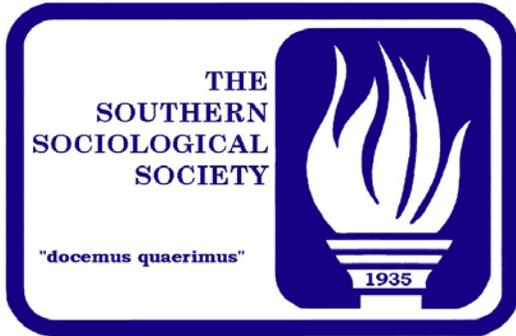


The Southern Sociologist

Volume 46

Number 4

Spring 2015



From the President: David Maume

THANK YOU!!

The meeting in New Orleans is upon us, at the end of which I will pass the Presidential gavel to Barbara Risman. This year has flown by. Unlike past Presidents, I have not shared the responsibility of breaking our long-standing tie with an established journal, starting a new journal, or changing our meeting location. I have had a rather uneventful year as President, in which we have strengthened the capacity and organization of our committees, diversified the leadership of SSS, moved the election cycle closer to annual meeting, and exceeded my most optimistic expectations for participation in the 2015 annual meeting. I am grateful to VP John Reynolds for his work on elections, to Jaita Talukdar for her work on local arrangements, to Shannon Davis and Sarah Winslow for putting the 2015 program together, and of course, to Executive Officer David Brunsma and Slade Lellock for all they do to keep the SSS running smoothly. But, most of all, I am grateful to you the members for presenting at the conference, serving on committees, for supporting the Southern Sociological Society. It was an honor and a pleasure to serve as President of an organization whose members are so talented, capable, and committed. Thank you again. See you in New Orleans!

Dave Maume

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#SSS2015 Final Program Highlights and Details

The Final Program is now available at <http://www.southernsociologicalsociety.org/annual.html>.

All paper session rooms will be equipped with LCD projectors. Presenters and/or presiders will need to furnish laptops. While we have contracted with the hotel to have FREE WiFi in ALL guest rooms and in the lobby, there will **not** be WiFi in the meeting rooms. PLEASE NOTE: the LCD projectors have VGA connections only. Those needing other connection options will need to bring their own adapters. If you have adapters you would like to donate, please bring them to the registration desk when you arrive at the meeting.

If you have not done so already, please consult the program to identify when your presentation is scheduled and in what type of session. Please also note the number of other papers scheduled for your session. Given the record-shattering number of submissions received, most paper sessions have 5 presentations while most roundtable sessions feature 4 papers. All regular session slots are 75 minutes long, so please plan accordingly in preparing your individual presentation.

Session presiders were assigned from a list of participants indicating their willingness to preside (either via email or in the submission system). Please check to see if you have been assigned as a presider and watch for an email with instructions for presiders.

#SSS2015 App! For the first time, the SSS Annual Meeting program will be available via an interactive app for those who would like an alternative to a paper program.

Candidate Meet-and-Greets. Two opportunities exist to meet the candidates for SSS offices. The first will be at the opening reception on Wednesday evening and the second will be at the Student Mixer, to be held Thursday night from 8:00 to 10:00 p.m. at the 700 Club (700 Burgundy Street). Those running for office will be wearing “CANDIDATE” buttons—take this opportunity to meet them and hear about their plans for SSS Office!

Gender-neutral restrooms. #SSS2015 will offer gender-neutral restrooms for meeting participants. These will be located on the mezzanine level, alongside many of our meeting rooms, and will be marked with appropriate signage (gender-specific restrooms will be available on the 2nd floor). Many thanks to the Committee on Gender and Sexuality and the Astor Crowne Plaza for working with the program team to make this possible.

Welcome Reception. Wednesday night will feature the return of the Welcome Reception from 5:00 to 7:30 p.m. in the Astor Gallery. Catch up with old friends, meet the candidates, mingle with other attendees, and officially kick off #SSS2015! Cash bar will be available.

#SSSS2015

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- 2 # of Gender Neutral Restrooms
- 2 # of Opportunities to Meet the Candidates
- 3 # of Hotels Contracted by SSS
- 4 # of Plenaries
- 9 # of Mini-Conference Sessions
- 12 # of Teaching/Professional Development Sessions
- 13 # of Graduate Programs being Showcased
- 17 # of Author Meets Critics
- 32 # of Program Committee Members to Thank
- 289 # of Sessions
- 1249 # of Participants

Spring 2015 SSS Meetings



Jaita Talukdar
Chair, Local Arrangements



Welcome to *New Orleans* for the Annual Meeting of the Southern Sociological Society!

As most of you already know, this is turning out to be a very special meeting. Not only are there more than 1000 people registered for the meeting, but the conference also features an impressive list of plenary speakers, a symposium on Hurricane Katrina, and additional sessions to accommodate the number of people registered for the conference. Last, but not the least, this year marks the city celebrating ten years of recovery since Hurricane Katrina. You will be definitely catching the city, in what some argue, is the middle of an economic upswing with local businesses growing and a growth in the city's digital arts and technology industry.

This year we have a long list of Author-Meets-Critics sessions. To add to the excitement, I would like to announce that we have collaborated with a local bookstore in the city to arrange book-signing events for all the Author-Meets-Critics sessions at the conference. These events will be an excellent opportunity to buy signed copies of books at the conference right after each AMC's session gets over.

For those of you who are looking for reliable childcare service in the city, the Local Arrangements Committee has identified a *bonded, insured* childcare agency in the city to recommend. The agency is called Dependable Kid Care; more information can be found here: <http://dependablecare.net/kid-care/>. Alternatively, you can call them at 504-486-5044. Unfortunately, this is the only agency identified so far that provides certified childcare providers in the city who have gone through a screening process and have at least two years of experience. As more agencies like this one are found, information will be made available.

A trip to New Orleans also absolutely requires soaking in its rich, vibrant, festive culture. Since there are too many activities to list in just few lines, I would encourage all of you to visit the website of New Orleans Convention Center and Visitor's Bureau (<http://www.neworleanscvb.com>) to plan your activities (also, see the list of free activities in the Winter *TSS*). For questions and queries about the city, please feel free to email me at jtalukda@loyno.edu.



See you all in New Orleans!



2015 Meeting Registration

Anyone attending the conference will need to be registered by the day on which he/she participates in a session. Please note that the structures of conference registration fees have been revised and expanded, as outlined by David Brunsma in *The Southern Sociologist* (volume 45, issue 1 <<http://www.southernsociologicalsociety.org/assets/TSS.v45/TSSVolume45Number1.pdf>>). Of particular note is the alteration in conference registration procedures. Those who register on or before March 1, 2015, will pay the discounted Pre-Registration fees, while those who register after this date will pay On-Site Registration fees.

Here is a breakdown of the different registration fees:

| | Pre-Registration Fees | |
|----------------------|---|--|
| | (for those who register on or before March 1) | (for those who register after March 1) |
| Regular & Sustaining | \$60 | \$75 |
| Student | \$30 | \$40 |
| Non-Member | \$100 | \$140 |
| Emeritus | \$0 | \$0 |

On line registration is available at <https://cart.southernsociologicalsociety.org/>.

Airport Shuttle Service

We have a special discount with New Orleans's Airport Shuttle service for the conference, which you can avail of by clicking on this link:

<http://airportshuttleneworleans.hudsonltd.net/res?USERIDENTRY=SOSOCSOC0315&LOGON=GO>

- In order to be able to book travel online you must book at least 24 hours prior to your flight arrival time.
- You can change an existing reservation via phone (866-596-2699), but you will need to make you original reservation online; if not ,the discount does not apply.

ATTENTION FIRST-TIMERS:

Are you attending the Southern Sociological Society meeting in April?



If it is your first time—or if you just find academic meetings daunting or unfriendly—let **SWS- South** lend you a **SOUTHERN HAND!**

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

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

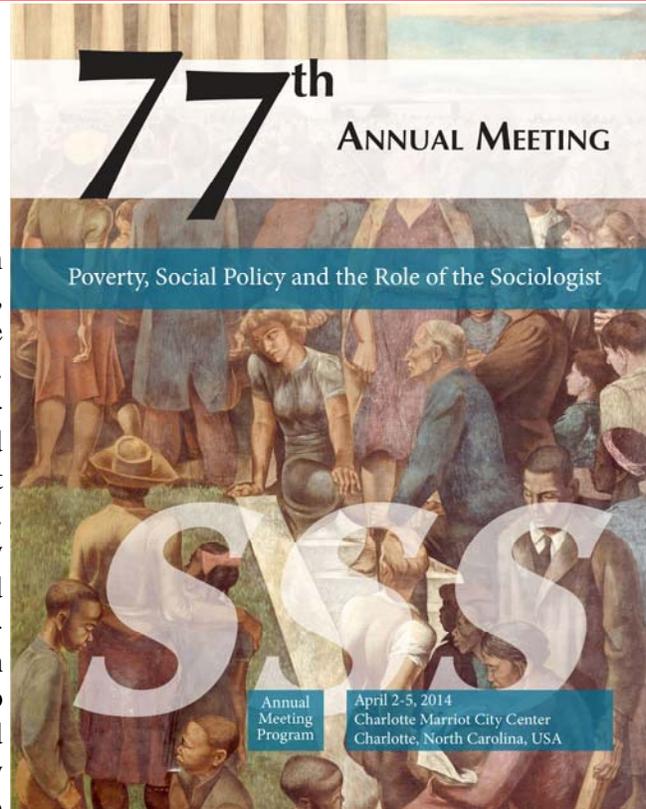
Your Southern Hand Program mentor will reach out and help you make the most of your SSS meeting!

To participate in the Southern Hand Program contact Stephanie Gonzalez Guittar at sgonzalezguittar@valdosta.edu by March 11th.



SSS Persistent Poverty in the South Project

At the 77th Annual Meeting of the Southern Sociological Society in Charlotte last year, Past President Leslie Hossfeld announced the SSS Persistent Poverty in the South Project. This project brings together researchers, students, practitioners, elected officials, and community organizers to examine persistent poverty in eleven states in the U.S. South. The goal is to create a learning community that shares and identifies key projects aimed to alleviate poverty in persistently poor regions through research and praxis. Research teams in eleven states will meet annually to share research, project outcomes, barriers and successes, and work towards broader policy recommendations for tackling poverty in the U.S. South.

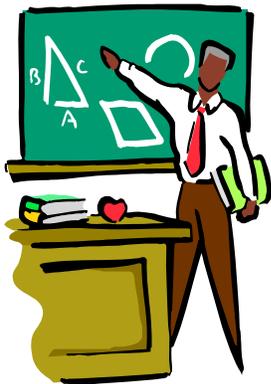


The Committee on Sociological Practice will take the lead on this project. The group will meet in New Orleans on Saturday March 28th from 8-10 a.m.. All are welcomed. Please consider joining us and these efforts. For more information contact Leslie Hossfeld at HossfeldL@uncw.edu or Jill Waity at waityj@uncw.edu.

#SSS15 Memorial Service

Each year at the annual meetings during the Presidential Honors session we pause to recognize those associated with the Southern Sociological Society who have passed away since last year's meetings.

If you know of anyone who should be recognized during this year's memorial session, please contact John Reynolds (john.reynolds@fsu.edu; 850-644-8825) with her/his name and any other relevant information (university affiliation, etc.).



The Teaching Corner



James N. Maples, Editor
james.maples@eku.edu

Committee on Sociology in Community and Small Colleges

Nicholas Guittar (Committee Chair), Valdosta State University

Jeannie Haubert, Winthrop University

Sandra Weissinger, Southern University of New Orleans

James N. Maples, Eastern Kentucky University

Kimberly Lancaster, Coastal Carolina Community College

Susan Ambler, Maryville College

Kris De Welde, Florida Gulf Coast University

DeAnna Gore, University of South Carolina Aiken

Message from Nicholas Guittar, Committee Chair:

The 2015 meetings in New Orleans are just around the corner, and the Committee on Sociology in Community and Small Colleges (CSCSC) is fired up and ready to go. Our committee has planned a diverse slate of sponsored and co-sponsored sessions—one related to the conference theme, two related to the 10th anniversary of Hurricane Katrina, and a few other sessions on teaching and the job market. The details of these outstanding sessions—including what day/time each session will take place—can be found below.

We have also organized what we hope will be one of the most engaging sessions of the 2015 meetings—a session in which YOU can be an active participant. The session, "Making SSS a Welcoming and Inclusive Place for All Sociologists: A Brainstorm Session," will begin with the insights of an impressive panel of experts on SSS, diversity and inclusion, and organizational effectiveness. The session will then morph into an interactive roundtable session. We want to know what YOU think about how SSS can be a more welcoming and inclusive organization. What faults do you see? How can we better reflect the diversity of our membership? These and other questions will be at the center of this brainstorm session. We ask that you show up ready to contribute to this important dialog as we work to create actionable items which will be shared with the Executive Committee.

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The Teaching Corner

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In addition to sessions and panels, we also hope to see you at our Coffee and Beignet meet and greet Thursday morning (3/26). Plan to meet us near the check-in desk of the Astor Crowne Plaza no later than 9:30 a.m. if you wish to join us for a short walk to Café Du Monde. We plan to return to the hotel by 11 a.m. in time for the next block of sessions.

The following is a brief list of our sponsored and co-sponsored events (by day/time)

Thursday, March 26, 2015

9:30-11:00 a.m.

Coffee and Beignets – A meet and greet at Café Du Monde

All SSS attendees are encouraged to meet us in the lobby of the Astor Crowne Plaza for a brisk 13 minute walk to Café Du Monde. We will leave the hotel lobby at 9:30 a.m. sharp. Or, if you are already out and about, feel free to meet us at the Café (800 Decatur Street, across from Jackson Square).

12:45-2:00 p.m.

Teaching about Gender Inequality in the 21st Century (Co-sponsored by the Committee on Gender and Sexuality and the Committee on Sociology in Community and Small Colleges) – Paper Session

2:15-3:30 p.m.

Applying for Jobs at Various Types of Institutions (Co-sponsored by SWS-South and Committee on Sociology in Community and Small Colleges) – Workshop

3:45-5:00 p.m.

Intersecting Inequalities in Post-Katrina New Orleans (Co-sponsored by the Disaster Relief Committee and the Committee on Sociology in Community and Small Colleges) – Panel

5:15-6:30 p.m.

Violence to Black and Brown Bodies in PostKatrina New Orleans (Co-sponsored by the Committee on Sociology in Community and Small Colleges, the Ad-Hoc Committee on Disaster Relief, and the Committee on Race and Ethnicity) - Paper Session

6:45-8:00 p.m.

Making SSS a Welcoming and Inclusive Place for All Sociologists: A Brainstorm Session (Co-sponsored by the Committee on Sociology in Community and Small Colleges, the Committee on Race and Ethnicity, and the Committee on Gender and Sexuality) - Invited Panel

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The Teaching Corner

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Friday, March 27, 2015

9:30-10:45 a.m.

Turning Teaching into Scholarship (Sponsored by Committee on Sociology in Community and Small Colleges) – Workshop

12:45-2:00 p.m.

Writing Cover Letters for Teaching-Oriented Job Searches: A Panel Discussion (Sponsored by the Committee on Sociology in Community and Small Colleges) – Panel

Saturday, March 28, 2015

11:00 a.m.-12:15 p.m.

Innovations in Teaching Undergraduate Students - Paper Session

Teaching Note

The Hypothetical Social Movement Campaign as Teaching Tool
Meghan Conley, University of Mary Washington

Many students are attracted to sociology for its appeal to critical consciousness and its attention to matters of social change. In my social movements course, I cultivate this interest through a semester-long group project in which students research a local social problem and develop a hypothetical social movement organization (SMO) and comprehensive campaign to address the issue. The culmination of this project is a portfolio that integrates social movement theory and practical (albeit hypothetical) application. In developing the portfolio, student groups address the following components: overview of the social movement organization, including its emergence; articulation of threat; campaign overview; power analysis; narrative (framing) strategy; media strategy; tactical strategy; and analysis of alliances and coalitions.

Components are tied to readings and in-class activities. In a typical week, we spend Tuesdays discussing assigned readings, including scholarly articles and a variety of materials written by and for movement activists. Thursdays are dedicated to focused activities and group breakouts that require students to apply theoretical materials to their social movement organizations and campaigns. Below, I describe the portfolio's components and suggest readings and activities to encourage students to draw connections between social movement theory and praxis.

SMO Overview: In this section, groups situate the origin and structure of their hypothetical social movement organization within theories of movement emergence. Students research the convergence of contemporary political opportunities and threats, resource availability, and context to explain how and why their hypothetical movement has emerged in this particular place and time. Groups also define their organizational structure, membership and recruitment strategy, and resource requirements to articulate how these elements relate to one another and to

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The Teaching Corner

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their campaign's emergence. To prepare, my class spends much of the first half of the semester reviewing and assessing theories of movement emergence. Students read Blee's *Democracy in the Making*, McAdam's *Freedom Summer*, and various scholarly articles on collective action emergence and processes of micromobilization.

Threat: One task of any SMO is articulating why a particular social issue constitutes an immediate and pressing problem. In this section, students frame their issue by marshalling empirical evidence in the style of a literature review. I encourage students to include relevant data from multiple sources, including scholarly articles, local newspapers, and fieldwork with those directly affected by the threat.

Campaign Overview: This section describes the hypothetical campaign as it relates to the defined threat. Students articulate their campaign's goals and summarize how their campaign will resolve or improve the problem. Groups must also explain why their solutions will better address the threat than existing solutions. As with the previous section, the emphasis is on creating a movement frame that is supported by empirical evidence.

Power Analysis: In this section, groups examine existing power relationships in relation to the articulated threat and campaign goals. To be effective, SMOs must understand the person, people, or institutions (known as *targets*) that have the power to enact or authorize changes desired by the group. I find that most students have a rudimentary grasp of power analysis. After all, when students seek a deadline extension, they understand that their instructor has the capacity to authorize or deny the desired change, and thus students target their request at the instructor. Similarly, students easily identify the obvious targets of their campaigns—legislators for legislative goals, business owners for workplace goals, school boards for school policy changes, and so on.

However, a sophisticated power analysis determines not only who (or what) has the ultimate power to authorize or enact the desired change, but also who (or what) has the ability to influence the target to authorize or enact the change (these are known as *secondary targets*). Thus, voters may influence legislators, consumers may influence business owners, and parents and students may influence school boards. Movement campaigns may have multiple targets, and each target may have multiple secondary targets. For example, groups targeting business owners for unfair labor practices might also target legislators who can enact pro-labor ordinances. For secondary targets, beyond encouraging consumers to influence business owners by withholding purchasing power, groups might also encourage those with moral influence—such as ministers, neighbors, and family—to pressure the target to accommodate demands.

As students think about targets and secondary targets, I encourage them to consider invisible elites who have power from above as well as marginalized communities and others who derive

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power through numbers or moral authority. Additionally, I remind students that countermobilizations are equally capable of power analysis, and that targets are influenced not only by those who support the movement's goals but also by those who oppose their goals. Thus, students must strategize how to neutralize their opposition's influence.

Narrative (Framing) Strategy: In this section, groups explain how they frame the *story* of their issue. Students must articulate how their framing strategy targets specific audiences to garner support for their cause and delegitimize other ways of framing the problem, thus undermining their opposition. Several excellent scholarly pieces explore the processes and constraints of collective action frames (see, for example, Benford and Snow 2000). However, I find that students respond particularly well to *Re:Imagining Change* by Canning and Reinsborough and examples from the Center for Story-Based Strategy (formerly SmartMeme). Canning and Reinsborough offer worksheets that guide change agents through a narrative power analysis to create effective movement frames. My students use Canning and Reinsborough's "Battle of the Story" to identify and challenge dominant narratives (such as implicit messages about victims and heroes, rugged individualism, and TINA ideology) and to articulate alternative frames. I also encourage students to develop sample memes, including symbols, images, and slogans, to demonstrate their action frames.

Media Strategy: In this section, groups explore how they will use media to communicate with the public. It is useful to begin by collectively generating an exhaustive list of communication platforms, including traditional print and TV news, social media technologies, and SMO-generated banners and flyers. Then, students divide the list into three distinct communication "spaces": those that allow SMOs to frame their campaign using their words in their space (e.g., newsletters, signs); those that allow SMOs to use their words in someone else's space (e.g., letters to the editor, Facebook posts, interviews); and those that use someone else's words in someone else's space (e.g., newscasts without interviews). Students then conduct a SWOT (Strengths-Weaknesses-Opportunities-Threats) analysis for each category. For example, traditional newscasts reach a large audience and may convey credibility, but they may—deliberately or accidentally—misquote movement representatives or reduce the complexity of a movement's message. In contrast, SMOs retain message complexity and authenticity through self-generated newsletters and banners, but failure to engage with mainstream media means—at best—a smaller audience, and—at worst—that newscasters or opposition movements may frame the movement without the input of movement representatives. Based on this analysis, and in consideration of their campaign strategy, students decide how to best utilize media to balance the strengths and opportunities of communication platforms against their weaknesses and threats. To make sense of the relationship between movements and media, students read Gamson and Wolfsfeld's "Movements and Media as Interacting Systems" and excerpts from Gitlin's *The Whole World is Watching*.

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Tactical Strategy: In this section, groups explain the tactics they will use to accomplish their goals. I encourage students to think in terms of escalation—how will they begin, and how will they escalate if their goals are unmet? My students are familiar with sit-ins, marches, and other forms of nonviolent, contentious politics that have become mainstays of prominent social movements. However,

most are unaware of the variety of innovative, subversive, and attention-grabbing tactics that activists use to generate sympathy, entertain audiences, and influence targets. To expand their idea of what is possible, my students read excerpts from Alinsky's *Rules for Radicals*, Churchill's *Pacifism as Pathology*, and Sharp's *Methods of Nonviolent Action*. SMOs also use tactics to educate, energize, and recruit membership, a point I demonstrate through the "Showdown in Charlotte: Bank vs. America Boxing Match" video. Hypothetically, every tactic is available to every campaign; practically, however, different tactical choices arise from different opportunities and create different risks and benefits. Thus, students must consider how their tactics serve the overall needs and goals of their campaigns.

Alliances and Coalitions: In this section, students identify the people and organizations they will ally with to accomplish campaign goals. As with other components, students must think strategically about alliances. Social movements often attract diverse groups under a common banner, but it is a linguistic convenience to refer to *the* women's movement, *the* civil rights movement, or *the* immigrant rights movement. For example, different groups united for immigrant rights may agree that immigrants deserve rights, but they may differ in their definition of rights or how to achieve rights for immigrants. In allying with other groups, SMOs must sometimes compromise on strategy. Simultaneously, alliances may expand the resources available to movement campaigns. Thus, students must consider how alliances might expand—as well as constrain—opportunities. Students must also ensure that alliances are compatible with their decisions on membership, tactics, and other campaign components.

Conclusion and Caveats: By the end of the semester, students have developed a comprehensive campaign to address their articulated threat. Each component scaffolds upon and interacts with other components, clearly demonstrating how early decisions—about goals, membership, and targets—shape later decisions—about framing, tactics, and alliances.

Certainly, hypothetical organizations and campaigns cannot replicate actual social movements. In real life, SMOs and movement campaigns arise from particular communities with grievances, opportunities, and resources that emerge in particular contexts. Although students simulate these situations, the project cannot replicate the heightened sense of outrage and urgency that motivates many to participate in movements for social change. And while students experience the painstaking decision-making processes involved in defining an organization and elaborating its campaign strategies, students do not experience the muddled dance of on-the-ground

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politics, as design and serendipity intermingle to influence campaign developments. Real life campaigns are messy and complicated, even as they are carefully strategized and calculated. Likewise, students do not experience interpersonal and ideological conflicts that often shape campaign compromises: decisions are often made on the fly by leadership who are nondemocratic in effect, if not intention; personalities and politics collide as activists

disagree over ethics and optics; and burnout—a serious impediment to activism—is very real.

Still, the creation of a hypothetical SMO and movement campaign gives students some insight into social movements. For one, this project contradicts a popular narrative that dismisses activists as starry-eyed revolutionaries who misunderstand the constraints of the real world. As students consider each component of their campaign and its relationship to broader society, they find that change agents must think strategically and concretely about material conditions. Students also learn that social movements do not emerge spontaneously and that social change does not occur overnight, defying another deeply-held narrative. Instead, students begin to understand the intertwining of opportunity and careful, often long-term planning, as groups of people struggle together to form workable solutions to longstanding social problems. For those who are interested in real life social change, these realizations are very powerful indeed.

Faculty Spotlight

Meghan Conley is the James Farmer Postdoctoral Fellow in Civil Rights and Social Justice at the University of Mary Washington.

Opportunities

Call for Papers

Special Issue of *Teaching Sociology*

Incorporating Globalization in the Sociology Curriculum

Teaching Sociology seeks articles and notes that address issues that focus on innovative approaches that incorporate globalization and transnational concerns in the curriculum. Among the topics of interest are:

- Effective strategies that make global and transnational concerns evident to students
- Exercises or assignments that engage students in the study of global and transnational concerns
- Strategies of orchestrating transnational learning experiences, such as class trips abroad
- Critical reviews of ways that global and transnational content are presented in the curriculum

Submission deadline is February 1, 2017. Instructions for submission can be found at <http://www.sagepub.com/journals/Journal201974>. Submissions concerning classroom applications should include assessment data. Questions concerning potential submissions can be addressed to the co-editors of this dedicated issue: Patti Giuffre at pg07@txstate.edu or Stephen Sweet at teachingsociology@ithaca.edu.

ASA Opportunities in Retirement Network (ORN)

Members who are retired or who are approaching retirement might want to look at the new web page of the ASA Opportunities in Retirement Network (ORN): www.asanet.org/ORN. This recently formed group has a listserv and will host three sessions at the ASA meetings in Chicago this year, including the inaugural lecture in its “Sociological Lives” series, a paper session, and a pre-retirement workshop.

Currently, three regional associations have affiliated groups for retired sociologists: the Eastern Sociological Society, the Midwest Sociological Society, and the Pacific Sociological Society. If you are interested in working to start a similar group in the SSS and/or to help organize a session at the 2016 SSS meetings, please contact Rosalyn Benjamin Darling: rdarling@iup.edu.



2015 Carolina Undergraduate Social Science Symposium Call for Participation

The 2015 Carolina Undergraduate Social Science Symposium will be held at College of Charleston. The Symposium provides undergraduate students with the opportunity to present their research at a professional meeting. Presentations in any area of Social Science are welcome. The conference will kick off with an exciting keynote address at 7 p.m., Friday, April 17. Students whose papers are accepted will give a 10-12 minute presentation of their research on Saturday, April 18.

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

Interested students should email Dr. Tracy Burkett (burkettt@cofc.edu) the following items with the term "CUSSS" in the subject line:

1. Abstract (approximate 200 words) that reflects the general content of the paper or poster, author's name, and institutional affiliation by **Monday, March 30, 2015**.
2. Specify the presentation format: paper session or poster session.
3. Specify the equipment that is desired for the presentation.
4. To participate in the paper competition, completed papers must be submitted electronically by Monday, **April 6, 2015**, to Dr. Tracy Burkett (burkettt@cofc.edu).
5. A registration fee of \$15.00 which includes lunch will be required for all participants (including accompanying professors).



Training Workshops on Qualitative Research

We are pleased to announce our two training workshops for this spring are now open for registrations. Please visit our website for more information and registration details <http://tinyurl.com/rsph-qr>. Contact us with any questions at kmuwwak@emory.edu or phone 404-727-3152. All workshops are held at Emory University, Rollins School of Public Health in Atlanta, Georgia.

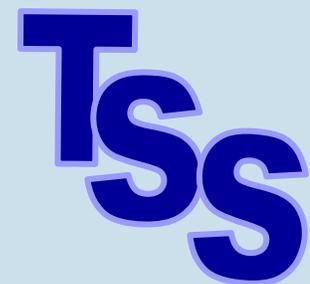
Qualitative Research Methods, March 10-13, 2015. Registration Fee \$700

This 4-day workshop covers theoretical principles and practical skills for conducting and evaluating qualitative research. It is suitable for anyone involved in designing, conducting, evaluating, training or managing qualitative research. No previous knowledge of qualitative research is needed. Typical participants include population and health professionals, university researchers, graduate students, research contractors, government agencies and non-government organizations. The workshop utilizes interactive learning to promote skill development, therefore the number of participants is limited. Early registration is encouraged.

Qualitative Data Analysis, April 14-15, 2015. Registration Fee \$490

This 2-day intensive workshop integrates theoretical principles with practical skills for conducting rigorous qualitative data analysis. It is suitable for anyone wishing to analyze qualitative data or those who supervise or train research staff. We use lecture-based sessions, skill building activities and hands-on sessions with data analysis software; therefore the number of participants is limited. Typical participants include public health professionals, university researchers, graduate students, research contractors, government agencies and non-government organizations. Early registration is encouraged.

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



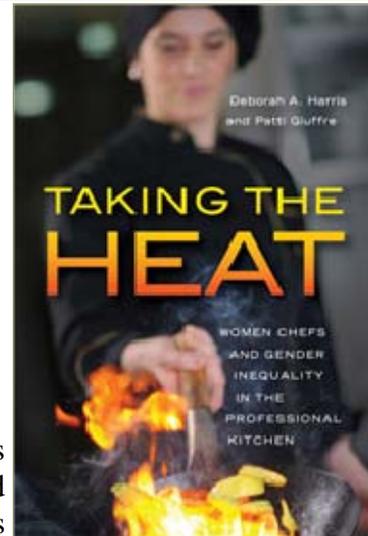
Member News

Taking the Heat: Women Chefs and Gender Inequality in the Professional Kitchen

Deborah A. Harris and Patti Giuffre

<http://rutgerspress.rutgers.edu/product/Taking-the-Heat,5554.aspx>

A number of recent books, magazines, and television programs have emerged that promise to take viewers inside the exciting world of professional chefs. While media suggest that the occupation is undergoing a transformation, one thing remains clear: being a chef is a decidedly male-dominated job. Over the past six years, the prestigious James Beard Foundation has presented 84 awards for excellence as a chef, but only 19 were given to women. Likewise, *Food and Wine* magazine has recognized the talent of 110 chefs on its annual “Best New Chef” list since 2000, and to date, only 16 women have been included. How is it that women—the gender most associated with cooking—have lagged behind men in this occupation?



Taking the Heat examines how the world of professional chefs is gendered, what conditions have led to this gender segregation, and how women chefs feel about their work in relation to men. Tracing the historical evolution of the profession and analyzing over two thousand examples of chef profiles and restaurant reviews, as well as in-depth interviews with thirty-three women chefs, Deborah A. Harris and Patti Giuffre reveal a great irony between the present realities of the culinary profession and the traditional, cultural associations of cooking and gender. Since occupations filled with women are often culturally and economically devalued, male members exclude women to enhance the job’s legitimacy. For women chefs, these professional obstacles and other challenges, such as how to balance work and family, ultimately push some of the women out of the career.

Although female chefs may be outsiders in many professional kitchens, the participants in *Taking the Heat* recount advantages that women chefs offer their workplaces and strengths that Harris and Giuffre argue can help offer women chefs—and women in other male-dominated occupations—opportunities for greater representation within their fields.

THE SOUTHERN SOCIOLOGICAL SOCIETY

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

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

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

Members receive online access to *The Southern Sociologist* and coming soon will have access to *Social Currents: The Official Journal of the Southern Sociological Society*. An annual meeting is held in the spring, usually mid-April. Membership is open to any person who can assist in promoting the objectives of

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Dr. David L. Brunnsma
 Executive Officer
 Southern Sociological Society
 560 McBryde Hall (0137)
 Blacksburg, VA 24061
 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: May 1, 2015