

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 summer issue of *Social Problems Forum*, Raymond Michalowski offers an interesting and important analysis of "The Future of Our Workplace" in which he suggests that defunding, deligitimation and distance education offer challenges to higher education as we know it. We also offer reviews of two interesting books: Neil Websdale's *Policing the Poor*, and Cara Richard's *The Loss of Innocents: Child Killers and Their Victims*.

Anticipating future issues of the Newsletter, I am planning to initiate a new feature to provide analysis and debate on various social problems. Called "Convergences and Divergences: Points of View on Social Problems," this feature will consist of three or four essays that will summarize and analyze facts, issues, policies, and opinions regarding a current social problem. The authors of the essays will be chosen by a guest editor appointed by myself. Jim Rooney has agreed to edit the first of these features, which will be on alcohol consumption and young people.

I would be happy to consider suggestions for topics and volunteers for guest editors and essay authors for our new feature. And, as always, I would like to encourage you to write letters to the editor, and to volunteer to write book reviews or essays for *Social Problems Forum*. Our Newsletter can only be as vibrant as the material that is, contributed to it. Please contact me with contributions and ideas.

Stephen R. Couch, Editor

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AUGUST 15-17, 2003
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AUGUST 13-15, 2004
CATHEDRAL HILL HOTEL, SAN FRANCISCO, CA

AUGUST 12-14, 2005
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Call for SSSP Nominations

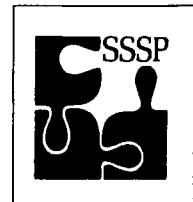
This year we will be electing a President-Elect, a Vice-President Elect, regular and student members of the Board of Directors, Budget, Finance and Audit Committee, Editorial and Publications Committee and the Committee on Committees. Please consider nominating a colleague or yourself for one of these offices. The Nominations Committee will meet at the Annual Meeting in Chicago, IL so all nominations should be submitted to PJ McGann prior to August 1, 2002 at the following address:

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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

This morning I reviewed the annual meeting program and thought what a treat awaits the members who attend this year. Not only will you have the opportunity to see "The Future of Social Problems," but in related meetings you'll be able to explore the current situation of poverty in America and sexual harassment in the global community. Our President Joel Best will address us on "Killing the Messenger: The Social Problems of Sociology." At the National Forum on Poverty and Inequality, a former president, Frances Fox Piven will give the keynote address. The program sounds so interesting this year that I want to commend all of the organizers who had a role in recruiting and selecting participants. Particular thanks go to Kathleen Lowney, Program Chair and to all of the Special Problems Division organizers.

Have you checked out the list of finalists for the C. Wright Mills award? You'll find them on page 34 of your preliminary program. The winner will be announced at the banquet. Don't forget to purchase your ticket when you register for the meetings. You'll want to be there to see the award presented. The Aids Fundraiser and Graduate Student /New Member Reception will be held on the first evening of the meetings. Plan to attend and listen to Biff and The Waybacks. Details appear on page 18 of the preliminary program. The program is loaded with interesting papers and events. You'll have the opportunity not only to hear your colleagues but see films you can use in your classes. See page 6 of the preliminary program for details. Make your hotel reservations early particularly if you are sharing a room. We have an extremely favorable room rate due to our early contract with the hotel. They have a limited number of double rooms. See page 3 of the preliminary program on how to phone in your reservation. You can register for the meetings online just contact our secure web site at <http://www.it.utk.edu/sssp>.

I knew that the slate of candidates for elected office in the Society was excellent this year. Every nominee had substantial merit. The outcome was close. While a larger number of members could have voted but didn't, the number participating was average. We thank all of the candidates for running for office and we hope that those who were not elected will consider running again when asked. Please plan to support our newly elected officers and when they ask you to serve on a committee lend your talents to the growth and contribution that SSSP makes to the intellectual community. We want to welcome to key positions in the Society: Kathleen Ferraro; Valerie Jenness; Dean Knudsen; Ronald Troyer; JoAnn Miller; A. Javier Trevino; and Lisa Zilney. We welcome to key committee positions: Bruce Johnson; Tammy Anderson; Cecilia Menjivar; Leon Anderson; and Nancy Naples.

I can't end this column without a brief word of thanks to David Smith who finishes his term as Editor of SOCIAL PROBLEMS with the last issue of 2002. If you have not taken time with the special issue on Globalization and Social Problems (November, 2001), please take some time with this issue and appreciate the strong scholarship being presented to our readers. While I cannot comment on individual articles in this brief column, I believe readers will find these articles trenchant and timely in their analysis and commentary. Take some time at the meetings to thank David and his associate editors for their excellent work on our journal.

This is the busy time of year at the Executive Office. We are delighted to have had the help of Lisa Zilney this year as our excellent Graduate Assistant. Lisa will be ending her work with the Society after the Annual Meetings. This fall we'll have the services of a new doctoral student, Ray Flanary. Michele Koontz continues to serve in her capacities as Administrative Officer and Meeting Manager. As always we are delighted with her excellent attention to detail and her faithful service to the members of the Society. Because of the addition of a new member of the Koontz family, Andrew, Michele has moved her office to her home and is telecommuting most of the week. Be sure to say hello and thank Michele at the annual meeting. She continues to keep us on track.

See you in Chicago!!

ESSAY**The Future of Our Workplace: A Challenge to Progressive University Academics****Raymond J. Michalowski**

This year the Annual Meeting of the Society for the Study of Social Problems will include an open forum on the 21st Century Academy. A group of speakers, representing all levels of academic experience - from graduate student to Provost - will present situated perspectives on the future of higher education in the United States. It is my hope that their comments will stimulate an open discussion about the challenges facing progressive academics, and how we can respond meaningfully to them.

As a prologue to this discussion, the following is a brief overview of three core challenges to creating "true higher education" in the progressive sense suggested by Aronowitz (2002). Specifically these challenges are defunding, delegitimation, and distance education.

Defunding

Public universities and colleges, as well as many not-for-profit private ones, began the 21st century financially weaker than at any time since the end of World War II. Unlike previous periods of budget cutting which tended to be the frictional consequences of revenue cycles, the current funding crisis is rooted in structural changes in the relationship between the university and society. Just as the wage-labor accords of the post-World War II era established the practice of indexing of wages to profit growth, a state-public education compact indexed the democratization of access to higher education to growth in public revenues. And just as the wage-labor accords began to unravel in the 1980s, so did the education compact.

From the 1940s until the middle of the 1980s, public university budgets typically grew in rough proportion to the finances of the states funding them. By the late 1980s, however, growth in university budgets began to fall behind state growth, even though the United States entered one of the longest, most robust periods of capitalist boom since the 1920s. Between 1986 and 1996 the share of state revenues spent on higher education fell by 14 percent, making it impossible for universities to "make headway against the legacy of previous lean years," despite the rapid growth being enjoyed in many other sectors of the society (Yudoff, 2002: B24).¹ Around the country states took deliberate steps to defund higher education, directing growth monies instead to physical infrastructure such as roads, airports, and stadiums, health care, and most importantly, "wars" on crime (U.S. Department of Commerce, 2000).

The recession ushered in by George W. Bush's questionable elevation to the presidency, combined with the economic shockwaves emanating from the September 11th attacks, intensified the defunding of the universities. These events, however, only added to a problem whose real causes stem from more enduring forces, particularly changing demographics, globalization of the work force, and technologically intensified division of labor.

Demographically speaking, universities are losing their traditional student base. Today, barely one third of all U.S. families have children, as compared to nearly one half in the 1960s. As the proportion of the population facing the challenge of educating their young shrinks, so to does vocal, public support for universities.

As globalization of the labor market intensifies, business and political leaders have less incentive to commit resources to American universities. U.S. corporations can now readily acquire highly educated foreign workers at bargain basement prices (Greider, 1997). This has not only weakened the political power of the U.S. labor force, it has also weakened the political will among elites to ensure strong public funding for higher education. The new digital world has affected university funding by intensifying the division of labor. The process of "deskilling," so thoughtfully analyzed more than a quarter century ago by Braverman (1974) has now reach professional arenas once thought to be reserved for workers who had been *educated* rather than the *trained* (Giroux, 1999). Whether it is the world of finance, manufacturing, management, marketing, retail sales, public services, entertainment, or even education, the trend is toward increasingly focused job classifications, specifying ever more narrow and refined job skills. The critical role once played by the Academy in providing upper-level workers who had been exposed to some version of a classical learning process with its emphasis was on intellectual development and critical thinking, not specific skill acquisition, has declined in importance, at least in the minds of those who hold purse strings of the Academy (Aronowitz, 1998). Today, many corporate institutions and public institutions, frustrated with the failure of the academy to provide workers who are *trained* rather than *educated*, are increasingly developing their own higher-level training programs, or purchasing them from outside, for-profit educational vendors, further weakening the role of the University in society.

Delegitimation

Universities have never been pure intellectual environments uninfluenced by economic interests, politics, and dominant ideologies. They have always been subject to the vagaries and wishes of funding, first directly by economic elites (most not-for-profit privates still are), and later by state managers representing those elites. Nevertheless, over the last 500 years universities in the mold of the Euro-West developed strong internal cultures around a devotion to knowledge and art, and established traditions of providing relatively safe havens for free thinkers, bohemians, and the *avant garde*. These qualities have enabled the Academy to be frequently a source of new knowledge and new styles, and just as frequently the target of criticism by those heavily invested in preserving established ideas and practices. Past criticisms of the Academy, however, generally did not challenge the *idea* that there should be a place in society where a commitment to knowledge and the betterment of the human condition were primary duties. Today, we

are witnessing a delegitimation of this underlying purpose of the Academy through a realignment of our national moral compass.

The Conservative political victories of the last twenty years have enshrined market logic as a near-hegemonic ideology (Stefancic and Delgado, 1996).² The most basic assumption of this ideology is that the value of all things can be reckoned by the amount of money they attract in so-called the "free market." Thus, only by allowing unregulated struggles for money that we can determine the value of things. The traditional values that once defined the Academy for progressive scholars, and drew many to its way of life, such the pursuit of knowledge and beauty for their own sake, education for civic virtue, and preparing students for a life of political engagement, have little value in the unregulated marketplace. It makes sense to fiscal and social Conservatives who increasingly dominate both public discourse about education and state legislative chambers with funding decisions are made to reduce the public monies spent on traditional universities. Indeed, increasingly the mantra has become, "let educators compete for students," a vision that transforms learners from students to "consumers" that both non- and for-profit universities must try to attract by offering the most attractive edummodities, at the best price, that will offer the greatest occupational return on investment.

Once the value formerly attached to free inquiry for its own sake is set aside, many characteristics of the Academy that arose from it also became targets for delegitimation. The institution of tenure, for instance, is seen by free-marketers as an archaic practice that interferes with the effective operation of a true labor market within the Academy, a market that would allow the institution to hire workers more cheaply, discipline them more forcefully, and dismiss them more expeditiously. That tenure was created to protect free inquiry and free speech among academics in the aftermath of the political repression of scholars during the post-World War I era of the "Red Scare," matters little to free-marketers (Schrecker, 1986). After all, if the ideas of those who disagree with university administrators or political and corporate leaders are so good, those who profess them should be able to sell them in the free market. And if they can't, what good are they? - both the ideas and the people who hold them. Similarly, the belief that scholars, not administrators, politicians, or business leaders should control curriculum and research has given way to an increasing acceptance that university faculty are nothing more than "one constituency" within the university community, and that administrators and members of the wider community should play a greater role in deciding who should teach, what, when, and to whom, and faculty should play less. In the pure version of this model, faculty are employees, hired for a contractual period of several years by a University Corporation whose managers are charged with developing and marketing curricula which will be sold to customers, whether traditional undergraduate students or corporate and public agency institutional clients seeking job-specific degrees for their employees. In this model, faculty cease to be the creators and brokers of knowledge, and instead, become merely conduits. While this model of higher education does not dominate today's not-for-profit public and private universities, it is the model of many of the for-profits such as the University of Phoenix. Nor is it wholly absent from some traditional universities and colleges where administrators have come to play an increasing role in proposing and instigating new degree programs to attract new groups of "customers." These strategies, however, can only begin to make sense in a context where the traditional role of the Academy as a place where the production and communication of knowledge is determined by academic intellectuals has been stripped of its legitimacy.

Distance Education

One of the most significant challenges facing the 21st Century Academy is the increasing role of "distance education." It is, however, nothing new. The practice of providing baccalaureate and advanced degrees to people who do not attend classes on a university campus has been a part of higher education for well over 100 years. Distance education has typically evolved as a reflection of changes in the technology of mass communications. The creation of fast reliable mail service led to an explosion of correspondence degrees at the end of the 19th century. The refinement of television and video tape led to a variety of one-way forms of televisual education, while the emergence of satellite technology with its uplink-downlink capabilities was soon adapted to provide interactive instructional television. The most prominent feature of contemporary distance education, however, is the explosive penetration of web-based courses and degrees into higher education in the wake of Internet technology. There are significant indications that this form of distance education may leave a more lasting mark on the Academy than its predecessors (Shea and Boser, 2000)

Today, in universities around the country there is a lively, and frequently acrimonious debate taking place over the role of web courses and web degrees in higher education. Web based education frequently appeals to university administrators because it offers the promise of attracting new students and new dollars in a time of shrinking revenue from other sources. To state budgeteers it offers the promise of satisfying public demands for higher education without have to bear the costs for physical infrastructure. The costs of Internet technology to distribute several hundred web courses falls far below that of having to construct and maintain a comparable amount of classroom space. Some educators, on the other hand, see web courses as a step in an entirely wrong direction, taking students who have already spent too much time consuming pre-digested information from video screens, and educating them in a format that promotes a similar intellectual and physical passivity. Still other university faculty view web courses as one more brick in the wall of political isolation, each distance learner at his or her own computer screen, working on challenging thought problems, yet disconnected from university or societal political currents by virtue of having no material presence on a university campus. For some progressives, such as myself, the web presents the confusing problem of appearing as a potential ally in the struggle to bring college education within reach of underserved populations, yet doing so in an anti-progressive climate of isolation and dehumanization.

These controversies over pedagogy and the meaning of university education could be expanded at length. What I want to focus on here, however, are two specific structural threats posed by web based education. One is the very clear possibility of further deskilling for university faculty. Once a web course is developed, it is possible for the intellectual labor of the faculty member who created it to be expropriated for implementation by others. Many universities today are exploring with the advantages of "unbundling" the teaching function, through which a course created with the skill and experience of a tenured or tenure-track Ph.D. scholar is "taught" by graduate students or part-time faculty who may or may not hold doctoral degrees, and who certainly will not

have had the time and opportunity to become respected scholars in their fields. The deskilling takes place at both levels. The course creators need not concern themselves with being good educators in any way other than being skilled “content providers,” that is, being able to assemble pertinent material and assignments for a web course. For these faculty there is little expectation or need to develop the kinds of effective interaction skills that have long been the hallmark of effective educators. In the other direction, course managers will not have the time, nor perhaps the inclination, to become established scholars and creators of new knowledge in their field when their only responsibility is to implement the pedagogical creations of others.

In the end, such unbundling could lead to an unhappy two-tiering of university teaching employees, a relatively small number of fairly well-rewarded scholars who “provide content,” and a much larger cadre of low-paid, job-insecure course managers with little prospect of ever securing one of the rare content-provider job (TR). Should this happen, the professorate will have been transformed into a bundle of University Corporation employees with little input into the mission, policy, pedagogy, or politics of the Academy. I hope this portrait of tomorrow’s Academy is a bit overstated, but it is not comforting to know that this model is already in place in many for-profit universities. For instance, Glen Jones, the founder of Jones International University, boasts that his institution has “bifurcated” the teaching process, with professors from “top notch” universities creating the online courses, while a staff of “teaching faculty,” many of whom do not have Ph.D. degrees, provide the direct interaction with students (Shea and Bosner, 2000: 53).

Another structural challenge posed by web-based education is that its relatively low start-up costs mean that a variety of institutions can now enter into the education “business.” As noted before, many corporations are developing their own web-based educational programs rather than paying for employees to receive education from a traditional university. In addition, a number of educational start-ups such as NetG, Click2learn, Quisic, and Smartforce have been designed to sell educational programs to corporations. Since the world of corporate and public employment is more interested in hiring workers who are trained to perform specific tasks than employing educated critical thinkers, the development of skill-focused educational programs by for-profits further minimizes the desire of corporate and public sector employers to strongly support public and private not-for-profit universities - or their traditions of academic freedom in a politically diverse environment.

Conclusion

Many commentators speak about the winds of change blowing through today’s Academy as if they represent a natural phenomenon - inevitable, and devoid of intent. They are neither. They represent highly intentioned efforts to reshape the Academy in two ways. One is to make it more responsive to the short-term educational needs of public and private sector employees, and the other is to complete a transformation of the Academy into a docile servant of the corporate sector, a transformation that began with the Reagan era Conservative attacks on the Academy as a haven for “tenured radicals” and totalitarian political-correctness mongers. Not everyone has the same intentions towards the Academy, and there are certainly many well intentioned university administrators and public leaders who are concerned with the former goal and who little recognize the contribution they are also making to the latter one.

The changes we are facing are historic. But as historic changes they will be made by people, not by some inevitable tide of neo-liberal (i.e. *laissez-faire*) modernization. This means that as progressive academics committed to the tradition of scholarship in pursuit of a just society, we need to engage in the thought, the research, and the public action that will help preserve the best traditional virtues of the Academy, particularly those of academic freedom, faculty control of curriculum and programming, and the pursuit of knowledge and beauty even where it has no apparent value in terms of “callous cash payment.” At the same time, we need to think creatively about how we can channel popular desires for higher education in directions that will produce truly educated graduates who committed to making the society and world a better place, rather than just obtaining the credentials necessary to grab their personal piece of the pie.

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Endnotes

1. These figures underestimate the real gap between overall economic growth and university growth since they are based on proportions of state budgets, which frequently reflected a decline in tax revenues proportional to state income growth as a consequence of Conservative tax-cutting measures.
2. Market ideology as I have described it would seem to be at odds with the “family values” rhetoric that is often paired with it in Conservative parlance. Pro-market conservatives resolved this apparent contradiction, however, by dividing families into those with “good” values and those without them. Closer examination of family value rhetoric reveals that “good values” families are typically those who have succeeded at least modestly in the struggle for money, and families demonstrating “bad “ values, such as single parent ones, are typically those who have come out on the short end of the struggle.



Announcing the

**FINALISTS for the
2001 C. WRIGHT MILLS AWARD**

Elizabeth M. Chin, *Purchasing Power: Black Kids and American Consumer Culture*, University of Minnesota Press

Gary Alan Fine and Patricia A. Turner, *Whispers Along the Color Line: Rumor and Race in America*, University of California Press

Robert Gottlieb, *Environmentalism Unbound: Exploring New Pathways for Change*, The M.I.T. Press

Pierrette Hondagneu-Sotelo, *Doméstica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence*, University of California Press

Leslie McCall, *Complex Inequality: Gender, Class, and Race in the New Economy*, Routledge

Barbara Perry, *In the Name of Hate: Understanding Hate Crimes*, Routledge

Mitchell L. Stevens, *The Kingdom of Children: Culture and Controversy in the Homeschooling Movement*, Princeton University Press

Congratulations to this Year's Finalists!

The C. Wright Mills Award will be presented on Friday, August 16 at the Awards Banquet.

C. WRIGHT MILLS AWARD COMMITTEE

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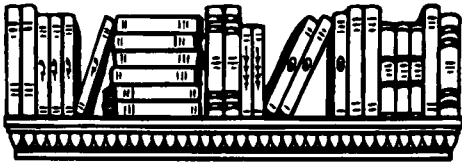
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SSSP REVIEWS

Critical Essays and Commentary on Social Research

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Neil Websdale. *Policing the Poor: From Slave Plantation to Public Housing*. Boston: Northeastern University Press, 2001. 288 pp. \$50.00 (cloth), \$22.50 (paper).

Claire M. Renzetti
St. Joseph's University

Neil Websdale probably does not receive fan mail from the Fraternal Order of Police or anyone who supports community policing. In *Policing the Poor*, Websdale offers a thorough and hard-hitting critique of how community policing is practiced in impoverished urban neighborhoods, in particular, in public housing developments. The picture it paints is dramatically different from discussions of community policing found in criminal justice textbooks.

Policing the Poor draws on various secondary sources, both contemporary and historical, but the book is based primarily on Websdale's ethnographic research in Nashville, Tennessee. Like many who have studied community policing, Websdale talked with police officers, rode with them on patrol, listened to their views and experiences. But, as he points out, the abundant research on community policing to date "neglects the opinions, perspectives, and experiences of those most intimately affected by the practice," the urban poor (p. 7). Moreover, this "literature is also profoundly ahistorical, failing miserably to situate community policing in the context of ghetto life, the superstigmatization of the black underclass, the rise of global capitalism, and the deep history of the slave trade" (p. 7). *Policing the Poor* essentially turns community policing research on its head to remedy this neglect. The voices of Nashville's public housing residents resonate throughout the pages, and Websdale skillfully draws the connections between the control of slaves in colonial America, freedmen and freedwomen in post-Civil War America, and contemporary Blacks in urban postindustrial America. He systematically disassembles the ideological construct of community policing, with all its rhetoric about consensus building and community participation, and unmasks it as a tool for regulating the poor and preserving the unofficial system of apartheid that underlies race relations in the United States today.

In the six chapters that make up *Policing the Poor*, Websdale takes readers on an insider's tour of public housing and its surrounding neighborhoods in Nashville. Since space constraints do not permit me to discuss each chapter fully, let me simply draw attention to a few chapters and what I see as their salient themes. In the first, rather brief chapter, Websdale sets the analytical stage by examining the historical developments that led up to the period he refers to as the twentieth century redemption, the years 1980-2000, a time that he sees as undermining the gains African Americans made through the civil rights movement (1954-1964). And he sees community policing as the chief means by which these rights have been curtailed. In Chapter Two, Websdale introduces us to Nashville and, in particular, to Nashville's poor, who are disproportionately African Americans, and whom Websdale describes as "quarantined" in ghettos and public housing developments. Websdale reports that the majority of public housing residents are single women with children, and he introduces us to some of the women who talked with him about their lives -- their experiences of domestic violence, for example, and what it's like trying to raise children in violent, drug-ridden, impoverished neighborhoods, where the police are clearly regarded as an enemy, not an ally. Early on in the book, then, we see one of the characteristics of Websdale's work that distinguishes it from several other recent ethnographies of the urban poor, including Elijah Anderson's (1999) *Code of the Street*, and Philippe Bougeois's (1995) *In Search of Respect*. While the latter are both outstanding ethnographies, they are studies that focus on *men*. As he did in his earlier work (see, for example, Websdale, 1998, 1999), Websdale demonstrates his ability to develop rapport with female respondents as well as his desire to get their stories told and to highlight the gendered nature of their lived experiences.

For me, Websdale's skill in this regard was nowhere more evident than in Chapter Four, "Black Kin and Intimate Violence." Websdale opens this chapter with excerpts from his interviews with women serving prison sentences for fighting back against abusive intimate partners. That the police failed to protect them -- indeed, did them more harm than good -- is obvious from the outset. In the women's words, even when they are punctuated with laughter, we hear their fear, resentment, and anger toward the police; the police are reluctant at best to go into the projects, and the women cannot count on the police to protect them. But the women also explain their reluctance to call the police because doing so "[opens] up black family life to scrutiny," and across generations, Black women have seen the family, even a violent family, as "a respite from a deeply racist world" (p. 117). Women talk about their worries that if they call the police on an abusive partner, neighbors will label them a "snitch." Women talk about feeling guilty in handing over an intimate partner, even one who has beaten them, to a racist and oppressive criminal justice system, and how calling the police or going to court might reinforce dominant cultural stereotypes of Black men as violent. And women talk about their wish to have a male role model for their sons. Websdale also raises some other possible reasons these women may not want to call the police when they or their neighbors are battered -- for instance, they may be desensitized to violence because it has been commonplace in their lives. He also notes their fear of the public space outside their homes, which makes it difficult for them to leave, go to a shelter, or attend counseling sessions.

Having spent the past four years studying violence against women in public housing developments in Camden, New Jersey, and Philadelphia, the experiences these women described and the feelings they expressed were all too familiar to me. Although none of the women I have spoken with have shown any sign of becoming desensitized to the violence in their lives or their neighbors' lives -- to the contrary, many of them have grown hypervigilant about it -- they are deeply distrustful of their neighbors and especially of the police. I suspect that what Websdale has found about policing domestic violence in public housing holds true not just for Nashville and Camden and Philadelphia, but for public housing residents in other U.S. cities as well. One aspect of Websdale's research that I cannot verify from my own, though, is the attitudes of the abusive men. I have not interviewed men in my studies, so I have had to rely on the women's perceptions to gauge the men's attitudes. My sense after reading the words of the men Websdale talked to is that the women are often incredibly generous in their descriptions of these men. Websdale's male informants spoke with chilling bravado about competing with one another for sexual access to women and their privilege as men to control, through violence if necessary, *their* women. The men make it clear that they feel the women often deserve the violence; some are, according to these men, "wicked and evil" (p.135). And they also make clear their anger at the women for calling the police, an anger that motivates them to punish the women, even if they have to hire someone else to do the dirty work because they themselves are in jail. Add fear of retribution to the list of reasons women do not call the police.

In short, Websdale gives readers much food for thought and fuel for controversy. Even better, he does so in an engaging style, without academic jargon or pretensions. His writing is clear and straightforward, sometimes self-deprecating, but always, I am willing to bet, honest. This book is well worth reading, whatever your current views on community policing.

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Cara E. Richards. The Loss of Innocents: Child Killers and their Victims.

Wilmington, Delaware: SR Books. 237pp.

**Charisse T. M. Coston
University of North Carolina**

The topic of child murders have been overlooked and disregarded in our criminal justice system. Cara Richards attempts to dissect the multitude of circumstances that surround each case and provide a sense of how complicated a child murder case becomes once it is studied and processed through the criminal justice system. Richards' findings establish and confirm that our criminal justice system is an entangled web of tautological complexities; further complicated through the eyes of the media and the public. The author argues that various media services frequently overlook small details of a case, which they may find insignificant causing them to mislead and under-educate our public. She also believes that reform and moderation of our criminal justice system can one day untangle some of these complexities that surround "The Loss of Innocents."

This book provides readers with a keen prospective on the various forms of child murders and deaths. Richards provides precise examples of all the forms of child murders and deaths she discusses. Research given through statistical data, graphical representations of compiled data, and comparisons of cases, media reports and newspaper articles date back to the 1970s. This allows the reader to realize that child deaths have been a great problem in our society and have only come to light over the past 30 years. These statistics show a lack of conformity amongst killers, proving how each child death case is different from the rest. Child killers have evolved since the 1970s on through the 1990s; the perpetrator's motives have never been simple and understandable.

"The Loss of Innocents" does however provide a model example for our criminal justice system to follow in preventing occurrences child deaths. Richards' findings prove that in many cases of child deaths, an intervention by a professional agency or investigative team could have possibly occurred. Richards believes that our system is under-staffed, it is not flush with resources or does not have means of faster response under our current laws. In many cases of child abuse, the abuse follows a rigid pattern where every step puts the child at greater risk to their victimization.

Towards the end of the book, Richards provides good suggestions for our system to follow in the future, which may prove instrumental in breaking the cycle of child killings. Many of the questions posed in this book remain unanswered. More psychoanalytical and environmental research must be conducted in order fight this problem at its roots. We must understand the backgrounds of these killers and their reasons for doing so. Future studies may help us to avert, intervene and rehabilitate some of the victims of child murders. Richards' findings, as well as other authors who write about child killings, provide the stepping-stones for our future generations in preventing, "The Loss of Innocents."

This particular book would draw the attention of academic researchers or those college students in need of research on child murders and their perpetrators. Researchers using this book will find statistics that lead back to the late 1970s and up through the mid 1990s. These statistics are proven vital for studying historical trends of child murder; comparing them to modern day trends of child murders. This book provides the reader with essential information, facts and evidence surrounding child murders, including the victim(s) and the perpetrator(s). Each case is given individual attention; Richards provides ample examples and details of each individual case she researches. Many of the circumstances that Richards provides is the age and gender of victims and perpetrator, their relationship to the victim, socio-economic background of the perpetrator, methods used by the perpetrator to kill their victim(s), and statistical evidence that relates to each subcategory of murder.

In Chapter One, Richards attempts to answer whether or not a perpetrator can be profiled as a potential child killer. The statistics she provides demonstrates that a combination of factors, not just one, helps to understand their motivation. These attributes decline to provide substantial evidence that a certain combination of factors profiles a child killer. She suggests that the "circumstances surrounding the killing may offer the most hope for understanding and preventing child killing." Circumstances include the gender, employment status, marital/family problems, such as a lengthy divorce proceeding or infidelity, and the psychological state of mind of the perpetrator. All of these factors are used to find similarities between certain types of child killers and help to categorize certain types of child killers into subcategories. Many child killers are motivated by sexual urges, while others are sadists and crave power over helpless children and many kill from a random act of sudden "rage." Yet no one particular factor leads us to conclude or find basis for profiling a potential child killer. Richards acknowledges this struggle, affirming that all of these findings can possibly help to distinguish factors that motivate such killers.

In Chapter Two, Richards asserts that both serial killings and mass murders only make up a very small percentage of homicide cases in the United States. What is known is that both serial killers and mass murderers kill multiple victims; including both children and adults. Mass murderers kill more than four victims at a time according to Richards' findings; many of them knew their victims. Serial killers, on the other hand kill three or more victims at separate times, often having a "cooling off period intervening." One particular note that Richards makes is that not all mass murderers or serial killers are male. For example, in the cases that Richards' studied, she finds 33 percent of serial killers were female. Historically, these types of killers were primarily men; there have been more recent studies, like Richards, which have shown an increase in female serial killers. Richards also makes a distinction between the motivating factors of both men and women killers: male killers "often have a sexually based motivation," whereas female killers are in many cases showing motivation by "postpartum psychosis or neurosis." Research on both these types of killers are difficult because their killings become harder to detect.

The focus of Chapter Three is on one of society's greatest controversies, which is dealing with children killing other children. Who is to blame when one child kills another child over a videogame? Perhaps the parents, or television, maybe the media? Richards examines who is to blame- but her findings demonstrates that there may be multiple finger pointing.

Guns are used in the majority of cases in child murders according to Richards. Richards argues that if a parent teaches the child to load a gun and that child kills another child, the parent should be responsible. In many respects, it is the negligence of the parents that facilitate these killings, but many other factors play a role in gun casualties. For example, Richards believes that the fatalities caused by guns are due to "social behavioral factors." Children often act out what they see in society, through television, virtual reality games, and even in the media.

The core of this controversy deals with punishing the child accused of killing another. Many states have various laws and prosecution guidelines. Each state varies in terms of how they punish and convict a child of murder. Richards asks many questions as she comes to this dead end controversy of punishing children.

Richards finds that "20 percent of our population at any time is affected with some form of specifically diagnosable psychiatric disorder," according to the Encyclopedia of Mental Health. Chapter Four asserts that this number may seem small, but oftentimes these psychologically unbalanced individuals are a great danger to themselves and those around them: their children, spouse, family, friends and even everyday citizens they come in contact with. Those psychologically disturbed individuals, whether they are in control of their actions or in many cases are not fully in control of their actions, use various justifications as reasons for their killing a child. Many act out of religious means, others act out of pure psychosis, many are regular people suffering from some form of depression or bipolar disorder. Unfortunately, these conditions do undiagnosed and undetected; oftentimes their condition(s) are recognized when it is too late for any intervention.

Richards also addresses our societal dysfunctions of being severely under-resourced, having a lack of skilled workers, and providing some dependable protection of children. She hopes that "our failures as a society" will better help us in the future to make changes to our policies and laws against child killing. The lives of our innocent children can be saved; it's a matter of making it each and everyone's problem.

More frequently, as time progresses, child murders are the result of sudden attacks, states Richards in Chapter Five. These sudden attacks are either a result from a physical beating or some form of child shaking. According to Richards, these forms of sudden attacks and outbursts of violence account for "47 percent of the victims." Many of these perpetrators give no prior signs or warnings of their attack. Without any prior records of abuse or history of criminal behavior, our criminal justice system is left without answers to so many vital questions. Of these sudden attacks, many of these perpetrators are total strangers or have no direct relationship to their victim. In the examples provided in this chapter, many of these perpetrators are babysitters, next-door neighbors, and friends or even work partners looking after a child. For no absolute or apparent reason, the perpetrator suddenly attacks the child violently. They attack only because they know that the child is powerless and defenseless. On the first attack, they kill their victims, not knowing the consequences of their disregarded actions.

Murdered children are often the victims of undetected long-term physical abuse, according to Richards in Chapter Six. These children show signs of previous abuse, but are not investigated fully. Their perpetrators are either parents or stepparents. They make up a wide variety of excuses like, "the child was clumsy, fell downstairs, bumped against a lighted cigarette, or accidentally turned on the hot water," according to Richards findings. Richards also supplies the tragic stories of over 15 children in this chapter who have died in cases of undetected situations of physical abuse; each case having similar abuse patterns and similar factors that lead up to the death of a child.

The problem of convicting the perpetrators is proving long-term physical abuse of a child in the court of law. Richards argues that sometimes a parent's punishment of a child may not be considered abuse and would be "even more difficult to prove" in a court "if the perpetrator can afford a good defense team."

In Chapter Seven, a combination of being at a wrong place and wrong time plays a role in determining and identifying the one of several explanations for child murders. In this particular category, bad decisions by the perpetrator(s) play an important role in their death. According to Richards' findings, "5.9 percent of the perpetrators were thoughtless, or irresponsible, sometimes making poor decisions out of ignorance..." Many cases that Richards provides involves those perpetrators who did not intend to kill their victims; such as children who were given fatal doses of alcohol or drugs by their parents who were under the influence of some substance. Other examples include bad decisions parents make; leaving a child in a car on a hot summer day, forgetting their children in the car for days locked up, or allowing their children to ride bicycles without a helmet. These parents are neglecting to take safety precautions for the welfare of their children at a cost of their lives. In many of these cases, the child's death could have been avoided.

Richards examines the statistical evidence that the media provides the public with when a child has been murdered in Chapter Eight. She thoroughly examines and compares many sources of information to articulate possible discrepancies in defining each child death reported. She notes flaws in defining various killers and how they relate to the overall inaccuracies of statistical data. Her topics of discussion include the definition of a child, various ages of children, privacy and confidentiality laws, various forms of physical abuse, various types of killers and so forth.

In considerable depth, Richards provides legitimate arguments and ample examples of how our criminal justice system responds to problems involving the intervention in a possible child abuse case. The interventions must not be in direct violation of our constitutional rights and freedoms. She examines laws and how they relate to the decision-making processes of our system in relation to child murders and their killers.

Investigating child murders are not an easy task. She remarks that an investigation may be a breeding ground for complications due to the numerous amounts of people and agencies involved: family members, medical examiners, witnesses, neighbors, social workers, court systems, lawyers and investigators.

The psychology of killing a child is a complex issue to unravel. We ask ourselves why killers kill children and how they justify their actions. Many of these answers will remain hidden, but future studies on the psychology of a child killer may be helpful.

In Chapter Nine, Richards assesses all the problems, complications, data and statistics provided into an area in which she develops some basic strategies to combat child killings. She admittedly acknowledges that there is no one particular reason why someone kills a child. As previously mentioned, this "web" will prove more and more difficult to untangle, as our child killings get inevitably complex.

The first people to assess and respond to child abuse cases are social workers. Richards believes that experienced workers who have been exposed to the various forms of abuse may be knowledgeable enough to intervene in such cases, before it becomes too late. Richards encourages "the maintenance of the family" through "counseling, therapy, education, and practice." She suggests that our parents need to become more educated in knowing how to effectively raise their children and even educating their own children so in the future they may be discouraged from having unwanted teen pregnancies and other possible problems associated with raising a child. Many of these concerns of parents and their children have been an issue for lawmakers and our court systems. In many respects, the option of terminating parental rights can be effective at saving one child's life.

In the instance where child abuse is detected and evident, Richards suggests that our criminal justice system, social workers, investigators, all need to work together for a common interest, which is protection of the child. Advocating the control of guns, installing parental and educational programs, preteen education in our schools, and the modification of our laws may be a key factor in preventing child killings.

NOTICE

The editorial offices of **SOCIAL PROBLEMS** have moved to Marquette University. Please send submissions to the following address. Authors should submit 5 hard copies of their manuscripts, plus an electronic file containing the text (PC-compatible computer disk or e-mail file attachment to Social.Problems@Marquette.edu).

Action Research – Call for Papers

About the Journal

The aim of *Action Research* is to offer a forum for participative, action oriented inquiry. Our immodest aim is to help transform the very idea of social science, to create a dialogue which will contribute to developing a viable alternative to the dominant models of social science. As debates about the limits of a 'disinterested' social science continue we need an alternative form of inquiry into questions that are relevant to people in the conduct of their lives, their organizations and communities, and the wider ecology of which we are a part.

With many schools, theories and practices, action research is an orientation to inquiry rather than a methodology as such. *Action Research* will encompass the wide range of domains in which action research is prominent, both academic and professional. The journal will include contributions from:

- healthcare · education · development · management · social work · specific group interests, such as gender and race · cross-disciplinary interests which do not fit well within disciplinary journals

Interdisciplinary

Our ambition is that it is fully interdisciplinary - creating space for debate between fields - and genuinely global - bringing together contributions by scholars and practitioners in developing countries of the South as well as in the industrialized countries of the North. We are developing editorial and review practices to accomplish this ambition.

Furthermore we encourage papers that attempt to integrate first-person, second-person and third-person practice. First-person action research/practice skills and methods address the ability of the researcher to foster an inquiring approach to his or her own life, to act choicefully and with awareness, so as to assess effects in the outside world while acting. Second-person action research/practice addresses our ability to inquire face-to-face with others into issues of mutual concern and engage with others productively. Third-person research/practice aims build upon the practices of first- and second-person to create a wider community of inquiry involving a whole organization or community.

Quality Articles

Therefore we invite quality articles for peer review, including:

- Accounts of action research projects, including accounts drawing on multiple voices of participants and using non-traditional forms of representation
 - Explorations of high quality practice, at personal, group and community level, exploring the forms and criteria of practice that will facilitate quality inquiry
 - Considerations of the nature of quality in action research, in particular exploring the relationship between epistemology and practice
-

Call for Papers

Contributions are invited for early issues of *Action Research*.

Articles should be between 5-7000 words. An electronic version as a Microsoft Word Document is preferred. Alternatively, four paper copies of the manuscript should be submitted. The manuscript should be typed in double-spacing on one side of A4 paper only and must include an abstract of 100-150 words on a separate sheet. The submitting author should nominate two members of the editorial board to shepherd their review process.

Manuscripts should be prepared in accordance with APA publication guidelines as described in the *Publication Manual of the American Psychological Association* (5th edition).

Submit contributions from US to:

Hilary Bradbury,

Case Western Reserve University, Weatherhead School of Management, Organizational Behavior Department, Sears 568, 10900 Euclid Avenue, Cleveland, OH 44106-7235, USA

Tel: +1 216 368 0070 Fax: +1 216 368 4785

Email: Hilary.Bradbury@weatherhead.cwru.edu

Submit contributions from Rest of the World to:

Peter Reason, Centre for Action Research in Professional Practice, School of Management, University of Bath, Bath BA2 7AY, UK . Tel: +44 (0) 1225 386792 Fax: +44 (0) 1225 386473

Email: mnspwr@management.bath.ac.uk. For more information on the journal please visit:

<http://www.sagepub.co.uk/journals/Details/j0478.html>

ANNOUNCING

“REDISCOVERING THE OTHER AMERICA: A NATIONAL FORUM ON POVERTY AND INEQUALITY”

August 18, 2002
W Chicago City Center, Chicago, IL

Sponsored by the Poverty, Class and Inequality Division
of The Society for the Study of Social Problems,
the *Journal of Poverty: Innovations on Social, Political & Economic Inequalities*,
The Society for the Study of Social Problems (SSSP),
Sociologists for Women in Society,
the Loyola University (Chicago) School of Social Work,
the Center for Urban Research and Learning,
the SSSP Conflict, Social Action, and Change Division,
the SSSP Family Division,
the SSSP Health, Health Policy and Health Services Division,
the SSSP Labor Studies Division,
the SSSP Law and Society Division,
College of Arts and Sciences, Georgia State University
and the SSSP Sociology and Social Welfare Division

As we near the 40th anniversary of the publication of Michael Harrington's *The Other America*, the time has once again come to rediscover poverty and inequality in the midst of plenty. Four decades ago, Harrington helped to wake a complacent nation up to the fact that poverty was a deep and pervasive aspect of life for many in America. A “war” was declared on poverty, and the social programs of the Great Society greatly reduced the level of poverty in our country. Gone for awhile was the idea that the poor have only themselves to blame for their lot in life.

Unfortunately, we have now come full circle. While the 1990s were hailed by political leaders and many economists as an economic boom, there are still millions of people mired deep in poverty. Even recent changes in poverty rates have only brought us back to where we were in the early years of the Reagan-Bush era. For the past twenty years, the gap between rich and poor has steadily widened. The harsh realities of sexism, racism, homophobia, as well as other forms of discrimination, limit opportunities for many. As the population of this country becomes increasingly more diverse, racial/ethnic profiling affects the lives of thousands and thousands. And the idea that there is an “entitlement” to assistance died with the Personal Responsibility and Work Opportunity Reconciliation Act of 1996.

The time has come to once again rediscover "The Other America." We are announcing a **national forum on poverty and inequality** to be held the day after the annual meeting of the Society for the Study of Social Problems in Chicago: **August 18, 2002**. We are calling this forum not merely as an opportunity for the exchange of ideas and discussion of policy, but also as an opportunity to bring about serious action. This forum is intended to bring together an audience of academics, policy-makers, community activists, social service providers, and concerned citizens, including those most directly affected by contemporary social policies on poverty and inequality.

The program includes paper presentations, interactive workshops, and a panel discussion of national policies and practices about poverty and inequality. Our **keynote speaker** is the internationally renowned **Frances Fox Piven**. We will also present awards to individuals and groups who have exemplified the spirit of Michael Harrington and the other pioneers and rediscovers of poverty and inequality in the United States. These awards will be presented at an evening reception at Association House.

We urge you to join us on August 18, 2002, for this exciting and spirited forum. For further information, contact Keith M. Kilty, College of Social Work, Ohio State University, 1947 College Road, Columbus, OH 43210. Email: kilty.1@osu.edu. Phone: 614-292-7181.

Forum web site: <http://www.users.muohio.edu/stoneg/sssp/forum.html>
Journal of Poverty: www.journalofpoverty.org

**Social Sciences in the 21st Century:
National and International Perspectives
August 4-7, 2002**

The National Social Science Association is now accepting proposals for the August 4-7, 2002 Summer Seminar to be held in Toronto, Canada. Technology sessions, papers, workshops and discussions in all social science disciplines will be featured.

**NSSA Fall Development Conference
November 13-15, 2002**

The 2002 NSSA Fall Professional Development Conference will be held November 13-15, 2002 in New Orleans, Louisiana. This conference will meet the professional development requirements for many colleges and universities. Technology sessions, papers, workshops and discussions in all social science disciplines will be featured. A certificate of completion will be given to all participants and attendees. Please send via mail, fax or email your proposal along with a 25-word abstract to NSSA, 2020 Hills Lake Drive, El Cajon, CA 92020-1018. Phone (619) 448-4709; Fax (619) 448-4709; Email: natsocsci@aol.com.



**BOOK EXHIBIT OF THE 52nd ANNUAL
MEETING OF THE SOCIETY FOR THE STUDY OF
SOCIAL PROBLEMS**

August 15-17, 2002, Chicago, IL

SSSP BOOK EXHIBIT RECOMMENDATION FORM

For the 2002 Annual Meeting, the Society for the Study of Social Problems again will create a special book display organized by the Library of Social Science. They seek your input to assist in developing a comprehensive collection of titles on social problems and related topics. This collection will depict the "state of the art" in the field and contribute substantially to the intellectual value of our conference. If you are an AUTHOR and wish to have your book included--or are aware of recent titles that should be in the display--please complete and return this form.

Please fax the completed form to 413-832-8145. For further information on the book exhibit, authors and publishers may contact Mei Ha Chan at e-mail MeiHaChan@cs.com or telephone 718-393-1075.

SSSP Book Exhibit Recommendation Form -- 2002 Annual Meeting		
Your Name:		
Your Phone and 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:	Contact Phone:

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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 the 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 a lunch with someone new, and showing off all your spectacular contacts and friends. Whether you a faculty member or a grad student, you always have something to offer to someone new!

Whether you are an old hat 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 either Sadie Fischesser (fischess@yahoo.com) or Michele Koontz (mkoontz3@utk.edu). Please indicate whether you're a newcomer or a returning SSSP member. See everyone in Chicago!



EMPLOYMENT OPPORTUNITY

THE UNIVERSITY OF PITTSBURGH, DEPARTMENT OF SOCIOLOGY invites applications for a tenure-stream position to begin in the Fall Term 2003, pending budgetary approval. The appointment is at the Assistant Professor level. We seek a specialist in Social Inequalities, especially gender, race and class; may be specific to USA, but may also include comparative, global and historical foci: must be skilled with quantitative methods. We seek candidates who have an active research agenda and published research in refereed journals. Candidates will be expected to contribute to undergraduate and graduate teaching excellence and service in our department; manuscripts or publications as well as teaching materials must be available upon request. Send a curriculum vita and three letters of recommendation to Professor Patrick Doreian, Chair, Recruitment Committee, Department of Sociology, University of Pittsburgh, Pittsburgh, PA 15260. Application should be received by September 30, 2002 to assure full consideration. The University of Pittsburgh is an Affirmative Action, Equal Opportunity Employer. Women and members of minority groups under-represented in academia are especially encouraged to apply.

**PLAN TO ATTEND the FILM EXHIBIT
at the SSSP ANNUAL MEETING, SATURDAY, AUGUST 17**

The film exhibit is sponsored by California Newsreel, Media Education Foundation, Richard Cohen Films, and the Open Society Institute's Center on Crime, Communities, and Culture. Information about film rentals and purchase will be available during the conference.

GOING TO SCHOOL (IR A LA ESCUELA)

Shown: Saturday, August 17 from 9:00am - 10:05am

Going To School (IR A LA ESCUELA) provides a captivating look at the daily experiences of students receiving special education services, and examines gains made by the Los Angeles Unified School District toward compliance with civil rights laws that guarantee a quality of education for all children. The documentary highlights the lives of three seventh graders and a second grader, revealing the determination of their parents to see that their children receive an equal education. (available from Richard Cohen Films, 64 minutes)

A SENTENCE OF THEIR OWN

Shown: Saturday, August 17 from 10:15am - 11:20am

In July of 1996, Becky Raymond's world was shattered. While her husband faced a felony conviction and a seven-year prison sentence, she and their two sons were left to contend with the aftermath. *A Sentence of Their Own* chronicles one family's annual pilgrimage to a New Hampshire State Prison and reveals the damaging impact incarceration has on families. *A Sentence of Their Own* makes visible what is rarely seen, the slow and gradual descent of a family "doing time" on the outside, and calls for a closer examination and deeper understanding of our growing use of incarceration and its impact on families, communities, and our culture at large. (available from Open Society Institutes's Center on Crime, Communities & Culture, 64 minutes)

PATIENT ABUSE: SOUTH AFRICA'S STRUGGLE FOR AIDS TREATMENT

Shown: Saturday, August 17 from 11:30am - 12:30pm

With one in five South Africans infected with the AIDS virus and one in four pregnant South African women HIV+, the AIDS epidemic is having a devastating impact on the new South Africa. Archbishop Desmond Tutu has labeled the crisis, the new apartheid. This new activist documentary introduces audiences to the Treatment Action Campaign, South Africa's inspiring grassroots AIDS organization, leading the fight against the greed of international pharmaceutical companies and the inaction of the South African government. (available from California Newsreel, 58 minutes)

EDWARD SAID: ON ORIENTALISM

Shown: Saturday, August 17 from 12:45pm - 1:25pm

Edward Said's book *Orientalism* has been profoundly influential in a diverse range of disciplines since its publication in 1978. In this engaging and lavishly illustrated interview he talks about the context within which the book was conceived, its main themes, and how its original thesis relates to the contemporary understanding of "the Orient" as represented in the mass media. (available from Media Education Foundation, 40 minutes)

PROJECT CENSORED: IS THE PRESS REALLY FREE?

Shown: Saturday, August 17 from 1:30pm - 2:30pm

For the first time on video, stories ignored by the mainstream news media are reported and discussed by journalists and media scholars. For the past 20 years, Project Censored has compiled

an annual list of the most significant news stories ignored or censored by the established media. (available from Media Education Foundation, 57 minutes)

STRANGE FRUIT

Shown: Saturday, August 17 from 2:45pm - 3:45pm

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)

THE MILITARY IN THE MOVIES

Shown: Saturday, August 17 from 4:00pm - 4:30pm

Hollywood and the military have co-operated in the movie-making business for over 90 years. The Pentagon uses the movies as part of a larger public relations effort aimed at selling the armed forces to the American public. Is it appropriate for the military to rewrite film scripts in exchange for its cooperation? What does it cost the taxpayer? And should the military be involved in the entertainment business at all? (available from Media Education Foundation, 29 minutes)

BIG MAMA

Shown: Saturday, August 17 from 4:45pm - 5:20pm

In *Big Mama*, a devoted grandmother struggles to raise her orphan grandson alone in South Central Los Angeles. She deals with her own failing health, discrimination, and a bureaucratic and legal system that continually threatens to intervene and force them apart. (available from California Newsreel, 35 minutes)

TOXIC SLUDGE IS GOOD FOR YOU

Shown: Saturday, August 17 from 5:30pm - 6:10pm

While advertising is the visible component of the corporate system, perhaps even more important and pervasive is its invisible partner, the public relations industry. This video illuminates this hidden sphere of our culture and examines the way in which the management of "the public mind" has become central to how our democracy is controlled by political and economic elites. (available from Media Education Foundation, 40 minutes)

WAR ZONE

Shown: Saturday, August 17 from 6:15pm - 6:50pm

What does it feel like to be a woman on the street in a cultural environment that does nothing to discourage men from heckling, following, touching or disparaging women in public spaces? Filmmaker Maggie Hadleigh-West believes that the streets are a *War Zone* for women. Armed with only a video-camera, she both demonstrates this experience and, by turning and confronting her abusers, reclaims space that was stolen from her. (available from Media Education Foundation, 35 minutes)

CALL FOR NOMINATIONS FOR AWARDS

AT

“REDISCOVERING THE OTHER AMERICA: A NATIONAL FORUM ON POVERTY AND INEQUALITY”

August 18, 2002

W Chicago City Center, Chicago, IL

Sponsored by the Poverty, Class and Inequality Division
of The Society for the Study of Social Problems,
the *Journal of Poverty: Innovations on Social, Political & Economic Inequalities*,
The Society for the Study of Social Problems (SSSP),
Sociologists for Women in Society,
the Loyola University (Chicago) School of Social Work,
the Center for Urban Research and Learning,
the SSSP Conflict, Social Action, and Change Division,
the SSSP Family Division,
the SSSP Health, Health Policy and Health Services Division,
the SSSP Labor Studies Division,
the SSSP Law and Society Division,
and the SSSP Sociology and Social Welfare Division

Distinguished Scholarship Award

The Organizing Committee announces a call for nominations for the Michael Harrington Distinguished Scholarship Award to be awarded at the national poverty forum in Chicago. The Michael Harrington Distinguished Scholarship Award is meant to recognize outstanding scholarship on poverty and inequality in the past five years (1997-2002). Books in the spirit of Michael Harrington's commitment to social change are particularly appropriate for nomination. Nomination letters specifying the contributions of the book should be sent by June 1 to Leon Anderson, Poverty Forum Awards Committee Chair, Dept. of Sociology & Anthropology, Ohio University, Athens, OH 45701.

Distinguished Teaching Award

The Organizing Committee announces a call for nominations for the Michael Harrington Distinguished Teaching Award to be awarded at the national poverty forum in Chicago. The Michael Harrington Distinguished Teaching Award is meant to recognize outstanding and sustained teaching on poverty and inequality. Teaching that incorporates service learning or community outreach in the spirit of Michael Harrington's commitment to social change is particularly appropriate for nomination. Nomination letters specifying the contributions of the scholar/teacher should be sent by June 1 to Leon Anderson, Poverty Forum Awards Committee Chair, Dept. of Sociology & Anthropology, Ohio University, Athens, OH 45701.

Distinguished Social Action Award

The Organizing Committee of the SSSP announces a call for nominations for the Michael Harrington Distinguished Social Action Award to be awarded at the national poverty forum in Chicago. The Michael Harrington Distinguished Social Action Award is meant to recognize outstanding and sustained social action to improve the life conditions and opportunities of those facing poverty. Scholars/teachers/activists involved in social action directed toward public policy in the spirit of Michael Harrington's commitment to social change are particularly appropriate for nomination. Nomination letters specifying the individual's or group's activities and accomplishments should be sent by June 1 to Leon Anderson, Poverty Forum Awards Committee Chair, Dept. of Sociology & Anthropology, Ohio University, Athens, OH 45701.

INTERNATIONAL COALITION AGAINST SEXUAL HARASSMENT

AUGUST 17-18, 2002
W CHICAGO CITY CENTER

INTERCONNECTING RESEARCH, THEORY, AND PRACTICE IN A GLOBAL COMMUNITY

AUGUST 17, 2002
ROOM: INDUSTRY II

SEXUAL HARASSMENT: PSYCHOLOGICAL AND LEGAL PERSPECTIVES

- 8:00am - 8:30am Registration
- 8:30am - 8:45am Welcome
- 8:45am - 9:45am Keynote Address: Alternative Dispute Resolutions in Academic and Workplace Sexual Harassment Cases
Marcia Mahoney Partner, Seyfarth Shaw, Chicago, IL
Moderator: Michele Paludi
- 10:00am - 11:30am Symposium: Refining, Expanding, and Integrating Knowledge of Sexual Harassment
Chair: Carrie A. Bulger
Moderator: Eros DeSouza
- “Organizational Climate and Sexual Harassment: Trying to Disentangle Causal Directions,” Lisa M. Kath and Vicki J. Magley, University of Connecticut
- “Integrating Qualitative Methods in Examining Racialized Sexual Harassment Among African American Women,” NiCole T. Buchanan, University of Illinois, Urbana-Champaign
- “Congruence of Legal and Psychological Judgments Of Sexual Harassment,” Carrie A. Bulger, Quinnipiac University and Lisa M. Kath, University of Connecticut
- “Retaliation Against Military Personnel Who Blow The Whistle on Sexual Harassment,” Vicki J. Magley and Lilia M. Cortina, University of Connecticut
- 11:45am - 12:15pm Presentation: Redressing the Gendered and Sexualised Nature of Policing in an Australian Police Service
Susan Harwood and Joan Eveline, University of Western Australia
Moderator: Teri Spahr Nelson
- 12:30pm - 1:30pm Lunch
- 1:45pm - 3:15pm Symposium: Current Research and Theory on Sexual Harassment
Chair: John Pryor, Illinois State University
Moderator: Michele Paludi
- “Working Students’ Experiences of Multiple Harassment Stressors and Differential Coping Strategies,” Kimberly T. Schneider, Jennifer A. Dreyer, Tracy L. Drumm, Colin Hardersen, Nikol Stancato, and Jason A. Young, Illinois State University
- “Sexual Harassment of High School Students In Brazil,” Eros DeSouza, Illinois State University
- “Toward Understanding Sexual Harassment as A Form of Workplace Aggression,” Angela Abbott and John Pryor, Illinois State University
- “Mediating Effects of Perceived Motives on Responses to Sexual Harassment in the Workplace,” Laura L. Moyle and Glenn D. Reeder, Illinois State University
- 3:15pm - 4:45pm Invited Symposium: Male Domination and Sexual Harassment: Research and Theory
Co-Chairs: James Gruber, University of Michigan-Dearborn and Phoebe Morgan, Northern Arizona University
Moderator: Susan Fineran
Discussant: James Gruber, University of Michigan-Dearborn
- “At Least I’m a Man”: Sexual Harassment as Masculine Resistance,” Beth Quinn, Montana State University

"The Sexual Harassment of Men: Articulating The Approach-Rejection Distinction in Sexual Harassment Motives," Margaret Stockdale, Southern Illinois University at Carbondale

"Sexual Harassment in Male-Female Dominated Occupations: Examples from the Brokerage and Real Estate Industries," Deborah Erdos Knapp, Cleveland State University and Robert H. Faley, Kent State University

"Unmasking the Roots of Sexual Harassment in Male Domination: Blue Collar Activism in the Early Movement Against Sexual Harassment," Carrie Baker, Berry College

5:00pm - 5:30pm **Presentation: The Code of Practice on Sexual Harassment at the Workplace: A Gain or a Compromise?**
 Lim Siu Ching and Judith Loh, All Women's Action Society, Malaysia
 Moderator: Eva Witkowska

AUGUST 18, 2002
 ROOM: INDUSTRY I

SEXUAL HARASSMENT: PERSPECTIVES FROM EDUCATIONAL INSTITUTIONS

8:30am - 9:45am **Invited Symposium: Academic Sexual Harassment Research, Theory and Practice: A Look to the Future**
 Moderator: Carmen Paludi, Jr.
 Presenters: Darlene DeFour, Hunter College, Eros DeSouza, Illinois State University, Billie Wright Dziech, University of Cincinnati, and Nan Stein, Wellesley College Center for Research on Women

10:00am - 12:00pm **Paper Session: Sexual Harassment in Elementary and Secondary Schools**
 Moderator: Vicki Magley

"Bullying Research, Zero Tolerance, and the Missing Discourse of Rights," Nan Stein, Wellesley College Center for Research on Women

"Peer Sexual Harassment and Students with Disabilities," Susan Fineran, Boston University

"Sexual Harassment in Swedish High-Schools: A National Study," Eva Witkowska, National Institute of Working Life, Ewa Menckel, National Institute of Working Life and Karolinska Institutet, Stockholm

"'Making' Gender and Sexuality through Gender Difference Discursive Practices and Peer Sexual Harassment: Case Study of a Middle School," Karen Hales-Mecham, Washington University in St. Louis

12:15pm - 1:15pm **Lunch**
 1:30pm - 3:30pm **Paper Session: Sexual Harassment on College Campuses**
 Moderator: Billie Wright Dziech

"The Subjective Side of Sexual Harassment: Is Anybody Listening?" Cheryl Malgay Heath, Michigan Technological University

"Methodological and Practical Issues in Cross-Cultural Research on Sexual Harassment," Janet Segal, Farleigh Dickenson University

"Reflection, Overview and Functioning of the Discrimination & Harassment Office: University of Cape Town," Francois Botha, University of Cape Town

"A Web-Based Interactive Training Program on Sexual Harassment: From the Research Laboratory to the Real World," Michele Paludi, Human Resources Management Solutions, Carmen Paludi, Jr., Human Resources Management Solutions, and Janice Guy, P3I, Inc.

3:45pm **Closing Plenary Session**

YOU ARE CORDIALLY INVITED TO

The RECEPTION HONORING OUR PAST PRESIDENTS

and the

AWARDS BANQUET

at

Roosevelt University
430 S. Michigan Avenue

Friday, August 16

RECEPTION: 7:30pm - 8:30pm

BANQUET: 8:30pm - 10:30pm

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: For recognition of challenging social inequalities, promoting social change, and/or working toward the empowerment of marginalized peoples.

The Reception Honoring our Past Presidents and the Awards Banquet will be held at Roosevelt University. It is a private, metropolitan, non-sectarian institution of higher learning committed to the fundamental values and purposes of higher education in America. The University was founded in 1945 with the mission to provide equal educational opportunity to students of all backgrounds. One of the distinctive characteristics of Roosevelt University continues to be the heterogeneity of its students: in race and ethnic origin, income educational program, age and professional development. Based on this founding ideal, Roosevelt both provides access to higher education to a diverse student population and actively seeks out underserved populations.

Join us for a catered reception with a limited cash bar honoring our Past Presidents. The reception is *complimentary* to all members and will be hosted in the Michigan Lounge, 2nd floor.

The Awards Banquet will follow the reception in the Congress Lounge, 2nd floor. The banquet will be served buffet style. The buffet will feature: Tossed Garden Greens with Choice of Dressings, Poached Salmon Filets with Lemon Dill Sauce, Chicken Roulade with Roasted Red Pepper Sauce, Bow-tie Pasta with Balsamic Roasted Vegetables, Golden Herb Rice Pilaf, Fresh Steamed Vegetable Medley, Home-baked Rolls and Butter, and Assorted Pastry Bars and Cookies. Come celebrate with your friends and colleagues and enjoy the evening!

The Reception Honoring Past Presidents is *complimentary* to all SSSP members.

The cost of a banquet ticket is \$40 per person.

Roosevelt University is a 10 minute walk from the hotel. No transportation will be provided.

A limited number of banquet tickets will be sold in the registration area.

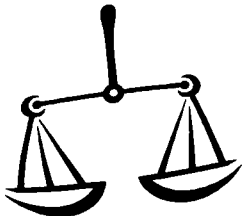
Those with advance reservations will receive their ticket/s with their registration materials.

Welcome New Members

The Society for the Study of Social Problems
would like to welcome members who have
joined since January, 2002:

PATRICK J. AKARD	KS	MICHAEL COYLE	AZ	JENNIFER HILL	IN
UNIVERSITY OF AL-BIRMINGHAM	AL	SARA R. CURRAN	NJ	MONICA HO	NY
JEFFREY W. AMLING	AL	LARRY CURTIS	NC	LISA D. HOLLAND	FL
CAROL A. ARCHBOLD	WI	VICTORIA S. CURTIS	MI	WILLIAM W. HOLLAND	GA
PATRICIA AREND	MA	ROBERT DAUGHERTY	KY	HUA-LUN HUANG	LA
AMY B. ARMENIA	MA	SHANNON DAVIS	NC	STEVE HUCK	NY
JANET L. ARMENTOR	NY	MARY DAVTIAN	CA	CANDICE A. HUGHES	IL
LONNIE H. ATHENS	NJ	GERDA DE KLERK	AZ	ROBIN C. HUIGEN	CA
PETER BAHR	CA	JOHN DE MIRANDA	CA	INDIANA UNIVERSITY	IN
LEO F. BALK	NY	CYNTHIA DE SAINT VICTOR	OH	MARCEL C. IONESCU	LA
CARLA BARRETT	NY	SALLY DEAR	NY	REGINE O. JACKSON	VA
RAGNE BEIMING	DC	SUSAN M. DEARING	MO	AFSHAN JAFAN	MA
LISA S. BENNETT	CT	RICHARD H. DELUNG	TX	DONALD E. JENKINS	NE
DAVISON BIDESHI	CA	CECILIA N. DERBY	FL	BRETT E. JOHNSON	CO
MARK C. BISSELL	NH	PAMELA C. DONOVAN	PA	ELIZABETH JOHNSON	OH
MARY BLAIR-LOY	WA	LORI J. DUCHARME	MD	KRISTIN E. JOOS	FL
VIRGINIA L. BLAKE	ME	PAT DUFFY	MA	BRIDGET JULIAN	CO
KATHLEEN A. BOGLE	PA	SHARI DWORKIN	CA	LEONA KANTER	GA
ALICIA D. BONAPARTE	TN	SUSAN EACHUS	PA	YUKI KATO	CA
KARA L. BONNEAU	NC	EAST CAROLINA UNIVERSITY	NC	KATHLEEN A. KAUFELT	WI
FATHER ROY BOURGEOIS	GA	DOUGLAS M. EICHAR	CT	GEV KAZANCHYAN	CA
CRAIG BOYLSTEIN	FL	LUKE P. ELLIOTT	MA	MAHFUZUL I KHONDAKER	PA
TAKEIA BRADLEY	MD	J. ELSON	CANADA	HOSU KIM	NY
VALERIE BRADLEY	WI	RACHAEL W. ERTER	TX	JULIE KMEC	WA
KANAH M. BRAY	VA	CARY H. FEDERMAN	PA	MICHAEL S. KNIGHT	IL
HELEN F. BRIDGES	NV	PAMELA FERGUSON	OH	GEORGE W. KNOX	IL
CHAD BRIGGS	IL	JOHN HENRY FLORES	IN	OLIVIA KOLODZIEY	CA
TED M. BRIMEYER	IN	STEPHEN L. FRANZOI	WI	MIRIAM J. KONRAD	GA
TOILA BROWN	MI	SCOTT FRENG	WY	DOUGLAS DEAN KOSKI	NH
BROOKLYN BROWN-NORTHRUP	MA	FRANK FUREDI	UNITED KINGDOM	RALPH M. KRAMER	CA
JEFFREY BUSSOLINI	NY	KIM FURTAK	CT	SUZANNE M. KURTH	CO
FRANK BUTLER	PA	MARCO A. GANDASEGUI	PANAMA	CHAD W. LACKEY	PA
ANN BUTZIN	OH	ORLANDO GARCIA-SANTIAGO	HI	SHERRIE LADEGAST	MI
SARAH BYRNE	OH	CLAUDIA GEIST	IN	JENNIFER L. LANTERMAN	NJ
CALIFORNIA STATE UNIVERSITY	CA	GEORGIAN COURT COLLEGE	NJ	SHIRLEY LASKA	LA
JESSICA PAULA CASIRO	MA	LYN GESCH	CA	ALLEN J. LEBLANC	CA
DONNA J. CHERRY	TN	DIANE M. GIFFORD	NC	STEPHANIE A. LEVIN	MA
THOMAS CHIBUCOS	OH	JENNIFER A GIROTTI	WI	RUSS P. LOPEZ	MA
SOO-YEON CHO	MO	GAIL GRABCZYNSKI	IL	LORENA LOPEZ-GONZALEZ	TX
SUSAN E. CLAMPET-LUNDQUIST	PA	KAMINI MARAS GRAHAME	PA	HILLIARD LYNNE	MI
ROBERT M. CLARK	OH	ROBERT GRANTHAM	IN	DANIELLE G. MACCARTNEY	CA
GLENN S. COFFEY	TN	NICOLE R. GREEN	NJ	SHANNON C. MAPLES	NC
COREY J. COLYER	OH	GLENDA A. GROSS	NY	AMANDA M. MARBLE	MI
MARK E. CORRETA	MI	GINNY C. HADDLE	OH	SCOTT TAYLOR MCCLELLAND	IN
	NV	ANGELIQUE C. HARRIS	MA	TERENCE EMMETT MCDONNELL	IL
		MIKI HASEGAWA	JAPAN	KATHRYN L. MCGONIGAE	MO
		SCOTT L. HASLAR	IN	RUSS MCKELL	UT
		JONATHAN HENSHAW	CO	ROBIN MCKINNEY	MI
		IDOLINA HERNANDEZ	TX	ROBERT F. MEAGHER	MA

LARA DAWN MEIOJAS	CA	MARY F. ROGERS	FL	DEBORAH THORNE	MA
MARIE MELE	NJ	AARON S ROUTHE	TN	LISA THORNE	MI
MELINDA JO MESSINEO	IN	CALVIN RUSKAUP	HI	KATHERINE R. TOWLE	IL
NANCY MEZEY	MI	MICHAEL RYAN	FL	LINDA TROLLINGER	KY
VENEZIA H. MICHALSEN	NY	ARGUN SAATCIOGLU	OH	GLENN T. TSUNOKAI	CA
MIDDLEBURY COLLEGE	VT	SANTA CLARA UNIVERSITY	CA	CHARLEEN TUCHOVSKY	NY
TODD A. MIGLIACCIO	CA	LISA L. SARMICANIC	NV	SYLVIA TURNER	GA
MARGARET MILLER	PA	KATHY SCHAEFFER	OR	ALIA R. TYNER	NY
UNIVERSITY OF MINNESOTA	MN	RACHEL LYNN SCHROEDER	MI	EDGAR H. TYSON	TN
RENEE A. MONSON	NY	STEVE SHAPIRO	MD	ZOUA VANG	MA
HARVEY A. MOORE	FL	TERRY VINYARD SHAW	CA	MELISSA VOGT	MO
SUSAN A. MUNKRES	WI	RASHI SHUKLA	NJ	BARB WADE	PA
MEHRANGIZ NAJAFIZADEH	KS	ROBERT MARK SILVERMAN	MI	J. WILSON WATT	MO
GINA NEFF	NY	NORMA K. SIMMONS	WA	SUSAN E. WEBB	SC
SYLVIA M. ORDUNO	MI	SHERYL SKAGGS	TX	LIZA J. WEINSTEIN	IL
AMOY ORQ	CANADA	TIFFANY SLAYDON	AL	H. ALEXANDER WELCOME	NY
MICHELLE M. ORTIZ	FL	BRIAN J. SMITH	MA	ALEX WESTFRIED	CT
JEANNE K. PACILL	AZ	SARA E. SMITS	NY	SHARI WHEELER	IN
AMBER STITZIEL PAREJA	IL	MICHAEL A. SMYTH	CA	KEVIN WHITEACRE	IN
ANTHONY A. PEGUERO	FL	MIRI SONG	UNITED KINGDOM	GARY WIDRICK	VT
VICTOR W. PEREZ	DE	MALCOLM SPECTOR	NY	CHRISTOPHER M. WIEHKE	AR
DINA M. PERRONE	NJ	GALE L. SPRENGLE	OK	NEIL F. WIELOCH	UT
JEAN P. PETERMAN	IL	ST. CLOUD STATE UNIVERSITY	MN	ELEANOR WILLEMSSEN	CA
ELICKA S.L. PETERSON	FL	ST. JOSEPH'S UNIVERSITY	PA	E.I. WILLIAMS	ID
ANNE E. PHILLIPS	PA	JENNY STADLER	CA	MINDY S. WILSON	PA
ISABEL PINEDO	NY	LASHAWN WORDLAW STINSON	MI	ELIZABETH WISSINGER	NY
AMY L. POWERS	CA	ERIC STROMBERG	IN	RUTH T. WRIGHT	IO
TIA NOELLE PRATT	NY	ROSE SUGGETT	NE	AIMEE V. WRIN	MA
SARA RAB	PA	SYRACUSE UNIVERSITY	NY	DENISE ZABKIEWICZ	CA
JASON RAPELJE	MI	FUMIKO TAKASUGI	HI	CARLOS E. ZEISEL	IL
JOHN RICH	PA	GRACE A. TELESKO	NY	TUKUFU ZUBERI	PA
CESAR S. RODRIGUEZ	IN	STEPHEN R. THOMPSON	PA		



AMERICAN SOCIETY OF CRIMINOLOGY 54TH ANNUAL MEETING

November 13-16, 2002
Palmer House Hilton Hotel, Chicago, IL.

Theme: Re-Inventing Justice: Theories,
Innovations and Research

For Registration Information, Contact:

Sarah Hall, ASC 614-292-9207; 614-292-6767 FAX; asc41@infinet.com



**The Society for the Study of Social Problems
52nd Annual Meeting Registration
August 15-17, 2002
W Chicago City Center, Chicago, IL**

Last Name: _____ First/Middle Name: _____

Work Affiliation(s) for badge: _____

Preferred Mailing Address: _____

Work Phone: _____ Home Phone: _____ Email: _____

*REGISTRATION FEES (US DOLLARS): Check one	<u>Until June 15</u>	<u>June 16-July 15</u>	<u>On-Site</u>
<input type="checkbox"/> Member Registration Including Banquet	\$115	\$125	\$140
<input type="checkbox"/> Member Registration Only	\$75	\$85	\$100
<input type="checkbox"/> Student/Unemployed Member Registration Including Banquet	\$60	\$70	\$80
<input type="checkbox"/> Student/Unemployed Member Registration Only	\$20	\$30	\$40
<input type="checkbox"/> Non-Member Registration (for non-exempt presenters who do not wish to become members)	\$125	\$125	\$125
<input type="checkbox"/> Non-Member Student Registration (for non-exempt student presenters who do not wish to become members)	\$70	\$70	\$70

SPOUSE/GUEST REGISTRATION: One spouse/guest registration is permitted with each full registration category above. Spouse/guest registration provides a name badge only (name only, no affiliation). Any spouse/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"/> Spouse/Guest (name badge only)	\$10	\$15	\$20
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Spouse/Guest Badge: _____
Last Name
First Name

SUBTOTAL _____

ADDITIONAL BANQUET TICKET/S: Friday, August 16, 8:30PM - 10:30PM, \$40 each _____

DONATE A BANQUET TICKET PROGRAM:
 Donate a banquet ticket to a deserving graduate student, foreign scholar, or scholar-activist, \$40 each _____

SPECIAL EVENT: AIDS FUNDRAISER
 Thursday, August 15, 9:00PM - 10:30PM, tickets \$10 each (Students and New Members will receive a complimentary ticket.) _____

SUBTOTAL _____

***MEMBERSHIP DUES:** You must be a current member to attend the Annual Meeting. **If you are already a 2002 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 _____

GRAND TOTAL _____

OVER

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/faxed no later than June 15 to be eligible for the early registration discount. Registrations postmarked/faxed between June 16-July 15 are ineligible for the discount and will be processed at the higher rate. Preregistration ends on July 15. Any forms received after July 15 will be processed at the on-site rate.

REFUND POLICY: Registration fees will be refunded to persons who notify us prior to July 1. 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 have purchased 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. Note, 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

ROOMMATE MATCHING SERVICE: Do you want to be in the roommate matching database? SSSP will send you a list of those who are interested in sharing a room no later than June 15. Please indicate your smoking preference.

Yes No Smoking Non-smoking

REGISTRATION PROCEDURES:

By Mail:
SSSP
University of Tennessee
901 McClung Tower
Knoxville, TN 37996-0490

By Fax:
(865) 974-7013
Credit Card Payments Only
Fill out registration form and credit card
information and fax to the above number.
Do NOT mail a duplicate copy of your fax.

Online:
<http://www.it.utk.edu/sssp>
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) 974-3620; Fax: (865) 974-7013
Email: mkoontz3@utk.edu
<http://www.it.utk.edu/sssp>

SSSP FEDERAL ID TAX #: 35-126-3022

*Requests for exemption from meeting registration and membership dues must be approved by: **Kathe Lowney, Program Chair** or **Joel Best, President** (sssp2002@aol.com or joelbest@udel.edu).



CHICAGO
city center

MAKE YOUR HOTEL RESERVATIONS TODAY! CALL TOLL-FREE @ 1-888-627-8280

GROUP: THE SOCIETY FOR THE STUDY OF SOCIAL PROBLEMS

DATE: AUGUST 12 – 19, 2002

ROOM RATE: \$135.00 Single \$135.00 Double \$155.00 Triple \$175.00 Quadruple

(Please note: there are a limited number of rooms with 2 beds per room. First Come-First Served)

ROOM RATE: (One Bed with Roll-a-way) \$150.00 Double, 2 persons.

With Every Room:

Pillow-top mattress, feather bed, 100% goose down duvet and pillows, 250-thread-count, cotton sheets, Aveda bath products, cotton pique bathrobes, in-room safe, iron, ironing board, hair dryer, coffee maker, complimentary use of health club, oversized desk, clock radio with CD player, and video cassette player, CD/video library available, 27" TV with internet access, High-Speed Internet access, dual-line cordless phone with dataport, voice mail, speaker, and conference capabilities.

How to Make Reservations:

Please call 1-888-627-8280, and ask for the SSSP room rate.

Cut-off Date:

Reservations must be confirmed by Monday, July 22, 2002 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 city bed tax and assessments, currently at 14.9%.

Reservation Guarantee and Deposit:

A First Night's Deposit is required and will be charged to your credit card, upon making your guest room reservation. Check-in is 3:00pm and Check-out is Noon. An early departure fee of \$50 will be charged to any guest checking out prior to stated departure date. Departure date may be changed at check-in without resulting in a fee, based upon availability.

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