Rosalind Chou’s latest book published!


Rosalind Chou’s book is out!

The book explores the topics of beauty, self-esteem, and sexual attraction among Asian Americans. The book draws on sixty in-depth interviews to show how constructions of Asian American gender and sexuality tend to reinforce the social and political dominance for whites, particularly white males, even in the supposed “post-racial” United States.

By evaluating constructions of Asian American gender and sexuality, it informs us on how racism, specifically white supremacy, works in the United States. The externally imposed meanings placed upon Asian and Asian American bodies unveils the new racism in this supposed “post-racial” United States. The goal of this book is to not only share the experiences of the sixty respondents, but to continue the dialogue that other scholars have already begun about the intersection of race, ethnicity, gender, and sexuality. Social forces shape our lives. Ideas are normalized about our identities that may influence our thoughts, feelings, and actions. To progress racially in the United States, we must recognize the role of power, privilege and see white hegemonic masculinity in its various forms and the way it shapes how we see the world.

For further information, please visit: http://rosalindschou.weebly.com/

2012 SSSP President Wendy Simonds Gets Standing Ovation From a Packed Crowd

“I’d like to encourage a sociological imagination grounded in, and itself productive of, irreverent activist art -- sociological art that suggests that things could be different.” (Wendy Simonds)

In August 2012 at the Society for the Study of Social Problems (SSSP) Annual Meeting many GSU Sociology faculty and graduate students, as well as other sociologists from around the world attended Professor Wendy Simonds’ SSSP Presidential Address, "The Art of Activism." It was a brilliant, fascinating, provocative, and engaging talk that everyone in the packed room came away from with a renewed and invigorated sense of C. Wright Mills’ *Sociological Imagination*, as well as to why we all became Sociologists in the first place.

Go to page 17 to view photographs of the event. Professor Simonds will be giving her address again at GSU on September 11, 2013 as part of the University's year-long Centennial Celebration.
Greetings!

2013 marks the 100 year anniversary of Georgia State University. GSU began as a part-time, evening commerce (business) school in 1913 affiliated with Georgia Tech. We initially had 44 students (all men), and it wasn’t until 1962 that GSU desegregated and admitted its first African American student. Today, we have 32,000 students, and clearly one of our strengths is the overall diversity of the student body. Our student demographics include: 40% white, 33% African-American, 12% Asian, and 8% Hispanic; 61% are women. The average age of our undergraduates is 24 years old; 32 years old for graduate students. Across our 7 colleges, GSU has over 1100 faculty; and since the mid-1990s, GSU has been one of the University System of Georgia’s four research universities.

While I’m not actually sure when GSU awarded its first undergraduate degree in Sociology, I do know that our first MA degree was granted in 1972 and more than 185 have received master’s degrees from Sociology. Our first doctorate was granted in 1982 to Diane Bordner, and since then more than 90 PhD degrees have been awarded in Sociology. We currently have almost 600 undergraduate majors, which make us one of the largest undergraduate programs in Sociology in the Southeast, and we have 70 doctoral students and 20 master’s level students. Our students are at least as racially diverse as the university as a whole, with about 29% white, 59% African American, 4% Asian, and 8% multiracial or others; and 70% of our undergraduate majors are women.

To commemorate our first 100 years, the GSU Centennial will celebrate throughout the year with university-wide, college, and department events. We’ve already had our first Centennial Guest speaker. Natasha Tretheway, the United States Poet Laureate gave a wonderful reading in mid-January. The series will also include other outside guest speakers, distinguished GSU faculty, and Atlanta community leaders. The College of Arts and Sciences will also sponsor Centennial lectures. The first will feature Benjamin Santer, a MacArthur fellow and member of the National Academy of Science, who studies the impact of human activity on global warming.

As part of our celebration of GSU’s Centennial, I’ve asked Wendy Simonds to give an encore presentation of her 2012 Society for the Study of Social Problems Presidential Address, “The Art of Activism,” to our faculty, students, and friends. She discusses examples of activist art that deeply resonates with, and that can inform, sociology and talks about her own attempts to merge her research interests as a sociologist with what she sees as activist artistic endeavors.

Finally, this year the Sociology Department will begin its third cycle of academic program review with a thorough self-study where we will reflect on where we are now and the current strengths and weaknesses of our programs, as well as where we want to go and goals and aspirations of our department. Surveys will go to current undergraduate and graduate students in Sociology, as well as our recent graduates and alumni. We will also host a team of outside reviewers and work with staff from the Office of Institutional Research to prepare our final report. Earlier self-studies help to identify our three areas of concentration; establish our goals for improving the quality of graduate and undergraduate instructions; and to strengthen our support for faculty research.

I look forward to an exciting year as we celebrate Georgia State University’s Centennial.
The Department of Sociology welcomes Dr. Ben Kail to Georgia State University as a new assistant professor. Dr. Kail earned his Ph.D. at Florida State University in 2010. His teaching and research interests on aging and the Life Course, Political Economy, Welfare state/Social Policy, Health and Demography.

Welcome Dr. Kail !

The Department of Sociology welcomes Dr. Dan Carlson to Georgia State University as a new assistant professor. Dr. Carlson earned his Ph.D. at The Ohio State University in 2010. His teaching and research interests include Family, Mental Health, Age, Gender, and Life Course.

Welcome Dr. Carlson !

Professor Dan Carlson presenting at our SOCI brown bag series. His talk was entitled, "Housework: Cause or Consequence of Gender Ideology?"

The Department of Sociology welcomes Dr. Donald Reitzes to Georgia State University as a new Department Chair. Dr. Reitzes earned his Ph.D. at Stanford University in 1978. His teaching and research interests include Aging, Social Gerontology, Family, Life Course, Medical Sociology, Racial and Ethnic Relations, Sex and Gender, Sexualities, Statistics, Theory, Urban Sociology.

Welcome Dr. Reitzes !

STAY IN TOUCH WITH GSU SOCIOLOGY

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In Praise of Interns

The highlight of my nine and a half years as Director of Undergraduate Studies, without a doubt, was running our departmental internship program. Every semester, I oversaw interns who worked locally, nationally – even, on occasion, internationally. As the number of our majors grew, the internship program grew with it; when I started, I would have about ten students each term, but in recent years, that number more than doubled.

All Sociology majors and minors can apply for the internship, but it is required only of majors who decide to “concentrate” in one of our specialty areas (Gender and Sexuality; Family Health and the Life Course; and Race and Urban Studies). All students who meet the GPA and credit unit minimum requirements and who include a positive evaluation from a faculty member in their application are admitted into the internship program. Students can earn up to 6 c.u. working for (typically) non-profit organizations and governmental agencies.

We have a list of sites on our departmental website to which students can apply directly; they can also request approval of alternative sites from the undergraduate director (formerly me, now Dr. Wingfield) who makes decisions by consulting the undergraduate committee. It takes a lot of determination and legwork to obtain an internship placement – students, thus, begin to understand the hard work involved in interning even before they begin.

In my role as internship coordinator, each semester I met with interns before they began, in order to give them a broad sense of what to expect and advice about how to behave in a variety of workplace situations. I would talk about what sorts of problems could occur (and what to do about them if they did occur), as well as tell them about the wonderful things I hoped might happen. I drew a lot on what previous interns told me. (In my first few meetings, I imitated what my predecessor, Denise Donnelly, had done; but gradually I developed my own orientation spiel.) Their academic goal (on top of offering their labor) would be to discover how things worked (and also how they didn’t work), and to write a sociological account (in the form of a weekly sociologically analytic journal). I maintained email contact with interns over the course of each semester, and met with them one or two more times. Unless they had a problem (and problems were rare) or stopped by to chat, I would not see or hear much from them until the final group meeting.

I always looked forward to these final meetings. Even though students were typically stressed out and worn down from finals and end-of-semester assignments, they would often light up when they talked about their internship experiences.

I would ask them to tell about the high points and low points of their internships. What sorts of things did they learn? What challenges did they face? Some people would become extremely animated when they talked about what they had done. It was like they’d had an awakening of sorts, like they’d found their calling. They would say things like, “Now I know what I want to do with my life!” – an equally valuable (if less enjoyable) lesson. Most people had very positive experiences, but they also definitely encountered frustrations. Students talked of mountains of seemingly pointless paperwork, of the snarly red tape of bureaucracies, and of hours spent wrestling with outdated (and occasionally newfangled) data-entry systems. They exclaimed over internecine office dramas; employee burn-out that resulted in ineptitude and even, occasionally, in deliberate sabotage; and workers who came and went suddenly. Any of this could provoke chaotic change.

Every semester, interns worked in places where they saw a convergence of social problems and oppressive power dynamics. Students would work, for instance, in: homeless shelters; afterschool and in-school programs for children in a
variety of dire circumstances; programs that assist victims of crime; organizations that offer services to people who are sexually assaulted; and parole offices (among others). In these final meetings, they would talk about what it was like to see what they’d studied in sociology courses come alive — and how simultaneously exciting and upsetting this could be. They would describe the difficulty of witnessing the hardships of others, and tell about what they did to keep from taking on all the pain they saw and heard about.

Interns gained an impressively wide range of useful work skills. Taiwannika Walker, for example, interned with Fulton County Government Department of Health and Human Services Grants and Community Partnerships, where she gained experience “in the grants application and review process for the nonprofit organizations of Fulton County that were seeking government funding.” She said this work “opened my eyes to just how many programs are available and how few funding dollars are available. It also triggered an interest to coordinate referrals for community resources to those in need.” Since completing her internship four years ago, she has often served on the review committee.

Marik Xavier-Brier interned at YouthPride, which offers services to queer youth in Atlanta. He said, “It was an amazing experience. I was hired afterward as a Center Coordinator. I stayed until I moved to San Francisco for my Masters program.” Like Walker, Xavier-Brier said that he gained experience with grant writing, and research geared toward developing programs. He called his internship an “incredibly valuable experience,” saying, “I loved working closely with LGBTQ youth. That definitely contributed to my continued interest in the field.” Xavier-Brier is now a Ph.D. student in Sociology at GSU.

For several years, every term, a handful of interns worked (with Drs. Oakley, Ruel, Reid, and a number of graduate student research assistants) on a department-based research project that involved longitudinal interviews with former residents of public housing (and eventually, interviews with people in communities where people from public housing moved after it was shut down by the Atlanta Housing Authority). Britteny Terry, a former intern, and like Xavier-Brier, now a Ph.D. student in our program, said: “This internship opportunity provided me with research experience not often available to undergraduate students, and I continue to professionally benefit from my time as an intern because of the skills I acquired and the networking it facilitated.” Her experience led her to apply to graduate school. She said, “before the internship I didn't really know what grad school was about,” but meeting graduate students who were working on the project at the time taught her all about it.

Lindsay Trinkle did her internship with Land of a Thousand Hills Coffee Company three years ago, which partners with coffee growers in Rwanda, Haiti, and Thailand, and helps them to develop sustainable coffee farms where they grow fair trade gourmet coffees to be sold in the U.S. “During my time as an intern I learned a lot about social enterprise and non-profit work. After my internship, I was offered a job with the company and have worked there ever since. My job at Land of a Thousand Hills has afforded me some great opportunities to learn new skills and develop an exciting career.” Many interns maintain their connections with their internship sites, sometimes as volunteers, and sometimes, like Trinkle and Xavier-Brier, as paid employees. (I would estimate that slightly fewer than half get job offers.)

Meagan Jain took the initiative to do her internship in Bangalore, India, at the Parikrma Humanity Foundation, a primary school run by a family friend. Jain said she had wanted to volunteer at the school since she first heard about it 10 years ago, when it opened. In India, she learned about “a side of humanity not often found in this country.” She worked with fifth graders at the school. “Despite living in what most Americans would consider severe poverty, the families I came to know and the children I taught were not only thankful for what they had, they did not feel as though their circumstances hindered them.” Jain is now in the MA program in Gerontology.

Interns enter their “fields” as marginal employees -- rarely paid, mostly part-time, and often feeling like they have no idea what they’re doing. After a few months, they become completely acclimated, know the ropes, sometimes even train others in the work they’ve learned to do. On occasion, because of institutional changes or short-staffing interns were thrust into positions of much more power than they had ever anticipated, and would end up running meetings or counseling sessions, and learning how to do a lot of organizational work independently. Even though their emotional responses could be overwhelming at times, and even though what they witness could be dispiriting, most felt energized by the passion of working to make a positive difference, even a small one. Their sociological knowledge gained a tangible reality that inspired them to want to continue working toward righting injustice (even though absolute solutions might seem a pipe dream).

To all the interns with whom I worked over the past decade, who served as such fabulous and dedicated representatives of our department, I offer my admiration, my appreciation, and my gratitude.
As a kid, I never went to summer camp. (Sigh). But, this summer, I did! Well, sort of. Instead of canoeing on a lazy river, singing corny songs by a roaring bonfire, or eating gobs of processed foods made by underpaid teen counselors, I spent twenty-one days reading, writing, and in dialogue with faculty mentors and peers in an all-out push to complete a research project. I attended a three-week “summer camp” at The Ohio State University sponsored by the National Science Foundation (NSF) and other groups entitled “Crime and Justice Summer Research Institute (SRI): Broadening Perspectives and Participation.” The SRI is part of a larger NSF grant aimed at broadening perspectives and participation in research on crime and criminal justice, and to improve the quality of research on the relationships between race/ethnicity, crime, and criminal justice in the United States and globally. For myself, and seven other junior faculty members from colleges and universities around the nation, our time in Columbus felt more like boot camp for professors than it did summer camp. Sadly, we never roasted any marshmallows. But, it was one of the more productive and privileged experiences I have had in the academy. Not only did I have the opportunity to be fully engrossed in my research, but I also participated in excellent professional development workshops and received direct material and social support from senior scholars who were committed to my success.

The research manuscript that I worked on while at the SRI is titled “Silent Cells: Psychotropics and Intersections of Race, Gender, and Citizenship in US Prisons.” To summarize this manuscript, psychotropic drugs are biotechnologies that, when consumed, change brain chemistry and effect the functioning of the central nervous system in a body. Doctors now widely prescribe psychotropics, which include antidepressants like Prozac and antipsychotics like Thorazine, to manage everything from the symptoms associated with everyday emotional problems to serious psychiatric disorders. In this historical and comparative project, I ask and answer three questions: 1) What is the state of knowledge about the patterns and purposes of psychotropic drug use in US prisons, especially across racial, gender, and national groups; 2) Based on this knowledge, is it possible to evaluate the hypothesis that psychotropic drugs are used to control prisoners and manufacture silent cells; and 3) What are the implications of psychotropic use in US prisons for prisoners’ rights and the meaning of citizenship? I examine these questions in the sociopolitical contexts of the rise of racialized and gender-segregated mass incarceration and the criminalization and biomedicalization of mental illness in the US. In summary, I argue that we have partial and limited knowledge about psychotropic prescribing practices and their meaning inside US prisons, especially across social groups, and that this absence of knowledge makes it impossible to know if prisons are using psychotropic drugs as a biotechnology for mass social control. Not your usual fireside chat.

At the end of third week of my time in Columbus, I was able to present this research at an annual academic conference sponsored by the Racial Democracy, Crime, and Justice Network, a group of scholars from diverse backgrounds formed via the NSF grant I referred to earlier. This interdisciplinary network, of which I am now a member, is comprised of a sociologists, criminologists, historians, social workers, anthropologists, and demographers. A truly glorious thing it is to see critical scholarship and interdisciplinarity working together! As a result of the professional networking made possible through this network and my presentation itself, the “Silent Cells” manuscript is being considered as an invited submission to the 2014 volume of the Annual Review of Law and Social Science. That’s a better take home from camp than a “hicky,” a tired-ass t-shirt, or a bag of dirty socks.
By Jeremy Craig
GSU Public Relations and Marketing Communications

ATLANTA - Words in a textbook, magazine or journal can teach and explain many concepts. But photos display examples and evoke thoughts and feelings that plain text often can’t.

A Georgia State University sociologist and her students are operating a blog that gives students and others a way to share glimpses of people and the worlds they live in, while also serving as a tool to teach concepts of race, ethnicity and the urban environment.

Social Shutter, at http://socialshutter.blogspot.com, features photo essays taken by students and others who use their cameras to explore topics and issues in sociology, from poverty and inequality to urban environments, disasters and gentrification.

"We are looking at social situations through our camera lens," said Deirdre Oakley, an associate professor of sociology who teaches urban sociology. “The entries are always from the perspective of the photographer-essayist and what they’re trying to convey to the readers about a specific social situation that they come across.

“We have rural photography too, but for classes here, it’s about going into the urban environment, observing the social world, capturing it on a camera and then writing about what you saw.”

Oakley is part of a team conducting research about former public housing residents who were relocated after the Atlanta Housing Authority demolished all of its traditional housing projects in favor of vouchers.

"From the public housing study, we started taking pictures," she said, “over 1,000 pictures of destination-neighborhood built environment characteristics, and from that I started trying to submit photo essays to different publications. I just never had any luck.”

Oakley met with Angie Luvara, a professional photographer who is now a Ph.D. student in sociology at Georgia State, and talked about ways for people to get their work published when there aren’t many venues.

(excerpt continues on page 13)
By Nicole King

Where were you before you came to Atlanta?

Ben: I was a post-doc at Duke in North Carolina.

Dan: I was a visiting Assistant Professor at Denison University and also a post-doctoral fellow at Ohio State University where I got my Ph.D.

How has the transition to Atlanta been for you?

Ben: It’s been good! Got here in the summer... was impressed with how inviting everyone was, the faculty in particular. It’s been a fun place to get settled into. As someone who likes sports and theatre and being outside, it’s a good place to be. I think it’s actually easier for me to bike here to work than it was where I was living in Durham, believe it or not!

Dan: It’s been pretty good. Aside from moving a couple thousand miles and trying to find an apartment and not really knowing the area, it’s been a pretty smooth transition. Everyone in the department’s been really helpful and nice and welcoming. I felt that upon arrival, immediately, I fit pretty well and this was going to be a good place.

How would you describe your first semester here at GSU?

Ben: It flew by! Really fast. It’s fun, but I had been in a sort of research only post-doc, and getting used to teaching again was quite an adjustment. But I can’t believe I’m nearly halfway through my second semester.

Dan: Chaotic! Being in the classroom was good, and classes went really well. But there’s all that little stuff you forget about when you transition to a new place, like “how do I check out a book?” and “where’s the bathroom?” and “what do you mean I have to get keys?” But I’ve got it all down now, and things are going much smoother.

What do you like best about teaching here?

Ben: Our students. I think that our students have interesting stories, they’re tenacious, and when they want questions answered, they make it known! And that’s great! You don’t have to pull teeth to get people to talk about what’s interesting to them, and that’s a lot of fun.

Dan: The thing I like best is the students. There’s probably no more diverse university in the country. As a sociologist, it really makes for a dynamic classroom environment. You get people with many different perspectives, traditional and nontraditional students, students from different racial and ethnic backgrounds, as well as different economic backgrounds; so it really is very invigorating.

Tell us something about your current research.

Ben: Working off the piece that was just published in The Gerontologist, I’m working with a colleague who’s at Berkeley. Our core interest is this relationship between what’s called unpaid productive activities in later life and paid productive activities. So things like being a volunteer, or providing care for a spouse or grandchildren. These are roles that have a social value, but certainly aren’t paid and often times don’t have structural reasons for engaging in these activities. So we’re looking at how engagement in these unpaid productive activities affects people’s transition out of full time work. In an extension of that, we’re looking at how engagement in these activities impacts how lonely people are after they leave full time employment. As certain institutions, such as church, deteriorate, older people are becoming more and more isolated. My co-author and I are curious about how to reduce loneliness, and whether things like volunteering might be a solution.

Dan: There are quite a few projects I’m currently working on. Dr. Kail and I just recently finished a paper examining the health impacts of the Affordable Care Act, also known as Obama Care. In addition to that I’m working on some research examining cohabiters, or unmarried couples, and what their expectations are for dividing up housework, and what happens when those expectations aren’t met. (continued on page 13)
Welcome our new Academic Advisor, Jamie Hayes

By Nicole King

Where did you work before coming to Sociology?

It’s been an interesting journey. I worked for the Navy in San Diego for many years and I also freelanced on film and television programs. In my twenties, I taught high school English and then returned to college for my graduate degree in film and communication studies.

Anything we’ve ever heard of?

(laughter) Maybe. I worked on Titanic in 1997 for a year in Baja, Mexico and I also worked on the Ellen DeGeneres movie Mr. Wrong in 1996 - both in casting. My last gig was with Valhalla Productions which now produces The Walking Dead. All wonderful experiences!

How did you get into advising from grad school?

I stumbled onto advising because my graduate stipend was earned by being a GTA and an advisor for the communication department here at GSU. It was a great opportunity that they gave me and it changed my career. From there I applied for an advising position in the Student Advising Center (SAC) at GSU and eventually I became one of the STEM advisors for freshmen and sophomores. I learned a tremendous amount by working in SAC and it provided a foundation for my work here in sociology.

Let’s talk about advisement. What can a Sociology major expect in an advisement appointment with you and what kinds of services do you offer students?

The key areas I cover with undergraduates are: course scheduling, transfer credit, graduation audits, internships, add/drop issues, hardship withdrawals, grad school admission questions and academic coaching. This last piece centers on how a student is working through their degree and how they are coping with certain issues that may occur throughout their academic journey. As an example, some students struggle with juggling work, school and their personal lives and other students have issues with the sociology content. My job is to guide and direct them to the right source – whether it is disability services or talking with a professor about missing classes or course content. Sometimes I just act as a sounding board for students as they discuss their academic journey.

Can you expand on the importance of a student’s academic journey?

I will look at your academic journey and patterns exhibited by your grades and I will throw out suggestions on what your strengths are. As an example, if you received a B or higher in your math or foreign language courses I’m going to let you know that that is significant. And if you’ve taken science courses, but found your way into a Soci degree I’m going to let you know that certain faculty may match up to you very well due to their research interests. You know, a lot of students may not have heard of medical sociology or health and life course and I want my students to become aware of these areas.

I’m also going to guide a student through the Soci major. They need to understand when to take certain courses and which courses to take. Let’s say a student has an interest in Gender and Sexuality, then they need to know which courses to take and that we have a concentration to fit those courses.

There are also logistical issues like, when to take their CTW’s and exactly why a CTW is significant. I might get the CTW question once a day.

How would a student know if they should make an appointment or come as a walk-in?

Walk-in sessions are for quick questions that can be quickly resolved. Questions like: When’s the last day to drop with a W or when will the schedule become available for next semester? Of course I understand that sometimes things happen and students need to urgently see me and I deal with that on a case by case basis.

As an example; I view Grad Audits as an informal / formal contract. So I believe that this document needs to be explained to my advisees. They need to have an idea of what the requirements are to graduate, including their major “area G” courses, residency, and reaching 120 hours. Students also need to understand that the OAA advisor Ann Johnson and I work very closely together and students need to know that each advisor knows about different areas of their academic evaluation. For instance, I will know about Area G requirements, internship questions, graduate school questions, and adding a double major or a minor. Ann Johnson will be able to answer very specific questions on residency, reaching 120 hours and whether or not they have credit for courses in other parts of their evaluation. (continued on page 12)
It’s been a long time since 1996 when I graduated from the department, but now I have come home, so to speak, because Deirdre Oakley and I are co-editing the July 2013 issue of the U.S. Department of Housing and Urban Development’s (HUD) journal Cityscape on the history of public housing and mixed-income housing development. This will be the third piece Deidre and I work on together before our book on urban redevelopment and socio-geographical theory. Since Deirdre came up to do an invited talk at Vanderbilt University in 2011, it has been a productive partnership. During her trip to Vandy she spoke in front of a packed room about HUD’s HOPE VI program and shared insights about the relocation process for public housing residents. So, you never know what path a career can take. For all of the folks who knew me at Georgia State University I send you my greetings!

Gratefully,

James Fraser, Professor

Vanderbilt University
In the past year the Sociology Club has been working on their dual efforts of community service in the Atlanta area and offering opportunities for students to develop their sociological analysis outside of the classroom.

Artavia Napper served as president of the club for the 2011-2012 academic year. In her short year of service, she revived the club’s commitment to community service by planning multiple volunteer opportunities at Project Open Hand. She also created multiple events for undergraduates to help plan their futures in either graduate school or a post-bachelor career. Most impressively, Artavia worked tirelessly to create a grand awards ceremony for the club’s paper competition. Monica Copeland is the current Sociology Club president and she is energetically working on this semester’s activities, including the club’s annual paper competition.

As part of the club’s commitment to intellectual growth, students have developed an annual sociology paper competition. In the spring of 2012 the conference theme was an intersectional perspective on pop culture, offering students the writing prompt, “How does pop culture affect your views on race, class, and gender?” The club received a number of smart and creative entries. Of these entries, the board chose three distinguished winners.

The first place winner of the competition was Samuel Affholter’s essay, “Validating the Virility of a Masculine Economy” in which he analyzed the reality television trend of celebrating blue collar jobs by arguing that this media niche can be tied to the rise of a masculinist U.S.-nationalism post-9/11 and its need to underscore the validity of capitalism and masculine work in a failing economy.

Javier Johnson’s second place essay, “Pop Culture and Society” offered a first person perspective on how popular culture’s “omission of Black faces” forces young people of color to disassociate themselves from their racial group in order to identify with a dominant White society. Finally, Ashley White’s third place essay used the theoretical framework of intersectionality to understand how media produces the stereotypes that ensure that racism, sexism, and classism will continue to function as interlocking systems of oppression.

Additionally, our club held the paper competition again this past April. Undergraduate students of any major were encouraged to submit papers using a sociological analysis on the topics of “Health & Illness and Health Disparities.” For example, paper topics included health disparities along race and ethnic lines, women’s health movements, health amongst elderly and aging populations, the effect of HIV/AIDS on specific communities, and global health disparities.

Welcome New Sociology Club President Monica Copeland!
As her father migrated from one university to another to teach, to head programs or to run academic departments, those campuses became a young girl’s home and her playground. They too were places of beauty, remembers Dr. Adia Harvey Wingfield, who learned to move with ease among scholars and students. During most of her youth, living on the grounds or near university gates felt privileged and special.

Often summers were “like being at a country club” with swimming pools and tennis courts, says Wingfield of those early years, most spent at North Carolina State University. But as she traveled among the buildings dotting the landscape, Wingfield would also peer inside those halls of learning. A daughter’s eyes were on her father, scholar and educator William B. Harvey, Ed.D., absorbing all that he did in his world of academia. She watched as he engaged and mentored students in ways that extended beyond the walls of the classroom and how he made the pursuit of equity in higher education the subject of his scholarship, as well as the motivation for his life’s work.

“What I saw was the immense enjoyment that he got out of his work and his ability to make intellectual contributions through research while also using them to also make a difference in the academy and also in society,” says Wingfield. “I knew then that I also wanted to do something to promote change and in an environment that welcomed that work.”

As a sociologist, educator and author, Wingfield is doing just that at Georgia State University and in the world. In 2012, she received the American Sociological Association’s Distinguished Early Career Award. Already with a long list of publications to her credit and making great strides in her field, Harvey says his daughter, the professor, “is probably 15 years ahead of where I was at this same point in my academic career.”

(continued on page 17)
Social Shutter was born, featuring not just photo submissions by themselves, but photo essays, photos with text putting the pictures into context.

“When utilizing photos in the context of sociology, having that background about what’s happening and what’s important sociologically, it helps to contextualize the piece,” said Luvara, managing editor of the blog.

Oakley has used Social Shutter to teach her students in her urban sociology, race and ethnicity, and research methods classes, sending students into Atlanta to document the city and see concepts in action through the lens of a camera.

“It gets the students out there, and they can say, ‘ah, we talked about this in class,’” she said. “It teaches them to look at the world with a socially critical eye.”

For Debby Yoder, an undergraduate involved with the blog, Social Shutter gives her the chance to shine lights on problems people may not have known before.

“When you get a chance to give a more visual representation, it makes concepts more real,” Yoder said. “It engages you more than what you’d have if you were just reading a text about something.”

She has contributed nine photo essays, from poverty in the college town of Athens, Ga., to extended stay hotels, where many who would otherwise be homeless during the recent economic downturn live. Her most recent photo essay investigates Paschal’s Restaurant and its place in Atlanta’s civil rights movement.

Social Shutter’s reach extends beyond Atlanta.

Demetra Pappas, a sociology professor at St. Francis College in Brooklyn, N.Y., had her students go out into the field and record the devastating impacts of people affected by Hurricane Sandy.

“It was very difficult to look at some of these images,” she said. “One student wrote about Staten Island as a forgotten borough, another wrote about Brooklyn. Keep in mind they were photographing and writing in the literal aftermath of a hurricane. It’s sociological, historical and therapeutic.

“It is a chance to be heard and to see the damage of the hurricane through their eyes. I’m very excited to contribute this to Social Shutter.”

Social Shutter is helping Georgia State fulfill its goals of addressing the problems of cities. And it’s helping the university to become innovative in educating its students, with the blog becoming a model for sociology education elsewhere.

Oakley and Luvara will present a session on the blog and how it can be used as an educational tool at the next conference of the State Education Editors Association, which is part of the National Education Association, to be held in June in Atlanta.

For more about sociology at Georgia State, visit [www.gsu.edu/sociology](http://www.gsu.edu/sociology).

Ben Kail meeting with his student from SOCI 3020 Research Methods.

(Carlson & Kail article continued from page 8)

In particular we want to look at how that affects their sense of self and their mental health. In addition to that, I’ve been working on a project which I will soon be presenting that examines the relationship between our attitudes about housework and the housework itself. Are our attitudes a product of that housework or do our attitudes drive that housework?

What kinds of hobbies or interests do you have outside of your work?

Ben: Mostly my work right now! I’m an avid runner. I just started racing again. Atlanta’s a hilly place to be a runner, so it’s catching me off guard a bit! I also like writing music. I’ve been experimenting with both symphonic quartets as well as hard rock compositions. I have this idea that at some point I’ll be able to fuse those two together.

I’ve also got a background in theatre. My first degree was in theatre sound design. There’s a lot of opportunity to see shows here, including a great place to see improve, in Atlanta. And of course traveling, but who doesn’t love to travel!

Dan: I don’t have the luxury of hobbies! I’m a new professor! But I guess I do have some hobbies. I bike. I try to play ultimate Frisbee when I can. I was in a league for a little while. I miss it! I was hoping I’d be able to find one down here. I also consider myself to be quite a foodie. And I try to spend as much time as I can with my dog, running and going to dog parks.
Sociology Majors, are you interested in a paid internship where you will use the research skills you have learned in your classes? Apply for the National Science Foundation Research Experiences for Undergraduates program. You could spend the summer studying anything from the effects of beetle infestations in poor, urban communities in Boston, MA, to multimedia community ethnography in Baltimore, MD. You could even study the relationship between local cultures and marine conservation in Fiji!

Our students have been very successful in securing these prestigious internships. Last year, five GSU Sociology students were National Science Foundation REU interns: Christine Agnone, Brandon Attell, Lindsay Claud, Aimee Twagirumukiza, and Tori Thomas.

Christine Agnone (GSU ’12) worked with Professors Kent Kerley and Heith Copes at the University of Alabama at Birmingham’s REU Site on Using the Social Sciences, Natural Sciences, and Mathematics to Study Crime. Christine studied racial differences in methamphetamine use among women at a residential rehabilitation center. She participated in all aspects of the research process from conducting in-depth interviews of the study participants to analyzing the data she collected using grounded theory methods. Christine presented the findings from her research at the Southern Criminal Justice Association Conference in September and will also be presenting her work at the Southern Sociological Society meetings this spring. Christine is currently applying to PhD programs in Sociology.

Tori Thomas (GSU ’13) worked under the supervision of Abay Isreal at the Resource Center for Minority Data of the Inter-university Consortium for Political and Social Research (ICPSR) at the University of Michigan. Tori learned quantitative data skills that many graduate students would envy by processing data from a 1200-variable Centers for Disease Control study of asthma. She also took graduate-level statistics classes at the ICPSR Summer Institute. Like Christine, Tori is currently applying to PhD programs in Sociology.

Aimee Twagirumukiza (GSU ’13) participated in an REU program here at GSU. Working with Professors Katherine Hankins and Timothy Hawthorne from the GSU Department of Geosciences, Aimee studied community geography by examining patterns of gentrification and residential change in a south Atlanta neighborhood. She conducted qualitative, in-depth interviews with neighborhood residents and even worked with Professor Hankins in generating the interview instrument. Aimee is currently working on her honors thesis using these data to examine how residents negotiate contested community spaces.

Brandon Attell (KSU ’12, but currently a GSU graduate student) and Lindsay Claud (GSU ’13) also stayed close to home. They were REU interns on the NSF-funded public housing study here in our department. Brandon and Lindsay worked with Professors Oakley, Reid, and Ruel, and a team of graduate students, interviewing former public housing residents about their experiences transitioning out of public housing. Brandon and Lindsay joined the team at critical stage, helping us finish the last interviews of our third, and final, wave of data collection.

The Department congratulates Christine, Tori, Aimee, Brandon, and Lindsay on their accomplishments and thanks them for being excellent representatives of GSU. If you think you would be interested in the National Science Foundation REU program, go to www.nsf.gov/crssprgm/reu/. Each research site has its own application process and deadlines are quickly approaching. If you want more information or guidance, Jamie Hayes can point you in the right direction.

RECENT M.A. THESES & PH.D. DISSERTATIONS

M.A. Theses


Macon, Kelley M. Bureaucratic Regulation and Emotional Labor: Implications for Social Services Case Management.

Schwarz, Kelsey. Latino Acculturation and Parent-Teen Sex Communication.

P.H.D. Dissertations

Hardy, Mia B. Exploring the Black White Achievement Gap: The Connection between Upward Bound, Oppositional Culture, and the Multicultural Navigator Concept.

Pell, Christopher W. Neighborhood Social Interaction in Public Housing Relocation.


Kolozsvari-Wright, Orsolya Dissertation: Constructing Time and Space and Transcending Boundaries in Long-Distance Relationships.


Pruitt, Cenate. Not Just A "Place For Friends": Teenagers, Social Networks, and Identity Vulnerability.

Regus, Pamela. Postpartum Depression: Standardizing Motherhood?

Brown, Marni. Coming Out Narratives: Realities of Intersectionality.

Charania, Moon. Spectacular Subjects: The Violent Erotics of Imperial Visual Culture.
### SPRING 2012

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PUBLICATIONS:


For Wingfield, sociology was a marriage of her belief in social change with scholarship. This product of a K-12 educator mother and a university administrator father jokes that she was destined to take her place “in the family business.” Higher education was a fixture in the memory of her youth. And when it came time to chart her career, choosing a life in academia was as easy as breathing, and sociology was her way forward. The university, she says, represented “a place where I could find answers and pursue questions” about issues of race and racial equality. Her sophomore year as a sociology minor at the historically Black Spelman College was a turning point toward that path. The classic sociology text Race, Class, and Gender, she says, “completely changed my life. It really pushed me to think more specifically about intersectionality, while trying to understand not only race, but the way that race is shaped by gender and the way that it is informed by class.” Wingfield now calls the editors of that college textbook, Margaret L. Andersen and Patricia Hill Collins, her colleagues.

Propelled first by a personal quest to understand how race, class and gender played out in her own life, that soon melded with Wingfield’s professional exploration of how those things operated in the lives of other people. “That’s been the trajectory I’ve followed as an academic, thinking about what these intersecting factors mean in work settings, what they mean occupationally, and what they mean for upward mobility for Black Americans.”

So far, she says, “I’ve focused mainly on how intersections of race, gender and class construct working-class Black women’s experiences as entrepreneurs, but I am interested in examining how this intersectionality shapes occupational opportunities and outcomes for professional and non-professional Black men as well.”

The Department of Sociology is so very pleased to congratulate Nia Reed on being awarded a 2013 Ford Foundation Pre-doctoral Fellowship. This is an extremely competitive and prestigious award. We are proud of you Nia!
Most of us give money to the institutions where we got our degrees, especially if we feel a special bond with the department where we spent the most time, and where we expended the most intellectual energy. These contributions are meaningful because they resonate with our positive memories of learning, thinking, and becoming who we now are, intellectually. We hope you feel a special bond with the Sociology Department! We hope you remember eye-opening classes and professors who challenged you to think differently about a variety of topics!

If you choose to contribute to our departmental foundation, your money will enable us to do a variety of things, including: engage in outreach efforts to recruit new faculty and graduate students; hold departmental functions such as public lectures; publicize the work of our faculty and students; and continue to publish our newsletter. Your assistance will help us to do the work we need to do to improve as a department – further enhancing the value of your diploma from GSU. All contributors, regardless of the amount of the contribution, will be recognized as benefactors in SOCIOPATH.

And, of course, donations are tax deductible! If you would be so good as to help us, please fill out the form below and send us a check. Thank you for your consideration!

Sincerely,

Adia Wingfield
Director of Undergraduate Studies

Lesley Reid
Director of Graduate Studies

Donald Reitzes
Chair

YES, I WANT TO HELP SOCIOLOGY PROSPER IN THE 21ST CENTURY!

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For more information about Sociology at Georgia State University, please visit our website at www.gsu.edu/sociology/.

There you will find faculty research & teaching interests, CVs, program and course descriptions, alumni information, admission requirements and sociological links.