

# Social Problems Forum: The SSSP Newsletter

Editor Stephen R. Couch Center for Environment and Community Pennsylvania State University

## A NOTE FROM THE EDITOR



In this issue of *Social Problems Forum*, we have the third installment of our feature which provides analysis and debate on various social problems. “Convergences and Divergences: Points of View on Social Problems” presents three essays that summarize and analyze issues dealing with “Current Topics in Environmental Sociology.” The essays focus on different aspects of the relationship between the researcher and the subject in environmental sociology. My thanks go to Erin Robinson, who coordinated this feature and authored an essay. Many thanks also go to the other authors of the essays in this feature, Valerie Gunter and Lisa Anne Zilney. I would be happy to consider suggestions for topics and volunteers for coordinators and essay authors for future editions of this feature.

### INSIDE THIS ISSUE:

From the Executive Office - Tom Hood	3
Call for Papers	4-7
Call for Resolutions	8
Engaging Students in the Field: Susan D. Rose	9
Obituary: Paul Burleigh Horton	13
Convergences & Divergences: Points of View on Social Problems	14
SSSP Review Myra Marx Ferree, "Gender Politics in the European Union"	21
Welcome New Members	25
Film Exhibit	26
C. Wright Mills Award	30
Book Exhibit Form	31
Annual Meeting Reservation Form	33-34
Hotel Reservation Form	35

My thanks also go to Susan Rose for her interesting article on actively engaging students in social problems-related education that interfaces college academics with social life in the larger community, and to Myra Marx Ferree for her important and insightful discussion of gender politics in the European Union.

I continue to welcome contributions from you in the form of essays, reviews or letters to the editor.

Stephen R. Couch, Editor

**RESULTS OF THE 2004 GENERAL ELECTION**

**President Elect (2004-2005); President (2005-2006): Claire M. Renzetti**  
**Vice-President Elect (2004-2005); Vice-President (2005-2006):**  
**Kimberly J. Cook**  
**Secretary (2004-2005): JoAnn L. Miller**  
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**Wendy Simonds**  
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**Committee on Committees (2004-2007): Michael A. Messner,**  
**A. Kathryn Stout**  
**Editorial and Publications Committee (2004-2007):**  
**Patricia Yancey Martin, James D. Orcutt**

**Bylaws Amendments: Approved**

## **FUTURE SSSP ANNUAL MEETINGS**

**August 13-15, 2004**  
**Cathedral Hill Hotel**  
**San Francisco, CA**

**August 12-14, 2005**  
**Crowne Plaza Hotel**  
**Philadelphia, PA**

**August 11-13, 2006**  
**Roosevelt Hotel**  
**New York, NY**

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**Visit the SSSP Homepage – <http://www.sssp1.org>**

We welcome essays, commentary and letters for consideration. Submissions by email or diskette given preference.  
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## FROM THE EXECUTIVE OFFICE TOM HOOD

Elizabeth Briant Lee and Alfred McClung Lee would be proud of the excellence of the public sociology project initiated by Robert Perrucci and brought to completion by the members of the Justice 21 Committee. You can see the pdf of the volume *Agenda for Social Justice: Solutions 2004* on the SSSP web site. This volume has been mailed to all members of Congress, state governors, the mayors of larger cities, national newspapers, and opinion-shaping policy centers. The divisions on Inequality, Social Control, and The Family contain a total of 11 fine articles representing our research and scholarly discussion of important issues facing our society. We commend the editors and contributors for the effort in producing a high quality volume. Read the articles and be active yourself in providing information to policy makers.

Kathleen Ferraro, her program committee members, and the special problems divisions have responded magnificently to the theme, "The Culture of Social Problems: Power, People, and History." Michele Koontz has completed the preliminary program and it appears on the web site and has been mailed to the members. In arranging the program, we noticed that we have the largest number of sessions (125) that we have had in some years. Plan to come to the Cathedral Hill Hotel in San Francisco to hear and see the results of this scholarship. Several performance sessions are scheduled as a part of the Annual Meeting Program. We will have the annual AIDS fundraiser and the awards banquet. This promises to be a memorable meeting. Don't miss it!!

The election results are in and appear elsewhere in this issue. Many thanks are due to all the candidates who agreed to stand for election. We very much appreciate your willingness to serve the Society. Special thanks and congratulations to those elected, we in the Executive Office look forward to working with you to make SSSP the best scholarly research organization that works "to promote and protect sociological research and teaching on significant problems of social life...and to foster cooperative relations among persons and organizations engaged in the application of scientific sociological findings to the formulation of social policies..."

The hard work of the Editorial and Publications Committee on recruiting and reviewing candidates for the next editor of SOCIAL PROBLEMS will conclude at the 2004 Annual Meeting. Leon Anderson has provided excellent leadership for the committee. Nancy Naples has worked with the Presidential Series. The expansion and success of these volumes promise to extend the influence of the fine work published in our journal. Jim Holstein has been a strong editor and we have received many favorable remarks about his timely and comprehensive work.

The auditors and the Budget, Finance, and Audit Committee confirm that we finished 2003 with greater assets at the end of the year than at the beginning. The Permanent Organization and Strategic Planning Committee visited the Executive Office and reviewed the relationship with the University of Tennessee and recommended a continuation. We appreciate the time and effort of both of these committees. This has been a memorable year. We appreciate the work of all members of the organization. Now let us have a great meeting in San Francisco to celebrate our accomplishments and set new goals for the organization.

**Tom Hood – Executive Officer**

## Call for Papers

### Special Section of *SOCIAL PROBLEMS*:

# *Institutional Ethnography*

The Society for the Study of Social Problems has recently inaugurated a new Special Problems Division: *Institutional Ethnography*. *Social Problems* is now soliciting empirical research papers for a special section devoted to *institutional ethnography* as a distinctive mode of empirical inquiry. Institutional ethnography investigates linkages among local settings of everyday life, organizations, and translocal processes of administration and governance. These linkages constitute a complex field of coordination and control that can be identified as “ruling relations.” Combining theory and method, *institutional ethnography* examines connections among the sites and situations of everyday life, professional practice, and public policy making. Such connections are accomplished primarily through what might be called “textually-mediated social organization.”

Papers submitted for the special section should be explicitly grounded in the institutional ethnography perspective and should clearly describe how this perspective is embodied in the research that is reported. Topics may include the wide variety of issues that have traditionally fallen under the social problems rubric as exemplified in the journal. Submissions should offer significant empirical findings and important theoretical contributions of interest to a general audience.

All submissions will be subject to peer review, using standards and procedures typically employed at *Social Problems*. Manuscripts should conform to *Social Problems* format. Please mention in a cover letter your interest in appearing in the special section. Submissions will be considered until **September 1, 2004**, or until the section is filled. Please send five (5) hard copies of manuscripts plus an electronic file on disk to:

### *Social Problems*

Social & Cultural Sciences, Lalumiere Hall 340  
Marquette University, 526 N. 14<sup>th</sup> St.  
P.O. Box 1881, Milwaukee, WI 53201-1881

**Call for Papers**  
**Special Section of *SOCIAL PROBLEMS*:**  
***Language, Interaction***  
***and Social Problems***

*Social Problems* is soliciting theoretically grounded empirical research papers for a special thematic section on *Language, Interaction, and Social Problems*.

In 1988, *Social Problems* published a special issue on similar topics. The special section seeks to revisit this distinctive empirical and analytic arena, in search of new developments over the intervening years. Language and interaction provide the scaffolding upon which social problems rest. Social phenomena such as conflict, diversity, domination, troubles, deviance, change, and inequality—just to name a very few—can all be understood in terms of the narratives, rhetorics, vernacular resources, conversational practices and structures through which these phenomena are recognizably organized. The special section seeks papers that self-consciously analyze talk, interaction, and language use as constituents of the interaction order. The propositions derived from such studies provide the bases for understanding social organization generally, which, in turn, have implications for the study of social problems more specifically.

Papers for the special section should explicitly engage the analysis of talk and interaction in the realm of social problems. This may include (but should not be confined to) studies drawing upon ethnomethodology, conversation analysis, discourse analysis, sociolinguistics, symbolic interactionism, narrative analysis, social constructionism, institutional ethnography, and other perspectives sensitive to the workings of the interaction order. Substantive topics may include a wide variety of issues, as long as some connection to the study of social problems remains evident. Submissions should offer significant empirical findings and important theoretical contributions of interest to a general audience. For examples of topics and approaches appropriate for submission, please consult the 1988 special issue of *Social Problems* (v. 35, n. 4).

All submissions will be subject to peer review, using standards and procedures typically employed at *Social Problems*. Manuscripts should conform to *Social Problems* format. Please mention in a cover letter your interest in appearing in the special section. Submissions will be considered until **September 1, 2004**, or until the section is filled. Please send five (5) hard copies of manuscripts plus an electronic file on disk to:

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P.O. Box 1881, Milwaukee, WI 53201-1881

## CALL FOR PAPERS–Publications

*Research in the Sociology of Work*: a special issue on “Power, Inequality, and Workplace Participation,” (publication date early 2006). This volume will analyze the character and implications of workplace participation. Topics could include: the gendered and racialized processes and outcomes associated with participation programs; barriers to greater participation of people of color, white women, and working-class people; a genealogy of theories about participation over the course of industrial and postindustrial society; international, cross-cultural studies; the meanings that workers attach to opportunities for involvement in the workplace in a variety of work sites; participation and consent in alternative organizations such as cooperatives and collectives, and theoretical treatments that bring new insights to the topic. Methodologically pluralist and concerned less with specific productivity effects of worker participation, this volume will highlight its social-structural, cultural, and meta-theoretical dimensions. Submit contributions by April 29, 2005 to Vicki Smith, Department of Sociology, University of California, Davis, CA 95616; email Smith at ([vasmith@ucdavis.edu](mailto:vasmith@ucdavis.edu)) with questions, abstracts, and proposals.

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## Special Guest-Edited Issue of Race & Society

The issue of race in the United States is all too often dichotomized, examining White people versus all or individual groups of color. Missing from this discourse is an analysis that examines experiences across multiple racial/ethnic minority groups. Though differences need to be explored and respected, much can be learned by researching commonalities. This special issue of Race & Society will move forward a discussion of race in the United States by examining oppression across multiple racial/ethnic groups.

To that end, we seek papers that will examine this issue from a variety of disciplines (e.g. social sciences and the humanities) and methodological perspectives (qualitative, quantitative, etc.). For more information on manuscript preparation, please consult the official website of the journal <[http://www.blacksociologists.org/Publications/ABS\\_Journal/abs\\_journal.html](http://www.blacksociologists.org/Publications/ABS_Journal/abs_journal.html)>.

Manuscripts should be submitted in quadruplicate by July 15 to:

Prof. Juan Battle  
Dept. of Sociology  
CUNY – Graduate Center  
365 Fifth Ave.  
New York, NY 10016  
[jbattle@hunter.cuny.edu](mailto:jbattle@hunter.cuny.edu)

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## 2004 AKD GRADUATE STUDENT PAPER COMPETITION

Each year Alpha Kappa Delta sponsors a graduate student paper competition. Alpha Kappa Delta welcomes submissions from graduate students who are members of the Society, whether or not they are involved in AKD chapter activities. The deadline for submissions to the competition is June 15, 2004. Please contact A. Javier Trevino at <[jtrevino@wheatonma.edu](mailto:jtrevino@wheatonma.edu)> for more information. Also please visit the AKD website at <http://www.alpha-kappa-delta.org/akdstud.htm> for the requirements.

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### ATTENTION: MEETING PARTICIPANTS, STUDENTS, AND NEW MEMBERS:

Never been to a SSSP meeting before? No worries! Last year at the meetings, we offered a mentoring program for new members and graduate students and it was met with much success. I am sure you know the scenario: sometimes you'll meet someone at the meetings and wind up learning the ropes from them, but sometimes this can be awkward and difficult. Tempting as that awkwardness is, why not just get that out of the way and sign up for a meeting mentor? This person will help you find your way and introduce you to people they know. You won't be attached to them all weekend; they will just serve as a connector for the meetings. They are your very own "in" to the meetings!

If you are a meeting veteran, would you be willing to help a graduate student or new faculty member out at the meetings as a mentor? Remember those awkward days when you were trying to meet people? Sure, we all go to the meetings to catch up with old friends and chat and work. This will just add a fresh perspective to some of those conversations, having lunch with someone new, and showing off all your spectacular contacts and friends. Whether you are a faculty member or a graduate student, you always have something to offer to someone new!

Whether you are an old hand or a newcomer (however you want to define that), please email your contact information (name, affiliation, address, email, and interest areas) before July 1 to Dr. Kathryn J. Fox, Chair, Lee Student Support Fund Committee ([kfox@uvm.edu](mailto:kfox@uvm.edu)). Please indicate whether you're a newcomer or a returning SSSP member. See you in San Francisco!

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## 2004 CALL FOR RESOLUTIONS FROM THE MEMBERSHIP

SSSP resolutions constitute an important opportunity for our scholar-activist membership to publicly declare their sentiments, thereby creating a channel for greater visibility and more direct influence upon a variety of "publics," i.e., fellow activists, scholars, students, decision-makers, social action groups, voters, and others. Thus, as Vice-President this year, I am calling on the membership to submit resolutions for discussion, debate, and in some cases, passage. To do so, simply forward your resolution or your idea for a resolution to the appropriate SSSP Division Chair. When doing so, remember that proposed resolutions can serve as useful discussion points for SSSP members, helping to increase and enhance communication and activities during the long period between annual meetings.

Resolutions that are submitted to Division Chairs should contain a concise position statement concerning a social problem of urgent concern to the Division. In most cases, the resolution should include some sort of call for viable action on the part of the SSSP. This typically has involved a letter from the Board directed to some public entity, expressing concern, support, or protest. Feel free, however, to propose other forms of appropriate action.

It is the SSSP Vice-President's responsibility to serve as the facilitator for resolutions being sponsored by the Divisions as well as from individual Society members, making them available to the membership at the annual business meeting. This year in San Francisco, the resolutions process will be organized in a manner that promotes wider discussion prior to formal consideration at the 2004 Business Meeting. The process is as follows:

- On the first day of the meetings an open forum of discussion will be held, which is designed to encourage a political discussion of concerned members. At this meeting, each proposed resolution should be presented for membership discussion by the sponsoring Division's Chairperson (or designated representative) and adequate time for discussion will be properly allotted to each. To facilitate this process, all proposed resolutions should be made available to the SSSP Vice-President well in advance of the meetings such that the membership can be provided a print copy with their registration packet.
- Modifications and revisions will be considered during the open discussion forum that will meet in place of the annual meeting of the Resolutions Committee. All Division Chairs should plan to participate in this session or designate a proxy from their division if unable to attend. It is *essential* that someone be present who can speak to the substance of the proposed resolution.
- During the 2004 Annual Business meeting, the resolutions will be presented (including any modifications or revisions) by the Vice-President as a package for approval for action by the attending membership. The membership will vote on proposed resolutions that were discussed and revised on the first day of the meeting. Experience shows that the Annual Business meeting fails to provide sufficient time for a detailed discussion of resolutions. If objections from the floor are raised to any specific resolution at this year's Business meeting, that resolution can, by majority vote of those present, be singled out from the package, and voted on separately. Those present can either support the resolution for approval as proposed or decide to table the resolution for further discussion at the subsequent year's annual meeting.
- We will attempt to make approved resolutions immediately available to the press. In addition, all approved resolutions will be submitted for publication in the Fall issue of the *SSSP Forum: The SSSP Newsletter*.

Members who wish to propose resolutions for consideration of the SSSP should submit them to a Division Chairperson (see <http://www.sssp1.org> for current contact information) or directly to the SSSP Vice-President at [jenness@uci.edu](mailto:jenness@uci.edu). I look forward to hearing your ideas.

**Valerie Jenness, SSSP Vice-President 2003-2004**



## Engaging Students in the Field

Susan D. Rose

How do we engage students meaningfully and substantively in learning, encouraging them to develop the inter-cultural awareness, knowledge, and skills that will prepare them for citizenship in our increasingly diverse society and world? I teach at Dickinson College, a small, highly selective, liberal arts school that is historically white, and remains predominantly so. The challenge for us is how to engage primarily white students in meaningful dialogues about diversity, even as we work actively to diversify the student and faculty body. While there is much work to be done, one of the most effective ways we have found of doing this, is to engage students in collaborative fieldwork with diverse communities.

We have developed a number of models that are working effectively within the classroom, and across the academic, co-curricular, and student-life arenas of the college and the larger community. The American and Global Mosaic programs have brought diverse groups of students together with residents and workers in communities both close to home (Steelton and Adams County, Pennsylvania) and those far away - Comodoro Rivadavia in Patagonia, Argentina and Michoacán, México. In each case, students and faculty worked in research teams with community members to collect oral histories, organize archival data, and analyze census and socio-economic data that reveal the origins and continuing development of these communities.

During the spring of 1996 and again in 2001, some 25 students and 3 faculty from Dickinson College came together with students, teachers, workers, local business people, and residents of Steelton, PA to explore questions of mutual interest: how does one make a living, raise a family, negotiate school, sustain faith, and relate to others in the mid-1990s in a small town in America? Some students worked in the mill or union, others in the schools mentoring elementary and high school students who then collected some of their own local and family histories. Others spent time in the churches and social clubs, interviewing Croation parishioners, or helping at the Midlands Cemetery, an African-American Cemetery that dates back to the Revolutionary War. While we focused on the impact of deindustrialization on the community in the first Mosaic, interviewing a wide range of people from some of the 33 self-identified ethnic groups in the area, in the five-year follow-up, we focused on multi-generational life histories with members of the African-American community.

All of our students' course work for those semesters was done in the context of the American Mosaic - each student took 4 course credits. To prepare our students for fieldwork, we spent the first six weeks on campus studying Political Economy, Memoir and Narrative, and Community Studies and Ethnography; the next 7 weeks we engaged in intensive fieldwork in Steelton, PA. Steelton, one of the first steel mill towns in the United States, drew a diverse workforce from Europe and African-Americans from the South to work in the steel mill in the late 1800s and early 1900s.

Through the course of the semester, we all became much more appreciative of the dialogic nature of the interview process, and the importance of being aware of and valuing our own stories if we were to be effective listeners, recorders, and interpreters of others' stories. "What we learned," wrote one student from the Mosaic project, "from collecting oral histories in a steel mill town undergoing massive deindustrialization were the ways in which those understandings interacted with our own experiences of work, community, family, religious life, and racial and ethnic diversity." These interactions are well illustrated by Jamie Metzinger's work interviewing steelworkers and her reflections upon growing up working-class in a coal mining town in Pennsylvania. In her proposal at the beginning of the semester Jamie wrote about the value of doing oral histories as a method of recording the lives of real people, or in the words of Paul Thompson, recognizing "the extraordinary lives of ordinary people." She quotes Slim and Thompson: "Listening to individual testimonies gives the researcher access to the views and experiences of more marginalized groups, such as the elderly, women, ethnic minorities, children." And Jamie continues,

*Often we find that these hidden voices are the most important of all. Rarely are we, as students, taught about the true hardships of the working class, or the ethnic and religious struggles that are occurring in our own communities, or the battles that each child living in poverty fights each day to get a simple education. Reflections of our own lives as a member of a certain economic class, race, gender, and religion are only possible when we are able to experience those communities which we are not a part of.*

By Jamie's own account, she spent her freshman year at college, "trying to pass." "I drank a lot. I guess, to drown the pain." Through the Mosaic, Jamie was able to find a place where she could not only listen to others' stories of hardship and perseverance; she was able to acknowledge and share her own. At the end of the semester, Jamie wrote in the conclusion to her memoir:

*I am a living, breathing product of the working class...*

*After fifteen years of hard labor in the battery factory, my father's employer, Prestolite Battery, shut down. Suddenly there were no grimy stickers laying on the front seat of his Chevy truck for me to put on my book covers. No acid-stained rancid-smelling work clothes that had to be washed at the Laundromat. No job. No benefits. Little money and three children to feed and clothe.*

With a strong record of excellent global education programs, Dickinson was less effective in confronting issues of domestic diversity at home. In order to focus on inter-cultural education and communication - both across and within nations - we continued to develop the Mosaic programs (a comparative study of trans-Atlantic migration to Steelton and Patagonia, Argentina, and a program working with Mexican migrant workers and their families in Adams County, Pennsylvania and Michoacán, México. See [www.dickinson.edu/departments/amos](http://www.dickinson.edu/departments/amos) and <http://deila.dickinson.edu/patagonia>. And new programs, such as "Crossing Borders," have envisioned a series of crossings: personal, institutional, disciplinary, linguistic, regional, national, and international. "Crossing Borders" has brought together up to 20 students from Dickinson College (a PWI), Spelman, Dillard, and Xavier University (all HBCUs) to spend four weeks in the summer in Cameroon, West Africa. Students then return to Dickinson College for the fall semester to continue their studies of African diaspora, the Middle Passage, the Great Migration, memory and representation, and race and ethnic relations and community building in contemporary America. At Dickinson, all of the students take a Crossing Borders course together in addition to three additional courses of their own choosing. In the spring semester, students study either at Spelman or Xavier. Thus, the program works with the intersections of international and domestic diversity as students experience a variety of border crossings, both within their group, between them as Americans and Cameroonians, and then as they return to the PWI and HBCU campuses.

*Throughout this semester, I have been confronted with many concepts and realities that have taken me to the far border of my knowledge and personal experience, and then beyond." I have been forced to think of myself, others, and my country in a much more objective, encompassing and analytical way. But the most difficult part has been sorting out where I come from and.... where I will go (Andrea, white female Dickinson student).*

In the context of Cameroon, all of the students - be they black or white - soon discovered that they were seen as "American." While this produced no cognitive dissonance for the white students, it did challenge the personal and national identities, and world views, of the African-American students in profound ways. Jamie declared:

*I had never, ever once in my life thought that I was American. I never say that I'm American. Even when I identify myself as African-American, [the] American [part] doesn't add to it. So when we got there, we're filling out the forms for the hotels and we're like, "Nationality" - what do we put here? (African-American student from Xavier University).*

*Reflecting on how it's changed me... I'm thinking about who I was before. You know, I knew everything. "If you're black, this is how you act, if you're white, this is how you act." Of course there's a few exceptions to the rules, but you know, basically this is how we are. How we is. Going to Cameroon, you know, bein' around black people who – didn't act the way that we act... has taught me a lot. A lot! I also remember when we were signing ID papers, like when we registered for a hotel room and there was a part that was like, "Nationality." I'm like – "Okay"... I turned to somebody (and) asked them: "Okay, well... Are we black, or – are we black American, or are we Americans, or – do we say African-American, or do we say 'African...kind of?'" (Val, African-American student from Dickinson).*

My colleagues and I have discovered that through these field work and interview projects, students become more responsible *to* and *for* their work. Because they have come to know the people whom they are interviewing, they tend to have a vested interest in doing well - in doing justice to the people and communities who shared with them their stories and perspectives. This does not mean that they remain uncritical or unquestioning, but that they take care to represent and contextualize as best they can the issues and the people about whom they are writing. We have found a greater tendency to do drafts and revisions in order to "get it right" and a greater sensitivity to both tone and accuracy for they know that others are likely to read or view their work.

Such a process can work with individual courses or with more complex ones like the Mosaic model. In teaching Qualitative Methods for many years, I have alternated between advising individually-tailored projects which students design and carry out individually, to small group projects, to class projects. The advantages of the individually tailored projects is that students take responsibility for formulating important, significant questions, designing their own research, and carrying it out. They are able to pursue what is important to them individually. In the early stages of the class, we read a number of ethnographies and qualitative research articles which they report on. This starts as a hands-on library project and then evolves into class discussion. This familiarizes the students with the Sociology and Anthropology journals, the kinds of questions being asked and the kinds of research being done in the field, and stimulates their thinking about what they are interested in pursuing for their research. Their work then builds upon former research - it may challenge it, replicate it, or add to it. In the process, they are called to critique various research designs, methods, and writing styles.

The class that focuses on small group projects is similar though more collaborative and it has the advantage of the groups being able to enlarge and broaden their sample or to come at a question or issue from various perspectives. The small groups must come up with their own questions, research design, timetable, etc. With the class project, a number of issues are already decided - the focus of the research project is already established and many of the logistics already worked out, though as the following examples will show, there is still plenty of room and need for improvisation, creativity, and flexibility. Moreover, the class project can have a major impact as was the case when the Qualitative Methods and Quantitative Data Analysis classes undertook a Multi Cultural Campus Climate Study. The students designed, conducted, analyzed, and presented their research and the resulting document has been used by the college in its self-studies, outside evaluations, and in the development of a strategic plan. The students were not only empowered; they became much more aware, better educated, better trained researchers and advocates.

In all three of these cases, students knew they were engaged in *real* research - in research that mattered. In the process of working collaboratively on projects of mutual interest, students were studying not only an issue or community, they were interacting with others in ways that challenged their understanding of themselves and their world(s). As Isabelle Gunning called for in her essay, "Arrogant Perception, World-Traveling and Multicultural Feminism, they became aware that they were often different from others but not so dissimilar. It also became clear that the perceived homogeneity of Dickinson students was an illusion fueled by a lack of knowledge about one another's experiences and backgrounds.

Whether on or off-campus, at Dickinson or in Patagonia or Cameroon, the research benefited from Isabelle

Gunning's model for "World Traveling." She suggests that in order to deal with culturally challenging practices, such as female genital mutilation, or other forms of child abuse - be it racism, poverty, violence, abuse - one needs to:

1. Be clear about the boundaries and ramification of one's own will and interests, i.e., understand one's own historical context;
2. Understand how as an outsider one impacts on the "other's" world and is perceived by the "other," i.e., see yourself as the other woman might see you; and
3. Recognize the complexities of the life and circumstances of the other... and how the other sees her world and her self through her eyes (Gunning 194).

This is radical pedagogy that works. Rather than discussions of race eclipsing those of class, we have found that authentic conversations about race and ethnicity have the potential to open up those about class. In trying to figure out what is going on in the communities with which they are working and among themselves, and what the sources and negotiation of conflict and cooperation are, students and faculty begin to analyze their own worlds, their own prides and prejudices - they begin, at least in a modest way "to work the hyphens" (Fine).

As Italian oral historian Allesandro Portelli puts it, "The inter- view is a 'mutual sighting.' So too is the faculty-student relationship. As teachers, we need to come to know ourselves and our students better in order that together we may explore the world we live in - and work towards making it a more just place. This isn't an easy job - but it is an exhilarating one.

Gunning, Isabelle. "Arrogant Perception, World-Traveling and Multicultural Feminism." *Columbia Human Rights Law Review*, Vol. 23, 1991-92:189-247.

Fine, Michelle. "Working the Hyphens: Reinventing the Self and Other in Qualitative Research." in Norman Denzin and Yvonna Lincoln. *Handbook of Qualitative Research*, Thousand Oaks, CA: Sage, 1994: 70-82.



*SUPPORT SCHOLARSHIP  
IN THE PURSUIT OF  
SOCIAL JUSTICE*

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## **OBITUARY— PAUL BURLEIGH HORTON, 1916 – 2003**

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Dr. Paul Burleigh Horton was one of the most widely known sociologists to students on college campuses for almost half a century, accomplished by the widespread adoption and use of his Introductory textbooks on sociology.

Dr. Horton died on October 11, 2003 at the age of 86 in Sun City, Arizona from complications due to Alzheimer's disease. As a child he was a product of "small town America," living in Rootstown, Ohio. He graduated with "Highest Distinction" from Kent State University in Kent, Ohio, and received a fellowship for graduate work at Duke University. In 1949 he received his PhD in Sociology from Ohio State University. He taught at Butler University in Indianapolis, Indiana and Western Michigan University in Kalamazoo, Michigan. In 1960, on the 50<sup>th</sup> anniversary of the establishment of Kent State University, he was honored as one of the 12 most distinguished scholars of the College of Arts and Sciences. He retired from Western Michigan University in 1978 and moved to Sun City, Arizona in 1980.

Dr. Horton was a member of the Department of Sociology at Western Michigan University for more than 33 years, and was probably the best-known sociologist on the faculty. He was the author of six college level textbooks; chief of which is the *Sociology of Social Problems* (with Dr. Gerald Leslie) published by Prentice Hall. The text was first published in 1955, and was the first major college textbook in the field to address the subject of social problems. HE is perhaps best remembered as the first sociologist to integrate three conceptual approaches to the study of social problems (social disorganization, value conflict, and personal deviation). Most current social problems textbooks still present a similar approach today. The text achieved 12 editions and is still in print, which represents the longest printing and most distributed text in American sociology. In 1965 he published *Introductory Sociology* (co-authored by Dr. Chester Hunt); which was published by McGraw Hill. The introductory sociology text has been translated into Japanese, Spanish, Portuguese, and Indonesian, and also was one of the most widely used textbooks on sociology for 30 years. Dr. Horton also authored or co-authored four other textbooks in basic sociology, which were also widely used for 20 years.

In addition to the writing of textbooks, Paul was a dedicated member of the faculty of Western Michigan University. When a chapter of the AAUP was established he became its first president. He was a strong supported or the Michigan Sociological Association, which is one of the few state sociological associations that continue to actively function today. He also spent an enormous amount of time working in the community (particularly with Planned Parenthood), applying the principles of sociological practice.

He was also a member of the American Sociological Association, the Society for Social Problems, the American Association of University Professors, the National Education Association, the Alumni Association of Kent State and Ohio State Universities, the President's Circle of Western Michigan University and Crown of Life Lutheran Church in Sun City, Arizona.

*Drs. Robert Horton, Donald Bouma, and Tom Van Valey, Western Michigan University*



## **Convergences and Divergences: Points of View on Social Problems**



### **Current Topics in Environmental Sociology The Researcher and the Subject: Environmental Sociology Re-Examined**

**Series Editor, Erin E. Robinson, Ph.D.  
Department of Sociology  
Canisius College, Buffalo, NY**

Because environmental sociology is so varied and there are many perspectives to consider, it has been difficult for me to develop a starting point that ties these pieces together. I put out invitations for submissions and was greeted with excellent ideas. The first piece addresses the many perspectives that exist in environmental sociology. The author argues that we need to incorporate these views to walk away with a fuller picture of what is happening in our field. The second piece calls for an inclusion of animal studies in environmental sociology and the implications of not including this type of work in our discipline. Each author brings important messages for environmental sociologists. We need to be able to acknowledge that different interpretations of issues exist. It is what we do with that knowledge that is the interesting next step for research. We cannot simply look at one side of the story and assume that the story has been told. As the first author argues, it is important to “feel the elephant” and consider the multi-faceted perspectives that sociology holds. We need to consider non-human aspects of nature as well, specifically how our actions impact their survival.

I decided to write something that I hope ties these submissions together, as well as offers insight into some current research topics in environmental sociology. When I was asked to coordinate the environmental pieces for this series, I was nine months pregnant. Never has the environment so consumed my thoughts. With my senses on overload, every smell became more potent. Everyday I thought about the factories that I was driving past along the Niagara River. I could not shake the questions: Is this harming me and my baby? And what is it doing to the natural environment and other animal life? I began to think, it isn't just me, but everyone and everything who is exposed to these smells and substances is at some kind of risk.

I was teaching environmental sociology at the time and would bring these thoughts and nuances to class for discussion. For the most part, students agreed, (some giggled at the ravings of an environmentally sensitive pregnant woman) and acknowledged the fact that we were unaware of the extent of environmental risk that we are exposed to everyday. We began to focus our discussion of risk on contaminated communities. We talked about Love Canal and other local Western New York communities. We analyzed strategies for activism considering the actions of Lois Gibbs, Greenpeace, and others involved in social movement participation. However, at the end of our discussion, we were still left with the questions: How do we really know what is dangerous? And how do we stop it?

At this point in the semester, I arranged a “Toxic Tour.” I invited students to visit some of Western New York's “environmental hot spots.” This semester we decided to visit Love Canal and Hickory Woods (a neighborhood in the throws of fighting for relocation due to contaminated soil). Both communities are subjects of my previous research. I wanted to see their perspectives on these areas, aside from my own as a researcher. Students were amazed to see Love Canal bustling with neighborhood activities. Homeowners were mowing their lawns and gardening with a vacant, fenced in field merely 100 feet away. Onlookers are nothing new for the current residents of Love Canal. They have gotten used to visitors since the neighborhood was rehabilitated starting in the late 1980s. So used to it that they have put up a sign upon entering the community that reads, “Welcome to Black Creek Village.” Over the years whenever a new idea for development was introduced for the neighborhood, such as a museum or official visitors center, it has been rejected. I have seen residents interviewed by the local news and many believe

that changing the name erases some of the stigma of the former Love Canal community. Needless to say, they oppose any development of a museum or visitors center that would make Love Canal a permanent name and symbol in the community. Does changing the name make the problem disappear? For these residents it does. They are happy in their homes and believe that the site no longer poses any risk.

After our visit to Love Canal, we headed down the thruway, along the Niagara River, to a community in South Buffalo. This community has a history eerily similar to Love Canal. The homes built here were part of a subsidized redevelopment project for the city of Buffalo. However, the land was the former industrial site for LTV Republic Steel and Donna Hanner Coke, Inc. The city built 60 new homes without completing thorough environmental testing of the land. Residents did not think there was a problem until years later when strange sediment and ash were discovered while contractors were digging the foundation of another new home. Environmental tests were done and concluded that the soil was contaminated with lead and polycyclic aromatic hydrocarbons (PAHs). From that point on, the neighborhood has been engaged in a struggle for thorough environmental testing and ultimately the relocation of residents who want to leave the neighborhood.

Students were very interested to see this neighborhood, because again, even though they knew that the soil was dangerous, this community looked like another in Western New York. They didn't understand why if there was evidence that a problem exists, action wasn't being taken to reconcile the problem. They asked- "if we know that PAH is a known carcinogen, and it is found in the soil of this neighborhood, why can't we reason that the neighborhood is dangerous?" Despite the numerous instances of cancer in the community, the health department as yet to conclude that this neighborhood is any more at risk than other Western New York (WNY) communities. They claim that the cancer rate is not significant because it is not higher than rates in other WNY areas. My students asked, "shouldn't we be looking at why cancer rates in other WNY areas are high instead of just assuming there isn't a problem because the rates are similar?"

In a related instance, I received a note in my mailbox from the health department saying that my zip code was included in a cancer study. The health department analyzed cancer rates to see if there was any association between prevalence of breast, prostate, and thyroid cancer and the location of former nuclear waste from the Manhattan Project tests. Interestingly, their results concluded that they zip codes surrounding the facility in question contained higher than average cancer rates than those in other WNY communities. They concluded that the difference was statistically significant enough to say that yes, there is a problem here. However, they have decided to begin a ten-year research study, narrowing the geographic study area, *to be sure* of their results. They have not, however, made any recommendations about the facility housing the nuclear waste in the community.

This is where I begin to question myself and my research in environmental sociology. Where do we go with the information we recover? The health department acknowledges a significant correlation and their response is to perform another study instead of acting on behalf of the community by recommending that the facility be cleaned up. I question the usefulness of this type of science in acknowledging and reconciling risk. We are still leaving communities at risk, even when the risk is seen and acknowledged. My research has pointed out how residents mobilize and frame the issue they are confronted with. I have also looked into how risk is framed from stakeholders. I am left wondering how it has forwarded the thinking of how to resolve the problem. The precautionary principle is rarely adapted by state and local agencies who are ultimately in control of a community's fate. How do we move forward with this thinking? Is it even the role of a researcher to recommend that, or to simply point it out? How do we reconcile our role as researchers and advocates? If our research doesn't address social policy or change is it still important? Or is it simply research for research's sake?

How do we maintain a balance between our role as advocates and researchers? As environmental sociologists, what should we include in our research agenda? The following entries are an attempt to address some of these and other perspectives and to call into question the paradigms of environmental sociology.

**Feeling the Elephant:  
Why We Need Diverse Perspectives in Environmental Sociology**

**Valerie J. Gunter, Ph.D.  
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The field of environmental sociology has been intricately connected with pragmatic concerns of policy and social change from its founding. This real-world focus can be seen in some of the earliest works in the area, including Dunlap and Catton's (1980) human exemptionalist paradigm and Catton's *Overshoot* thesis (1980). The impending sense of scarcity and ecological collapse present in these works, themes initially sounded as the contemporary environmental movement began to pick up steam in the 1960s, provide a clear sense of the pressing need for action (Burningham and Cooper 1999).

In the ensuing years the number and magnitude of threats have multiplied, and include now the possibility of global catastrophe (Giddens 2000) as well as an ever-expanding knowledge base about the myriad of complex linkages between environmental conditions and human health (Kroll-Smith, Brown and Gunter 2000). Over the last several decades environmental vulnerability has secured a well-established place on the list of social justice concerns, not only with respect to the distribution of pollution and hazard facilities in this country (Roberts and Toffolon-Weiss 2001) but also in terms of resource degradation and economic marginality in the developing world (Roucheleau, Thomas-Slayter and Wangari 1996). As these few observations show, there are ample opportunities available for those who want to spend their energies working for a more just and sustainable world. For environmental sociologists, this can mean bringing their own expertise to bear on the side of those fighting against oppression and the ravages of global capitalism.

Set against this activists' orientation is the more detached approach of social constructionism. Gusfield (1984) has admonished those who undertake this form of analysis to remain "on the side" of controversies, examining the process of claimsmaking rather than championing the moral or empirical superiority of any particular set of claims. Those who undertake such an apparently uncommitted approach to controversy run the risk of having their environmentalist and progressive credentials questioned, as seen, for example, in the work of Benton (1994). Yet contained within the very logic of ecological thinking lies the seed of a much more complex vision, one that begins with an appreciation of the value of diversity within environmental sociology (cf., Giddens 1994; Kroll-Smith, Gunter and Laska 2000). While such a call is meant to be sweeping in scope, I will make a particular plea for the potential contributions of social constructionism, since this is the analytic framework I most often use.

Environmental sociologists conduct policy-oriented work within the context of broader institutional arrangements which shape and condition and channel their behaviors. Especially pertinent here are the spheres of science and the legal system, both of which are couched within an adversarial paradigm. If science is called upon to produce isomorphic representations of reality, then there can be only one true accounting. If courts and legislators are designed to generate decisions and policies that resolve the question of who gets what, when, and where, then these decisions will produce winners and loser. In the academy, much scholarly energy is expended on competitions over who can lay claim to having that one correct theoretical perspective, methodological technique, or epistemological grounding, with the nature of the reward system reinforcing staunch defense of one's turf. In the political arena, the rules of engagement favor those willing to adopt an absolutist stance. Alluding to qualifications or complexities, for example, pointing out the existence of some community which actually wants to host a hazardous treatment facility, only provides fuel for the opposition's case.

As sociologists we are caught up in the conundrum of these arrangements. Addressing the pressing needs of real people with real problems requires not only that we play the game set out by these institutions, but that we do so



with some degree of finesse. Yet in the very act of doing this we help perpetuate social structures that are deeply antithetical to an ecological understanding of the world.

Drawing on the work of Anthony Giddens (1994), I will briefly mention three senses in which this is the case. First, one of the key and resounding themes of environmentalism has been to inculcate a deep and profound reverence for the extraordinary complexity of the world in which we live. A second central theme has been a call for humility in assessing our species' ability to understand and control the world. Third, and stemming directly from the first two, is the acceptance that we always act with imperfect and impartial knowledge, and because of this our actions will produce unintended consequences. Rachel Carson's *Silent Spring*, one of the most influential clarion calls to an environmental sensibility, is an elegant and powerful conveyer of this message.

As a discipline, we need to step beyond the confines of the institutions in which we work and find ways to embrace the implications of these insights. As a starting place, I would argue the guiding metaphor we need to use is not that of an adversarial engagement between competing claims for truth but that of the Indian tale of the blind men feeling the elephant. To state this somewhat differently, when we begin from a position that recognizes our own limitations, this readily leads us to embrace a fourth ecological principle: the need to celebrate and support diversity.

There is no single "right" way for environmental sociologists to do things. The task that lies before us is tremendous, and we need all of the assistance we can get and all of the tools we can bring to bear. We need people who work on the forefront of change, and we need people who stand apart from the fray – not because this makes them any more "objective," but because it is a standpoint which provides a different view. We need to feel our collective ways around as many parts of the elephant as we can, and to find a way to live with the ambiguity such cacophonous discord will yield. We need to open ourselves up to the cognitive challenge of the Other, even when that Other is the colleague two doors down the hall.

The constructionist work that I do is not geared toward championing causes, no matter how worthy, and because of this I suspect very little of my own deep commitment to environmental and progressive agendas is apparent in my published work. Sometimes I feel like I need to apologize because I am not out there in the trenches fighting the good fight. Yet the work I do needs to be done, even if it does not constitute the entire universe of work we need to be doing. Polluted and degraded environments create very real hardships and suffering, yet the actions we undertake when we battle these conditions are more expansive than their original intent. Those involved in the hard work of social activism pursue strategies; which get them closer to their goals, resulting in a very understandable focus on the immediacy of their particular struggle. Yet we need to understand that every action undertaken simultaneously plays out in a broader arena, a cultural space of meta-action where we inscribe the broad categories of claims and tactics that are permissible.

If we do not want our actions to set precedents that come back and bite us, then we need environmental sociologists who explore this space. Social constructionism is particularly well-suited for this task. So let me tell you about my piece of the elephant, and let us contemplate together what new insights we have about the world.

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### **Why the Animal Question is Relevant for Environmental Sociologists: The Case of Industrialization and the Agribusiness Boom**

**Lisa Anne Zilney, Ph.D.  
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The role of nonhuman animals has been obscured from academic pursuits, by using Weber's rationality thesis and the case of industrialized agribusiness, this work will argue for the inclusion of the 'animal question' into environmental sociology. In 1979, Dunlap & Catton noted the failure of sociology to include ecological or biophysical variables as determinants of social processes, attributing this to the historical formation of sociology as a distinct discipline of inquiry. Disciplinary boundary efforts required early theorists to disentangle sociological processes from biological and geographic processes, giving rise to the Durkheimian insistence that social facts must be explained by other social facts. This is revealed in the definition of 'environment' that in sociology speaks to social and cultural influences, not physical surroundings as understood by larger society. By limiting the selection of variables and institutionalizing the Durkheimian sensibility toward social facts, sociologists fail to recognize the paradigmatic potential in early works inclusive of environmental factors, and fail to include important present day environmental works under the rubric of sociology.

Many years later, Gramling & Freudenburg (1996) contended that environmental sociologists need to broaden the analysis of the connections between human activities, especially economic activities, and components of the physical environment to improve understanding of the nature, causes, and extent of the connections. While environmental sociology theoretically includes the reciprocal influences between the environment and larger society, researchers have rarely shown much interest in the flora and fauna of the social worlds they have studied. In the 21<sup>st</sup> century, linkages between human and nonhuman animals have increased in academic prominence and have slowly begun to infiltrate sociology, which now seeks to escape the rigid boundaries between human and animal societies. This interest has not occurred to any great degree within environmental sociology.

Weber asserts that rational systems inevitably lead to a series of irrationalities, and this notion is epitomized in agribusiness and its relationship to the commercial pet food industry. I argue that the rise of agribusiness and its emergence alongside a humanization of domestic pets in westernized nations is not a coincidence, but that agribusiness aids in fueling this ideology for financial benefit. The emergence and facilitation of the pet food industry and the global consumption of animals must therefore be understood against the political-economic backdrop of the activities of agribusiness and the global meat-eating ethos. Though upheld as rational, agribusiness and its link to the commercial pet food industry have become a system in which rationality has become irrational,

trapping both human and nonhuman animals in the iron cage of rationality from which the possibility of escape is ever-dwindling.

To understand the early history of humans is to understand our early relationship to other species, and its impact on population expansion, accumulation of wealth, and the benefits of civilization itself. What are today considered common-sense beliefs about animal consumption, upon closer examination are exposed as mere cultural orthodoxy when examined historically and cross-culturally. Historically, humans were viewed as a part of, rather than in control of, nature. As history progressed and humans were able to garner control over nature and its inhabitants, historic attitudes of respect and stewardship of nature waned and the consumption of nonhuman animals became a feature of modern society, intimately connected to the system of social values.

Although humans have consumed animals for centuries, the mass production of animals for human consumption is a relatively new phenomenon, beginning with the emergence of the United States as an industrial power. Nature and its inhabitants became regarded as raw materials, manipulable by science to maximize control and growth for human consumption. American industrialists searched for new ways to maximize output in minimum time, while exerting minimum labor, energy, and capital in the process. Agriculturalists or farmers who husband the land and its animals have become an endangered species, replaced by agribusiness corporations with a virtual monopoly over animal production systems.

To rationalize factory farm and the resulting negative consequences, corporations emphasize increased production as proof of the higher level of rationality of this system as opposed to traditional farming. Efficiency became the goal of agribusiness, making factory farming a product of the agricultural treadmill, not motivated by hunger or the threat of famine, but by the treadmill effect of increasing capital-intensive rather than labor-intensive farming practices (Fox 1990). As a consequence of capital-intensive corporate monopolies, the free enterprise system of rural farming has been destroyed, leaving the farmer either a piecework employee for the corporation or forced to sell his/her land and livelihood due to the lack of capital necessary to compete for market outlets.

With environmentalism increasing in the 1970s, the most negative association of animal production and consumption has been in connection with environmental degradation, poverty and starvation among the world's most disadvantaged populations. These views are strengthened by examination of the low efficiency of meat production, which, backed by government policy and incentives, meets the needs of corporations. Wealthy nations not only fail to equitably distribute available resources, but often procure resources from countries least able to provide. Countries like Mexico are hardest hit by this newest form of neocolonial exploitation, as more and more land is converted to pasture to graze cattle destined for the U.S. market. The attempt to create a single world market for animal products is likely to have powerful repercussions on the political fortunes and futures of these developing nations, further compromising the already marginalized status of the rural poor.

With demand for animal products continually increasing, agribusiness found an outlet for those parts of the animals "not fit for human consumption." Self-regulated by the Association of American Feed Control Officials (AAFCO), the solution becomes rendering and the pet food industry purchases rendered animals for use in commercial pet food. Unknown to most of the public, rendering is a process by which domestic pets are combined with slaughterhouse materials that have been condemned and fall into one of the "4-D" categories - dead, diseased, dying, and disabled. Upon closer examination of the rise of agribusiness and its emergence alongside a "pet as family member" ideology, I contend that agribusiness fuels this ideology and rampant consumerism of pet products in order to benefit from animal products that would otherwise yield no further financial gain. Thus, the emergence and facilitation of the pet food industry and the global consumption of animals must be understood against the political-economic backdrop of the activities of agribusiness and the global meat-eating ethos.

The modern animal production industry is pervasive and its activities have had a major effect on the deterioration of the world's environment. This has rarely been discussed, and is disturbing considering its role in helping to create the most inequitable pattern of food production and distribution in world history. Today's civilization is steeped in Enlightenment assumptions of mechanization and market efficiency. Most of the governing

relationships in modern society are mediated by rational discourse, by objective detachment, by utilitarian considerations, by technological intervention, and by efficient pursuit. Modern agribusiness was among the first of the institutional forces to embrace the assumptions of the Enlightenment, to incorporate the engineering standards of the modern world view into every aspect of its operations. It is these assumptions and standards that have been used so effectively in the modern era to sever the bonds of intimate relationship with the rest of nature, and to make irrational the intended rational industry. The environmental and human effects of agribusiness and its way of structuring relationships has weakened ecosystems, and undermined the stability and sustainability of human communities. Agribusiness has reduced all of nature and life to commercial resources that can be technologically manipulated and reconstructed to suit the narrow objectives of market efficiency.

If environmental sociologists are concerned with studying the reciprocal relationships between society and the larger environment, this should include the extensive range of subject material that is available for exploration regarding animals. It should be unacceptable to claim knowledge of the environment with no knowledge of its inhabitants. It is within this broad definition that I believe issues involving nonhuman animals would blend, and are indeed paramount to a real understanding of environmental sociology.

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## **M.A. IN COMMUNITY PSYCHOLOGY AND SOCIAL CHANGE PENN STATE HARRISBURG**

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For further information, contact Stephen R. Couch, Graduate Program Coordinator ([src@psu.edu](mailto:src@psu.edu); 717-948-6036).



# SSSP REVIEW

## Critical Essays and Commentary on Social Research

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### Gender Politics in the European Union

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The lemonade to be made from the sour state of relations between the US and “old Europe” today lies in the recognition that “the West” is not one political monolith. For those of us who are interested in widening students’ awareness of global social relations and political issues this presents a valuable opportunity to transcend “the West” and “the rest” binary thinking. One point of useful consideration and comparison is the emergence of the European Union as a political, not merely economic, entity.

In this short essay, which summarizes the key themes of the workshop I offered at SSSP last August, I first suggest why American sociologists should pay more attention to the EU in general and to its approach to gender in specific. I then offer a few suggestions about resources that are available to use in the classroom to do this. The gender politics of the EU offer a stimulating contrast to American changes in gender relations. Although I do not believe that “Americans are from Mars and Europeans are from Venus” as has been claimed, the serious commitment to gender equality in the EU, how it emerged and how it is institutionalized also provide a lens on the overall development of the idea of “Europe” and the expression of distinctively European values.

#### The EU’s gender agenda

Europe is in the process of reinventing itself. The once narrowly economic compact that tied a small number of states into a European Community has gradually broadened and deepened. Successive treaties have turned the European Union into a new kind of political entity. Less than a conventional nation-state in the range of its powers but more than a mere intergovernmental coordination, the European Union is developing political institutions of increasing scope and strength. As ever more countries ask for membership and are permitted to join, the EU encompasses a growing population with diverse experiences of inequalities based in class, gender, ethnicity, and political power.

Within this new Europe, achieving a greater level of equality between men and women has been made part of the formal political agenda. Unlike the United States, where the political leadership has lagged in endorsing treaties and strategies for women’s empowerment and where women’s gains in private industry have been greater than in electoral office, the European Union has made gender equality a legitimate political goal. Step by step, the EU committed itself to bringing women into fuller equality as citizens.

The EU committed itself formally to equal pay in the 1957 Treaty of Rome. This was effectively activated by a series of Equal Treatment Directives from the mid-1970s, pushed often by feminists active in their national delegations and/or in trade unions. In 1990 the EU created and funded its own internal pressure group, the European Women’s Lobby, to represent women’s interests. In response to the 1995 Beijing Platform for Action on Women’s Rights, the EU’s 1997 Treaty of Amsterdam made gender mainstreaming, or the consideration of the impact of any social policy on gender relations, an official principle of its operations, further raising the status of the principle of gender equality. Setting up cross-national committees of experts, called observatories, on violence against women and trafficking in sexual services expresses EU concern with the victimization of women by men and recognizes gender oppression as a source of social problems.

Yet the meaning of gender equality and the best strategies for reaching it remain contested issues in Europe, so much so that there is no overall agreement on whether the growth of the EU has been good or bad for women. The EU can offer new resources and an alternative political opportunity structure to feminists who are blocked in their national arena, but it also presents a threat to unsettle old compromises and undermine particular national gains. It is not surprising that, because of different national histories of gender equality politics, feminists in Scandinavia look with more skepticism at the EU than feminists in Greece, Spain or Ireland. The growth of EU “policy machinery” for gender equality in the 1990s has also been seen more critically by feminist activists who have worked in autonomous women’s movement settings than by those who have been working for gender equality in national governments, unions or political parties. The neo-liberal orthodoxies of the EU’s essentially economic foundations raise suspicions among those feminists who see the welfare state as an important ally for women. Obviously, there can be no single feminist understanding of the EU.

Nonetheless, I think that sociologists in the US can and should look to the EU to illuminate what its macro-level institutionalization of gender equality as a policy goal means, particularly in comparison with the US’s retreat from this principle. The EU has taken up and institutionalized ideas advanced in the Beijing Platform for Action, for example. There are some concepts that have become commonplace in EU parlance that cast a different light on US policy-making and have the potential to contribute to American claims-making in relation to several social problems domains.

Notable among these are “gender mainstreaming,” “social inclusion” and “best practices.” Gender mainstreaming means that all social programs are to be scrutinized for their implications for helping to produce gender equity, and it is part of the formal policy of the EU. In effect, it means that the EU has committed itself to producing a “gender impact statement” analogous to the “environmental impact statements” we use in the US to assess whether a particular development is problematic. While feminists complain (as environmentalists do here) that this assessment is often too little, too late and does not guarantee a better policy outcome in the end, they do provide a potential “pressure point” for activists to use to both shift outcomes and raise awareness.

Social inclusion is a core social principle for the EU that mandates that all citizens should be thought of as members of a commons. While all to be expected to contribute to the growth and development of society, they have rights as members to be able to participate in the ongoing life of the society as a whole. Thus the opposite of social inclusion is not merely poverty and diminished life chances for certain social groups, but also obstacles to full and equal participation in decision-making. Scrutiny of the extent of representation of women in parliaments and judgeships and administrative positions falls into the framework of social inclusion along with policy measures to redress social exclusions based on discrimination, poverty, illness or geographic location. Unlike targeted affirmative action policies (which also exist in the EU), social inclusion is a principle that can be invoked broadly across diverse groups and constituencies.

“Best practices” have become an institutionalized way of addressing both gender mainstreaming and social inclusion policy goals. They are part of what is called the “open method of coordination”(OMC), which is the EU’s weak version of federalism. The OMC states specific targets and policy goals but leaves the various member states of the EU to operationalize them in specific policies that are culturally and politically specific to that nation’s situation. Each nation state then is evaluated in relation to whether the policies adopted are exemplary means of making progress in this direction, and those that are judged effective are deemed “best practices” to be emulated by others. This formalized process of policy imitation does not necessarily lead to any more cross-state adoption of model initiatives than does the long-standing US practice of letting individual states innovate policy that only later is adopted at the federal level (minimum wage laws and the FMLA are US examples of this policy process) but it offers a more visible forum for policy debate and evaluation where social movement groups can find a voice in defining what is or is not “best” in a practice.

### Resources for looking at the EU

The highly legitimate but still practically marginal place that gender justice plays in the policy making of the EU, the expansion of the EU both in its geographical scope and the reach of its powers over wider areas of national policy in each country, and the potential significance of the EU as model for mediating national differences makes it a transnational arena especially worth exploring in more depth. Students could particularly benefit from looking at key issues of feminist politics in a comparative perspective in relation to the EU (and the EU’s expansion into the states of Eastern Europe, where a very different history of gender politics exists).

Some of the resources for examining this process include Rachel Chicowski's optimistic consideration of the role of the European Women's Lobby in getting these provisions for gender equality institutionalized (in Doug Imig and Sidney Tarrow, Contentious Europeans, 2001) and critical but on the whole encouraging evaluations in the forthcoming (Spring 2004) special issue of Social Politics that focuses on the EU in relation to a number of key gender issues (balancing work and family, defining sexual harassment, appointing women to judgeships, combating sexual violence, organizing feminist politics).

Among the more pessimistic feminist voices, Ilona Ostner and Jane Lewis ("Gender and the Evolution of European Social Policies," in Paul Pierson and Stephan Leibfried, eds., European Social Policy, 1995) provide an excellent short introduction, emphasizing the difficulty of adopting and implementing progressive policies in the EU, and Amy Elman, (ed.), Sexual Politics in the European Union: The New Feminist Challenge (Berghahn Books) ranges over a number of issues with a critical feminist lens.

For overviews of the practical effects of gender mainstreaming at work in various areas, see Teresa Rees, Mainstreaming Equality in the European Union: Education, Training and Labour Market Policies (New York: Routledge, 1998), Mark A. Pollack and Emilie Hafner-Burton (2000), "Mainstreaming Gender in the European Union," Journal of European Public Policy, 7: 432-56; Jo Shaw & Fiona Beveridge's special issue of Feminist Legal Studies, 2002, Vol.10, No. 3, and Sonia Mazey, Gender Mainstreaming in the EU (London: Kogan Page, 2001).

In addition, the EU Center at the University of Wisconsin-Madison will be shortly making available a CD-Rom with materials that will allow students to "role play" nation-states in the EU in debating the social policy issues in classroom simulations. These are conceptualized as modules that can be inserted into courses dealing with issues other than Europe and that will allow attention to the EU as a new transnational forum for debating and redressing social concerns. One of the first modules that will be released is one on parental leave policies across the EU and decision-making about gender equality and social inclusion of parents; another is on genetically modified foods and decision-making about science and risk.

The EU, the European Women's Lobby, and the EU Studies Association also provide webpages rich in links to specific policy statements and "best practices." Since unlike in the US, the issue of how best to achieve gender equity is a legitimate and active European debate, "plugging in" students to the lively concerns being expressed there can also stimulate thinking about what is missing from our social problems and social policy debates in the US.

The best overall on-line website is that of the Commission's equal opportunities division, which contains all the latest studies, legislative initiatives and publications:

[http://www.europa.eu.int/comm/employment\\_social/equ\\_opp/index\\_en.htm](http://www.europa.eu.int/comm/employment_social/equ_opp/index_en.htm).

One good, short on-line resource with a range of views on whether the glass is half full or half empty is Sonia Mazey, Jo Shaw, Amy Elman and Mark Bell, "EUSA Review Forum: Progressive Europe? Gender and Non-Discrimination in the EU," (EUSA Review, 2002, Vol. 15, No. 3, p. 1-7 ) available on-line at: <http://www.eustudies.org/GenderForum.pdf>.

Since gender equality issues are being actively addressed in Europe today, the web is an ideal place to send students to investigate what is happening. The more puzzling issue – and an excellent question for us to address with them -- is why even the more conservative states of Europe have so actively engaged in the EU's gender mainstreaming projects, while the concept itself remains "foreign" to US feminists and policy makers.

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## Child Labor in Sub-Saharan Africa

*Loretta E. Bass*

"An excellent study on a woefully understudied topic. Loretta Bass takes us to the 'front lines' of a problem that we know exists, but that attracts little attention beyond occasional newspaper stories.... a real strength of the book is its use of a wide variety of evidence to support its arguments."

—York Bradshaw, University of Memphis

"This wide-ranging study interrogates the pervasive and staggering phenomenon of child labor in its most diverse ramifications. Bass includes a wealth of interesting data that concretizes the issues discussed....She has written a very valuable book."

—Tabitha Kanogo, University of California, Berkeley




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Although both media and scholarly attention to the use of child labor has focused on Asia and Latin America, the highest incidence of the practice is found in Africa, where one in three children works. Loretta Bass presents a comprehensive, systematic study of child labor in sub-Saharan Africa.

Bass offers a window on the lives of Africa's children workers, a view informed by her analysis of the historical, economic, political, sociocultural, and legal factors framing child labor on the continent. Drawing on research and demographic data from over 40 countries, she discusses the political economy of child labor at the national, community, and household levels, the role of the education system, the differences between urban and rural child laborers, and the exploitation of children as soldiers, prostitutes, and slaves. Her concluding chapter confronts the benefits and costs of child labor and considers the prospects for policy aimed at creating positive social change.

**Loretta E. Bass** is assistant professor of sociology at the University of Oklahoma.

Contents:

- Why Study Child Labor in Africa?
- The Cultural and Historical Context of Child Labor.
- The Political Economy of Children's Work.
- Unequal Terrain: Rural vs. Urban Child Labor.
- Work and School: Coordination and Conflict.
- The Value of Children's Work: Getting the Short End of the Stick.
- Expendable Laborers: Children as Soldiers, Prostitutes, and Slaves.
- Making Sense of Child Labor in Africa.

May 2004/213 Pages

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Available at <http://www.rienner.com> or <http://amazon.com>



**Welcome New Members**

The Society for the Study of Social Problems would like to welcome members who have joined since January, 2004:

Charles W. Adkins	Suzanna M. Crage	Shahadat Hossain	Cassandra L. Reyes
Rafael Agacino	Christine E. Crofts	Andrea Hunt	Robert V. Rikard
Ola Agevall	Betty M. Dahl	Kevin L. Jackson	Robin Lee Ritzel
Biko Agozino	Tammie Davis	Nancy S. Jackson	Robin A. Robinson
Saul Alamilla	Alice M. Delaney	Sonya L. Jakubec	Amy Ronnkvist
Rene Almeling	Matthew S. Desmond	Jenephyr V. James	Beth Roy
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Irshad F. Altheimer	David N. Dibari	Kristi M. Johnson	Miki Sato
Desire Janelle-Maralyn	Kerry M. Dobransky	William Johnson	Scott D. Sauerbier
Anastasia	Jennifer K. Dobruck	Arthur C. Jones	Leah C. Schmalzbauer
Eric Anderson	Jill Doerner	Victor Jordan	Heather Schoenfeld
Kevin B. Anderson	Karen M. Douglas	Charles W. Kalinski	Michael Schwartz
Melissa A. Anderson	Michael Dover	Angela Keen	Brenda G. Shawver
Keith Appleby	Jenifer Drew	Verna Keith	Brett Shiel
Joyce Apsel	Andrew Dzurisin	Sheila S. Kennedy	Stephen M. Shukaitis
Teri Arthur	Carla M. Eastis	Jennifer K. Kim	Karen B. Siegel
Duke Austin	Elicia Eddington	Edith C.M. Kinney	Cynthia Sinha
Sherry D. Bacon-Graves	Jack Elinson	Kyle S. Kittleson	Bonnie L. Slade
Debra E. Banister	Brandy J. Ellison	Paul Klenowski	Barrett Smith
Rosemary A. Barbera	Edith Pratt Elwood	Stephanie Knight	Hilary R. Smith
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Kelle L. Barrick	Anne W. Esacove	Lisa Konczal	Laura S. Stephens
Michael Barton	Jamie J. Fader	Susan T. Krumholz	Daniel J. Steward
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Christopher A. Blazi	Michael Fortner	Elizabeth Mansley	Rick E. Thomas
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Shlomit Bornstein	Erik D. Fritsvold	Victoria R. Marks	Steven A. Tuch
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Amanda K. Burgess-Proctor	Jeffrey L. Godwin	Michelle Miller	Mary Ella Viehe
Patrick John Burke	Ted Goertzel	Jessica Mills	Kathryn Vincent
Erika Busse	Philip R. Goodman	Crystal Mueller	Jijian J. Voronka
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Vincent Ciatti	Edward E. Hanson	Michal Osterweil	Evan L. Weissman
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	Debra A. Henderson	James D. Proctor	Pansy Yee
	Anita Cecilia Hirsch Adler	Darcy Purvis	Antony T. Yiu
	Margaret Emma Holland	Angela Ragusa	Staci A. Young
	Dave Holmes	Ernesto F. Ramirez	Amy Zielenbach
	Glenna Holstein	Michael E. Ramirez	Daniyal Zuberi

## PLAN TO ATTEND THE FILM EXHIBIT AT THE SSSP ANNUAL MEETING, AUGUST 13-15, 2004

The film exhibit is sponsored by California Newsreel, [www.newsreel.org](http://www.newsreel.org) and the Media Education Foundation, [www.mediaed.org](http://www.mediaed.org). Information about film rentals and purchase will be available at the conference. The film exhibit will be held in Room #375, 3<sup>rd</sup> floor.

### **BEYOND GOOD AND EVIL: CHILDREN, MEDIA AND VIOLENT TIMES**

**Shown: Friday, August 13 from 11:05am - 11:45am**  
**Sunday, August 15 from 2:45pm - 3:25pm**

Full of poignant footage and moving responses from children, *Beyond Good and Evil* exposes how media have been used to earn public support for the US-led military campaign against Iraq. The news coverage, as well as movies, television shows and video games that have incorporated the narrative of war into their storylines, has an especially profound influence on children, who often bring both entertainment and real-world violence to their play.

**(Available from Media Education Foundation, 39 minutes)**

### **CLOCKWORK**

**Shown: Friday, August 13 from 9:35am - 10:00am**  
**Sunday, August 15 from 4:35pm - 5:00pm**

One hundred years ago, American management faced many of the problems it confronts today - poor productivity, rapid technological change, and heightened competition. *Clockwork* shows how Frederick Taylor and his followers attempted to meet these challenges through "scientific management," a radical program to organize every aspect of production under a regime of quantitative measures and systematic planning. **(Available from California Newsreel, 25 minutes)**

### **GAME OVER: GENDER, RACE & VIOLENCE IN VIDEO GAMES**

**Shown: Friday, August 13 from 1:55pm - 2:40pm**

Video and computer games represent a \$6 billion a year industry. One out of every ten households in American owns a Sony Playstation. Children who own video game equipment play an average of ten hours per week. And yet, despite capturing the attention of millions of children worldwide, video games remain one of the least scrutinized cultural industries. **(Available from Media Education Foundation, 41 minutes)**

### **HIGHJACKING CATASTROPHE: 9/11, FEAR & THE SELLING OF AMERICAN EMPIRE**

**Shown: Saturday, August 14 from 11:30am - 12:30pm**  
**Sunday, August 15 from 3:30pm - 4:30pm**

With the 2004 election approaching, *Hijacking Catastrophe* cuts through political spin to examine the forces and interests driving U.S. international and domestic policy in the wake of 9/11. This video documentary exposes how the Bush administration has used the trauma of 9/11 and the war on terrorism to advance a

radical and longstanding neoconservative plan for global geopolitical domination. At the same time, *Hijacking Catastrophe* decodes the political tactics that are likely to be used during the 2004 presidential campaign to shape favorable perceptions of current U.S. policy. **(Available from Media Education Foundation, 60 minutes)**

### **INDEPENDENT MEDIA IN THE TIME OF WAR WITH AMY GOODMAN**

**Shown: Friday, August 13 from 11:50am - 12:25pm**

In this important, powerful, and timely lecture, Amy Goodman--independent journalist and host of the popular radio show *Democracy Now!*--speaks about the corporate media's coverage of the 2003 Iraq War. She discusses the way that the U.S. media downplayed civilian casualties and glorified military combat, and she asks her audience to consider the costs of coverage that is both sanitized and sensationalized. **(Available from Media Education Foundation, 35 minutes)**

### **KPFA - ON THE AIR**

**Shown: Friday, August 13 from 8:30am - 9:30am**

*KPFA On the Air* pays tribute to the oldest and most ambitious independent, community-based media in the world, KPFA radio. Novelist Alice Walker narrates the vibrant and stormy history of the first listener-sponsored station. *KPFA On the Air* is a case study of the pitfalls and possibilities confronting any experiment in media democracy. **(Available from California Newsreel, 56 minutes)**

### **THE MYTH OF THE LIBERAL MEDIA: THE PROPAGANDA MODEL OF NEWS**

**Shown: Friday, August 13 from 4:00pm - 5:00pm**  
**Sunday, August 15 from 8:30am - 9:30am**

Edward Herman and Noam Chomsky demolish one of the central tenets of our political culture, the idea of the "liberal media." Instead, utilizing a systematic model based on massive empirical research, they reveal the manner in which the news media are so subordinated to corporate and conservative interests that their function can only be described as that of "elite propaganda." **(Available from Media Education Foundation, 60 minutes)**

### **NO LOGO: BRANDS, GLOBALIZATION & RESISTANCE**

**Shown: Saturday, August 14 from 3:35pm - 4:20pm**

Using hundreds of media examples, this video shows how the commercial takeover of public space, destruction of consumer choice, and replacement of real jobs with temporary work -- the dynamics of corporate globalization -- impact everyone, everywhere. Naomi Klein argues that globalization is a process whereby corporations discovered that profits lay not in making products, but in creating branded identities people adopt in their lifestyles. **Available from Media Education Foundation, 42 minutes)**

***NUYORICAN DREAM*****Shown: Sunday, August 15 from 12:10pm - 1:35pm***Nuyorican Dream* follows five years in the life of a New York Puerto Rican family struggling against poverty, drug addiction, and incarceration- the flip side of the American Dream. (Available from California Newsreel, 82 minutes)**OFF THE STRAIGHT AND NARROW: LESBIANS, GAYS, BISEXUALS & TELEVISION****Shown: Friday, August 13 from 2:45pm - 3:50pm**How are we to make sense of the transformation in gay representation-- from virtual invisibility before 1970 to the "gay chic" of today? *Off the Straight & Narrow* is the first in-depth documentary to cast a critical eye over the growth of gay images on TV. Leading media scholars provide the historical and cultural context for exploring the social implications of these new representations. (Available from Media Education Foundation, 63 minutes)***THE OVERSPENT AMERICAN: WHY WE WANT WHAT WE DON'T NEED*****Shown: Friday, August 13 from 10:05am - 11:00am****Sunday, August 15 from 5:05pm - 6:00pm**

In this powerful new video, Juliet Schor scrutinizes what she calls "the new consumerism"--a national phenomenon of upscale spending that is shaped and reinforced by a commercially-driven media system. Drawing on her academic research, Schor explains the cultural forces that cause Americans to work longer hours and spend more than they can afford in order to participate in a consumption competition with others. (Available from Media Education Foundation, 55 minutes)

***PEACE, PROPAGANDA & THE PROMISED LAND: U.S. MEDIA & THE ISRAELI-PALESTINIAN CONFLICT*****Shown: Friday, August 13 from 12:30pm - 1:50pm**This pivotal video exposes how the foreign policy interests of American political elites--working in combination with Israeli public relations strategies--exercise a powerful influence over news reporting about the Middle East conflict. Combining American & British TV news clips and interviews with analysts, journalists, and activists, *Peace, Propaganda, & the Promised Land* exposes frequently biased, pro-Israeli reporting and how it shapes American perceptions. (Available from Media Education Foundation, 80 minutes)***RACE - THE POWER OF AN ILLUSION*****Shown: Saturday, August 14 from 12:40pm - 3:30pm**

The division of the world's peoples into distinct groups -- "red," "black," "white" or "yellow" peoples - has become so deeply imbedded in our psyches, so widely accepted, many would promptly dismiss as crazy any suggestion of its falsity. Yet, that's exactly what this provocative, new three-hour series by California Newsreel claims (Episode 1- The Difference Between Us;

Episode 2- The Story We Tell; and Episode 3- The House We Live In). *Race - The Power of an Illusion* questions the very idea of race as biology, suggesting that a belief in race is no more sound than believing that the sun revolves around the earth. (Available from California Newsreel, 168 minutes)***RALPH ELLISON: AN AMERICAN JOURNEY*****Shown: Saturday, August 14 from 4:30pm - 6:00pm***Ralph Ellison: An American Journey* is the first documentary on one of the most gifted and intellectually provocative authors of modern American literature. It establishes Ellison as a central figure in contemporary debates over art, politics, race and nationhood. Narrated by Andre Braugher, the film brilliantly presents the first scenes ever filmed from Ellison's landmark novel, *Invisible Man*. (Available from California Newsreel, 87 minutes)***THE ROAD TO BROWN*****Shown: Sunday, August 15 from 11:05am - 12:05pm***The Road to Brown* tells the story of the Brown v. Board of Education ruling as the culmination of a brilliant legal assault on segregation that launched the Civil Rights movement. It is also a moving and long overdue tribute to a visionary but little known black lawyer, Charles Hamilton Houston, "the man who killed Jim Crow." (Available from California Newsreel, 56 minutes)***STATE OF DENIAL*****Shown: Sunday, August 15 from 9:35am - 11:00am**By the year 2000, an estimated 4.2 million people in South Africa were infected with HIV; if present trends continue by 2010, 7 million will have died of the disease. *State of Denial* puts a human face behind the numbers by introducing us to a cross-section of South Africans involved with the AIDS epidemic. It shows how they must fight not only the disease but the greed of the drug cartels and the incomprehensible inactivity of their own government in order to get treatment. (Available from California Newsreel, 83 minutes)***STRANGE FRUIT*****Shown: Sunday, August 15 from 1:40pm - 2:40pm***Strange Fruit* is the first documentary exploring the history and legacy of the Billie Holiday classic. This history of the song's evolution tells a dramatic story of America's radical past using one of the most influential protest songs ever written as its epicenter. The saga brings viewers face- to- face with the terror of lynching even as it spotlights the courage and heroism of those who fought for racial justice when to do so was to risk ostracism and livelihood if white - and death if Black. It examines the history of lynching, and the interplay of race, labor and the left, and popular culture as forces that would give rise to the Civil Rights Movement.

(Available from California Newsreel, 57 minutes)

**Why should I stay at the SSSP convention hotel during the Annual Meeting?**

**Our members have asked this question frequently. Another hotel may be cheaper or closer to the ASA hotel. A friend may offer to share a room at another hotel. Staying at the SSSP convention hotel saves the Society money. Please consider these reasons.**

**In order to secure favorable sleeping room rates and to avoid paying high meeting room rental costs, SSSP must guarantee with the hotel that our members will occupy a certain number of room nights. To honor our contract, we must have 600 sleeping room nights reserved by July 11, 2004.**

**In the event that we do not meet our sleeping room guarantee, the hotel will charge us an additional fee for using the meeting rooms in which we hold our sessions.**

**The “room pick-up” actual rooms occupied, during the days of our contract, by SSSP members has implications for the final hotel bill. Terms of the contract grant the Society a number of complimentary rooms used to house officers and other volunteers who give their time to the organization work required to keep the Society functioning. In the event that our “room pick-up” is low, we must pay for these rooms.**

**Hotels review our “room pick-up” history when we request a bid for holding a future annual meeting. A favorable record (meeting or exceeding our room block) helps the hotel feel assured of a certain level of income. Hotels make their money by having as full occupancy as possible. Saving rooms for convention goers who do not occupy them means that they may have an empty room that could have been sold to someone not attending the convention.**

**Members attending the convention should reserve a room for the nights they will attend and honor the reservation. This action helps save the Society money and improves the experience.**

**Staying at the convention hotel provides many advantages. The banquet takes place at the conference hotel, as do the special receptions, most parties, and special events. You have the opportunity to renew acquaintances with other members and meet the newcomers. Informal gatherings are easy to arrange because the largest proportion of the members will stay at this hotel.**

**So ... please stay ...**

**by Thomas C. Hood, Executive Officer**

***YOU ARE CORDIALLY INVITED TO  
the RECEPTION HONORING OUR PAST PRESIDENTS***

*and the*

***AWARDS BANQUET***

*at the*

***Cathedral Hill Hotel  
1101 Van Ness Avenue***

***Saturday, August 14***

***RECEPTION: 7:00pm - 7:45pm***

***BANQUET: 8:00pm - 10:00pm***

***AWARDS TO BE PRESENTED***

***SSSP Division Awards:*** Winners of various student paper competitions and other division awards will be announced.

***C. Wright Mills Award:*** For a distinguished book that exemplifies outstanding social science research and an understanding of the individual and society in the tradition of C. Wright Mills.

***Lee Founders Award:*** For recognition of significant achievements that have demonstrated continuing devotion to the ideals of the founders of the Society and especially to the humanistic tradition of the Lee's.

***Minority Graduate Scholarship:*** This \$10,000 scholarship is given annually for support of graduate study and commitment to a career of scholar-activism.

***Social Action Award:*** This award is given to a not-for-profit organization in the San Francisco area in recognition of challenging social inequalities, promoting social change, and/or working toward the empowerment of marginalized peoples.

Join us for a catered reception with a cash bar honoring our Past Presidents. The reception is *complimentary* to all SSSP members and will be hosted by the pool. In the event of rain, the reception will be held in the exhibit hall on the Mezzanine Level.

The Awards Banquet will be held in the Pavilion. The buffet will feature: soup of the day; salad of organic greens (served with tomato, cucumber and carrots with choice of dressing); penne pasta salad (with roasted vegetables and tomato balsamic vinaigrette); breast of chicken (marinated with lemon, garlic, and fresh thyme grilled and served with corn mushroom ragout); seared salmon (with citrus butter sauce); yukon gold potatoes (roasted with rosemary); medley of fresh vegetables; sliced fresh fruit with berries; and chefs' dessert assortment. A vegan dish will be available for those who request one. A cash bar will be available. Come celebrate with your friends and colleagues and enjoy the evening!

**The reception honoring our past presidents is *complimentary* to all members.  
The cost of a banquet ticket is \$41 per person.**

**A limited number of banquet tickets will be sold in the registration area.  
Those with advance reservations will receive their ticket/s with their registration materials.**

Announcing the  
**FINALISTS for the  
2003 C. WRIGHT MILLS AWARD**

**Elizabeth M. Armstrong, *Conceiving Risk, Bearing Responsibility: Fetal Alcohol Syndrome and the Diagnosis of Moral Disorder*, The Johns Hopkins University Press**

**Michael K. Brown, Martin Carnoy, Elliott Currie, Troy Duster, David B. Oppenheimer, Marjorie M. Shultz, and David Wellman, *White-Washing Race: The Myth of a Color-Blind Society*, University of California Press**

**Paul Farmer, *Pathologies of Power: Health, Human Rights, and the New War on the Poor*, University of California Press**

**Sharon Hays, *Flat Broke with Children: Women in the Age of Welfare Reform*, Oxford University Press**

**Kim Hopper, *Reckoning with Homelessness*, Cornell University Press**

**Annette Lareau, *Unequal Childhoods: Class, Race, and Family Life*, University of California Press**

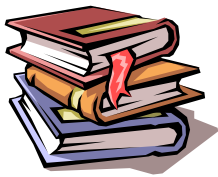
**Deirdre A. Royster, *Race and the Invisible Hand: How White Networks Exclude Black Men from Blue-Collar Jobs*, University of California Press**

**The C. Wright Mills Award will be presented on  
Saturday, August 14 at the Awards Banquet.**

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**C. WRIGHT MILLS AWARD COMMITTEE**

Beth Schneider, Chair, University of California, Santa Barbara  
Wendy Simonds, Chair-Elect, Georgia State University  
Joel Best, University of Delaware  
Toni Calasanti, Virginia Tech  
Ione Deollos, Ball State University  
Mitch Duneier, Princeton University  
Cheryl Townsend Gilkes, Colby College  
Pierrette Hondagneu-Sotelo, University of Southern California  
Ken Kyle, Pennsylvania State University, Capital College



**BOOK EXHIBIT: 54<sup>th</sup> Annual Meeting of the Society for the Study of Social Problems August 13-15, 2004, San Francisco, CA**

**SSSP Book Exhibit Recommendation Form**

This year’s SSSP meeting again will include a book exhibit specially organized by the *LIBRARY OF SOCIAL SCIENCE* (LSS). LSS seeks your input in developing a comprehensive collection of titles on social problems and related fields. The book exhibit will include publications encompassing the full range of topics in sociology. It will bring together recent and significant titles and contribute substantially to the intellectual value of our conference. We especially wish to include **BOOKS WRITTEN BY AUTHORS WHO WILL BE SPEAKING AT THE MEETING**. If you are an **AUTHOR** and wish to have your book included – or are aware of recent titles in the field that should be included in this display – please complete and return this form.

There are two ways to complete this form:

- 1) Print & fill out the form, then fax to 413-832-8145, or
- 2) Save the page, type in the requested information, and email it to [MeiHaChan@cs.com](mailto:MeiHaChan@cs.com).

For additional information on the book exhibit, **authors and publishers may call 718-393-1075.**

<b>Book Exhibit Recommendation Form 2004 SSSP Meeting in San Francisco</b>		
Your Name:		
Your Phone & Email:		
First Title:		
Author(s):		
Publisher:		
Publication Date:	Publisher Contact:	Contact Phone:
Second Title:		
Author(s):		
Publisher:		
Publication Date:	Publisher Contact:	Contact Phone:
Third Title:		
Author(s):		
Publisher:		
Publication Date:	Publisher Contact:	

### **Call for SSSP Nominations**

This year, we will be electing a President-Elect, a Vice-President Elect, regular and student members of the Board of Directors, members of the Budget, Finance, and Audit Committee, Editorial and Publications Committee, and the Committee on Committees. Please consider nominating a colleague or yourself for one of these offices. Nominations should include a brief description of the nominee's SSSP involvement and other relevant experiences. The Nominations Committee will meet at the Annual Meeting in San Francisco, CA so all nominations should be submitted prior to July 31, 2004 to Carrie Yang Costello, Chair, Council of Special Problems Divisions at the following address:

**Carrie Yang Costello**  
**Department of Sociology, University of Wisconsin, Milwaukee**  
**P.O. Box 413**  
**Milwaukee, WI 53201**  
**W: (414) 229-6942; F: (414) 229-4266; Email: costello@uwm.edu**

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**The Society for the Study of Social Problems**  
**54<sup>th</sup> Annual Meeting Registration**  
**August 13-15, 2004**  
**Cathedral Hill Hotel, 1101 Van Ness Avenue, San Francisco, CA**  
 (Program Participant Deadline: Program participants must preregister by May 31.)

Last Name: \_\_\_\_\_ First/Middle Name: \_\_\_\_\_

Work Affiliation(s) for badge: \_\_\_\_\_

Preferred Mailing Address: \_\_\_\_\_

Work Phone: \_\_\_\_\_ Home Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Make your hotel reservation at the Cathedral Hill Hotel no later than July 11 and preregister for the Annual Meeting no later than July 15 in order to have your name entered in a contest. The winner will receive a room upgrade and welcome amenity (at the Cathedral Hill Hotel) courtesy of SSSP. The winner's name will also appear in the Final Program.

**\*REGISTRATION FEES (US DOLLARS): Check one**

	<u>Preregistration (until July 15)</u>	<u>On-Site</u>
<input type="checkbox"/> Member Registration <b>Including</b> Banquet	\$136	\$151
<input type="checkbox"/> Member Registration <b>Only</b>	\$95	\$110
<input type="checkbox"/> Student/Unemployed Member Registration <b>Including</b> Banquet	\$61	\$81
<input type="checkbox"/> Student/Unemployed Member Registration <b>Only</b>	\$20	\$40
<input type="checkbox"/> Non-Member Registration (for non-exempt presenters who do not wish to become members)	\$145	\$160
<input type="checkbox"/> Non-Member Student Registration (for non-exempt student presenters who do not wish to become members)	\$70	\$90

**GUEST REGISTRATION:** One guest registration is permitted with each full registration category above. Guest registration provides a name badge only (name only, no affiliation). Any guest who wants full access to SSSP sessions or special events and a program packet must register individually and pay the full registration fee and membership dues.

<input type="checkbox"/> Guest (name badge only)	\$10	\$20
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Guest Badge: \_\_\_\_\_  
Last Name First Name

**SUBTOTAL** \_\_\_\_\_

**ADDITIONAL BANQUET TICKET/S:** Saturday, August 14, 8:00pm - 10:00pm, \$41 each \_\_\_\_\_

Check here for a vegan entree.

**DONATE A BANQUET TICKET PROGRAM:**

Donate a banquet ticket to a deserving graduate student, foreign scholar, or scholar-activist, \$41 each \_\_\_\_\_

**SPECIAL EVENT: AIDS FUNDRAISER**

Friday, August 13, 10:00pm - 11:30pm, tickets \$15 each (Students and new members will receive a complimentary ticket.) \_\_\_\_\_

Pre-Dance Performances/Auction will begin at 8:30pm.

**SUBTOTAL** \_\_\_\_\_

**\*MEMBERSHIP DUES:** You must be a current member to attend the Annual Meeting. **If you are already a 2004 member, skip this section.**

___ Life Members, Emeriti, before 1989	\$0	___ \$25,000-\$34,999	\$65
___ "New" Emeriti, beginning in 1989	\$35	___ \$35,000-\$44,999	\$75
___ Students	\$20	___ \$45,000-\$54,999	\$90
___ Unemployed	\$20	___ \$55,000-\$64,999	\$105
___ First Year Employment after Ph.D.	\$35	___ \$65,000-\$74,999	\$120
___ First Time Professional Member	\$35	___ \$75,000 & up	\$135
___ \$24,999 and under	\$50	___ Life Membership	\$1,200

**SUBTOTAL** \_\_\_\_\_

**OVER**

**GRAND TOTAL** \_\_\_\_\_

Make check or money order payable, in **US DOLLARS** to SSSP or provide credit card authorization below.

Credit Card Type:     Mastercard                       Visa

\_\_\_\_\_  
Credit Card Number                      /                      Exp. Date                      \_\_\_\_\_  
Signature (mandatory)

Office Use Only: Date \_\_\_\_\_                      Initials \_\_\_\_\_                      Authorization #: \_\_\_\_\_

**DEADLINE: Forms and payments must be postmarked by/faxed no later than July 15 to be eligible for the preregistration discount.** Preregistration ends on July 15. Any forms received after July 15 will be processed at the on-site rate. **All program participants must preregister by May 31 in order to have their names listed in the Final Program.**

**REFUND POLICY:** Registration fees will be refunded to persons who notify us prior to July 15. Once the Final Program is printed and participant packets have been prepared, the cost of processing the participant has occurred. Unfortunately, under no circumstances can SSSP issue refunds for no-shows.

**ACCESSIBILITY SERVICES:** Registrants with disabilities may request accessibility services such as sign language interpreters, sighted guides, accessible accommodations, etc., to facilitate their full participation in the Annual Meeting. If you need accessibility services, please check the box below. The Administrative Officer will contact you about service arrangements.

Accessible Services Request: \_\_\_\_\_

**DONATE A BANQUET TICKET PROGRAM:** Some members purchase extra banquet tickets for graduate students, foreign scholars, and scholar-activists. Please check the box below if you are interested in applying for a complimentary ticket. Donated tickets will be distributed on a first come/first served basis. SSSP will notify all recipients no later than July 15.

I would like to be considered for a complimentary banquet ticket.

Please indicate your classification.                       Graduate Student                       Foreign Scholar                       Scholar-Activist

**MEETING MENTOR PROGRAM:** Would you like to participate in the meeting mentor program? If so, the Lee Student Support Fund Committee will pair you with a mentor and provide you with his/her contact information no later than July 31.

Yes                       No                      If yes, list your areas of interest. \_\_\_\_\_

Would you be willing to serve as a mentor for a graduate student or new faculty member?

Yes                       No                      If yes, list your areas of interest. \_\_\_\_\_

**ROOMMATE MATCHING SERVICE:** Would you like to participate in the roommate matching service? If so, the Executive Office will send you a list of those who are interested in sharing a room no later than June 30. Please indicate your smoking preference.

Yes                       No                       Smoking                       Non-smoking

**RETURN FORM WITH PAYMENT IN US DOLLARS TO:**

SSSP, University of Tennessee, 901 McClung Tower, Knoxville, TN 37996-0490; or fax to (865) 689-1534 (**credit card payments only**); or register online at <http://www.sssp1.org> (**credit card payments only**).

**GENERAL INQUIRIES SHOULD BE SENT TO:**

Michele Smith Koontz, Administrative Officer  
SSSP, University of Tennessee, 901 McClung Tower  
Knoxville, TN 37996-0490  
Work: (865) 689-1531; Fax: (865) 689-1534; Email: [mkoontz3@utk.edu](mailto:mkoontz3@utk.edu)  
<http://www.sssp1.org>

**\*Requests for exemption from meeting registration and membership dues must be approved by: Stephen Pfohl, Program Co-Chair [pfohl@bc.edu](mailto:pfohl@bc.edu) or R. Danielle Egan, Program Co-Chair [degan@stlawu.edu](mailto:degan@stlawu.edu) or Kathleen Ferraro, President [kathleen.ferraro@nau.edu](mailto:kathleen.ferraro@nau.edu). When sending an email, please place SSSP in the subject line.**



## Cathedral Hill Hotel

**MAKE YOUR HOTEL RESERVATIONS TODAY!  
CALL TOLL-FREE @ 1-800-622-0855**

**GROUP: THE SOCIETY FOR THE STUDY OF SOCIAL PROBLEMS**

**DATE: AUGUST 10-18, 2004**

**ROOM RATE: \$119.00 Single/Double  
\$129.00 Triple  
\$139.00 Quadruple**

**\*Rates are exclusive of all tax. Room types are limited and are assigned based on availability at the time of booking.**

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### **With Every Room:**

Many of the Cathedral Hill's 400 guest rooms are uncommonly spacious and offer guest amenities such as voice mail, internet access available through data ports, complimentary coffee/tea, iron/ironing board, hairdryer, on demand movies, Nintendo games and a well lit work area. In addition, the Cathedral Hill Hotel offers express check out, room service, a car rental agency, covered parking, hair salon and gift shop. Guests are invited to enjoy our heated outdoor pool, garden courtyard and fitness center at no additional cost. You may dine privately in your room with room service or enjoy the comfortable ambiance of the Hilltop Bar & Grill.

### **How to Make Reservations:**

Please call 1-800-622-0855 to make your reservation, ask for **The Society for the Study of Social Problems'** room rate.

### **Cut-off Date:**

Reservations must be confirmed by Sunday, July 11<sup>th</sup>, 2004 to guarantee your negotiated group rate. Reservations received after this date or if the room block is filled prior to that date, are subject to availability and rate increase. Rates are subject to prevailing taxes at 14%.

### **Reservation Guarantee:**

Guestroom reservations must be guaranteed with a major credit card. Cancellation policy is 24 hours prior to arrival to avoid a penalty equal to the first nights room and tax. Check-in is 3:00pm and Checkout is Noon.

**Cathedral Hill Hotel ♦ 1101 Van Ness Avenue ♦ San Francisco, CA 94109  
Hotel Direct 415-776-8200 ♦ Fax 415-441-2841 ♦ [www.cathedralhillhotel.com](http://www.cathedralhillhotel.com)**

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