

*"In these great cities, where all the passions, all the energies of mankind are released, we are in a position to investigate the process of civilization, as it were, under a microscope."*

- Robert E. Park

# North Central Sociologist

Official newsletter of the North Central Sociological Association

A Bi-annual Newsletter of the North Central Sociological Association

Fall 2009

## **NORTH CENTRAL SOCIOLOGICAL ASSOCIATION'S JOINT ANNUAL MEETING with Midwest Sociological Society**

### **March 31-April 3, 2010**

Chicago Marriott Downtown



## **2010**

### **ANNUAL MEETING IN CHICAGO**

The theme of the annual meeting is

**"Communities in an age of social transformation"**

Our intention is to look at a very old theme in sociology from the vantage of current debates about social changes that are occurring with a rapidity, expansiveness, and depth that have led some to concur with Anthony Giddens that we live in a "runaway world."

Among the kinds of communities we want to focus on during this conference are the following:

- Communities of place
- Communities of space
- Elective communities
- Imagined communities
- Virtual communities



NCSA members, make plans now to join us in at the end of March for the annual meeting in **Chicago, Illinois**. The meeting will be held in the Downtown Marriot right on Michigan Ave, in the heart of the Magnificent Mile. With easy access to public transportation, this is an excellent location for travel to anywhere in the city. The hotel is also within walking distance to many popular attractions!

Chicago has a very rich history and is abundant with sights, attractions, and museums for every age group. Whether you are going alone, with a partner, or your whole family, everyone is sure to have a wonderful time.

Popular stops in the city include the Field Museum, Shedd Aquarium, Adler Planetarium, The Art Institute, The Chicago Children's Museum, Navy Pier, The Museum of Science and Industry, Millennium Park, Lincoln Park Zoo, and The Museum of Contemporary Art -- not to mention all the shopping on the Magnificent Mile! Although it won't be baseball or football season, sports fans will still be just an el ride away from U.S. Cellular Field, Wrigley Field, and Soldier Field. There are so many things to see and do, but be sure to do a bit of hunting online at places you would like to visit -- many museums and family attractions offer free visit days or certain times during the week where admission is free.

The hotel has a newly "re-imagined" lobby which boasts bold colors, the latest technology, a Starbucks, a bar, and Grille.

Please note that there are several Marriott hotels in the same area, so be sure to book the correct one (it is NOT the Courtyard Marriot that will also come up if you search for "Chicago Marriott Downtown").

**Chicago Marriott Downtown,  
Magnificent Mile  
540 North Michigan Ave.  
Chicago, IL 60611  
(312)-836-0100**

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### Milton Yinger Distinguished Career Award

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### Nominations

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### Publication Policy

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### Race, Ethnic, and Gender Equality

Robert Newby  
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### Scholarly Achievement Award

Steve Scanlan  
Ohio University  
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### North Central Student Sociology Conference

Carrie Erlin  
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## 2010 Ruth and John Useem Plenary Address

To be delivered by Ann Swidler



Ann Swidler is Professor of Sociology at the University of California, Berkeley. She has done influential work on culture, religion, and American society including: the now-classic article "Culture in Action," co-authored *Habits of the Heart*, *The Good Society*, and *Inequality by Design*, and *Talk of Love: How Culture Matters* (Chicago 2001). Her current research examines how culture influences both global and local responses to the AIDS epidemic in sub-Saharan Africa, focusing especially on the shape of new institutional patterns. She is exploring variations in community and national responses to AIDS, investigating how international NGOs intersect with local institutions and authority systems and how national-level governance affects local capacities for community mobilization.

Her recent papers include "Ties of Dependence: AIDS and Transactional Sex in Rural Malawi" with Susan Watkins (*Studies in Family Planning* 2007); a co-authored essay in *Science* (2008), "Reassessing HIV Prevention"; "Condom Semiotics: Meaning and Condom Use in Rural Malawi," with Iddo Tavory, (*American Sociological Review* 2009); and "Teach a Man to Fish" (*World Development* 2009) and "Hearsay Ethnography (*Poetics* 2009), both with Susan Watkins. Among other honors she has been a Guggenheim Fellow, the French-American Foundation Professor of American Civilization; a Fellow of the Successful Societies Program of the Canadian Institute for Advanced Research; and Chair of the Culture Section of the American Sociological Association. This year she is a Visiting Scholar at the Russell Sage Foundation in New York.

## Scholarly Achievement Award Nominations

The Scholarly Achievement Award Committee solicits nominations from the membership for significant work in the discipline which has appeared in the recent past and has not been recognized by the Association.

**Nominations should be submitted by December 1, 2009 to:**

Steve Scanlan  
Ohio University

Department of Sociology and Anthropology  
Bentley Annex 162, Athens, OH 45701  
Telephone: (740) 593-1350, ext. 1384;

Fax: (740) 593-1365;  
E-mail: [scanlans@ohio.edu](mailto:scanlans@ohio.edu)

### Recent winners include:

Dan Zuberi. *Differences that Matter: Social Policy and the Working Poor in the United States and Canada*.

Edward Morris. Ohio University. *An Unexpected Minority: White Kids in an Urban School*.

Peter and Patti Adler, University of Colorado at Boulder, *Paradise Laborers: Hotel Work in the Global Economy*.



Dan Zuberi  
2009 Recipient

## Materials that Help Us Teach Poster Session

Jacqueline Bergdahl is organizing a poster session for this year's joint MSS/NCSA conference. This session is designed to highlight innovative teaching materials that can be used and shared by all. Create a poster about materials you use to teach – materials could refer to books, films, games, group work, assignments or cartoons just to name a few. I always come away from this session with new ideas about teaching – please consider sharing yours. Develop a poster and bring at least 50 one-page handouts about your teaching materials.

To participate, please send your poster ideas to:

Jacqueline Bergdahl  
Wright State University  
[Jacqueline.Bergdahl@wright.edu](mailto:Jacqueline.Bergdahl@wright.edu)





# WHAT TO DO IN CHICAGO

## MUSEUMS, GALLERIES, and other attractions!

(unless otherwise indicated, all information is taken directly from the attraction's website)

NOTE, many museums give a discount of you present a student or faculty ID.

### Spertus Museum at Chicago's Spertus Institute of Jewish Studies

610 S. Michigan Avenue (312)-322-1700

[www.spertus.edu/museum/index.php](http://www.spertus.edu/museum/index.php)

Spertus Museum – at Chicago's Spertus Institute of Jewish Studies – seeks to celebrate, challenge, and advance modern Jewish identity through explorations of Jewish culture and its relationship to the broader world. The building's two top floors (floors nine and ten, with approximately 8,000 square feet of gallery space) house the museum's core-collection display and changing exhibitions,

while the fourth floor houses the new interactive Gray Children's Center and an educational resource area for teachers and parents. General admission: \$7 Students and seniors: \$5, see website for hours

### DuSable Museum of African American History

740 East 56th Place, (773)-947-0600

[www.dusablemuseum.org](http://www.dusablemuseum.org)

The DuSable Museum of African American History, the first and oldest institution of its kind in the country, has been dedicated to the collection, preservation, interpretation and dissemination of the history and culture of Africans and Americans of African descent for more than 46 years. Hours: Tues-Sat 10a-5p, Sun 12p-5p closed Mon. \$3 for adults, \$2 for students and seniors, Sundays are free.

### The Oriental Institute at Univ. of Chicago

1155 East 58th Street, (773)-702-9514

[oi.uchicago.edu](http://oi.uchicago.edu)

The Oriental Institute is a research organization and museum devoted to the study of the ancient Near East. Founded in 1919 by James Henry Breasted, the Institute, a part of the University of Chicago, is an internationally recognized pioneer in the archaeology, philology, and history of early Near Eastern civilizations. Open Tuesday-Saturday 10a-6p with hours extended to 8:30p on Wed. Sunday 12p-6p, closed Mon. Admin. Is free, but there are suggested donations.

### Chicago History Museum

1601 N. Clark (312)-642-4600 [www.chicagooohs.org](http://www.chicagooohs.org)



The Museum's collection of over 22 million artifacts and documents is a rich source for the study of Chicago history, both as urban center and as part of the larger United States and has areas including: architecture, archives and manuscripts, books and

other published material, costumes, decorative and other industrial arts, oral history, film, video, paintings and sculpture, prints and pho-

### Adler Planetarium

1300 S. Lakeshore Dr. (312)-922-7827

[www.adlerplanetarium.org](http://www.adlerplanetarium.org)

The Adler Planetarium & Astronomy Museum was the first planetarium built in the Western Hemisphere and is currently the oldest in existence. Open Mon- Fri 10a-4p, Sat & Sun 10a-4:30p. See website for prices and packages.



### The Field Museum

1400 S. Lakeshore Dr., (312)-922-9410

[www.fieldmuseum.org](http://www.fieldmuseum.org)

Focusing on natural sciences with a purpose "accumulation and dissemination of knowledge, and the preservation and exhibition of artifacts illustrating art, archaeology, science and history," the museum collections contain over 21 million specimens. Some prized exhibits in The Field Museum include: -Sue, the largest and most complete Tyrannosaurus currently known -A comprehensive set of human cultural anthropology exhibits, including artifacts from ancient Egypt, the Pacific Northwest and Tibet -A large and diverse taxidermy collection, featuring many large animals, including two prized African elephants and the infamous Lions of Tsavo, featured in the 1996 movie "The Ghost and the Darkness" -A large collection of dinosaurs in the Evolving Planet exhibit. -A large collection of Native American artifacts. The main exhibit with these artifacts reopened as *Ancient Americas* in March 2007.

### The Museum of Science and Industry

57th Street and Lake Shore Drive., (773)-684-1414

[www.msichicago.org](http://www.msichicago.org)

The largest science museum in the Western Hemisphere - offers over 800 captivating interactive exhibits including the U-505 submarine, a working coal mine, a Boeing 727 airplane, and much, much more.

Please see website for ticket package prices, general admission ONLY is \$13. Open Mon-Sat 9:30a-4p, Sun 11a-4p.



### The Shedd Aquarium

1200 S. Lake Shore Drive,

(312)-939-2438 [www.sheddaquarium.org](http://www.sheddaquarium.org)

Strap a mask and flippers onto your imagination and chart a course to Shedd Aquarium. Have you ever gotten eye-to-eye with a dolphin? Or

met a penguin on a stroll to the South Pole? Or immersed yourself in an Amazon flooded forest? At Shedd, it's all possible. Adults \$24.95, children \$17.95. Open Mon-Fri 9a-5p, Sat & Sun 9a-6p.



### **Lincoln Park Zoo**

2001 N Clark St. (312)-742-2000

[www.lpzoo.org](http://www.lpzoo.org)

Lincoln Park Zoo is a world of wildlife in the shadow of skyscrapers. Located within a verdant park just minutes north of Chicago, the zoo has been a natural, free oasis for generations of animal lovers, who come to hear a lion's roar echo off nearby apartment buildings, see gorillas climb trees as the Sears Tower looms in the distance, or forget where they are as they immerse themselves in tropical rainforests, dry-thorn forests or spacious savannas. ALWAYS FREE! Open 10a-5p.

### **Peggy Notebaert Nature Museum**

2430 N. Cannon Drive (773)-755-5100

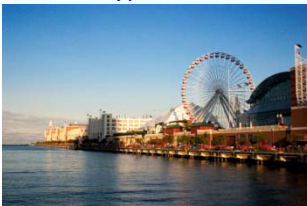
[www.naturemuseum.org](http://www.naturemuseum.org)

Experience nature right at your fingertips in the heart of Lincoln Park. Thought-provoking, hands-on exhibits examine midwestern ecosystems and bring the natural world up close in extraordinary ways. The Judy Istock Butterfly Haven features a kaleidoscope of butterflies with 75 species from the Midwest and around the world. Nature Museum visitors learn about the importance of waterways in urban neighborhoods in River Works. Mysteries of the Marsh and Istock Family Look-in Animal Lab provide a detailed look at our native wetlands and their residents. Three meticulously re-created environments in the Wilderness Walk immerse visitors in a prairie, savanna, and dune. Hands-on-Habitat invites budding naturalists to explore the secret world of animal homes while the Extreme Green House explains how our homes are linked to nature. Open Mon-Fri 9a-4:30p, Sat & Sun 10a-5p. Adults \$9, Students & Seniors \$7, children 3-12 \$6, under 3 are free.

### **Navy Pier**

600 E. Grand (312)-595-7437

[www.navypier.com](http://www.navypier.com)



Located on Lake Michigan, just East of Chicago's Downtown, Navy Pier has been a Chicago landmark since it first opened in 1916. Originally designed as both a shipping and recreational facility, the Pier also served as a military training site during two world wars, a venue for

concerts and exhibitions, and the temporary home for a once-fledgling University of Illinois' Chicago campus. Today, Navy Pier showcases a unique collection of restaurants and shops in addition to unequaled recreational and exhibition facilities. There is lots to see and do that will entertain the entire family, including the amazing Children's Museum.

### **Chicago River Boat Tours**

[www.chicagotraveler.com/boat\\_tours.htm](http://www.chicagotraveler.com/boat_tours.htm)

See the Lake Michigan Lakeshore and view the city from the Chicago River. See the above website for many different boat tour options. Architecture tours, dinner cruises, and just general sightseeing tours are all available in a variety of price ranges.

### **John Hancock Observatory**

875 N. Michigan Ave. (312)-751-3681

[www.hancock-observatory.com/en](http://www.hancock-observatory.com/en)

The John Hancock Center is one of Chicago's most well-known buildings. It is the 12th tallest building in the world with 100 floors, including apartments, offices, shops, a hotel, an ice rink, restaurants, its own post office, and radio and television facilities. The observation deck is a top attraction for visitors and some say the view is better than from the Willis Tower. The famous Signature Room restaurant is located on the 95th & 96th floors. See website for more visiting information.

### **Willis Tower (Formerly known as the Sears Tower)**

233 S. Wacker Dr. (312)-875-6437

[www.theskydeck.com](http://www.theskydeck.com)

You'll see the best view and best overview of Chicago. At 1,353 feet (412 meters), the Skydeck is the highest observatory in Chicago. The view is amazing! You can see 40 – 50 miles (65 - 80 kilometers) on a clear day. Imagine seeing Michigan, Indiana, Illinois and Wisconsin, just by walking around the Skydeck. And there's no finer view of Chicago architecture. Do you want to know what time the sun will set on the day of your visit? Get the best of both views and plan on arriving to the Skydeck 30-45 minutes prior to your sunset time! Go to [www.sunrisesunset.com](http://www.sunrisesunset.com) for the Chicago sunset calendar.

## **MUSIC & THEATER**

Chicago is rich with music and theater; here are several links to help you find out what will be on stage during your visit!

### **Broadway in Chicago!**

See many of your favorite Broadway shows as they tour Chicago or make it a permanent home!

[www.broadwayinchicago.com](http://www.broadwayinchicago.com)

### **Lyric Opera**

Operas of all languages and genres shown all throughout the week.

[www.lyricopera.org](http://www.lyricopera.org)

### **See Dance in Chicago**

All kinds of dance in venues large and small are performing all over the city. Use this website to see what is happening during your visit!

[www.seechicagodance.com](http://www.seechicagodance.com)

For more information, visit

[www.choosechicago.com](http://www.choosechicago.com)

[egov.cityofchicago.org](http://egov.cityofchicago.org)

Or

[chicago.metromix.com](http://chicago.metromix.com)

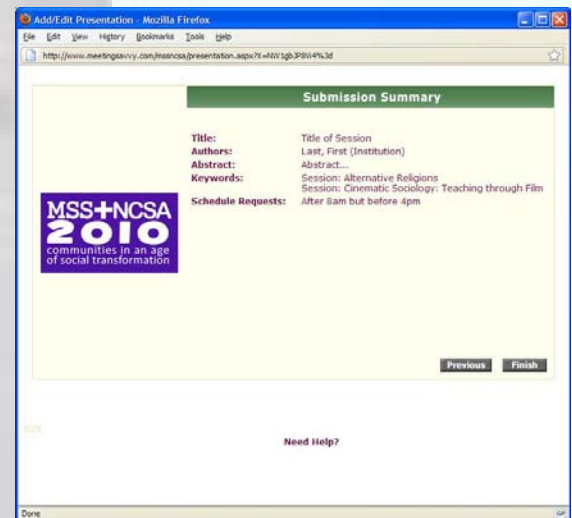
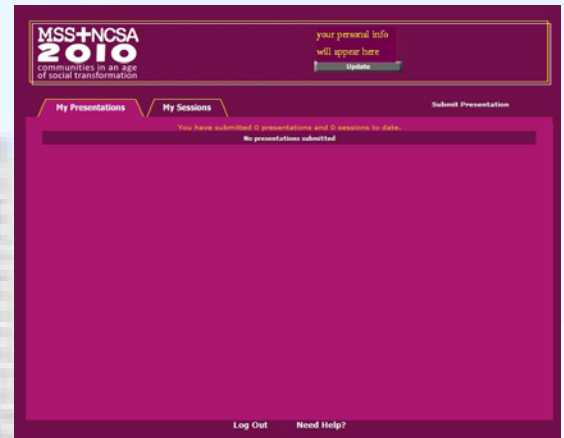
# CALL FOR PAPERS

DEADLINE: November 15, 2009



The Call for Papers is operating a bit differently this year with electronic submission. Here's how it works:

1. Go to [www.meetingsavvy.com/mssnscsa](http://www.meetingsavvy.com/mssnscsa)
2. Click "create submission login" and fill in the blanks to create an account.
3. After you click "finish," you will be taken to a purple page showing that you have not yet submitted anything. You will need to select the "My Presentations" tab and then click on the right side where it says "submit presentation."
4. SESSION SUBMISSIONS ARE NO LONGER ACCEPTED! Do NOT try to submit anything via the "sessions" page.
5. FOR PRESENTATIONS:
  - a. You will be prompted to provide the following information:
    - i. Title
    - ii. Abstract
    - iii. Key Words (see the next 2 pages for the session categories)
    - iv. Author(s)
    - v. Participant attendance
    - vi. Scheduling/AV requests
  - b. At the end, you will see a summary of your submission to review before clicking "finish" and submission of the presentation.



(Example Submission Summary page)



## QUESTIONS ABOUT YOUR SUBMISSION?

### What are the different types of sessions?

**Paper sessions:** Completed papers of scholarly work typically presented (not read) in a 15-20 minute presentation of key findings; the presentation of papers is followed by discussion from audience and/or discussant.

**Panels:** Prepared presentations on thematic topics; 3-5 panelists followed by discussion with audience.

**Workshops:** Designed and facilitated by one or two scholars with full active engagement by audience in discussion, activities, and products.

**Roundtables:** Facilitated opportunities to share ideas on scholarly work not yet sufficiently developed for a paper, such as common challenges, idea sharing, teaching concerns, and sharing tips for effective teaching and scholarship.

**Posters:** The poster sessions will be organized as an event and should model professional visual presentation.

### How do I submit a paper title and an abstract?

By **November 15, 2009**, paper abstracts, panel presentation abstracts, and roundtable presentation abstracts must be submitted through the online portal at: <http://www.meetingsavvy.com/mssncsa>. *Abstracts of papers and other forms of participation are not sent directly to session organizers.* Your submitted abstract goes electronically to the Program Chair who, working with the Program Committee, then electronically sends a set of topically-related abstracts to the session organizer/presiders during the latter part of November. If you have identified a session title, that organizer will receive your abstract as well as additional ones identified by keywords. Other abstracts that have been coded with keywords will be reviewed by members of the Program Committee.



When entering your proposal, you will be asked to identify two sessions or keywords that seem most appropriate for your topic. These are found in two drop-down boxes. As you will discover, the names of session organizers are not included.

It is critical that the work you are submitting through your abstract is in the appropriate category of the program. The abstract should provide evidence that all papers are full papers, and that panel and roundtable presentations are designed appropriately. Workshop organizers are asked to design a workshop that involves direct participation and engagement of the audience.

*Please note: the session length will be 1 hour and 30 minutes; the number of papers/presenters in one session must be adjusted accordingly.*

### What about Technology in Session Rooms?

A *limited number* of data projector/PowerPoint presentation rooms will be available in 2010. Most rooms will *not* be so equipped. We ask that you request such technology *only* when you need to use a data projector (with your own computer) for visuals, data, and images that are not well accommodated on handouts. Using a projector simply for a text outline is inappropriate; for that purpose, please use handouts and overheads. We simply are not able to provide data projectors in every room and still keep conference fees at comparatively modest levels. Each room will have an overhead projector, but they will not be available for roundtables. **Individual presenters must identify their AV needs in the online submission process.**

### When will I find out if my submission was accepted?

Individual presenters will be notified by email as soon as possible after **DECEMBER 15** of acceptance of their individual submission.



Title of Sessions
Aging and Intergenerational Relationships
Aging in Place [social communities]
Alternative Religions
Arts Activism and Cultural Social Movements
Best Practices for Internships in Organizational Communities
Bidirectional Violence: When Both Partners Hit
Body and Identity in the 21st Century
Caring Communities
Cars, Culture, and Industry in the United States
Changing spaces, changing places: Rebuilding and maintaining community identity during social transitions
Cinematic Sociology: Teaching Through Film
City and Sports: Infrastructure and Revitalization
Civic Society, Inclusion and Identity
Class and Class Conflict in the Age of Globalization
Classroom Exercises and the Development of Critical Thinking
Communities and Crime
Communities and Diversity: Moving Beyond Segregation?
Communities and Health
Communities of Girlhood across Time, Space and Place
Community-Based Participatory Research: Principles & Examples
Comparative and Historical Sociology [non-US]
Comparative Historical Sociology
Constructing Social Problems
Consumerism and Consumer Culture
Contemporary Family Relationships
Contested Spaces/Places
Creating Community Identity
Creative Ways to Teach About Families
Crime and Justice in the Media
Criminal Justice and African Americans
Critical Theory and the Present Age
Culture and Inequality
Current Issues in Criminology/Criminal Justice
Democratization and Development
Disasters and Social Change
Doing Research in Marginally Identified Spaces: Public or Private?
Domestic Violence and the Criminal Justice System
Economics and Urban Communities in the 21st Century
Enhancing the Sociological Imagination through Community Resources
Environmental Health and Justice Movement
Environmental Issues and Actors from Local to Global

Title of Sessions
Environmental Justice
Environmental Sociology
Evaluating U.S. State Strategies amid the Current Economic Crisis
Examining Emergency Services: Fire, EMS and Police
Examining Emotions in an Age of Social Transformation
Experiential Learning - Best Practices
Exploring Scientific Communities through Science and Technology Studies (STS)
Fertility and Family Formation
Financial Crisis, (State)Monopoly Capitalism and Globalization as Panacea
Framing Social Issues
From Grief to Joy: Research in the Sociology of Emotions
Gardens, Cities and People: Sociology and Urban Agriculture
Gender and International Migration
Gender and Our Profession
Gender Differences in Occupational Careers
Gender in the Classroom: Empirical Studies
Gender Issues in Post-Soviet States
Gender Relations and Differences on Aggression
Gendered Incarceration: Do Men and Women Do Their Time Differently?
Generating Student Film
Georg Simmel and Modernity
Globalization and Development
Globalization and Social Transformation
Globalization and the International Migration of Health Care Workers and Professionals
Globalization and the New Communities of Work
Group Processes Mini-Conference I
Group Processes Mini-Conference II
Group Processes Mini-Conference III
Health and Social Inequality
History of Sociology and Social Theory
Homeless Youth
Housing Urban and Suburban America
Immigration, Race, and Community
Innovation and Research at Community Colleges
Innovative Ways to Teach about Sex and Gender
International Aging
Irreligion: Atheism and Agnosticism in American Society
Issues in African Development: AIDS, War and Conflict, Governance and Democracy
Issues in Early Childhood
Issues in Post-Socialist Transition



Title of Sessions
Issues in Sociological Theory
Juvenile Delinquency
Legal Consciousness
Local Connections, Global Consequences: New Commodity Chains in the Midwest and Beyond
Make Room: Women's Experiences in Male Dominated Spaces
Managing the Poor in the Early 21st Century
Marxist Sociology
Masculinity and Femininity across the Life Course
Materials That Help Us Teach (poster session)
Medical Sociology
Public Health or Global Health
Metatheorizing in Sociology
New Directions in Research on the Self and Identity
New Immigrant Communities in the Midwest
New Research on Gender and the Media
New Research on Online Communities
Nontraditional families
Non-traditional Family Life
Partner Violence: Perpetration and/or Victimization
Peace Studies
Perspectives on Gender and Global Change
Popular Culture and Mass Media
Population Issues
Post-Socialist Transformation and Its Consequences for Society
Pragmatism and Sociology
Professional Sociology Outside of the Academy: Beyond the Brick and Mortar
Promoting Student Engagement in Undergraduate Methodology Courses
Public Sociology
Public Sociology in the Classroom: Introducing Students to Social Action
Qualitative Criminology
Qualitative Research for Understanding the Social Construction of Communities
Qualitative Research on Inequality
Qualitative Research on Interpersonal Relationships
Queer(y)ing the Country: Challenging Metronormative Constructions of Rurality
Queering the Binary: Exploring the Bodies, Identities and Politics of Sexual and Gender Non-Conformists
Race and Everyday Life
Race and Inequality
Race and Politics in the Obama Era
Race and Racism on Campus

Title of Sessions
Race in an Age of Social Transformation
Race, Religion and Society
Race/ Ethnicity on the Internet
Race/Ethnicity, Immigration, and Labor Market Inequality
Racial/Ethnic Stratification in Education
Religion and Violence
Research and Theory in Symbolic Interactionism
Rural Communities in Transformation
Sacrificing Neoliberalism to save Capitalism? Prospects and Opportunities in a Multi-Dimensional Global Crisis
Scholarly Input on Issues Relating to Health Care and Health Care Reform
Scholarship of Teaching and Learning
Scholarship on Teaching and Learning in Sociology
Segregation
Sexual Attitudes and Socialization
Sexualities, Race, and Ethnicity
Sexuality and (Im)migration
Social Construction of Racial and Ethnic Identities
Social Dimensions of Work and Family Demands
SOCIAL GERONTOLOGY; THE SOCIOLOGY OF AGING
Social Inequality & Class
Social Movement Organizing on Facebook
Social Movements
Social Networks and Mixed-Income Communities
Social Networks and Relationships on the Internet
Social Policy By Way of Environmental Policy [or Social Policy through Environmental Policy: Perspectives and Examples
Social Psychology and Health
Social Things in Performance: Dance, Theater, Music and Performance Ethnography
Sociocultural Sport Dynamics: Individual, Community, and Structural Influences
Sociological Approaches to Communicable Disease Prevention in Underprivileged Populations
Sociological Research about Hmong Communities in the Midwest
Sociological Research in International Terrorism
Sociology, Schools, and Special Education
Sociology and Public Policy
Sociology of Adolescence
Sociology of Africa
Sociology of AIDS
Sociology of Childhood
Sociology of Computers
Sociology of Development [economic]

Title of Sessions
Sociology of Disability
Sociology of East Asia [current and recent past]
Sociology of Education
Sociology of Emerging and Young Adults
Sociology of Emotions
Sociology of Families
Sociology of Food
Sociology of Friendship
Sociology of Gambling
Sociology of Higher Education: Campus Climate & Campus Culture
Sociology of Human Rights
Sociology of Media
Sociology of Mental Health
Sociology of Peace, War, and the Military
Sociology of Religion
Sociology of Sport
Sociology of the Body/Embodiment
Space and Social Control in the Late Modern City
Street Gangs in the 21st Century
Studies in Social Psychology
Subcultural Communities Engaging Society
Teaching a Course on "Community/Communities"
Teaching Controversial Topics in Sociology
Teaching Large Classes: Innovative Methods
Teaching Mass Media/Popular Culture
Teaching Research Methods and Statistics
Teaching Social Activism
Teaching Sociology of Law
Teaching Sociology through Service-Learning
Teaching the Sociology of Race and Ethnicity
Teaching Urban Sociology Without a Text
Teen and Family Homelessness
The Atheist Next Door: The Identities, Organization, and Exclusion of Secularists in Contemporary Society
The Carnivalization of Society
The Complexities of Race, Class and Gender for Women in Graduate School
The Dynamics of Political Violence

Title of Sessions
The Internet and Society
The Obama Presidency and "the Problem of the Color Line" in Century 21
The Polluter Pays Principle in Social Policy: Theory and Examples of Application
The Social Context of Substance Abuse
The Sociology of Food
Theories of Crime and Deviance: Empirical Support
Traveling with Students
Undergraduate Research in Sociology & Criminology
Understanding Masculinity in the 21st Century
Uprooting Neoliberal Globalization from Below
Urban American Indians
Using Assessment to Increase Learning
Using Student Organizations as a Means for Experiential Learning & a Catalyst for Social Change
Using the Internet to Enhance Sociology Classes
Virtual Masculinities: Men and Masculinities in Cyberspace Communities
Virtual Patient Communities: How health and illness is experienced in Cyberspace?
Visual Sociology: Creating Community
Whiteness Studies/White Identity Construction
Whose Space? Social Categories and Social Network Site Selection
Women & Aging; Women throughout the Life Course
Women and Religion(s): Old Issues, Emerging Questions, New Directions
Women and Violence
Women and Work: Managing Work/Family Issues
Work and Family
Work and Labor and the Realities of a Global Economy
Work-Family Balance
Workshop on Preparing the Course Portfolio: Hiring, Annual Evaluations and Promotion and Tenure
Youth, Crime, and Public Space
Youth, Young Adults and Adolescents



## John F. Schnabel Distinguished Contributions to Teaching Award 2010 Call for Nominations

The NCSA Teaching Committee is calling for nominations (and re-nominations) for the 2010 *The John F. Schnabel Distinguished Contributions to Teaching Award*. This award may be given to an individual, a department, a program, or an institution. Individuals nominated for the award must be a member of the NCSA. Departments, programs, or institutions nominated for the award must be located in the NCSA region. The principal criterion for the award is excellence in some activity enhancing the teaching of Sociology for the NCSA or within the North Central region. As such, the "criteria" are intentionally flexible in order to accommodate the innovative and creative.

A partial list of the kinds of activities that would be considered includes:

1. The sharing of pioneering innovations in curriculum design. Creative classroom activities, and/or development of instructional methods.
2. The development of especially creative instructional materials.
3. A distinguished record of publication and/or research on or about the teaching of Sociology.
4. A distinguished record of assuring a teaching emphasis at the NCSA by organizing research session on teaching, creating displays, chairing panels, conducting teaching workshops, and/or chairing roundtables on some teaching emphasis.
5. Faculty developmental efforts such as systematic in-service training of teachers or a distinguished record of preparing graduate students to teach.

When making nominations for the award, nominators are asked to send as much of the following as possible:

1. A letter of nomination outlining reasons for the nomination.
2. A vita and/or a listing of activities which have fostered better teaching of Sociology.
3. Documents supporting the nomination.

The more concrete and specific the information and documentation, the stronger the nomination will be. Nominators may want to notify the person the person being nominated and ask him or her to send appropriate supporting materials. Anyone who has been a nominator before is strongly encouraged to re-nominate that individual, department, program, or institution.

**The deadline for nominations is January 31, 2010**

Send nominations or address questions to:

Lissa Yogan

[Lissa.yogan@valpo.edu](mailto:Lissa.yogan@valpo.edu)



2009 recipient  
Melinda Messineo  
Ball State University

## Aida Tomeh Distinguished Service Award 2010 Call for Nominations

The Aida Tomeh Distinguished Service Award is an annual award recognizing the accomplishments an NCSA member in one of more of the following:

1. Service to the NCSA in a single truly outstanding activity, or
2. Service to the NCSA in many capacities and over a long period of time, or
3. Service to the NCSA throughout professional career.

When making nominations for the award, nominators are asked to send as much of the following as possible:

1. A letter of nomination outlining reasons for the nomination.
2. A vita and/or a listing of activities which have fostered better teaching of Sociology.
3. Documents supporting the nomination.

The more concrete and specific the information and documentation, the stronger the nomination will be. Nominators may want to notify the person being nominated and ask him or her to send appropriate supporting materials. Anyone who has been a nominator before is strongly encouraged to re-nominate that individual, department, program, or institution.

**The deadline for nominations is January 31, 2010**

Send nominations or address questions to:

Jay Howard at [jhoward@iupuc.edu](mailto:jhoward@iupuc.edu)



Bruce Keith



# J. Milton Yinger Lifetime Distinguished Career Award

## 2010 call for nominations

The J. Milton Yinger Award Selection Committee is now calling for nominations for the 2010 Award for a Distinguished Career in Sociology. The Yinger Award for a Distinguished Career in Sociology may be given to an individual who is, or who has been, an active member of the NCSA; the nomination must be submitted by a member of NCSA.

The principal criterion for this award is an *extraordinary career* in some activity that has furthered the work of Sociology as a discipline. As such the "criteria" are intentionally flexible in order to accommodate *distinguished* contributions to sociological scholarship, applied or public sociology that improves the quality of human life, or improvement of teaching and learning in the region and nationally.

A person might be nominated for exemplary work in any one of the areas or for uncommon contributions in two or more areas. A list of the kinds of activities that would be considered includes:

**Scholarly contributions**—an extraordinary career of scholarship, expressed in publications, editorial work on behalf of sociological journals, and/or consultancies.

**Public/Applied Sociology**—an extraordinary career of applied sociological or public policy work:

- in a local community or in a national or regional agency;
- in public testimony, popular press publications, and other venues that impact public policy;
- in public service through elected or appointed office, such that the person's career has a beneficial impact on the life of a community

**Contributions to the quality of sociological teaching and learning**—a lifetime of distinguished contributions to sociological instruction and curriculum development through:

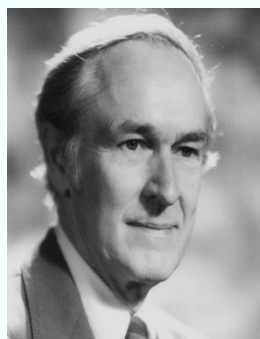
- the sharing of significant innovations in curriculum design, creative classroom activities, and/or development of instructional materials;
- advancement of the scholarship of teaching and learning as indicated in a distinguished record of publication and/or research on or about the teaching of sociology;
- a extraordinary contribution to other teachers of sociology through a distinguished record organizing research sessions on teaching, creating displays, chairing panels, conducting teaching workshops, in-service programs for teachers or graduate students, and/or chairing roundtables on some teaching emphasis; and/or
- exemplary service within the region, such as in doing external departmental reviews.

When making nominations for the award, nominators are asked to send as much of the following as possible:

- a letter of nomination outlining reasons for the nomination,
- a vita or a listing of activities which have advance the discipline of sociology,
- documents supporting the nomination,
- supporting letters.

The more concrete and specific the information and documentation, the stronger the nomination will be. Nominators may want to notify the person being nominated and ask them to send in appropriate supporting materials.

The Committee for 2010 is Rebecca Bordt, DePauw University, Tom Van Valey, Western Michigan University, and Harry Potter, Purdue University, Chairperson



Milton Yinger

**THE DEADLINE FOR NOMINATIONS IS JANUARY 30, 2010**

Send nominations or address questions to:

Harry R. Potter  
Department of Sociology  
700 West State Street  
Purdue University  
West Lafayette, IN 47907-2059  
765-494-4712  
[potter@purdue.edu](mailto:potter@purdue.edu)

# North Central Sociological Association 2010 Student Paper Competition

The North Central Sociological Association is pleased to announce its annual competition for all students.

## TWO DIVISIONAL AWARDS

1. Graduate Student Division
2. Undergraduate Division (open to all students at 2-year and 4-year colleges, universities, and community colleges)

## AWARDS

- Up to three awards will be given in each category. Division winners will receive a certificate in recognition of their award.
- Undergraduate division winners will receive a reimbursement of up to \$100 for travel expenses incurred for traveling to the NCSA annual meeting March 31<sup>st</sup>- April 3<sup>rd</sup>, 2010 in Chicago, IL.
- In the graduate division, the monetary award for reimbursement of expenses incurred for travel to the NCSA annual meeting March 31<sup>st</sup>- April 3<sup>rd</sup>, 2010 in Chicago, IL will be distributed as follows: 1<sup>st</sup> place receives \$150, 2<sup>nd</sup> place receives \$125, and 3<sup>rd</sup> place receives \$100. Additionally, the first place winner in the graduate division will be honored as the recipient of the John Seidler Award and the winner's paper will be considered for publication in *Sociological Focus*.
- Co-authored or multiple authored winners will share the specified monetary award.
- All award winners will be honored at a special time during the annual meeting of the NCSA in Chicago.

## COMPETITION RULES

1. The maximum length of a paper is 5000 words (approximately 18-20 pages). An abstract of no more than 100 words must also be included.
2. The title page must include the author's name, institutional affiliation, divisional status (graduate or undergraduate), email address, and the name, address, and telephone number of the student's advisor/mentor.
3. Papers with multiple authors will be considered provided that all authors are students in the same division category.
4. Only papers written while the author(s) was a student are eligible for consideration.
5. The contestant must submit four hard copies of the paper. We do not accept electronic copies.
6. Winners are expected to present their papers at the 2010 annual meeting to receive the monetary award.
7. All papers submitted by graduate students will be automatically included in the regular program.
8. Undergraduate students are encouraged to submit a copy of their papers to the program chair to be included in the regular program.
9. For information, please contact Carolette Norwood at 513.556.0358 or email to [Carolette.Norwood@uc.edu](mailto:Carolette.Norwood@uc.edu); Subject line: NCSA Student Paper Competition.
10. For information on NCSA, please visit our web site: <http://www.ncsanet.org/>

## JUDGING

A panel of judges will blind review papers. The judges will employ conventional scholarly criteria -- including thesis development, theoretical application, methodological application, discussion/findings, and mechanics -- in their deliberations. The graduate student paper award will also be reviewed for its potential for publication. The awards committee reserves the right not to award any or all prizes in a division should papers not be of sufficient quality or of sufficient number.



Please submit entries by:  
**Monday, January 4, 2010** to:  
Carolette Norwood,  
Chair, Student Paper Awards  
Committee, Department of Africana Studies,  
University of Cincinnati, 609 Old Chemistry Building,  
P.O. Box 210370, Cincinnati, OH 45221-0370



# 2010 North Central Student Sociology Conference

(Formerly the Midwest Student Sociology Conference)

## CALL FOR PARTICIPATION

The North Central Student Sociology Conference ("NCSSC," formerly the Midwest Student Sociology Conference) is in its second year as a separate, embedded conference held during the North Central Sociological Association annual meeting. We welcome submissions by undergraduate students who wish to present their scholarly work at the conference.

At the North Central Sociological Association—Midwest Sociological Society joint conference, March 31–April 3, 2010 in Chicago, Illinois, the NCSSC will give undergraduate students the opportunity to present their research in a professional setting and to receive feedback from other students, professors, and professional sociologists. Additionally, students will have the opportunity to attend the many research and teaching sessions that are traditionally part of the NCSA and MSS's annual conferences.

The North Central Student Sociology Conference cordially invites undergraduate students in sociology, anthropology, criminology, and related fields to submit their original work for the presentations during the conference. All submissions will be evaluated by a committee for originality and quality of research. The fifteen top submissions will be given space in a traditional research session format for formal presentation with a faculty facilitator, with all other submissions considered for the poster presentation sessions.

Please announce the North Central Student Sociology Conference to any faculty and students who would be interested. Submissions should be emailed or sent to:



**Carrie S. Erlin**

Department of Sociology

Spes Unica Hall, 59

Saint Mary's College

Notre Dame, IN 46556

[cerlin@saintmarys.edu](mailto:cerlin@saintmarys.edu)



Deadline: **Monday, January 4<sup>th</sup>, 2010**

Please include the following information with all submissions:

1. The full paper or a substantive abstract that details the research question investigated, methodology used, and summarizes the findings
2. The name(s) of the student author(s), mailing address, phone and email

Please consider participating in this exciting and rewarding event!  
Feel free to contact me at [cerlin@saintmarys.edu](mailto:cerlin@saintmarys.edu) if you have questions.



# 85 Years of NCSA

## MEMBERSHIP FORM

### 2010

North  
Central  
Sociological  
Association

2010 Meeting  
Chicago Marriott, Downtown Mag. Mile  
Chicago, IL

Please **print** the information below for the NCSA membership records:  
(THIS IS YOUR MAILING ADDRESS)

Last Name \_\_\_\_\_ First Name \_\_\_\_\_

Address1 \_\_\_\_\_

Address2 \_\_\_\_\_

Address3 \_\_\_\_\_

City State Zip code \_\_\_\_\_

Daytime Phone \_\_\_\_\_

Email address \_\_\_\_\_

Institutional Affiliation \_\_\_\_\_

#### 2010 Dues (US \$)

Professional Membership	\$ 55
Sustaining	\$ 75
Lifetime Membership	\$ 1,000
Retired/Adjunct	\$ 25
Student	\$ 25

#### Please consider a tax-deductible contribution to the:

Ruth and John Useem Endowment Fund \$ \_\_\_\_\_  
John Seidler Graduate Student Paper Fund \$ \_\_\_\_\_  
Presidents' Student Paper Award Fund \$ \_\_\_\_\_  
Butler Jones Minority Scholarship Fund \$ \_\_\_\_\_

Please circle appropriate category:

Faculty      Graduate Student      Undergraduate Student      Non-academic employment      Retired

Make your check payable to: NORTH CENTRAL SOCIOLOGICAL ASSOCIATION

Total enclosed \$ \_\_\_\_\_

(ck # \_\_\_\_\_)

Please return this membership renewal form with your check to:

**Annula Linders, Treasurer**  
North Central Sociological Association  
Department of Sociology  
1018 Crosley Tower  
University of Cincinnati  
Cincinnati, OH 45221-0378

NCSA Webpage: <http://www.ncsanet.org>

# Film Review: *When I Came Home*

By Susan M. Alexander, St. Mary's College

*When I Came Home*. 2006. Directed by Dan Lohaus. Lohaus Films.

<http://www.newday.com/films/WhenICameHome.html>

(there is a 1 minute movie trailer that can be found on the above website)

As the war in Iraq began, flags and bumper stickers appeared proclaiming, "Support our troops!" Yet, as this documentary reveals, some of these soldiers found that once they had finished their tour and returned state-side to rejoin civilian life, there is little in the way of support from Veterans Affairs, elected officials, or even the general public.

Director Dan Lohaus highlights the plight of homeless veterans who served in Vietnam or Iraq. These men and women are sleeping under highways, in homeless shelters, in their cars, and camping in the woods. While many voices of veterans are heard in this documentary, Lohaus follows one particular story of Iraq war veteran, Harold Noel, who is living in his Jeep. Noel's family, currently in a temporary housing arrangement, has two weeks to find shelter. Noel is in a desperate search to find someone, anyone, to help him.

To add to the economic struggle, Noel suffers from post traumatic stress syndrome (PTSD), a result of the deaths and other human atrocities he observed in the early days of the invasion of Iraq. Noel was a fuel truck driver in the middle of chaos. He describes driving and simultaneously firing his machine gun out the driver's side window while constantly praying no missile would hit his truck. At the time, Noel firmly believed, "We have a good country that will take care of us [the soldiers] when we get home." After seven months Noel did return home and life was not what he expected; "I came home to nothing."

The potential of his wife and children being homeless motivates Noel to seek help from anyone who might listen. He starts with the obvious agency, the New York Housing Authority, who will only help if Noel moves into one of the city-run shelters. Noel then speaks with the Black Veterans for Social Justice, the city council, Operation Truth (a veterans' advocacy group), the Veterans Administration Hospital, and, finally, a reporter from the *New York Post*, who agrees to run a story about Noel's situation. Once the *Post* article appears, the media frenzy begins. Noel appears on various national and international radio and television news shows. He testifies in front of the Committee on Veterans Affairs in Washington, DC, and even meets with his senator, Hillary Clinton. The end result of this media and political frenzy is that Noel is still homeless. When asked what he expected from the media coverage, Noel admits he thought help would come. In a flat tone Noel says, "Now I don't give a fuck."

To add to the misery, Noel is denied benefits by the Veterans Administration who wants proof he saw combat. In a moment of surreal irony, Noel watches a televised speech by then President Bush who praises Iraq veterans stating, "We will always honor their names and their sacrifices." Running out of time and seeing no other choice to help his family, Noel heads off to reenlist. Noel reconsiders the reenlistment after an emotionally charged conversation with Paul Rieckoff, executive director of Operation Truth.

In a not exactly fairy-tale ending, a private individual does step forward at the last minute to offer Noel and his family an apartment. With press crew in tow, Noel unlocks the door to his new home and the relief is evident in Noel's face.

Lohaus, however, does not end this documentary with Noel's success. Instead, we are left with the discouraging image of another homeless Iraq veteran, Anthony Manto. Unable to find work or a permanent place to live, Manto is pitching a tent in a forest. Having served his country, Manto, like Noel, is frustrated by the lack of caring by the people in the very country he protected.

Manto's final thoughts perhaps best capture the plight of homeless veterans: "If my country leaves me....fuck it!" As a director, Lohaus acknowledges that the social problems experienced by veterans will not be fixed person by person, thus the documentary reflects a sociological framework that draws attention to the impact of larger social structural conditions. And this framework is what makes *When I Came Home* an excellent choice to show in a sociology class.

This poignant documentary brings attention to the social conditions of poverty, unemployment, racism, and mental illness facing many veterans; issues that are largely ignored or unknown by most Americans. The structural conditions that lead Noel and the other veterans into homelessness are explicitly presented in the film by Ricky Singh, director of Homeless Services at Black Veterans for Social Justice. Singh notes that when Noel returned to New York, the unemployment rate in the city for Black and Hispanic males was 48%. Noel himself recognizes structural conditions shaping his life; "Everyone already looks down on me because I'm black and I'm a man." While the army might have initially been thought a way out of poverty (Noel's "coming from the hood"), social structural conditions have produce a situation in which there are thousands of homeless veterans. Noel is not alone. The National Coalition for Homeless Veterans' website (2009) claims as many as 260,000 veterans are homeless at some point in the year.

In the end, the documentary serves as a commentary on a war fought without a clear rationale and the soldiers who did their best but who are now ignored by the very people who sent them off to fight. From a sociological perspective, this documentary is about people caught by the larger social forces of poverty, unemployment, mental illness and racism. Given that the footage was shot before the economic turmoil of the past year, one is left wondering how much worse the situation has become for the returning soldiers.



Noel with Paul Rieckoff at Operation Truth

Dan Lohaus is offering a  
**10 % discount**  
to NCSA members who want to  
purchase a copy of this film  
through New Day (via the link at  
the top of the page).

Use the discount code **FZKU75**.  
This discount is good through  
Jan 1st, 2010.



# NCSA Book Review

## *The Prisoners' World: Portraits of Convicts Caught in the Incarceration Binge*

By William Tregea  
Adrian College

University and college professors are teaching more volunteer classes in U.S. prisons. Bill Tregea (Adrian College) and Marjorie Larmour, who each have over twenty years experience teaching prison classes, have written a book, *The Prisoners' World: Portraits of Convicts Caught in the Incarceration Binge* (March 2009; Rowman-Littlefield/Lexington; \$36.95 paper). This supplemental book can contribute to several types of classes, including: sociology, criminology, social deviance, corrections, and the social problems class.

Describing historical periods of prisoners' worlds, such as debtor prisons, fugitive slave laws, and prohibition, the authors show how laws change. The role of the war on drugs is laid out as a major cause of the U.S. incarceration binge period (roughly 1986-present). Also described are the rise of mandatory minimums, fewer paroles, and other "tough on crime" approaches, which together have resulted in the world's largest prison system. Bill Tregea adds depth through a review of additional reasons for prison growth (the prison build-up movement, politics, social construction, growth complex, and the prison system's role as convenient oppression).

The book then presents eighty (80) prisoner essays covering topics such as: families and homes, pathways to prison, getting into the "system," cells, daily work routine, interaction with correctional officers, free time, homosexual encounters, and drugs and contraband. These vivid prisoner essay chapters have text-like introductions. Overall, the authors show the historical change in U.S. prisons from 1981 to 2009. Marjorie Larmour contributes three chapters revealing teachers' experiences via narrative essays that draw the reader into prisoner-student and prison teacher interaction, and what it is like inside prison college classes where both young and older black prisoner-students describe growing up in the inner cities. The book makes the "prisoners' voice" come alive, and is read and remembered by regular college students.



## Sociologists for Women in Society

SWS is an international organization of social scientists--students, faculty, practitioners, and researchers--working together to improve the position of women within sociology and society in general. The members include women and men who work in academia, the private sector, government, and other settings.

There are local and regional chapters of SWS, including NCSA SWS.



Look for our events at the annual meeting!

For more information  
contact Kathy Feltey [felteyk@uakron.edu](mailto:felteyk@uakron.edu)

You can learn more about this organization at their website:  
<http://www.socwomen.org/index.php?s=1>



# ABOUT THE NCSA

The objectives of the NCSA are to further the development of sociology as a scientific and scholarly discipline through stimulation and promotion of:

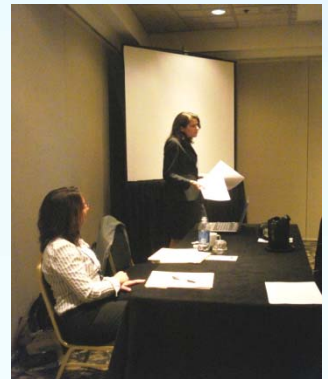
- 1.) Scientific research in its defined subject matter area;
- 2.) Effective teaching of the subject matter at all levels of educational endeavor;
- 3.) The widest possible and feasible utilization of the knowledge and skills of sociologists and the findings of scientific sociological research by public and private agencies in all relevant social policy issues;
- 4.) Interchange and cooperative relations among persons and organizations engaged in the scientific study of society;
- 5.) Any and all such other acts as may be deemed conducive to these ends.

Membership in the NCSA shall be open to all persons interested in and subscribing to its objectives and who have been awarded a graduate degree in Sociology or in closely related fields from accredited institutions. Persons lacking these qualifications may also become members if they can present evidence of professional competence and commitment to the field of Sociology.

Michigan , Eastern Illinois, Ohio , Indiana , Kentucky, Ontario Canada, Western Pennsylvania, and West Virginia



## Join us in Chicago in 2010!



## NCSA Professional Development Certificates

The North Central Sociological Association awards Professional Development Certificates to faculty members who attend at least five designated teaching and professional development sessions at the annual meeting each year.

To participate, contact:

Jay Howard, IUPU-Columbus  
[jhoward@iupuc.edu](mailto:jhoward@iupuc.edu)

Past examples of sessions included:

- Preparing Students for Teaching
- The Students Speak: Perceptions of Excellent Teaching
  - Teaching About Stereotypes
  - Teaching Poster Session
- Assessment of Student Learning: Sharing Resources
  - Books that Help Us Teach
- Teaching Controversial Topics in Sociology

## COMMENTS?

Got an *idea* for newsletter items?



Contact Susan Alexander, Editor  
or Lauren Hall, Assistant Editor

*North Central Sociologist*  
Department of Sociology  
Saint Mary's College  
Notre Dame, IN 46556-5001

[salexand@saintmarys.edu](mailto:salexand@saintmarys.edu)  
or [lhall01@saintmarys.edu](mailto:lhall01@saintmarys.edu)