

# The Southern Sociologist

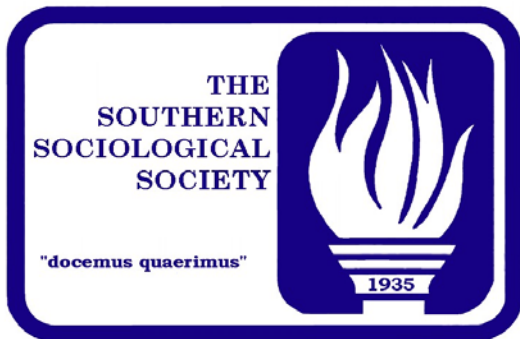
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Volume 46

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Fall 2014

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## From the President, David Maume

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Mark October 24, 2014, on your calendars! That is the deadline for online submissions of complete sessions and individual papers for the 2015 *Southern Sociological Society* meeting, to be held at the Astor Crowne Plaza Hotel in New Orleans, Louisiana, March 25-28. Program planning is now underway with Program Co-Chairs Shannon Davis (George Mason) and Sarah Winslow (Clemson). Soon, you will receive email reminders that submissions are open (**beginning in early September**) at the SSS portal: <http://www.mymeetingsavvy.com/ssc>.

The conference theme is "Stalled Revolutions? Gender Inequality in the 21<sup>st</sup> Century." In my column in the summer *The Southern Sociologist*, I noted that persistent gender inequality across many contexts prompts us to ask whether the gender revolution has stalled, and if so, what policies are needed to promote gender equality? We will wrestle with these questions over the three days we meet in March. I ask that you gather your thoughts and writing plans and contribute your answers to the questions raised in the meeting theme.

In support of the conference theme, we have gotten commitments from four great plenary speakers so far: Heidi Hartmann (Institute for Women's Policy Research) will speak on public policies to promote economic equality for women, Kathleen Gerson (New York University) will speak on gender and care work in the new economy, Michael Messner (University of Southern California)

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## FROM THE PRESIDENT, David Maume

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will speak on the work of pro-feminist men to prevent violence against women and Paula England (New York University) will speak on gender and intimate associations between men and women.

When you do come to New Orleans, you will notice one change immediately. After a long association with the Monteleone, we will gather in a new venue in 2015, the Astor Crowne Plaza. The Astor bills itself as "the place to meet," and this label was confirmed by the site selection committee two years ago, who described the hotel as spacious and inviting. Located on the edge of the French Quarter (on Canal at the corner of Bourbon), the Astor Crowne Plaza is easily accessible to the cultural and sensory delights of America's most unique city. While I hope that the program will keep you in the Astor Crowne Plaza for much of the meeting, I also recognize (and have often succumbed to) the temptation to explore New Orleans. Please see the [column](#) following from local arrangements chair, Jaita Talukdar (Loyola University of New Orleans), who writes about seeing New Orleans through a sociological lens.

As for the ongoing business of the society, I can report that the Nominations committee has been working hard this summer to produce a maximally diverse slate of candidates. Elections will be held earlier than usual this year, so please be on the lookout for ballots and be sure to vote. In addition, the co-editors of *Social Currents* report that submissions have been of sufficient quantity and quality that Sage will allow us to publish four issues in our inaugural year (rather than the previously agreed-upon three issues). Finally, Executive Council will meet in late October to deliberate on a number of pressing issues, including diversity, committee structure and engagement, and member satisfaction among other things. I will report on the results of the mid-year Executive Council meeting in my winter column of *The Southern Sociologist*.

Best wishes for the new academic year!

David Maume  
University of Cincinnati

Elections for SSS Officers will be held earlier than usual this year, so please be on the lookout for ballots and be sure to vote. Information on candidates will be sent out on the listserv and available on the SSS Facebook page.

## Call For Papers: Stalled Revolutions? Gender Inequality in the 21<sup>st</sup> Century

Southern Sociological Society Annual Meeting  
March 25-28, 2015  
New Orleans  
Astor Crowne Plaza

### **President**

David Maume, University of Cincinnati

### **Program Chairs**

Shannon N. Davis, George Mason University

Sarah Winslow, Clemson University

The theme for the 2015 meeting is “Stalled Revolutions? Gender Inequality in the 21<sup>st</sup> Century.” The society president and program chairs encourage thematic papers and thematic panels that address the many issues encompassed under this theme. See David Maume’s article in *The Southern Sociologist* ([volume 46, issue 1](#)) for more details on the conference theme. We look forward to a great meeting in New Orleans!

### **Submission Deadline: October 24, 2014**

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

### **I. SUBMISSION TYPES AND PROCEDURES**

A. All proposed presentations or panels **will be submitted online** through the SSS online submission system at <http://www.mymeetingsavvy.com/sss>. The window for submission will be open from September 1 to October 24 at 6:00 p.m. EST. Five submission types are available: 1) Individual papers; 2) Complete paper sessions; 3) Thematic paper sessions; 4) Poster presentations; or 5) Research Incubators. At least one author for each submitted paper **must be a current member of SSS** at the time of submission. You can join the Society or renew your membership dues online (<http://www.southernsociologicalsociety.org/join.html>). Also, please note that conference attendees are strongly encouraged to preregister for SSS2015 on or before March 1, 2015. Those who register after this date will pay On-Site Registration fees.

A description of each submission type appears below.

1. **Individual Papers:** Members may submit extended abstracts of individual papers for inclusion in a regular paper session. These papers will be organized into sessions by the program committee members on the basis of common themes. All submissions for a

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## Call for Papers: Stalled Revolutions? Gender Inequality in the 21<sup>st</sup> Century

(Continued from page 3)

regular paper presentation should include: 1) the title of the paper; 2) authors' names and affiliations and contact information for each author; and 3) an extended abstract. Extended abstracts should be approximately 450-550 words and must include the following sections:

- Objectives and theoretical framework
- Methods and data sources
- Findings

We understand that theoretical and methodological papers may include other information in lieu of methods and findings. Individual paper submissions will be assigned to either a regular paper session, a roundtable, or the poster session, per the discretion of the program committee. Submitters have the option of opting out of having a paper forwarded to a roundtable or the poster session.

2. **Complete Paper Sessions:** Members may submit proposals for complete sessions. These sessions may take the form of paper presentations that follow a single theme, featured panel discussions of a timely topic, sessions that honor a colleague, author-meets-critics sessions, etc. Generally, complete sessions should contain four presenters (e.g., 4 authors, 3 authors and 1 discussant, 1 book author and 3 critics, and so on). The following information must be provided in the online system for *complete paper sessions*: 1) a suggested title for the panel; 2) the titles of each paper/presentation; 3) extended abstracts (see guidelines above) for each paper/presentation; 4) names, affiliations, and contact information for each author, critic, panelist, discussant, etc. An individual whose paper is part of a complete paper session will not need to submit that paper separately.
3. **Thematic Paper Sessions:** We encourage members to submit proposals for thematic paper sessions. Thematic sessions typically are identical in structure to complete paper sessions, but they are organized around a topic that fits closely with the theme of the 2015 conference: "Stalled Revolutions? Gender Inequality in the 21<sup>st</sup> Century." The following information must be provided in the online system for *thematic paper sessions*: 1) a suggested title for the panel; 2) the titles of each paper/presentation; 3) extended abstracts for each paper/presentation (see guidelines above); 4) names, affiliations, and contact information for each author, critic, panelist, discussant, etc. An individual whose paper is part of a complete paper session will not need to submit that paper separately.
4. **Poster Presentations:** Members may submit abstracts for papers to be included in the poster session. Poster presentation submissions must include the name, affiliation, and contact information for all authors, as well as a title and brief abstract of the work to be presented. Posters should display data, policy analysis, or theoretical work in a visually appealing format that stimulates interaction with poster session attendees.

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## Call for Papers: Stalled Revolutions? Gender Inequality in the 21<sup>st</sup> Century

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5. **Research Incubator Submissions:** Research incubators are designed as an opportunity for graduate students and junior faculty to receive focused feedback on an advanced research proposal or early project from a more senior faculty member. Authors are asked to designate that they are interested in participating in a research incubator session, then submit an extended abstract (see guidelines above). The research incubator sessions will have 3 presenters and 1 mentor. The presentations will be limited to 10 minutes each to permit time for feedback and discussion.

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

### II. PROGRAM POLICIES

A. Meeting Participation: The 2015 meetings will be held from Wednesday, March 25 through Saturday, March 28, 2015. Participants should **plan to attend for the duration of the meeting**. The Southern Sociological Society is unable to honor special requests for dates or times of presentations. All program participants (i.e., those presenting papers, presiding at sessions, serving as discussants, panelists, etc.) **must be registered** for the annual meeting.

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

### III. EQUIPMENT

LCD projectors will be available for all panel and paper presentations to facilitate computer-based presentations. However, presenters or panel organizers will need to bring their own computers. Please keep in mind that only a limited number of our LCD projectors have HDMI inputs, therefore organizers and presenters will also need supply their own video adapter.

For more information, please go to the Southern Sociological Society Meeting page:

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

Please direct any additional questions about the conference program to:

[program@southernsociologicalsociety.org](mailto:program@southernsociologicalsociety.org)

We look forward to seeing you in New Orleans!

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# New Orleans in the Spring

2015 SSS Meetings

Jaita Talukdar

Chair, Local Arrangements



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

The year 2015 will be an important milestone in the city’s recent history. It will not only mark ten years since Hurricane Katrina devastated the city of New Orleans, but also a time to look back and take stock of the progress the city has made so far. The majority of research reports and policy briefs suggest that New Orleans may be in the middle of an economic upswing as entrepreneurial activities have expanded and the city’s population has grown in size, resulting in a new nickname— “The Big Busy.”<sup>1</sup>

First, a quick glance at some of the key developments in the city:<sup>2</sup>

- The population as of mid-2012 had climbed back to 1.23 million, about 94 percent of its pre-Katrina level, according to the U.S. Census Bureau. The city has also seen a growth in its Hispanic and Asian populations.
- The New Orleans area is experiencing notable growth in knowledge-based industries, including higher education, insurance services, and engineering, while maintaining older industrial strengths such as heavy construction and shipping.
- Entrepreneurship in the New Orleans metro area continues to expand, reaching 501 business startups per 100,000 adults in the three-year period ending in 2012—a rate that exceeds the nation by 56 percent.
  - A promising sub-feature of growth in entrepreneurial activities is that the city’s share of all businesses that are minority-owned is rising.
- A growing digital arts and technology industry and a post-Katrina influx of *Teach for America* volunteers has made New Orleans a popular destination for college graduates.
- During the 2012–13 school year, 63 percent of New Orleans’ public school students attended schools that pass state standards, up from about 30 percent pre-Katrina.

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## New Orleans in the Spring

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While the above indicators are signs of a city recovering from the impacts of Hurricane Katrina and the Deepwater Horizon Oil Disaster of 2010, another set of indicators shows that not everyone will be able to see or benefit from these new economic developments.

- Presently, the skills of available workers and the skills demanded by the emerging knowledge economy are mismatched. Two recent studies from the Brookings Institution found that a gap exists between the skills required by jobs in the region and the skills supplied by the labor pool.
  - In 2010, 39 percent of whites had at least an associate's degree, while only 20 percent of African American adults and 25 percent of Latino adults reached this same level of education.
- While employment for women has increased in the New Orleans metro area across all racial and ethnic groups, in 2011, only 53 percent of working-age black men in the metro area were employed.
- Among New Orleans families, 23% live in poverty, with African American families experiencing poverty at much higher rates (30%) than white families (8%).
- Crime rates have declined to lower than pre-Katrina levels, but the city's 2011 crime rates remain significantly higher than the national averages for both violent and property crimes. Incarceration rates in the city also continue to be higher compared to national rates.

These mixed features make it both a crucial and interesting time to be in New Orleans as the city tackles its problems of social and income inequalities. The Spring 2015 SSS Annual Meeting takes on added significance as it provides a forum and space for social scientific research and debates on these issues.

A trip to New Orleans, however, also absolutely requires soaking in its rich, vibrant, festive culture, which has not lost any of its fervor. Since there are too many activities to list in just few lines, I would encourage all of you to visit the website of New Orleans Convention Center and Visitor's Bureau (<http://www.neworleanscvb.com>) to plan your activities. For questions and queries about the city, please feel free to email me at [jtalukda@loyno.edu](mailto:jtalukda@loyno.edu).

See you all in New Orleans!

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<sup>1</sup>Davidson, Charles. 2013. "The Big Busy: A Radical Reset After the Katrina Catastrophe is Transforming the Economy of New Orleans." *Econ South* 15(3): 6-15.

<sup>2</sup>The data cited in this article were retrieved from the following sites: a) "<http://www.datacenterresearch.org/research-and-analysis>"; b) ([http://www.gnof.org/wp-content/uploads/2012/12/NewOrleans\\_asset-study-CFED.pdf](http://www.gnof.org/wp-content/uploads/2012/12/NewOrleans_asset-study-CFED.pdf)).

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# 2015 SSS Awards

## Robert Agnew Named to SSS Roll of Honor



Robert Agnew is a native of Atlantic City, New Jersey. He received his B.A. in sociology from Rutgers College in 1975 and then headed south for graduate school at the University of North Carolina at Chapel Hill, receiving his Ph.D. in 1980. He has worked at Emory University since 1980, serving as Chair of the Department of Sociology, Director of the University's Violence Studies Program, and the Samuel Candler Dobbs Professor of Sociology.

Professor Agnew was trained as a social psychologist and never had a formal course in criminology, but he assumed the identity of a criminologist when interviewing at Emory. And most of his academic work has focused on the causes of crime. He is best known for the development of general strain theory (GST), one of the leading theories of crime (along with social learning theory, developed by SSS Roll of Honor recipient Ron Akers). The strain theories of Robert Merton and others dominated criminology during the 1950s and 1960s, but were largely abandoned by the time Agnew received his Ph.D. This change was due partly to research suggesting that the inability to achieve educational and occupational goals is unrelated to crime.

Drawing on the larger stress literature, Professor Agnew noted that there are multiple types of strain, including the inability to achieve goals, the loss of positive stimuli (e.g., loss of financial resources, death of a friend), and the presentation of negative stimuli (e.g., verbal and physical abuse). He argued that certain of these strains, particularly those high in magnitude and seen as unjust, are conducive to crime. These strains lead to negative emotions, such as anger and frustration. These emotions create pressure for corrective action, and crime is one possible response. Crime may allow individuals to reduce or escape from strains (e.g., steal needed money, run away from abusive parents), seek revenge against the source of strain or related targets (e.g., assault the peers who bully them), or alleviate negative emotions (e.g., use illicit drugs to feel better). Criminal coping is said to be most likely among individuals with few coping skills and resources, little conventional social support, low levels of social control, criminal associates, beliefs favorable to crime, and ample opportunities for crime.

Professor Agnew's first publication describing his revisions in strain theory appeared in a 1985 *Social Forces* article, later selected as one of the most influential articles to appear in that journal. GST was fully described in a 1992 *Criminology* article. A 2006 book, *Pressured Into Crime: An Overview of General Strain Theory*, reviews much of the research on the theory. There have been several hundred publications and two special journal issues on the theory. The theory has been tested in a range of countries and applied to a variety of topics, including terror-

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## Agnew Named to SSS Roll of Honor

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ism, corporate crime, protest activity, suicide, eating disorders, and road rage. Research indicates that the strains described by the theory increase crime and related behaviors, with many being among the leading causes of crime (e.g., harsh parental discipline, criminal victimization). And these strains increase crime partly through their effect on negative emotional states.

While many of Professor Agnew's publications focus on GST, the bulk of his work is on other topics. Professor Agnew has authored three additional books: *Why Do Criminals Offend* presents an integrated theory of crime and delinquency; *Toward A Unified Criminology* discusses the underlying assumptions of criminology, including assumptions about the nature of crime, people, and society; and *Juvenile Delinquency: Causes and Control* (with Timothy Brezina) is a popular textbook. Professor Agnew has coedited three volumes on criminological theory, and he has published over 120 articles and chapters on a variety of topics.

Among other things, Professor Agnew has focused on the effects of agency on crime. Publications in *Criminology* and elsewhere suggest that when individual and social factors favor the exercise of agency, there is a moderate increase in the likelihood of crime and behavior becomes less predictable. Other work in *Theoretical Criminology* and edited volumes focuses on the possible relationship between climate change and crime, with Professor Agnew arguing that climate change may become the dominant factor driving crime as the century progresses. Professor Agnew's next major project will be a book exploring the possible social consequences of climate change. Professor Agnew's most recent work, published in *Criminology*, focuses on the relationship between "social concern" and crime. Drawing on recent research in biology, psychology, and other areas, Professor Agnew challenges the prevailing criminological view that individuals are simply self-interested. Individuals are also said to be socially concerned; that is, they have biologically-based inclinations that sometimes lead them to give more consideration to others than to their own interests. Professor Agnew discusses the varied ways in which social concern may affect crime. For example, he argues that biologically and socially-based variations in social concern are negatively associated with crime. Professor Agnew's work in these and other areas has been extensively cited, with a Google Scholar citation count over 10,000.

Professor Agnew has served on several SSS Committees, including Local Arrangements, Publications, and Honors. He has been on the Editorial Board of *Social Forces* and other journals. He served as President of the Georgia Sociological Association and received that organization's Georgia Sociologist of the Year Award, and he has been quite active in the American Society of Criminology (ASC), serving as President of that organization. He was also elected a Fellow of the ASC. Further, Professor Agnew is a devoted teacher, having won departmental and University teaching awards. Beyond that, he is an avid walker and can often be seen braving Atlanta traffic as he walks between his home and the Emory campus. Although a native of the North, he is a converted Southerner and will soon retire to Brevard in the North Carolina Mountains.

## Holly J. McCammon Receives Katherine Jocher-Belle Boone Beard Award



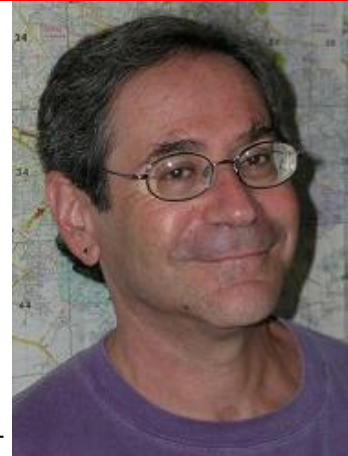
Holly J. McCammon is Professor of Sociology at Vanderbilt University. She is the 2015 recipient of the Southern Sociological Society's Katherine Jocher-Belle Boone Beard Award for distinguished scholarly contributions to an understanding of gender and society.

Professor McCammon's research considers U.S. women's political activism. She has studied women's efforts to gain voting rights and married women's property rights. Her 2012 book, *The U.S. Women's Jury Rights Movements: A More Just Verdict*, published by Cambridge University Press, explores collective and strategic efforts by women to convince state lawmakers to change jury laws so that women could serve as jurors. The volume examines women's political strategies as they framed arguments and responded to opponents to broaden women's citizenship rights. The work reveals that women were politically quite active between the first wave of suffrage activism and the second wave of equal rights activism. Professor McCammon's scholarship has appeared in a variety of journals, including the *American Journal of Sociology*, *American Sociological Review*, *Gender & Society*, *Mobilization*, *Social Forces*, and *Social Problems*. Currently, Professor McCammon is co-editing *The Oxford Handbook of U.S. Women's Social Movement Activism*, which is expected to be published in 2017. Her new research project, funded by the National Science Foundation, considers feminist litigation strategies from the 1970s until the present.

Professor McCammon earned her bachelor's degree from Purdue University in 1982 and a Ph.D. from Indiana University in 1990. She has been a member of the Southern Sociological Society since joining the Vanderbilt sociology faculty and has served on both the Society's Nominations and Publications Committees. She is also a member of the American Sociological Association and Sociologists for Women in Society. From 2006 to 2008 she was Associate Dean for Graduate Studies at Vanderbilt and was recently inducted into the Sociological Research Association. She is currently with Professor Larry Isaac completing her second term as editor of the *American Sociological Review*.

Professor McCammon is truly honored to receive the Katherine Jocher-Belle Boone Beard Award. "Both of these individuals are inspirations to those of us working in our profession today, given their dedication to rigorous research, the study of sociology, and support for those who follow them in the discipline," she said. "I am very moved and humbled to be included among the award's distinguished past recipients."

## Jon Shefner Named the Southern Sociological Society's Distinguished Lecturer for 2015



Professor Shefner is the Head of Sociology at the University of Tennessee, where he also holds the Betty Lynn Hendrickson Professorship in Social Sciences. He has worked at the University of Tennessee since 1999, following an appointment in Sociology and Latin American Studies at Tulane University. Shefner has been a SSS member since 1997, and currently serves on the Nomination Committee.

Professor Shefner's work has long focused on Latin American political change, relying mostly on ethnographic study of poor neighborhood mobilization and social movement organizing in Nicaragua, Mexico, and Ecuador. Shefner studied the Nicaraguan revolution during the 1980's, and worked building houses in the north of Nicaragua during the contra war. While working on his Ph.D., Professor Shefner began working on how the global economy and austerity policies affected neighborhood political organizing in Mexico. From 1994–2006, Shefner conducted a long-term neighborhood ethnography in Guadalajara, finding that the coalitions in which the poor were embedded fragmented as political opportunities increased for middle class partners. Democratization in Mexico, contrary to expectations, did not result in significant benefits for the urban poor. Professor Shefner published his findings in the 2008 book *The Illusion of Civil Society: Democratization and Community Mobilization in Low Income Mexico* (Penn State University Press). Professor Shefner continued to follow his interest in social movement action and the impact of the global economy in Ecuador as a Fulbright Fellow during 2009. He continues that work with a long-term project on austerity protest in Latin America.

Shefner's interest in globalization led him to bring scholars together to address informal politics, the informal economy, and transitions of global power in two volumes co-edited with Patricia Fernández-Kelly, *Out of the Shadows: Political Action and the Informal Economy in Latin America* (Penn State University Press, 2006) and *Globalization and Beyond: New Examinations of Global Power and its Alternatives* (Penn State University Press, 2011). Shefner has also written on new destination immigration and co-edited, with Fran Ansley, *Global Connections and Local Receptions: New Latino Immigration to the Southeastern US* (University of Tennessee Press, 2009). Recently, Professor Shefner worked with his University of Tennessee colleagues Harry Dahms, Robert Jones, and Asafa Jalata on a unique volume that brought or-

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ganizers, sociologists, foreign language scholars, lawyers, and others to discuss how universities provide bridges and barriers to social justice in the volume *Social Justice and the University: Globalization, Human Rights, and the Future of Democracy* (Palgrave, 2014). Shefner's work has also been published in *Social Problems*, the *Journal of World Systems Research*, *Current Perspectives in Social Theory*, *Sociological Spectrum*, and *Qualitative Sociology*, among other venues. His current work focuses on providing context for the wave of austerity that hit the Global North after the financial crisis of 2008. Austerity was applied across the Global South as early as 1973 and failed there long before its disastrous application elsewhere. Shefner's 2015 lecture at the SSS conference, "Paths to and from Austerity: Forgetting and Remembering Consequences," as well as his new book, helps understand varied paths to austerity, and how that failed policy has been perpetuated.

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

The logo for The Southern Sociologist, consisting of the letters 'TSS' in a bold, blue, sans-serif font. The 'T' is positioned above the 'S's, which are slightly offset to the right.

## Call for SSS Awards Nominations

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The time has come again to consider whom we want to recognize for their exceptional contributions in service, teaching, and research. The process for nominating candidates for SSS awards is described below. To the extent that nomination letters and supporting materials can be emailed, this method is preferable as emailing will expedient sharing the materials with the Honors Committee members. Anything that cannot be emailed can be submitted by regular mail. However, an email letter of nomination and other submitted materials must be received by the deadline of January 15 to be considered. Please email materials to Hugh Floyd ([hhfloyd@samford.edu](mailto:hhfloyd@samford.edu)). Snail mail can be sent to:

H. Hugh Floyd  
Department of Sociology  
Samford University  
800 Lakeshore Drive  
Birmingham, AL 35229

### Roll of Honor

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

#### Nomination Procedure:

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

### Distinguished Contributions to Teaching Award

The purpose of this award is to honor individuals, departments, schools, institutions, or other collective actors for their outstanding contributions to the teaching of sociology at the under-

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# SSS Awards

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graduate and/or graduate level. The award may recognize contributions over the course of a career, over the history of a program, or for a specific project or projects.

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

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

Nominations should include:

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

Both the nominee and the nominator must be members of the Southern Sociological Society.

Nominations are due by January 15.

## Distinguished Lectureship Award

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

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# SSS Awards

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

**Nomination Procedure:**

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

Nominations must be submitted by January 15.

## Charles S. Johnson Award

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

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

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

Nominations must be submitted by January 15.

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## **Katherine Jocher-Belle Boone Beard Award**

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

Nomination Procedure:

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

Nominations must be submitted by January 15.

## **The Martin L. Levin Distinguished Service Award**

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

Nominations should include:

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

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

The deadline for nominations is January 15.

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## Odum Awards for Undergraduate and Graduate Papers

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

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

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

### Nominating Procedure for **Undergraduate Papers:**

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

### Nominating Procedure for **Graduate Papers:**

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

**Deadline:** Email the nominated paper by January 15.

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s****Award for the Promotion of Human Welfare**

The purpose of the award is to recognize innovative sociological work with a high potential for enhancing human welfare and to act as an incentive for realizing that potential.

The award is in two parts. First, a cash prize of \$5,000.00 will be presented to the recipient(s) in recognition of their work, when they visit Emory University and present a lecture based on their work. Second, up to \$10,000.00 in additional funds may be awarded, if approved by the Committee, to aid in the dissemination or implementation of the proposed work. The proposal for disseminating or implementing the work may include, for example, consultation with and advice to relevant policy groups or organizations, a working conference with policy makers, funds for a demonstration project of high visibility, funds to use in preparing a manuscript, film or videotape oriented to the general public and/or mass media.

The award will be presented no more often than every two years to an individual(s) for a written work or series of related written works that meet the criteria for the award. The recipient(s) must be an American sociologist(s) as indicated by employment in a sociological position in the United States and by membership in the American Sociological Association. The work must be introduced to the public within a three year period after, but not including the year of, the presentation of the Award. The recipient(s) must give a lecture at Emory University based on his, her, or their research and must give a lecture at an annual meeting of the Southern Sociological Society within three years of receiving the Award. The year of receipt will be the year in which the initial announcement of the award is made.

**Criteria for the Award.** The welfare enhancing value of the recipient's sociological research will be assessed in terms of its capability for concretely realizing broadly recognized human values such as freedom, security, equity, opportunity, health, happiness, and economic well-being. Work in all sub-fields of the discipline is eligible for the award including work of a general theoretical or methodological nature with welfare enhancing elements. Two criteria will be given equal weight in selecting the award recipient(s): (a) The potential of the work for enhancing human welfare and (b) the extent to which the award will facilitate the realization of that potential. Nominations, including self-nominations, should be submitted to the chairperson of the Committee by January 15th of the year in which the Award will be made. Nominations will be evaluated by the five-member committee of the Southern Sociological Society.

**Other.** The recipient(s) will be given \$5,000.00 at the time s/he delivers the required lecture at Emory University. Additional funds will be awarded if at all, in accordance with the recommendation of the Promotion of Human Welfare Committee and an Emory University representative

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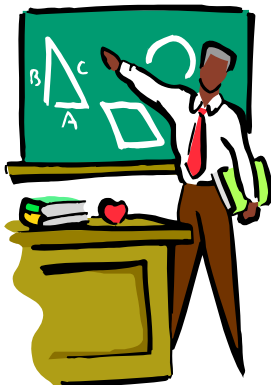
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(Sociology Department chairperson or other designee). The Committee reserves the right to require that royalties from any publications produced from the award be returned to Emory University or the Southern Sociological Society to be added to the endowment for the award or, if the award is discontinued, to fund other awards that Emory University Department of Sociology or the Southern Sociological Society may sponsor.

**Nomination Procedure.** The chairperson of the Promotion of Human Welfare Committee will issue a call for nominees to the sociological community, regionally and nationally. An initial nomination will consist of a letter by oneself or others highlighting the main points between the Award criteria and the nominee and his/her work. No other materials besides a letter are requested at the initial stage of the nomination process. After the deadline for nomination passes, the chairperson will contact each nominee and ask if s/he is willing to be nominated and explain the obligations of the award. To be considered, (a) the nominee must agree to deliver a lecture at Emory University and at the Southern Sociological Society's annual meeting within three years after being named winner; (b) The nominee will be asked to prepare a 3-5 page statement that shows how his/her published work meets the award criteria and how her/his (tentative) ideas about dissemination are likely to promote the improvement of human welfare (see above); (c) The nominee must submit a current and up-to-date vitae or résumé; (d) The nominee must agree to the stipulation that any royalties from any materials (publications, films, videos) produced in accord with the second phase of the project will be assigned to the Southern Sociological Society or Emory University (see above). No additional materials (e.g., reprints, letters of support, etc.) are required in the nomination process.

**Deadline:** Email the nominated paper by January 15.

Please email materials to Hugh Floyd  
([hhfloyd@samford.edu](mailto:hhfloyd@samford.edu)). Snail mail can be sent to:  
H. Hugh Floyd, Department of Sociology, Samford University,  
800 Lakeshore Drive, Birmingham, AL 35229.



# The Teaching Corner



James N. Maples, Editor  
Eastern Kentucky University  
[james.maples@eku.edu](mailto:james.maples@eku.edu)

## **Committee on Sociology in Community and Small Colleges**

Nicholas Guittar (Committee Chair), Valdosta State University

Jeannie Haubert, Winthrop University

Sandra Weissinger, Southern University of New Orleans

James N. Maples, Eastern Kentucky University

Kimberly Lancaster, Coastal Carolina Community College

Susan Ambler, Maryville College

Kris De Welde, Florida Gulf Coast University

DeAnna Gore, University of South Carolina Aiken

The 2015 meetings in New Orleans are sure to be outstanding. The Committee on Sociology in Community and Small Colleges (CSCSC) will be offering more sessions, more panels, and more opportunities to get involved so please stay tuned. Before getting into our future plans, I must thank our outstanding committee members for their service: James Maples, Kimberly Lancaster, Sandra Weissinger, Jeannie Haubert, and Susan Ambler. I am proud of how CSCSC operates as a fully-functional committee with involvement from everyone. I would also like to welcome two new members to CSCSC: Kris De Welde of Florida Gulf Coast University and DeAnna Gore of the University of South Carolina Aiken.

As you may already be aware, the theme of the 2015 meetings in NOLA is "Stalled Revolutions? Gender Inequality in the 21st Century." Further, these meetings mark the 10th anniversary of the devastating events of Hurricane Katrina. As a committee, we plan to offer some innovative sessions that focus on the intersection of these two areas of interest. We'll be sharing more info soon on these exciting sessions. In 2014 we had a great deal of success with a series of teaching-centered paper sessions and even a nice panel on applying to small and community colleges. In 2015 we will continue this trend by offering a series of sessions and panels aimed at job seekers who are interested in applying to teaching-centered schools. One example is a panel that James Maples is organizing on how to write cover letters for jobs at teaching-centered

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# The Teaching Corner

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schools. Didn't know there was a difference? Did you know that talking about your research and/or dissertation at the beginning of your letter to a teaching-centered school may place your application immediately in the "no stack"? In addition to our tentative plans, we are very interested in knowing what types of sessions/panels you are interested in seeing in New Orleans. If you have a suggestion for a panel or session please email me at [naguitar@valdosta.edu](mailto:naguitar@valdosta.edu).

As a committee, we continue to search for ways to: 1) increase the visibility and impact of CSCSC, 2) encourage greater SSS meeting attendance from faculty at small and community colleges, and 3) connect our more isolated members of the academy to each other and to the Southerners. As always, your insight is welcome. Thank you for reading "The Teaching Corner"—we hope to see you in NOLA!

Best,  
Nick

Nicholas A. Guittar  
Valdosta State University

## Teaching Exercise

### The Sociological Playlist: Encouraging Students to Turn the Sociological Imagination on Their Own Private Tastes

Aaron T. Rowland

When I was given my first class to teach as a graduate student, I spent some time thinking about what unique exercises I could come up with that would be both fun for my students and also drive home to them some of the core concepts of sociology. I was teaching an Introductory Sociology course, and I wanted to make the exercise intimate, but I also wanted to get the students to think about how their experience was connected to larger societal and historical trends. I did not want it to be simply a paper-writing exercise or something that they did in isolation. What I came up with was an idea for a sociological playlist and song presentations.

In this exercise, I ask the students to create a playlist of at least ten songs they like that address sociological issues or concepts in some way. I tell them that these songs should contain some type of social, political, cultural, religious, economic, or other commentary. They can be any type of verbal audio recording and come from any genre. I intentionally leave the possibilities open to just about anything the students like. The list must contain the bibliographic informa-

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# The Teaching Corner

(Continued from page 21)

tion (i.e., artist, name, album, date, publisher) and a paragraph or two justifying why they chose the song.

Specifically, I ask that the written section tell me two things. First, the students are required to briefly explain what about the song first made them like it. They must also explain why they be-

lieve this idea. The second thing I ask them to do is to apply what they have learned in the course to this song. They are asked to specifically tie the lyrics of the song to concepts covered in the course or to discuss the song's historical context, using materials from the course. In doing this activity, I ask them to explain why they think the lyrics are what they are, what they think the song's writer intended the lyrics to mean, and how the course can help back up their interpretations. I also ask that they tie it to their own personal lives. Below is an example from one of my students' playlists, from an early version of this assignment:

1. Ani DiFranco. 2003. "Subdivision." Track 5. *Atlanta*. Righteous Babe Records.

I picked this track because it is a commentary on white flight and its effects on the urban landscape. It also comments on politics and culture (as almost all of Ani's songs do). It also touches on the environmental issues associated with suburban sprawl, which systematically eats up both open spaces and some of the most important farmland in the country. This is especially important to me personally as I live in South Knoxville and I am part of a local social movement that seeks to prevent the destruction of the historic Civil War forts and the undeveloped, beautiful, wooded, south bank of the Tennessee River across from downtown Knoxville and the University of Tennessee campus. This area of Knoxville has been in the process of developing its own outdoorsy culture as a center of "urban wilderness" that has been featured in several outdoor magazines. (*Outdoor* and *Backpacker* Magazines both ranked it in the top ten cities in the United States.) Although I could have picked just about any Ani DiFranco song, I thought this one was one of the most overtly political and critical of her pieces. It was also timely because this show was not long after the invasion of Iraq, and we as a nation were being told that to be patriotic was to be obedient to authority and not question or debate the war. Ani reminds us that there are still many things in this country that need to be addressed and debated, and that it takes a patriotic love of our fellow citizens (and a sociological imagination) to see this and to address it.

There is also a very good online resource for any students who have difficulty with this assignment. Sociology Source has a blog titled *Sociology Sounds* located at: <http://sociologysource.squarespace.com/sociologysounds/>. The written explanations for why these songs are sociologically valuable provide a good example for the students of how to think about their own music libraries in relation to the assignment.

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# The Teaching Corner

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In smaller sections of my Introductory Sociology course, I reserve the last week of the course for student song presentations. For the presentations, students are asked to choose one of their playlist entries and present it to the class as a whole. To do this presentation, they must: (1) bring an actual recording to the classroom on the day they are scheduled to present; (2) prepare a brief (1-2 minute) introduction of the song to present to the rest of the class; and (3) bring either a handout of the lyrics to the song or prepare a PowerPoint slideshow of the lyrics, timed to the music. In these smaller sections, everyone, including myself, presents one of his/her songs as part of the grade for the assignment. In larger sections (greater than 40 students), I tend to pick 5 to 10 songs that I thought were very well discussed by the student and represent the widest possible range of genres. I then bring these songs and what the students wrote about them to class and present them to the rest of the class myself.

In the creation of their sociological playlists, the students learn to apply their sociological imaginations to their own world of music, and I get introduced to the citation information for volumes of music that I might never have come into contact with otherwise. I have been using this assignment in every section of Introductory Sociology that I have taught since my first course. Over the years, I have modified it slightly, but overall it has been one of the most popular assignments of any of my courses. I have come to really value the results of this assignment as much as my students have.

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## Faculty Spotlight

Aaron T. Rowland is an assistant professor of sociology at the University of Tennessee at Martin. His areas of research are political economy, social movements, and stratification. He teaches research methods, social theory, and courses in political sociology. He especially likes working with his students as they carry out their own research projects. He also enjoys Dr. Who.



# Opportunities

## Midwest Sociological Society Seeks Editor for *The Sociological Quarterly*

The Midwest Sociological Society (MSS) seeks an individual with a distinguished scholarly record and editorial experience to be the next editor of *The Sociological Quarterly (TSQ)*. Since 1960, *TSQ*'s contributors, peer-reviewers, advisory editors, and readers have made it one of the leading generalist journals in the field. Editing *TSQ* is a unique, rewarding professional responsibility that brings visibility and distinction to a department and university.

During his/her four-year appointment, the editor solicits, reviews, and makes decisions about all manuscript submissions. The editorial office employs an efficient, productive web-based submission and peer review system, ScholarOne *Manuscripts*. The new editor will open an office no later than March 1, 2016, and will edit volumes published in 2017-2020.

MSS provides generous support to the editor, including:

- ✦ \$10,000 annual stipend
- ✦ \$2,500 travel fund
- ✦ One course release "buy-out"
- ✦ Half-time managing editor

The precise scope of editorial office support will be negotiated by the finalist, his/her institution, and the Publications Committee.

The review process begins February 1, 2015. Finalists will be interviewed during the MSS Annual Meeting, March 26-29, 2015, in Kansas City. Read more about the position and application procedure at [www.TheMSS.org](http://www.TheMSS.org).

Questions? Contact MSS at (319)338-5247 or by [email](#).

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# Call for Papers

## The Socio-Cultural Dimensions of Craft Beer in the United States

Edited by  
Nate Chapman (Virginia Tech) and  
J. Slade Lellock (Virginia Tech)

Over the past several decades the United States has seen a meteoric rise in both the production and consumption of craft beer. In 1966 there stood only one craft brewery; today there are more than 2000. Upon passage of the Home-Brew Act of 1978, craft breweries began to spring up all over the United States and an attendant craft beer culture began to emerge. The attendant culture surrounding craft beer, starting as it did in underground home-brew clubs (e.g., The Maltose Falcons) and other such organizations, has taken on emergent forms such as national home-brewer's organizations, beer festivals, international craft beer competitions, and local tastings, etc. Economic studies of the beer industry tend to focus primarily on the brewing industry at large while forgoing analyses of craft beer in particular. These economic studies account for the production of craft beer, but have yet to adequately explain the emergence of craft beer as a cultural product, nor have they attempted to explicate its cultural relevance. Historical accounts of the beer industry in the United States have illuminated some of the dimensions of craft beer; however, cultural considerations have largely been neglected. This edited volume seeks to address this gap in scholarship by providing a more contemporary and holistic cultural understanding of both the production and consumption of craft beer specifically in the U.S. context.

For this collected volume, we are seeking both theoretical and empirical contributions from diverse academic disciplines that address various research questions highlighting the production of craft beer and the emergence of a consumptive culture surrounding craft beer. Such contributions could focus on the following themes, but are certainly not limited to the suggested list below.

### Proposed Themes

- Occupations, labor markets, and local/regional community development in the craft beer industry
- Home-brewing: analyses ranging from studies on home-brewing as a hobby to a profession

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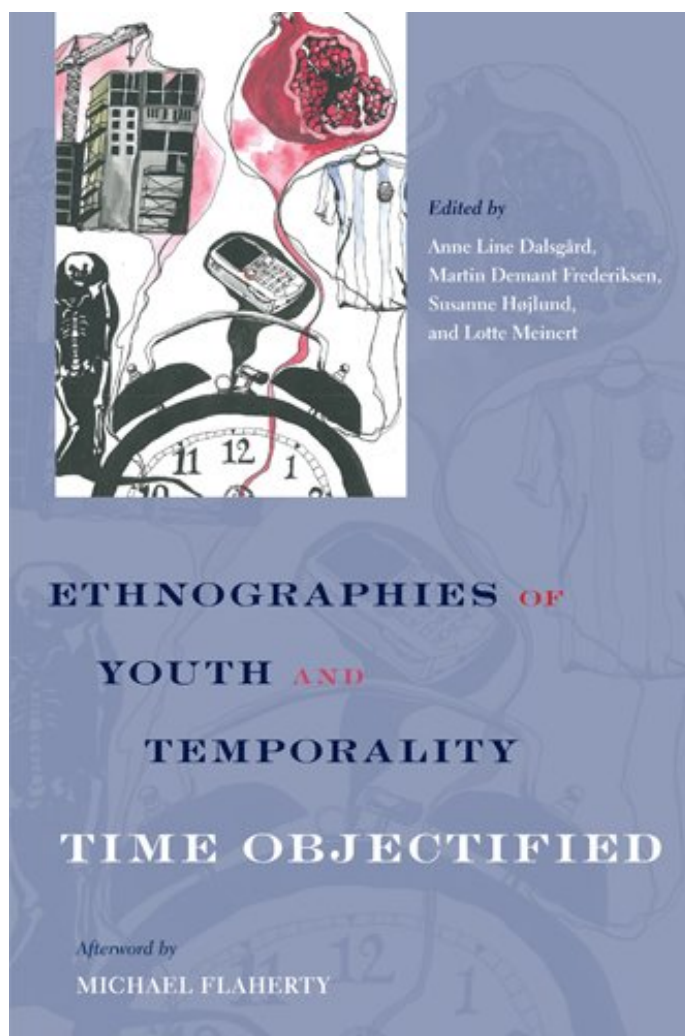
- Technologies of brewing: systems of knowledge and its cultural diffusion (e.g., DIY and home-brew, courses/classes on brewing techniques), techniques and processes of brewing
- Beer, place, and identity
- Racialized and gendered aspects of craft beer production and consumption
- “Intellectualization” and cultural legitimation of craft beer (e.g., the rise of fermentation sciences programs at universities and colleges, emergence of critical discourse surrounding beer tasting)
- Beer criticism, aesthetics, and cultural taste: The high-brow “ing” of a low-brow product, how has beer been elevated in the age of craft
- Reception/consumption and evidence of a consumptive culture (e.g., craft beer festivals, home-brew clubs/organizations, zines, online forums, etc. celebrating the consumption of craft beer)
- Internet, radio, television, publications, a “shared beer experience”
- Marketing of craft beer: who drinks what and why? Why so many styles of beer? Who is the perceived audience? Do men drink more craft beer than women? Control for race?
- What is involved in the process of selecting a beer? Why does one choose craft over domestic? Cultural taste versus visceral experience: what is involved?
- The rise of American craft beer in a global market (emergence of and international praise for “American” styles of beer)

### **Submission Guidelines**

Please send extended abstracts OR chapter proposals (500-750 words including key research questions, relevant literature, and preliminary results) to Nate Chapman ([nchapman@vt.edu](mailto:nchapman@vt.edu)). The deadline for submissions is January 1, 2015. Papers will be selected in two stages. Author’s whose work shows a promising contribution to the volume will be notified by January 15, 2015. Final selections will be made no later than March 1, 2015.

# Member News

Anne Line Dalsgaard, Martin Demant Frederiksen, Susanne Hojlund, and Lotte Meinert are Danish anthropologists at Aarhus University, and they are the editors of a new book, *Ethnographies of Youth and Temporality: Time Objectified* (Philadelphia: Temple University Press, 2014). With other anthropologists and sociologists, they have studied how time is experienced in problematic ways by youth in various cultures, including Cameroon, the USA, the Philippines, Nepal, Denmark, the Republic of Georgia, Brazil, Romania, and Uganda. These studies concern the interplay of temporal structure and different forms of temporal resistance. There is an "Afterword" by Michael G. Flaherty.



**THE SOUTHERN SOCIOLOGICAL SOCIETY**

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

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

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

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

the society. Persons wishing to join SSS may send dues directly to the Executive Officer. Please include your first middle and last name, address, phone number, where employed, and gender. For statistical purposes, we also ask you to include your race and/or ethnic group and three areas of specialty.

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

Sustaining.....	120.00
Regular .....	60.00
Emeritus.....	no cost
Student .....	25.00
Department.....	varied depending upon institution type

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

Dr. David L. Brunnsma  
 Executive Officer  
 Southern Sociological Society  
 560 McBryde Hall (0137)  
 Blacksburg, VA 24061  
 To pay online go to

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

**THE SOUTHERN SOCIOLOGIST**

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

**INFORMATION WANTED. . .CONTRIBUTE TO TSS**

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

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

**TSS**

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

**Next Issue Deadline: December 15, 2014**