

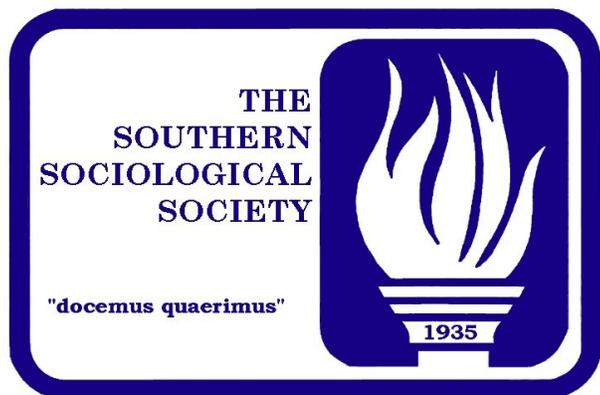
The Southern Sociologist

The Newsletter of the Southern Sociological Society

Volume 50

Number 1

Summer 2018



From Society President Toni Calasanti

I hope that this finds you all well, and settling into whatever your summer plans include! I will take only a short bit of your time to give you a sense of the coming year for SSS, and the annual meeting in Atlanta.

I am grateful for having had the opportunity to serve SSS as the editor of *Social Currents*, our society's journal. During that time I gained a sense of the intellectual rigor and generosity of SSS members, who both submitted excellent work to the journal and gave of their time to provide in insightful and constructive reviews. Feeling part of this intellectual community encouraged me to run for SSS office, and carries into my presidency. The annual meetings provide opportunities for intellectual exchange, to catch up with colleagues, and to meet and make new friends. Just as in my work with the journal, I see my role for the meeting as that of mere facilitator; the success of the meeting results from the work done by members and participants. My experiences at previous meetings and with *Social Currents* assures me that our meetings will continue to be rewarding.

As you likely know, we will return to Atlanta (Buckhead) for our meeting in 2019. Our theme will be "The challenge of intersectionality: Who

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From Society President, Toni Calasanti

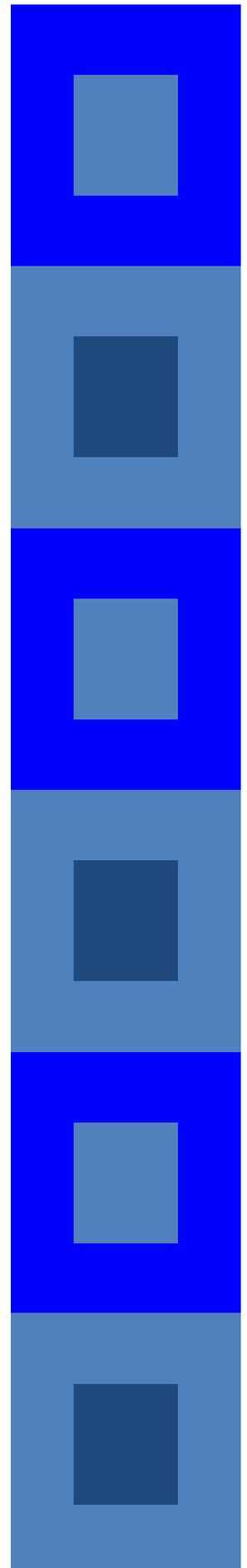
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and what are missing?” I hope that we will ask, What perspectives and methods have gone missing from our conversations? What groups remain absent? My sense is that we often leave intersectionality undefined, and that we all tend to take some inequalities for granted when we talk about intersections. My hope is that, by focusing on these concepts and absences, we can talk about what they mean, how they relate to one another, how to study them and in which contexts, and how that will affect our theories of the inequalities we already know about. I don’t anticipate agreement on these important issues; what is critical is that there be conversations about them. Keynote speakers, whom we will announce in a future newsletter, will advance these discussions. I am pleased to report that Amanda Anthony, from the University of Central Florida, will serve as program chair.

Our meeting in New Orleans, over which Eduardo Bonilla-Silva presided, saw record registration. I hope to see continued growth in a manner that is thoughtful and inclusive. In this regard, we must respond to concerns that some of our activities can inadvertently make SSS an unwelcoming space. Sex harassment is one such issue; and we have coordinated with ASA in addressing it. Officers of ASA have set up a task force on harassment, chaired by Kathrin Zippel, and have published articles in the recent edition of Footnotes. They will incorporate a series of workshops at this summer’s meetings, on such related topics as bystander intervention, sexual harassment in professional associations, and harassment in the discipline. Though we take cues from ASA, we will also be dealing with these issues, both on the Executive Committee and at the meetings. Among the steps we are taking, the Executive Committee has created a sub-committee, chaired by Barbara Combs, to examine this issue in relation to SSS. Shannon Davis has generously agreed to organize a session and a workshop on sexual assault policy/intervention. All members are welcome to organize sessions and workshops that speak to this and other issues of inclusion at our annual meetings. Finally, the SSS Anti-Harassment Statement will become a part of the registration process this year.

I will be giving more details about next year’s meetings in Atlanta in upcoming newsletters. In the meantime, I hope you all enjoy your summers!

Toni Calasanti
Virginia Tech
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Letter from the Editor, James N. Maples:

TSS has arrived at a pleasing milestone: 50(1). On behalf of my graduate editors, let me say how wonderful it is to serve as part of the TSS team at this great moment.



I have spent much of my summer thinking about the idea of *service* and what it means in my life. My father passed away in May. He grew up in Townsend, Tennessee, a poor, rural area in the Smoky Mountains. He joined the military while still a teenager, largely, I expect, to get a better shot at life than Appalachia would provide. He became a soldier, a drill sergeant, and mentor to many lives, including mine. He will be on my mind when I return to the classroom this fall.

As you turn the key in your office door for the first time this fall, remember to find opportunities to serve your students. Teachers bear a responsibility of making our world at least one notch better than it was when we first entered a classroom. In a newly corporatized academy, it becomes difficult rationalizing those little opportunities to aid a student. Reports, advising, committees, research, emails all give cause to plop in our office chairs and hide. But we must fight these distractions.

The singular investment of our teaching careers is in how we can today change the life of one student. We may not see our work flower for a generation. And it may never flower. But there is no more important time to try than today and there is no greater deserving group than the new flock of lost students who will meander into our hallways this fall.

Thanks,

James N. Maples

Eastern Kentucky University

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Graduate Student Editors

Thank you to my amazing graduate student editors! Go check out their work in this edition!

Harry N. Barbee (Florida State University): Announcements and Society News

Josephine McKelvy (North Carolina State University): Highlights from *Social Currents*

Kaitlyne Motl (University of Kentucky): State and Regional Sociological Societies News

Nadya Vera (University of Tennessee): General Editor

Della Winters (University of Tennessee): SWS-South News

Erik Withers (University of South Florida): Membership News

The 2018 SSS Conference in New Orleans



The 81st Annual SSS Meeting was held in New Orleans at the Downtown Marriott, April 4-7.

Thanks go to Slade Lellock and Dave Brunisma (both at Virginia Tech) for keeping registration quick and painless. Slade and his team handed out 1,400 nametags this year!



Poster sessions are an important part of the conference.

Approximately 88 posters were presented this year, many of which were new scholars presenting at their first conference.



The 2018 SSS Conference in New Orleans



Eduardo Bonilla-Silva (Duke University) selected “Racial Theory, Analysis and Politics in TrumpAmerica” as the conference theme.

Eduardo passed the gavel to incoming president Toni Calasanti (Virginia Tech) on the last day of the conference.



Our conference sessions were packed with important and thoughtful research.



Approximately 1,336 persons shared their work at this meeting.





TEACHING CORNER

Committee on Sociology in Community and Small Colleges

Nicole Lucas (Committee Chair), Fayetteville State University

Naomi Simmons (Newberry College)

Marni Brown, Georgia Gwinnett College

Victor Romano, Barry University

Chris Snead, Saint Leo University

Barbara Combs, Clark Atlanta University

Sarah Cribbs, Teaching Corner Editor

Randolph Macon College

sarahcribbs@rmc.edu

Student Editors

Hello colleagues! My name is Nicole Lucas and I am the chair of the Department of Sociology at Fayetteville State University and I will also be serving as chair for the SSS Committee on Sociology in Small and Community Colleges. While in New Orleans, I had a wonderful opportunity to meet with our new and returning Committee members, Sarah Cribbs (Randolph-Macon College), Naomi Simmons (Newberry College), Victor Romano (Barry University), Christine Snead (Saint Leo College), and Marni Brown (Georgia Gwinnett College). We exchanged a lot of great ideas and we are gearing up for an exciting year! Some of our plans include doing a considerable amount of outreach to small colleges, universities, and community colleges with a special emphasis on HBCUs/MSIs and women's colleges within the Atlanta area. The Committee also explored the possibility of starting a listserv for colleagues at small and community colleges, especially adjuncts. Finally, we generated a lot of great ideas for panel/session topics for those who are at smaller universities/colleges and community colleges. I would like end by thanking Jason Eastman (Costal Carolina University) and Jason Milne (Longwood University) for their contributions to the Committee.

Nicole Lucas, CSCSC Chair

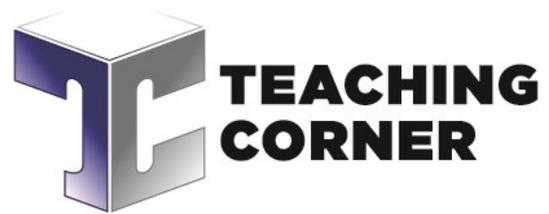
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Fayetteville State University

Teaching Note

Short-Term Experiential Learning in the Republic of Palau

Chad Morris, Ph.D.
Allison Kellam
Emily Spangler
Kelly Duke, M.A.
Roanoke College



Background: This May, students from Roanoke College will participate in the college's third May term trip to study globalization and health in Palau. These courses are the product of a longitudinal research partnership that started with the Ministry of Health in 2010 and has expanded since to include multiple governmental and community groups. These partnerships enable students to gain firsthand experience in addressing Palau's significant concerns with nutrition-based non-communicable disease ("NCD" hereafter: obesity, heart disease, diabetes) and food sovereignty. The Republic of Palau is a Micronesian archipelago located a few hundred miles east of the Philippines (see Fig. 1). The majority of the independent nation's 20,000 inhabitants live in one urban area, Koror.

Palau's long history of colonial occupation makes it an excellent field site for teaching about global influence. The Spanish controlled Palau for much of the 19th century until Germany took over in 1899 following the Spanish-American War. German occupation continued in Palau until the conclusion of World War I, which left the people of Palau in the hands of nearby Japan (Shuster 2009). In the years leading up to World War II, the Japanese began purchasing and seizing public lands in Palau for the use of the Imperial government. Many Palauans were relocated to Koror, enabling Japanese administrators to oversee the population in a single urban area (Cortes 2013). The relocation of most Palauans away from home villages required increased reliance on imported food, meant that ancestral gardens went unkept, and de-emphasized the sharing of oral traditions about gardening and fishing. Under the post-WWII American administration, most Palauans stayed in Koror for proximity to livelihood and supplies, continuing reliance on food imports. In 1994, Palau ratified its own Constitution and became a sovereign republic. It holds diplomatic and financial relationships with several nations today, including the Republic of China (Taiwan), Japan, South Korea, and the U.S. via Compact of Free Association.

The intersection of colonial influence and contemporary globalization resulted in alarmingly high rates of obesity and overweight, reflecting the "influx of processed foods from the USA, along with a decrease in traditional fishing and local agriculture" (Anderson et al. 2006:1781). According to the latest STEPS report via a survey conducted throughout Palau by the Ministry of Health, 46.2 percent of the population is considered obese, while 30.8 percent of Palauans are overweight (Ministry of Health 2015). Additionally, imported foods tend to be "convenience foods" which seem to fit better with the changing times, driven by urbanization and a more fast-paced lifestyle (Kermode and Tellei 2005; Cassels 2005). Palau's history of occupation, colonialism, and NCD is not uncommon among Pacific Island nations, and provides students in anthropology, sociology, public health, and other disciplines with an opportunity to see the effects of westernization and globalization firsthand. The course was designed from the outset to serve the dual purposes of health research/promotion in Palau and provision of experiential learning opportunities for Roanoke students. Though the lead author secured internal and external funding to support the research, the research itself is not driven by funding agency expectations nor timelines, but instead by mutual need.

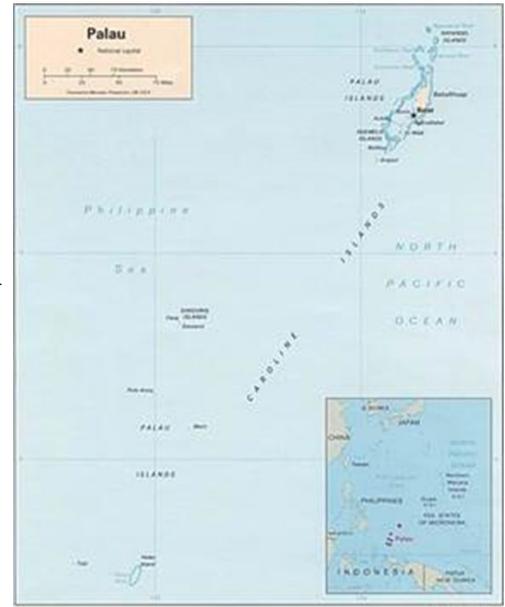
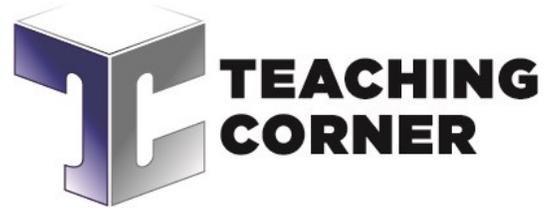


Figure 1: Palau's location within Oceania. Reprinted from the University of Texas at Austin Perry-Castañeda Library Map Collection online.

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The research component of the May term course aims to build an understanding of Palauan beliefs regarding nutrition and to seek local ideas for improvement. The longitudinal research design, reflects a commitment to use the collected data to design and implement local health promotion programs. As the Palau project is part of the lead author's active research agenda, he returns to Palau multiple times in between student visits, thus advancing the research and setting the stage for opportunities in future Palau courses. Each trip begins at least a year in advance in conversations with Palauan partner institutions about their research needs as they align with the broader research agenda of improved nutrition-based health outcomes. The instructor then works with research assistants at Roanoke to design research questions and secure human subjects research approval from institutional review boards in Palau and at the College. The project also provides experiential learning opportunities for students in global health and anthropology courses (e.g., use of data to design health promotion materials). We'll explain the 2012 and 2015 May Term courses as examples of including primary research in short-term travel courses, then conclude with a set of lessons learned from our experience.



Preparation for the Research: In 2012 and 2015, two groups of 15 Roanoke College students traveled to Palau as part of the College's Intensive Learning May Term program. Student were selected based on competitive essays, academic standing, demonstrated ties between their interests and course opportunities, diverse disciplinary perspectives, and diversity in academic year. Spring pre-trip meetings helped students prepare for the fieldwork component of the course. These meetings included instruction on interview techniques, an overview of Palauan culture, and travel tips. This time also allowed program participants to do ungraded work together before the trip began.

Once in Palau, students completed readings in globalization, Palauan health, and research methods. Daily classes held in spaces provided by Palau Community College facilitated discussion of course readings and critical experiential reflection. The course's main focus was on firsthand learning through site visits, interviews, and classroom discussions emphasizing key course concepts. Students gained an improved understanding of Palauan culture through a series of visits to significant cultural and historical sites. Visits to museums and historical landmarks allowed students to absorb the history of foreign occupation in Palau, and marine attraction trips showed students the effects of globalization and tourism on local geology (e.g., coral reef damage).

The program prioritized interacting with Palauans in a manner that transcended tourism. As such, students were expected to engage in critical reflection on these excursions. This commitment echoes the Education Abroad standards established by the Council for the Advancement of Standards in Higher Education (CAS), which state that study abroad programs "should make effective use of the location and resources of the host country; students should be encouraged to engage with the host culture and to reflect on the differences and similarities between the intellectual, political, cultural, spiritual, and social institutions of the home and host countries" (Mistifier 2012: 219). If given opportunities to explore new cultures in situational learning environments, students can then reflect on "their value systems in the context of living in another culture" (Mistifier 2012:219). Students achieved critical reflection through assigned daily reflection journals, classroom discussions, and a final exam/essay. The journal prompts and final essay were structured using the DEAL model of critical reflection, which links key course concepts to learning experiences and inspires deeper reflection (Ash and Clayton 2009).

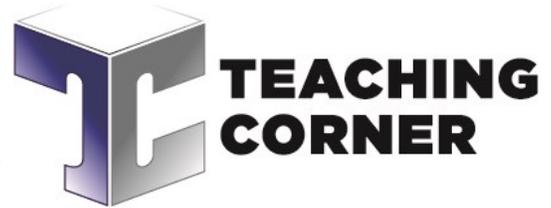
Students received training in conducting interviews and leading focus groups as part of the pre-trip meetings, and once in Palau, the intensive training culminated in practice interviews to assess student abilities. Results of the graded practice interviews are used to assign pairs of students for field interview/focus group teams based on individual student strength in interview and note taking technique.

2012 Fieldwork: For our initial foray into Palau health research the lead author and Palauan Ministry of Health colleagues wanted to establish a foundational understanding of assets, barriers, and ideas relative to subsistence and nutrition in the republic. Ministry of Health partners recommended two specific study communities (one urban, one rural) to facilitate comparison to a community

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nutrition survey conducted in 1973 by Labarthe and Reed. We designed household interview questions centered around change over time in fishing and gardening practices, concerns about non-communicable diseases, barriers to consumption of traditional foods, and ideas for overcoming said barriers.



Students began the process by walking through the study communities to map households and note household gardens. We then used a randomized list of mapped households to conduct a total of 53 in-person household interviews over a three-night period. Signed informed consent was required, with forms available in both English and Palauan. Students conducted semi-structured interviews lasted approximately 45 minutes and were recorded using field notes and digital audio recording devices. Interviews were conducted in English -- a language spoken by the vast majority of the population (Crystal 2003). Each two-student research team worked with a Palauan field assistant, who helped translate Palauan phrases and establish rapport. In addition to the interviews and community mapping, students helped conduct two focus groups with key community stakeholders and worked as a group to complete a local food price index.

At the end of the May term trip, students met with the Minister of Health and other officials to present their initial findings. Data were transcribed and analyzed over the following year, with a formal report presented to Palauan collaborators in March 2013.

2015 Fieldwork: The results of data collected in 2012 indicated that Palauans felt strongly that schools and children provide the best hope for nutritional change in Palau. In response to this finding, we expanded our partnership with the Ministry of Education, designing a school-based 2015 research agenda focused on how globalization altered Palauan foodways, how perceptions of nutrition and Palauan food changed across generations, and how schools might best facilitate improvement in Palauan nutrition.

We conducted a total of 21 focus groups with fourth graders, 8= eighth graders, parents, and teachers in each of four study schools (including two in the original 2012 study communities), spending one afternoon at each school. Roanoke students served as focus group moderators and note takers, and the groups lasted about 60 minutes. The research was approved by the Roanoke College IRB and the Ministry of Education's leadership team. Local principals and teachers worked in advance to secure informed consent of teachers and parents and parental assent for student participation. At the conclusion of the trip students presented initial findings to the Minister of Education and his staff.

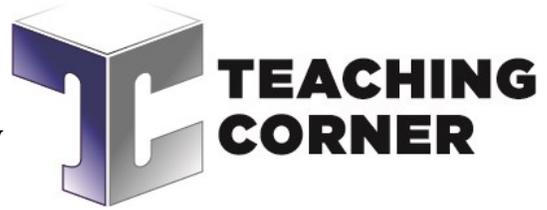
In both years, the instructor and research assistants undertook transcription and analysis of the Palau data during the months following the trips. Interviews and focus groups were transcribed, coded, and analyzed using NVivo software. The instructor returned to Palau after each course to present data to stakeholders including Palauan health officials, local chiefs, government officials, community agencies, and the nation's president. This reporting has been used in Palau to support policy initiatives and programming, and led to grant funding for the establishment of additional health promotion efforts. At Roanoke, we've used course data to facilitate independent study research, to promote development of health promotion materials in global health courses, and to design and conduct workshops on social marketing and qualitative data collection for Palauan stakeholders. Findings have been subsequently shared in Palau, at academic conferences, and via publication (Morris et. al. 2015).

Conclusion and Lessons Learned: Integration of one's international research agenda and local teaching responsibilities can be a challenging task, but one that is especially rewarding for students. By being forthright at the outset about student involvement, we have been able to engage in long-term collaboration with Palauan partners in a manner that clearly recognizes how each party benefits from the partnership: Palau receives data and health promotion assistance and Roanoke receives experiential learning opportunities. This transparency helped us build a reputation in Palau that continues to provide additional opportunities for meaningful collaboration. As we prepare for the third Palau course this May, we reflect that the following tips might be particularly valuable for faculty who lead student travel courses, and particularly for those who might benefit from increased

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harmony between a travel course and research agenda:

1. Be clear up front. Let key collaborators in the study community know you hope to involve students in your work and to bring students to the study site. Similarly, let students know their participation in the travel course is part of a larger research agenda designed to help both them and the study community.



2. Conduct pre-trip meetings to help students prepare for cultural differences, understand travel tips and risk management, and begin to coalesce as a group. Include ample training in the research methods they'll use and be willing to create student research teams to balance individual strengths and weaknesses (e.g. some students are excellent focus group moderators, while others are diligent note takers).

3. Use a local classroom to reinforce the academic requirements of a short-term travel course and provide opportunities for students to interact with knowledgeable community members. Those interactions, when shared during regular group and written reflection, magnify the travel and research experience by allowing everyone to learn from the sum of the group's interactions.

4. Incorporate trips to historic/cultural sights early in the trip to help students build solid knowledge of (and comfort in) their surroundings. Similarly, allow time for students to experience the community on their own, as it will give them a greater appreciation for their surroundings. Our first morning in Palau begins with "explore on your own" for a couple of hours (we've talked about safety beforehand!), followed by a classroom-based reflection.

5. Combine group discussion and individual reflection, so students can process their experiences both publicly and privately. We combine daily group reflection with daily journaling.

6. Consider long-term research that continually seeks to discover, learn alongside, and support new local stakeholders so that you establish mutually beneficial connections with the host community. Consider means of support for visits to the study community in between student travel courses, both to share data with the study community and to prepare for further work. Seek opportunities to advance work with the study community in non-travel courses as well.

7. Avoid disciplinary silos. We've benefitted from course content inclusive of sociology, anthropology, public health, history, economics, biology, and literature. Similarly, we purposefully seek students with diverse disciplinary backgrounds, mimicking the situations and workplaces students are likely to see in life after college.

ACKNOWLEDGEMENTS: We are grateful to our many Palauan partners, including those at the Ministries of Health and Education. We also wish to acknowledge the contributions of Colleen Britain, Ashlyn Brooke Conrad, Alexandra Lancey, and Marshall Lancey (Roanoke College graduates and Palau May term alums) to an earlier version of this manuscript.

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Meet your Teaching Corner Student Editors

Ruby Rim is a senior at Randolph-Macon College from Fairfax, Virginia. Ruby studies Sociology, Psychology, English, and Political Science. Her passion for social justice and student activism has inspired her to dedicate three years of advocacy on Diversity Council and Virginia 21. She has completed an internship with the US Embassy in Phnom Penh, Cambodia where she taught SAT Preparatory classes. Ruby also works for the campus academic support center (HAC) and Communication Center, tutoring Sociology, English Literature, and Writing. She will serve as Vice President of the Student Honors Association in the 2018-19 academic year, as well the Managing Editor of the *Yellow Jacket Newspaper*. When she isn't drowning in homework and tears, Ruby loves to travel, discover new music, play Zelda games, and look at dank memes. She is looking forward to her final year at R-MC.



Holly Bowman is a Junior at Randolph-Macon College from Ashburn, Virginia. She is majoring in Communication Studies and Sociology with a concentration in Anthropology. On campus, Holly serves as the Executive Captain of Communications for the New Student Transition Program, as well as the Philanthropy Chair for her sorority, Kappa Alpha Theta. She also works as a Tour Guide and a Computer Statistics tutor in the campus academic support center (HAC). Previously, Holly completed an internship with Women for Women International in Washington, DC as the development intern. Because of her passion for travelling and helping others, Holly has also gone on five mission trips to places such as Nicaragua, Ghana, and Peru. In her spare time, Holly enjoys running, travelling, and volunteering at her local dog shelter. She is always looking forward to what's next.

SWS-S News



In this section, graduate student editor Della Winters (University of Tennessee) highlights the work of Sociologists for Women in Society-South.

Letter from Incoming SWS-S President, Dr. Marni A. Brown

As the semester slowly comes to an end, I am excited as I think about our organization and the wonderful work that lies ahead. While at SSS in April I had a chance to speak with many of you and learn of your varied interests and hopes for our organization. We have an outstanding group of people involved in our organization. From scholars to instructors, graduate students and activists, we need to tap into the plethora of skills and talents available through our members! In addition, Denise Bissler did an amazing job as president; she is passing on SWS-S in great condition. This will allow me and the rest of the SWS-S team to focus on new and exciting goals for the upcoming year. Top of my list is finding a way to make our organization more intersectional in membership and practice. What I mean by this is that I would like for us to be intentional in our recruiting efforts, the way that we nominate folks to run for office, and to reconsider our best practices by asking, “how can we be more inclusive?” My interest in this “intersectional effort” stems from Dr. Adia Harvey-Wingfield’s work as SWS president. Her 2018 winter meeting theme challenged us to be more intersectional in our teaching, research, and outreach. I think as an organization that serves the south where such a myriad of institutions and individuals access higher education we have a responsibility to make SWS-S more inclusive and accessible, especially because most of us attend SSS/SWS-S as our primary form of professional development. I would like to see us bring HBCUs, MSIs, and historically all-women’s colleges/universities into our circle. In this way, we can learn more about the ways sociology is applied in different settings as well as better understand a diverse array of challenges and success stories. In addition, we can be more intentional in our efforts to collaborate with community and small colleges; SWS-S can expand to different institutional settings for support. Please consider this “intersectional effort” as my charge to us for the upcoming year. Take some time to think about the ways we can be successful in our intersectional endeavors and please share those with me or any other SWS-S officers.

In addition to advancing the organizations intersectionality, I would like to see us clean up the handbook. This can help strengthen our leadership and partnership efforts with the SSS executive committee. Other administrative goals include increasing communication with SWS national and learning more about the work of other SWS chapters. Thank you again for taking the time to read this and I look forward to serving you and our organization.

In solidarity,

Marni A. Brown, SWS-S President 2018



BreakOUT! Fundraiser

This year, SWS-S's annual Happy Hour and Coffee-for-a-Cause/Silent Auction fundraising events raised \$1,375 in donations on behalf of BreakOUT!, our selected New Orleans non-profit. The Happy Hour event, which aims to create a space for feminist, trans, and queer scholars and students to mix and mingle, partnered with SSS's Committee on Gender & Sexuality, chaired by Shannon Carter, for a second year. The event was held at Mimi's in the Marigny – who generously donated their charming upstairs space and *a cash donation* to BreakOUT! Securing donated space from a venue in New Orleans was no easy or quick task, but thanks to the help of SWS-S's local contact, Dana Berkowitz, Mimi's came through for us and helped attract 60-100 guests in attendance.

The Coffee-for-a-Cause/Silent Auction also generated donations for BreakOUT! The proceeds will help BreakOUT! continue to fight the criminalization of LGBTQ youth of color in New Orleans. BreakOUT! envisions a city with LGBTQ youth of color can live without fear of harassment and discriminations, so we would like to thank all of you who joined us in helping BreakOUT! to achieve their goal. If you would still like to donate to BreakOUT!, please click [here!](#)

Q&A with Outgoing SWS-S President Dr. Denise Bissler

1. How are you feeling as your current tenure as SWS-S president is coming to an end?

Denise: I think it is always a bit bittersweet to leave a position. It is a relief to have the break in the workload, but of course, now the organization is even nearer and dearer to your heart than when you began the position. Moving forward, I will be more interested in the day-to-day operations of SWS-S than I ever was in the past and will continue to be committed to its cause. While I can't say I will miss the extra work, I *will* miss the connection to the officers and the members that is naturally stronger when you have an officer role.

2. What are you most proud of in your role as SWS-S president?

Denise: My presidency was centered around fixing logistical issues. Our team of executive officers got our website redesigned into a format that can be easily updated from year to year. We also worked on making SWS-S more financially stable. We converted our election process into an electronic format. We changed the structure of dues and some of our by-laws.

I am very proud of our efficiency in reaching these goals, but I am most proud of increasing our membership by more than double what it was in the recent past. Our membership drive concentrated on strengthening our connection with SSS, making SWS-S more visible, reaching out to lapsed members, and creating databases that include Sociology Departments near the city of the conference each year, so we can inform them about SWS-S.

(Continued on page 14)



In terms of strengthening our connection to SSS, we have several members who are serving SSS in various roles. We also offered around 30 co-sponsored or SWS-S event, panels, and sessions. SSS and SWS-S officers work together each year to make sure both conferences run smoothly.

3. As you look to the future, what do you hope your legacy as SWS-S President will be? What are your hopes for SWS-S more generally?

Denise: I would have rather spent time furthering the goals of SWS-S rather than on the logistics of the daily workings of the organization. However, I know that helping to get the logistical side of the organization running smoothly will help SWS-S be more effective in the long run. I am happy to have had the opportunity to help in that way.

4. Do you have any parting thoughts/words/ideas you want to share with the members of SWS-S?

Denise: First, I would like to thank the executive members over the past two years (2016/2017 and 2017/2018 respectively): (Vice Presidents Stephanie Gonzalez Guittar and Shannon Carter; Treasurer/Membership Chairs: Carrie Lee Smith and Cheri Chambers; Secretaries: Kylie Parrotta and Emily Cabaniss; Newsletter Co-Editors: Cheri Chambers and Brianna Turgeon; Vision Committee Chair: Mandi Barringer; SWS National Liaisons: Penny Harvey and Brianna Turgeon; Awards Committee Chairs: Tiffany Taylor and Kris De Welde; Southern Hand Coordinators: Shannon Carter and Penny Harvey; Web manager: Kara Whaley; Archivist: Diane Everest) They made my job so much easier. I greatly appreciated having such responsive and dedicated teams.

Second, I have been a member of SWS-S for almost 20 years and our membership never ceases to amaze me! I am always inspired to see the talented, prolific, and committed individuals that SWS-S draws. It was an honor to serve this society for the past two years and I am proud to remain a part of it. It is truly an astounding network of people engaged in cutting-edge research and applying their skills to further social justice.

SWS-S Membership Information

Sociologists for Women in Society – South (SWS-S) is a regional chapter of the national organization Sociologists for Women in Society. We sponsor research presentations, teaching sessions, and professional workshops at annual meetings. We host a silent auction that takes place during a coffee and dessert reception. The proceeds from the auction go to a local organization serving women in need.

Interested in joining? Our membership year runs from April 1 – March 31 and dues are relatively inexpensive (\$15 for faculty; \$5 for students and unemployed members).

You can [become a member online](#) or look for us at SSS!

ANNOUNCEMENTS AND SOCIETY NEWS

Got an announcement to make?

Please submit it to graduate student editor [Harry Barbee](#) (Florida State University) by clicking [here](#).

Sociologists for Trans Justice (S4TJ) has launched the #TransJusticeSyllabus, bringing together empirical and theoretical pieces related to transgender justice by sociologists, gender and trans studies scholars, and others. S4TJ encourages instructors teaching trans studies or related courses to borrow from the syllabus, which is available [HERE](#).

The S4TJ initiative will soon launch a mentoring program for trans and non-binary sociologists. The program will match trans and non-binary early career sociologists (e.g., assistant professors, adjuncts, and graduate students) with senior sociologists (e.g., associate or full professor, advanced assistant professor) of any gender who can provide advice and support during the early years of the mentee's career. Our hope is that those mentors and mentees who will be in Montreal for the ASA annual meetings will meet up for coffee or a drink on their own and/or around LGBTQ Caucus meetings, and then continue their conversations throughout the year. Senior sociologists who are interested in volunteering should fill out the following sign-up form by July 22nd: <http://bit.ly/2r9nHYi>. Early career sociologists who identify as trans or non-binary who wish to be matched with a mentor can sign-up here: <http://bit.ly/2roqSSM>. Direct any questions to Dr. Emilia Lombardi at elombard@bw.edu.

SOCIOLOGISTS

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Special Issue of Sport, Ethics and Philosophy: Slow Philosophy, Slow Sport: Understanding Emersiology in Philosophy of Sport (2019)

Those interested in contributing to the special issue, please submit a title and a brief abstract for review (200-500 words) to both editors: Irena Martínková (martinkova.ftvs@seznam.cz) and Bernard Andrieu (bernard.andrieu@parisdescartes.fr)

Abstracts received from now onwards – deadline: June 31, 2018. Notification of abstract acceptance by (final date) July 31, 2018. Full manuscripts – deadline: January 31, 2019.

Length: 5,000-7,000 words (inclusive of references and notes). More information [HERE](#).

ANNOUNCEMENTS AND SOCIETY NEWS

Call for Proposals

The [Journal of Social Issues \(JSI\)](#) and special issue editors Kathleen Bogart and Dana S. Dunn seek proposals for papers for an upcoming issue on ableism. Ableism refers to stereotyping, prejudice, and discrimination toward people with disabilities—a group that has been called the forgotten minority. Comprising approximately 15% of the world's population, people with disabilities have historically been one of the most underrepresented groups in social science research and public policy. Paper topics for the proposed issue include but are not limited to the causes and consequences of ableism (e.g., attitudes research), intrapersonal responses to ableism (e.g., self-concept, disability identity), and interpersonal or collective responses to ableism (e.g., activism and ableism interventions). Paper topics may address social scientific concerns for disability broadly speaking or may concern various types of disability, including but not limited to specific disabilities, invisible disabilities, rare/uncommon disabilities, living with undiagnosable illness, intellectual disabilities, mental health disabilities, chronic illness, the disclosure of disability, or the intersectional experiences of disabled persons. JSI is a publication of the Society for the Psychological Study of Social Issues; however, contributions from all social science disciplines are sought. Quantitative and qualitative empirical research papers as well as theoretical and conceptual reviews are welcome.

Submissions for initial consideration should consist of detailed abstracts of 2-4 double-spaced pages followed by a short biography (limited to half a page) of each author. The detailed abstracts should describe the theoretical underpinnings of the work, the methodological approach taken, and implications for social policy. For empirical articles, the abstract should include descriptions of the sample, methods, and primary findings, and in the case of quantitative articles, statistical power analysis. Qualitative submissions will be strengthened by authors' consideration of COREQ or SRQR guidelines. For review articles, the abstract should include descriptions of the means by which the work reviewed was chosen (e.g., selective, supportive, exhaustive) and primary conclusions. Note that submissions must be based on nearly-completed work. Proposals based on empirical research for which the outcomes are unknown (e.g., in progress or future studies) would not be appropriate.

Submit detailed abstracts and biographies by July 1, 2018, to Kathleen Bogart at Kathleen.bogart@oregonstate.edu. Questions and inquiries may also be directed to Dr. Bogart. Approximately 10 papers will be selected for the final issue. The special issue editors plan to notify authors of selection decisions by early September 2018. Completed manuscripts are due December 1 and must adhere to *JSI* author guidelines.

15th Annual Qualitative Research Summer Intensive

July 23-27, 2018 at Chapel Hill, NC Visit [HERE](#) for more details or email info@researchtalk.com with questions.

Get 15% discount off each event registration with code:
PGF15



ANNOUNCEMENTS AND SOCIETY NEWS

Call for Papers: Research in the Sociology of Health Care *Underserved and Socially Disadvantaged Groups and Linkages with Health and Health Care Differentials*

Papers dealing with macro-level system issues and micro-level issues involving the socially disadvantaged and underserved and other social factors are sought related to health and health care differentials. This includes examination of health and health care issues of patients or of providers of care both in the United States and in other countries. Papers that focus on linkages to policy, population concerns and either patients or providers of care as ways to meet health care needs of people both in the US and in other countries are solicited. This volume will be published by Emerald Press.

The volume will contain 10 to 14 papers, generally between 20 and 35 pages in length. Send completed manuscripts or close to completed papers for review by December 3, 2018. For an initial indication of interest in outlines or abstracts, please contact the same address no later than November 1, 2018. Earlier inquiries are welcome and will be responded to when sent (in the summer, for example). Send as an email to: Jennie Jacobs Kronenfeld, Professor Emerita, Sociology Program, Arizona State University, (phone 480 991-3920; E-mail, Jennie.Kronenfeld@asu.edu). Initial inquiries by email are encouraged.

CALL FOR PAPERS: *Signs: Journal of Women in Culture and Society* is seeking submissions for a special issue on Public Feminisms.

Even as antifeminist and right-wing forces have gained footholds worldwide, feminists have forcefully asserted themselves in the public sphere as key voices of resistance. From the Women's Marches around the world that took place the day after Donald Trump was inaugurated, to the 2012 protests in Delhi [...] feminists have organized to claim public space and a public voice. It is no overstatement to claim that "the resistance" is being led by women, with intersectional feminism at its core.

Meanwhile, a shifting media landscape has enabled contradictory dynamics: feminists—through innovative uses of social media and online media outlets, as well as mainstream media—have found (and created) platforms to amplify their public voices, yet the pool of public intellectuals and the punditry continues to be largely dominated by white men. This special issue seeks to address these dynamics through a multifaceted and interdisciplinary discussion of "Public Feminisms."

Please find the full Call For Papers [here](#). The deadline for submissions is **September 15, 2018**

Highlights from *Social Currents*

In this section of TSS, Graduate Student Editor Josephine McKelvy (NC State) highlights articles from a recent edition of the Society's official journal, *Social Currents*.

Williams, Christine. 2018. "The Gendered Discourse of Work-Family Balance in the Oil and Gas Industry." *Social Currents* 5(2):120-139. [[Link to abstract](#)]

Despite the competing devotions of women's increased labor force participation and the ideology of intensive mothering, why haven't more companies adopted policies to promote work-family balance? Williams interviews (mostly white) STEM professionals of the millennial generation, poised to demand organizational change at an oil and gas company. Instead, she uncovers their gendered discourse of balance. Professionals who were women would often opt out to raise families rather than speak out about the obvious structural constraints, feeling personally responsible for their choices. Scientists who are men claimed to value balance, but achieved it through wives who stayed at home, whom they helped out. Paradoxically, they prioritized family by working more. Additionally, "balance" often meant friendships and interests outside of both work and family. This individualistic redefinition, Williams argues, obfuscates organizational changes that foster gender equality. Because these women did not feel entitled to accommodations and companies are absolved from providing them, change is unlikely to occur.

Thomas, James M. 2018. "Diversity Regimes and Racial Inequality: A Case Study of Diversity University." *Social Currents* 5(2):140-156. [[Link to abstract](#)]

Thomas describes the process of how one southern university implemented its diversity initiative in his investigation of **diversity regimes**, or the meanings and practices that pay lip service to race consciousness and power differentials in higher education. He conducted ethnographic observations, in-depth interviews, and content analysis of institutional documents concerning the initiative. Three aspects of this diversity regime involved: 1) **condensing** unrelated programs under the banner of diversity without a clear definition of diversity or redistribution of power; 2) **decentralizing** activities with no oversight or coordination across departments; and 3) merely **staging difference** in the university's promotional materials as a form of impression management. Thomas concludes that the following investments could improve racial climates in higher education: 1) having a consistent articulation of **racial equity** (where there is a race-consciousness centered on the distribution of power) rather than superficial diversity, 2) across a centralized infrastructure, 3) with equitable buy-in from students, staff, and faculty.

Whitehead, Andrew L. and Christopher P. Scheitle. 2018. "We the (Christian) People: Christianity and American Identity from 1996 to 2014." *Social Currents* 5(2):157-172. [[Link to abstract](#)]

How do Americans use Christianity to mark symbolic boundaries of collective identity and nationalism across time? The authors use ordered logistic models to investigate the importance of Christian and American identities in data from the General Social Survey in 1996, 2004, and 2014. They found that people tend to reinforce their American identity in response to "unsettled times" of heightened insecurity around the events of 9/11 and multiculturalism. Nationalism leads to exclusionary **symbolic boundaries**, or the use of shared language and symbols to mark those who are similar and thus belong. These boundary markers can be **civic** (i.e., anyone can be American if they hold certain beliefs or behaviors) or **ascriptive** (i.e., only certain people are born American) in nature. Symbolic boundaries can also translate to **social boundaries**, where in-group members

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Highlights from *Social Currents*

(Continued from page 18)

withhold help, resources, civil rights, and social status to marginalized groups, as well as reject criticism toward the in-group.

Obach, Heidi, Li, Angran, and Simon Cheng. 2018. “Boys, Girls, and the Second Shift: Paid and Unpaid Labor in High School and Adolescents’ Enrollment in College.” *Social Currents* 5(2):173-192. [[Link to abstract](#)]

With increasing gender parity in higher education, how is the gendered second shift spilling over into adolescence? The authors use logistic regression to examine the relationships between gender, un/paid youth labor, and college enrollment (net of demographics, family structure, extracurricular activities, and GPA). They analyze the first five waves of data from the Youth Development Study in 1988 to 1992. The authors found that the second shift of paid and unpaid youth labor after school reduced the odds of college enrollment in gendered ways. The unpaid labor that girls are socialized to pursue are easier to multitask with their academic obligations while boys are more likely to secure paid jobs and certifications. Thus the negative effect of labor engagement on college enrollment is stronger for boys. Ultimately, the time bind from this second shift of youth labor after school reduces time devoted to school, thus impacting the odds of college enrollment.

Hyde, Allen, Vachon, Todd, and Michael Wallace. 2018. “Financialization, Income Inequality, and Redistribution in 18 Affluent Democracies, 1981-2011.” *Social Currents* 5(2):193-211. [[Link to abstract](#)]

What are effects of financialization on income inequality? The authors operationalize the independent variable, financialization, as: 1) employment in finance, insurance, and real estate (FIRE); 2) credit expansion; and 3) financial crises. They conceptualize the dependent variable, income inequality, as: 1) pre-tax market-generated (MG) inequality; 2) the redistribution of wealth; and 3) post-tax state-mediated (SM) inequality. The authors use error correction models (ECMs) to tease out short- and long-run effects across 18 countries over 31 years, net of other variables, such as business cycles, labor market structure, and globalization. They found that FIRE employment increased MG and SM inequality, with varying influence on redistributions. (H1) Credit expansion increased MG and SM inequality because it allows for the wealthy to leverage their assets while discouraging regulation and the redistribution of wealth to mitigate inequality. (H2) Financial crises increased all three forms of inequality, supporting the **welfare state stabilization hypothesis** (that social programs in response to crises mitigate some but not all inequality) (H3b) as opposed to the **austerity hypothesis** (that favoring corporate bailouts over social programs reduces redistribution of wealth via taxes) (H3a). The authors argue for more nuanced studies of how financialization increases income inequality, but also decreases the redistribution of wealth.

Recent News from Our Membership

In this new section, graduate student editor Erik Withers (University of South Florida) shares recent publications and news from our members. Click [here](#) to submit your news!

Community and Urban Sociology

Frickel, Scott and James R. Elliott. 2018. Sites Unseen: Uncovering Hidden Hazards in American Cities. New York: Russell Sage Foundation.

Crime, Law, and Deviance

Kavish, Daniel R. 2017. "Policy Implications of Contemporary Labeling Theory Research." Critical Issues in Justice and Politics 10(1): 45-54.

Mullins, Christopher W., and Daniel R. Kavish. 2017. "It Just Be Like That': Young Men's and Women's Narratives of Negative Sexual Behavior." Journal of Qualitative Criminal Justice and Criminology 5(2): 174-194.

Robert M. Worley, Vidisha Barua Worley & Henda Hsu. 2018. "Can I Trust My Co-worker? Examining Correctional Officers' Perceptions of Staff-Inmates Inappropriate Relationships within a Southern Penitentiary System." Deviant Behavior 39(3): 332-346.

Family

Walker, Alicia. 2018. The Secret Life of the Cheating Wife: Power, Pragmatism, and Pleasure in Women's Infidelity. Lanham, MD: Lexington Books, imprint of Rowman & Littlefield.

International Migration

Browne, Irene, Beth Reingold and Anne Kronberg. 2018. "Race Relations, Black Elites and Immigration Politics: Conflict, Commonalities and Context." Social Forces. <https://doi.org/10.1093/sf/sox102>

Flores-Yeffal, Nadia Y., and Karen A. Pren. 2018. "Predicting Unauthorized Salvadoran Migrants' First Migration to the United States between 1965 and 2007." Journal on Migration and Human Security. <http://journals.sagepub.com/doi/pdf/10.1177/2311502418765404>

Goldsmith, Pat Rubio, Nadia Y. Flores-Yeffal, Juan Salinas, Bruce Reese, and Cristina Elizabeth Cruz. 2018. "Mexican parent's undocumented status and the educational attainment of the children left behind." Social Science Research 72: 194-206.

Yazdiha, Hajar. 2018. "Exclusion through Acculturation? Comparing First and Second Generation European Muslims' Perceptions of Discrimination Across Four National Contexts." Ethnic and Racial Studies. Online First.

Political Sociology

Boyle, Kaitlin M., and Chase B. Meyer. 2018. "Who Is Presidential? Women's Political Representation, Deflection, and the 2016 Election." Socius 4. <http://journals.sagepub.com/doi/full/10.1177/2378023117737898>

Brown, Kate P. 2018. Saving the Sacred Sea: The Power of Civil Society in an Age of Authoritarianism and Globalization. New York: Oxford University Press.

Gill, Timothy M. 2018. "From Promoting Political Polyarchy to Defeating Participatory Democracy: U.S. Foreign Policy towards the Far Left in Latin America," Journal of World-Systems Research 24 (1): 72-95.

(Continued on page 21)

Recent Publications from Our Membership

(Continued from page 20)

Race, Gender, and Class

[O'Connell, Heather A.](#) Forthcoming. "Historical Shadows: The Link between Sundown Towns and Contemporary Racial Inequality." *Sociology of Race and Ethnicity*.

Racial and Ethnic Minorities

[Angela J. Hattery and Earl Smith.](#) 2018. *Policing Black Bodies: How Black Lives are Surveilled and How to Work for Change*. Lanham, MD: Rowman and Littlefield

[Cannon, Clare, Sarah Fouts, and Miranda Stramel.](#) 2018. "Informed Gatekeepers and Transnational Violence: Using Perceptions of Safety of Latino/a Youth in Determining Legal Cases." *Hispanic Journal of Behavioral Sciences* 40(2): 134-149.

[Chrystal Y. Grey and Thomas Janoski.](#) 2017. *Strategies for Success among African-Americans and Afro-Caribbeans: Overachieve, Be Cheerful, or Confront*. Lanham, MD: Lexington Books.

Science, Knowledge, and Technology

[Cousineau, Matthew J.](#) Forthcoming. "Limiting the Discourse of Computer and Robot Anthropomorphism in a Research Group." *AI & Society*.

Sex and Gender

[Kristen Barber and Tristan Bridges.](#) 2017. "Marketing Manhood in a 'Post-Feminist' Age." *Contexts* 16(2): 36-41.

Social Psychology

[Daisha Lee Delano and J. David Knottnerus.](#) 2018. "The Khmer Rouge, Ritual and Control." *Asian Journal of Social Science* 46: 79-110.

Sociological Practice and Public Sociology

[Motl, Kaitlyne A.](#) 2017. "Fear in the Festival Field: Threat, Apprehension and Apathy." *DanceCult: Journal of Electronic Dance Music Culture* 9(1). <https://dj.dancecult.net/index.php/dancecult/article/view/942/869>.

Sociology of Education

[Gast, Melanie Jones.](#) 2018. "They Give Teachers a Hard Time": Symbolic Violence and Intersections of Race and Class in Interpretations of Teacher-Student Relations." *Sociological Perspectives* 61: 257-275.

Sociology of Mental Health

[Drakeford, Leah.](#) Forthcoming. "Mental Health and the Role of Religious Context among Inmates in State and Federal Prisons: Results from a Multilevel Analysis." *Society and Mental Health*.

[Drakeford, Leah.](#) 2018. "Correctional Policy and Attempted Suicide Among Transgender Individuals." *Journal of Correctional Health Care* 24(2):171-182.

Sociology of Religion

[Serrao, Rodrigo and James Cavendish.](#) 2018. "The Social Functions and Dysfunctions of Brazilian Immigrant Congregations in 'terra Incognita'." *Review of Religious Research*. Online. DOI 10.1007/s13644-018-0333-x.

(Continued on page 22)

Recent Publications from Our Membership

(Continued from page 21)

Teaching and Learning in Sociology

[Judkins, Bennett M. and Karen Mundy-Judkins](#). 2018. "Leadership in the Church: An Assessment of a Pastor Training Program." *The Journal of Sociology and Christianity* 8(1): 53-70.

[Nowakowski, Alexandra C.H. and J.E. Sumerau](#). 2018. *Other People's Oysters*. Boston, Massachusetts: Brill/Sense.

In Other News...

Prof. [Anne Barrett](#), Assoc. Prof. [Miles Taylor](#), and Undergraduate Sociology Student [Mackenzie Teek](#) (all Florida State University) each received a Fulbright Award to support their separate research projects next year (Barrett: elder care in Italy; Taylor: health disparities in Canada; Teek: racial identity in Brazil).

[James R. Bruce](#) has received the 2016 Bicycling Advocate of the Year Award "in recognition of his outstanding leadership and support for bicycling" in Conway, Arkansas.

[Shannon N. Davis](#) has been promoted to professor at George Mason University.

[Natalie M. Delia Deckard](#) was awarded the John D. and Catherine T. MacArthur Assistant Professorship in Sociology at Davidson College.

[Nadia Y. Flores-Yeffal](#) had her work "Explained: Why Undocumented Immigrants Don't Just Get to the 'Back of the Line'" published in the [San Antonio Express-News](#). February 24, 2018.

[Jeannine A. Gailey](#) was promoted to director of Women and Gender Studies at Texas Christian University

[Timothy M. Gill](#) had his works "Why MAGA is Making America Weak," and "Americans shouldn't be shocked by Russian interference in the election. The U.S. does it, too." in the Washington Post.

[Joanna Hinter](#) did an [interview with NPR](#) on the topic of sociological practice and public sociology.

[Bennett M. Judkins](#) will be retiring at the end of summer 2018.

[Hadi Khoshnevis](#) received the Distinguished Award for Teaching Excellence from the Department of Sociology at University of South Florida.

[James N. Maples](#) has been promoted to associate professor and program coordinator at Eastern Kentucky University.

[Lori Latrice Martin](#) was promoted to professor at Louisiana State University.

[Dennis R. McSeveney](#) was elected president-elect of Alpha Kappa Delta, the International Sociology Honor Society.

[Ken Spring](#) did a TEDx Youth talk which can be found [here](#).

[Magdalena Szaflarski](#)'s work on religious organizations' responses to HIV has been featured by ASA, *Sociology in Action* - <http://www.asanet.org/sociology-action-magdalena-szaflarski>. In addition, she wrote an invited cover story, *Spirituality, Religion and HIV* for *HIV Specialist*, published [here](#) by the American Academy of HIV Medicine.

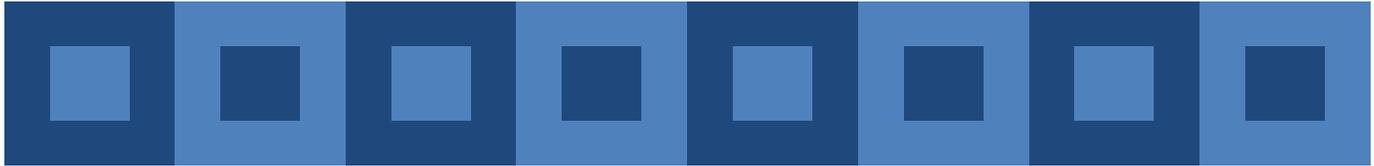
[Erik T. Withers](#) received the USF Department of Sociology research grant to help fund his dissertation research.

We Want to Hear About You!

The Southern Sociologist wants to help celebrate the Society's amazing members. Each edition, we'll list members' recent publications, career updates, social activism, and more! But to do that, we need to hear from you!

You can submit your news and publications by using our convenient [online form](#). You can paste the work directly from your CV.

TSS is also happy to include write-ups for major events (such as faculty retirements and transitions) from our membership. Contact [TSS editor James Maples](#) for more information.



SSS Job Link

Sociology Departments and other entities wishing to advertise positions may do so by [paying online](#) or by sending a check payable to the Southern Sociological Society to:

David L. Brunσμα, Executive Officer
Southern Sociological Society
560 McBryde Hall – MC 0137
225 Stanger Street
Blacksburg, VA 24061

For a charge of \$75 we will: 1) host the job advertisement on our website and 2) send the advertisement throughout our membership distribution lists. Please email the text for the ad to our [webmaster](#). All job postings will appear online within seven days of receipt and will remain on our site until the application deadline. Job postings with no specified application deadline will remain on our site until May 1st of the academic year within which the search takes place.

For more information or if you have any questions, contact [David Brunσμα](#).

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 *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 name, address, phone number, and institution.

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.....	varies by institution type

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

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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.

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 TSS, submissions should be sent to James Maples (James.Maples@eku.edu) by the publication deadlines below.

The editor reserves the right to publish or not to publish any submission. Also, there may be times when submissions need to be edited in conjunction with the author.

Publication Deadlines

- May 10
- August 10
- December 10
- February 10

