressed the challenges for funding in the current deficit-driven federal budget climate. Dr. Kenneth Prewitt (Columbia University), COSSA’s President, moderated a panel that included the Honorable David Price, member of Congress from North Carolina, along with the directors of the National Institute of Justice, the Research Councils UK, the Population Reference Bureau, and the Spencer Foundation.

COSSA has come a long way from its early days of advocacy. The strong support from the Social Science Research Council (SSRC) and major universities was essential for its launching back in 1981. But after incorporating as a 501(c)(6) organization with the backing of ten disciplinary-based social and behavioral science associations in 1982, COSSA reached out to other associations, universities, and research institutes. By 2010, the Consortium had 18 Governing Members, 23 Membership Organizations, 57 Universities, and 12 Centers and Institutes.

Since 1982 COSSA has extended its monitoring of research funding beyond NSF to all federal agencies that support social and behavioral research. It continues to serve as its members’ advocate for a non-politicized research agenda. COSSA’s biweekly newsletter, *the COSSA Washington UPDATE*, continues to inform the Washington community of policy-related research, and the Consortium has sponsored briefings on Capitol Hill that showcase the work of the academic research community to Washington policymakers. As a member organization, the Southern Sociological Society congratulates COSSA on its three decades of advocacy work.

(Author’s note: Historical details obtained from COSSA’s page: <http://www.cossa.org/about/history.shtml>.)

Demographic Transitions

Pamela Tremayne died October 30, 2011, in Atlanta, Georgia. She was a long-time Southern Sociological Society member and Atlanta attorney. Pam was a frequent attendee and sometimes participant at SSS annual meetings, especially when the meeting was in Atlanta. Pam earned her BA degree in sociology from Washington University, her Masters degree in Latin American Studies from the University of Florida, and completed her doctorate at Emory under the direction of Marty Levin. She earned her law degree from Emory as well. She established a formidable practice in family law in Atlanta. For, as she told Marty, she could handle both the law and the sociological writings in the family, something opposing attorneys had no clue about.



Pam was a vibrant personality in Atlanta, since when the city was "dreaming and pulsing" some 40 years ago. She forged upward with her own unrelenting pursuits, both professionally, as an exemplary attorney, and also as generous, devoted volunteer, pioneering many organizations to new heights. She was a leader in the legal profession, where she held key positions within the Atlanta Bar Association (Board of Directors) and The State Bar of Georgia (Chair Judicial Procedures). Her law practice centered on complex domestic relations matters, including divorce and custody. Pam was always a learned scholar and teacher and also an avid traveler to far away places like Mongolia, Tibet, and beyond. Pam was a long-serving President of The International Club of Atlanta, a long-time board member of the Big Brothers/Big Sisters, and a 2009 Recipient of the Distinguished Alumni Awards for Washington University (past member of their Alumni Board of Governors). At the time of her death, Pam was on the Oglethorpe Board of Trustees, and she was Chair of Common Cause Georgia Advisory Committee as well as Chair of the Atlanta Lyric Theatre. She was a member of Trinity Presbyterian Church. Her life truly represented an inspiration to all to build a greater community. She never quit in her quest for something better in the world.

Memorial donations can be made to <http://www.commoncause.org/ga/donate> and/or <http://www.atlantalyrictheatre.com>.

(Editor's note: Adapted from the obituary at <http://www.legacy.com/obituaries/atlanta/obituary.aspx?n=Pamela-Tremayne&pid=154421788>.)

NOTICE OF DEATH

April Brayfield, Associate Professor of Sociology at Tulane University, died on December 13, 2011. April completed her Ph.D. in Sociology in 1990 from the University of Maryland-College Park. Her research investigated childhood, child care policy, gender, and the work-family nexus, spanning from the United States to Europe. April was a dedicated feminist sociologist. She was deeply committed to teaching and mentoring many, many students. She introduced a number of us to Sociologists for Women in Society and was instrumental in helping many students become feminists and feminist sociologists. For her passion of mentoring and teaching, she was recognized on several occasions, including receiving Tulane's prestigious President's Medal for Excellence in Undergraduate Teaching in 2004 and the John Stibbs Award for Outstanding Faculty Member in 2009. April actively participated in many ways on Tulane's campus and was involved with other professional sociological associations throughout her twenty year career at Tulane.



To many of her colleagues and former students, April was also well-known for her love of good food, Jazz Fest, and Mardi Gras (purple or green hair to go with the carnival season). She embraced life with zest! She did not do it alone, but got others involved. She loved knitting and crafts, and led a project called "Stitches of Hope," which knit scarves and "chemo caps" for cancer patients, a cause she fought for some years.

April will be deeply missed by her many colleagues and friends. Donations can be made in her name to the Susan G. Komen for the Cure (www.komen.org) or the National Breast Cancer Foundation (www.nationalbreastcancer.org). There will be a tribute in New Orleans during the March meetings.

In fond memory, April's mentees from the Gender Krewe:

- Krista Brumley (2004), Assistant Professor, Wayne State University
- Rachel Jones (1999), Senior Researcher, Alan Guttmacher Institute
- Ye Luo (1999), Assistant Professor, Clemson University
- Sue Mennino (2003), Chair, Sociology Department, Loyola University New Orleans
- Barbara Stroepe (2008), Supervisor of Market Monitoring, Southwest Power Pool, Little Rock, Arkansas

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
 Department of Sociology
 Presbyterian College
 Clinton, SC 29325
 864-833-8359
 fax 864-938-3769
[mailto: rhfreym@presby.edu](mailto:rhfreym@presby.edu)

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

INFORMATION WANTED. . .CONTRIBUTE TO TSS

To bring you the news, I need your news! Please send any news of your department and/or colleagues for possible publication in TSS. Articles pertaining to the state of the profession or the discipline are also welcome. To appear in the next issue, submissions must be received by the deadline below.

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

TSS

The editor reserves the right to publish or not to publish any submission. Also, there may be times when submissions need to be edited. This will be done where appropriate, but in no case will the substance of any submission be changed without the prior consent of the author.

Next Issue Deadline: February 15, 2012