



Visit us at [www.sssp1.org](http://www.sssp1.org)

# EDUCATIONAL PROBLEMS

Educational Problems Division Newsletter of the Society for the Study of Social Problems

Volume 10 Issue 1



Thanks to all our members who made our meeting in Atlanta such a success. Special thanks to the organizers and to the presiders of the Educational Problems Division sponsored and co-sponsored sessions. Also, I would like to convey my personal gratitude to Heather Dalmadge and Gideon Sjoberg for participating on our Division's Student Paper Award selection committee. Congratulations again to Kristin Marie Jordan, from the Department of Sociology at Indiana University for an outstanding paper titled, "A Competitive Edge in College

## A Message *from the Chair...*

Admissions: The Impact of Cultural Capital and College Admissions Preparations on College Destinations." We had several excellent submissions this year and the committee's choice was a difficult one. However, the quality of the submissions also inspires tremendous optimism for the future of our Division and our struggle to address the pressing educational issues of our time.

I also want to acknowledge Maria E. Luna-Duarte for her continuing work on behalf of the Division. Not only does Maria produce a stellar newsletter but she also assists in other aspects of Division work and we are very fortunate to have Maria back for a second year. I hope that you all had a wonderful summer and that you are having a productive fall.

Our fall newsletter includes an interview with Otis Grant, Associate Professor of Law and Society in the Department of Sociology at Indiana University South

Bend and a special contribution by Heather L. Horsley, PhD Candidate in Policy Studies in Urban Education at the University of Illinois at Chicago.

Finally, I want to encourage members to contribute to the Division newsletter and to the listserv by sending us your thoughts, comments, kudos, or by volunteering an essay. Please remember, our Division's success is a collective effort and every member's participation is essential! Best wishes for a healthy and happy end of the semester!

*Pamela*

Pamela Anne Quiroz, Ph.D.  
Professor of Educational Policy Studies & Sociology  
University of Illinois-Chicago  
Division Chair, 2009-2011

## INSIDE THIS ISSUE...

Greetings from the Chair	1
Negotiating the Relative Contribution of Public Military Academies to School Reform	2-3
2011 Student Call for Papers & Nominations for Div. Chair.	4
2011 Annual Meeting Call for 5	
Agent of Social Change	6-7
Upcoming Conferences	8
Message from the Editor	9

**2011 Annual Meeting of The Society for the Study of Social Problems**  
*Service Sociology*  
**August 12 – 14, 2011**  
**Renaissance Blackstone Chicago Hotel**  
**Chicago, Illinois**

**We hope to see all of you there!**

## Negotiating the Relative Contribution of Public Military Academies to School Reform

Special Contribution of: Heather L. Horsley E: [hhorsl1@uic.edu](mailto:hhorsl1@uic.edu), Doctoral Candidate, University of Illinois at Chicago

In Chicago as in large urban centers nationwide, public as well as charter schools are experimenting with different approaches to youth leadership development as a way to improve such school outcomes as graduation rates, performance on standardized achievement tests, and post-secondary education enrollment. The recent addition of Public Military Academies to the educational reform landscape suggests that this school model responds to the immediate need for city school systems to provide greater opportunities for academic and social success for lower-income Black and Latino/a students. Chicago Public Military Academies fit the “turnaround” school reform philosophy that is scaling up from local reforms to federal educational policy making (Calkins, Guenther, Belfiore & Lash, 2007). Chicago in particular is taking the lead in this experiment, as it is host to over half of all the military-themed public high schools in the nation.

Chicago Public Schools’ former CEO Arnie Duncan, a proponent of this educational reform model who now serves as Secretary of Education, is one of several policy leaders who explicitly connect the “achievement gap” and “failing schools” concepts. Further, Chicago Public Schools’ administration insist that, “the military-themed schools give students more choices and provide an opportunity to enroll in schools that provide structure, discipline and a focus on leadership. The schools emphasize academics, not recruitment” (Banchero & Sadovi, 2007). While it seems only sensible to provide new models of schooling that will provide rigorous academic and affirming social experiences for the lower income Black and Latina/o high school students who are not served well by existing neighborhood schools, the fact that these opportunities are directly linked to the military model of education through a partnership between a large inner city public school district and the Department of Defense (DOD) complicates this new model of schooling.

The current political economic context of war and recession, juxtaposed with a public school system that is perceived as failing to educate its students for economic and political citizenship, situates the development of the Public Military Academies within a polarized debate. Opponents to this model are concerned that these schools will function as vehicles for military recruitment (Berlowitz and Long, 2003; EnLoe, 2000; Lipman, 2004; Lutz & Bartlett, 1995), while proponents insist that it embodies an equity agenda, as the military is perceived as an avenue for social mobility (Hajjar, 2005; Laurence and Ramsberger, 1991; Moskos and Butler, 1996). Still a few others contemplate the complex contradictions of the opportunity by considering tensions surrounding the military’s commitment to black achievement (Moskos & Butler, 1997) and development of egalitarian racial and gender roles (Clark Hine, 1982; Perez, 2006). My dissertation research aims to document the meaning of opportunity from those that are most affected by the controversy surrounding the Chicago Public Military Academies –that is from the perspective of the

Black and Latina/o youth who are negotiating the benefits and limitations of experiencing the public military model of educational opportunity.

### ***What is a Public Military Academy?***

In the context of Chicago, there are three distinctive characteristics shared by all Public Military Academies. First, they are selective enrollment, which means the students who attend a public military academy must apply and they must meet academic selection criteria as well as interview for a position at the school. Second, Junior Reserve Officer Training Corps (JROTC) participation is required all four years of high school. Public Military Academy students attend JROTC everyday and they are required to comply with Army uniform codes everyday. This is where the Department of Defense (DoD) plays a role in the funding of these schools. The DoD supplies the uniforms and pays half the salaries of the JROTC instructors who are retired military officers and teach the JROTC curriculum. Third, all Chicago Public Military Academies are designed to offer a college preparatory curriculum and college going support structure. State certified civilian educators teach the core academic subject matter. The main difference is that each class whether JROTC or Geometry is expected to have a class leader who leads the class in saying the “Cadet Creed” and assists the teacher with administrative tasks such as taking attendance. It is important to note that the participants of my study make direct links between the JROTC component of the school and the college preparatory focus of these schools. In other words, I often heard about how these two models “go hand in hand.”

### ***A Snapshot of Learning to Lead within a Chicago Public Military Academy***

As the early morning sun creates a silver outline of the skyline, morning formation at a Chicago Public Military Academy proceeds like clockwork. Black and Latina/o students’ chins are up and shoulders back as they stand at attention in their school’s concrete courtyard. Platoon Sergeants, serving as youth leaders, conduct uniform checks. The great majority of the squad members are sleepy; yet dressed to impress, which earns them merits. The few who fail to tuck in their shirts to the Army standard are quietly corrected by their youth leaders and still earn demerits. Still a few others find ways to work in quick chats with a friend in their squad. When or rather if, caught, the Platoon Sergeant “drops” them and gives them demerits. Without much protest, the students finish their set of 10 push-ups and fall back into their respective positions in the squad. Shortly thereafter, the Platoon Sergeants in unison firmly call out, “Platoons, are you motivated?” All of a sudden, a huge awakening occurs as nearly all-120 students respond,

“Motivated, motivated down right motivated.

You check us out. You check us out.

Smooth Sergeant”

The Company Commander who is a youth leader with even higher rank than the Platoon Sergeants dismiss the smiling students in time for first period.

## Negotiating the Relative Contribution of Public Military Academies to School Reform continued...

Although I am only able to provide a snapshot of one of the ways youth experience leadership at a Public Military Academy, one important observational note is that 6 of the 7 youth leaders, including the Company Commander are all young women equally representing Black and Latina racial and ethnic identities. Despite the fact that researchers document the Army's institutional identity as one that is hyper-masculinist (Segal, 2005), it is quite striking to find that not only the majority of JROTC participants are young women (Lutz and Bartlett, 1995), but that, according to the population of my study, the young women are also the leaders in JROTC.

When I asked the students what they enjoyed about attending a Chicago Public Military Academy, the young women most often spoke of the benefits of the JROTC component. Josie, a sophomore who identifies as Latina said,

*"Like with drill, when I first saw it I was like oh my God I'm going to mess up on that, and so far it's been great. It's like it gives you that extra boost. It shows you leadership and all that what you can do. It brings you out more than you never knew you had inside of you. You can open up a little bit, you know as you proceed in here [the school]."*

Shanta, a freshman who identifies as a Black female adds, *"The leadership of it, yeah the leadership because I like being in charge. I understand the value of being there for your fellow colleagues or classmates or whoever it is. Because I already carry the characteristic as to care for someone else, I feel like I am becoming stronger as a leader and I can get involved in school so that I don't have to be at home all the time."*

In trying to make sense of the young women's overwhelming buy into the military model of leadership opportunity, I thought of Gina Perez's (2006) work that suggests young women find JROTC offers them an opportunity to develop their sense of autonomy, more specifically their freedom from "sources of productive and reproductive labor" in the home, which appears to also help explain the young women's views of my study as well (p. 53). I have to admit my analysis is ongoing, and as such, I have just begun to understand the young men's experiences. Interestingly, I am identifying a much stronger sense of skepticism that is largely non-existent in the young women's voices. I look forward to unpacking these complexities over the next few months.

### Ongoing Thoughts

While I recognize that my work, at times, can be interpreted as being uncritical of the neo-liberal reframing of educational opportunity, I do struggle with how this new school reform model contributes to the militarization of youth. Even though I am troubled by framing Public Military Academies as an educational opportunity, my critique is tempered by the realization that the youth attending these schools may use their acquired leadership education and experiences, extraordinary character development, and clear vision for success to transform themselves beyond the lure of military mobility and toward the achievement of their current and future goals. After all, there is no requirement to enlist in the military upon graduation from a Public Military Academy. My commitment to

doing justice to the sense of agency the youth bring to the complexity of the case stems from employing ideas and practices that view young people as significant political beings in their own right now and not just for some future development (Duncan-Andrade, 2008; Wyn & White, 1997).

Lastly, I am attempting to provide timely research on an emerging school reform model that has been largely scrutinized only theoretically by both proponents and opponents of the public military model of education. It is even more critical that empirical data be collected by conducting a genuinely descriptive inquiry into the most important dimensions of the Chicago Public Military Academy educational model, as opposed to conducting the study to prove a conclusion that solely supports one side of the controversy. Because so little is empirically known about whether or not Public Military Academies are successful in improving inner city students' educational experiences, my dissertation study aims to address this lack of scholarship in hopes that others will also enter and add to the conversation surrounding the unique manifestations of the school to military pipeline.

### Works Cited

- Banchero, S. & Sadovi, C. (2007, October 15). Reading, writing recruiting?: Debate rages as city's newest facility is dedicated. Retrieved from [www.chicagotribune.com/news/local/military\\_15oct15,1,579614.story](http://www.chicagotribune.com/news/local/military_15oct15,1,579614.story) on October 20, 2007.
- Berlowitz, M. J. & Long, N.A. (2003). Proliferation of JROTC : Educational reform or militarization. In K.Saltman & D. Gabbard (Eds.), *Education as enforcement: The militarization and corporatization of public schools* (pp. 162-174). New York: RoutledgeFalmer.
- Calkins, A., Guenther, W. Belfiore, G. & Lash, D. (2007). The tum around challenge Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools. Boston, MA: Mass Insight.
- Duncan-Andrade, J. M.R. & Morrell, E. (2008). *The art of critical pedagogy Possibilities for moving from theory to practice in urban schools*. NY: Peter Lang.
- EnLoe, C. (2000). *Maneuvers: The international politics of militarizing women's lives*. Berkeley, CA: University of California Press.
- Hajjar, R. (2005). The public military high school: A powerful educational possibility. *Armed Forces and Society*, 32(1), 44-62.
- Laurence, J. & Ramsberger, P. (1991). *Low-aptitude men in the military: Who profits, who pays?* New York: Praeger Publishers.
- Lipman, P. (2004). *High stakes education: Inequality, globalization and urban school reform*. New York: RoutledgeFalmer.
- Lutz, C. & Bartlett, L. (1995). *Making soldiers in the public schools*. Philadelphia, PA: American Friends Service Committee.
- Moskos, C. & Butler, J. S. (1997). *All that we can be: Black leadership and racial integration the army way*. New York: Basic Books.
- Perez, G. M. (2006). How a scholarship girl becomes a soldier: The militarization of Latina/o youth in Chicago Public Schools. *Identities: Global studies in Culture and Power*, 13, pp. 53-72.
- Segal, M. (2005). Professional leadership and diversity in the Army. In D. Snider & G. Watkins (Eds.), *The future of the Army profession*. Columbus, OH: McGraw-Hill Primis Custom Publishing.
- Wyn, J. & White, R. (1997). *Rethinking youth*. London: Sage.



*"The current political economic context of war and recession, juxtaposed with a public school system that is perceived as failing to educate its students for economic and political citizenship, situates the development of the Public Military Academies within a polarized debate."*



### 2011 Graduate Student Paper Competition

#### Call for Papers

Deadline: 5/01/2011

The Educational Problems Division announces its 2011 *Graduate Student Paper Competition*. Papers must address a contemporary educational problem and may be empirical or theoretical in nature. Authors must be current graduate students or recent graduates with conferral dates no earlier than January 2011. Only unpublished, single-author papers will be considered. Papers must not exceed 30 double-spaced pages (excluding notes, references, tables and figures). All papers must include a 150-200 word abstract and be prepared for anonymous review with the author's name and institutional affiliation appearing only on the title page. Winners will receive a small stipend, student membership in the SSSP, conference registration to the 2011 SSSP annual meeting, and a complimentary ticket to the awards banquet at which all winners will be recognized. The recipient will also have the opportunity to present the paper at the 2011 SSSP conference held in Chicago, Illinois. All papers must be submitted electronically (as an attachment) to the Division Chair, Dr. Pamela Anne Quiroz at [paquiroz@uic.edu](mailto:paquiroz@uic.edu), with subject line: SSSP-Edu. Probs. Div. Student Paper Competition. Please include your name, institutional affiliation and contact information in the body of your email.

### NOMINATIONS FOR EDUCATIONAL PROBLEMS DIVISION CHAIR (2011-2013)

The SSSP: Educational Problems Division announces a call for nominations for the position of Division Chair. This position has a term of two years (becoming effective in 2011 at the annual meeting and ending at the 2013 annual meeting when the term of the new Chair begins). Nominees must be current members of the Society for the Study of Social Problems. The Division encourages all members to either consider service in this position or to recommend other members who they feel would serve the Division well. All current Educational Problems Division members will be eligible to vote in the Division Chair election. Please send your nominations to the current Division Chair by **February 28, 2011**:

Pamela Anne Quiroz, Ph.D.  
Professor of Educational Policy Studies & Sociology  
University of Illinois-Chicago  
Division Chair, 2009-2011  
[paquiroz@uic.edu](mailto:paquiroz@uic.edu)



## **Educational Problems Division Sponsored & Co-Sponsored Sessions 2011 Annual Meeting Call for Papers**

➤ **Organizing for Educational Change (THEMATIC)**

Organizer: Erica Meiners- Email: [E-Meiners@neu.edu](mailto:E-Meiners@neu.edu)

➤ **Serving Immigrant Students: Policy, Research and Advocacy  
(THEMATIC)**

Organizer: Daysi Strong - Email: [daysid@msn.com](mailto:daysid@msn.com)

Co-organizer: Maria E. Luna-Duarte - Email: [mlunad2@uic.edu](mailto:mlunad2@uic.edu)

➤ **Critical Pedagogy and Service Learning (THEMATIC)**

Organizer: Otis Grant - Email: [ogrant@iusb.edu](mailto:ogrant@iusb.edu)

---

➤ **Teaching Service Sociology for Social Change**

Organizer: Chris W. Baker- Email: [Chris.baker@ws.edu](mailto:Chris.baker@ws.edu)

➤ **“Non-Traditional” Students in Higher education: Personal and  
Institutional Accommodations**

Organizer: Chris Wellin - Email: [cwellin@ilstu.edu](mailto:cwellin@ilstu.edu)

## Agent of Social Change

An interview with: Dr. Otis Grant-Indiana University South Bend

### 1. How would you describe the academic work that you do?

I am an Associate Professor of Law and Society in the Department of Sociology at Indiana University South Bend. I am also a faculty affiliate in the Department of Political Science. I am the only "Law and Society" faculty member in the Indiana University system. My core discipline is law. My primary fields of research are competitive strategy, leadership, managerial decision making, metacognition and psychodynamic pedagogy.

My work highlights the intersection between law, business and politics, focusing on issues of power (e.g., function) and structure (e.g., corporations and institutions), emphasizing (post) modern social thought, popular culture and the interplay between affect (emotions), perception and choice. I am particularly interested in understanding the (un)conscious, cognitive and motivational underpinnings of ideological disagreements. I extend this interest in emotional states by exploring psychological-based pedagogy.

As the only law and society faculty member at IU, I develop my own courses, all of which are interdisciplinary. The courses are taught exclusively by me and can be cross-listed across disparate academic programs including Business, Economics, Management, Political Science, African American Studies and American Studies.

All of my courses are taught in the Socratic Method and deal with subject matter that is controversial. In the tradition of *critical law* and contemporary social theory, my courses are complex infusing LEPSTEED variables including law, ethics, politics, socio-cultural, technology, economics, environment, and demographics. The courses are oppositional because we analyze and (de)construct GRECCSO variables such as gender, race, ethnicity, citizenship, class and sexual orientation.

I perform all of my professional service under the Center for Leadership, Law and Commerce, (CLLC), a nonprofit organization I created as a faculty member. CLLC is not affiliated with IU but serves to facilitate my service.

#### The Rule of Law as Service Sociology

CLLC embodies "service sociology" by embracing the twin premises that law is a cultural form and commerce carries the regulative force of legal practices and norms. Commerce refers to an institutional environment for business including legal, ethical, political, social, cultural, and technological systems that are in operation in any country. At CLLC we seek to advance a wide range of work in law, management (organizations) and leadership studies. Embracing an expansive definition of culture as a social construct whose boundaries range from the aesthetic to the political, we support projects that understand law in a strict institutional, positivist or constructionist sense, as well as those that approach law more generally as a regime for ordering social life, (de)constructing cultural meaning and shaping group and individual identity.

### 2. Do you see yourself as an agent of social change?

There are few tenured African American males at Predominantly White Institutions (PWI). Though, IU South Bend has African faculty members, I am the only African American male tenured. On a campus with over 8,600 students, my mere presence makes me a "change agent." Whereas I have great love and respect for my African colleagues, Critical Race Theorists and sociological literature continues to make a distinction between African Americans and Africans. But that is a conversation for another day!

Both inside and outside of academia, I function as an advocate, change agent and strategist. The job of strategist is to understand and cope with competition and conflict. I engage in "boardroom advocacy," which means applying complex sociological theories at the managerial level in an effort to assert institutional change. When you are opposing organizations, they have a strategy of wearing you down: mentally, physically, and financially. At CLLC we have strategies to deal with these types of issues.

Law is adversarial. My stature as a tenured faculty member and expert on law makes me a threat to the dominant group. The media often portrays African Americans in a negative light. I have lost count of all the negative depictions of me in the media. Not only are those depictions false, they are also a predictable manifestation of symbolic interactionism and the negative portrayals speak to the effectiveness of service sociology.

I am a member of AAUP and like many of my colleagues I embody the aggressive stream of sociology. I am interested in the emotional interpretation of issues and how people use ideology to frame their reality. I am actively involved in the interpretation and analysis of laws and policies, and the evaluation of leadership and managerial decision making in profit and non-profit institutions. Institutions often have to make decisions under uncertainty, and part of our approach to dynamic competition and strategy is to ensure that institutions comprehend their social responsibility.

### 3. How do you define "service sociology" and its relation to education?

SSSP President Javier Treviño defines service sociology as an "expression of humanitarian sentiment" intended to "promote the welfare of the community" (Treviño 2010). Accordingly, service sociology is more than simply applying sociological knowledge to service; it is a manifestation of ethics and morality.

#### Service Sociology is Transformative

Service sociology can lead to student transformation. For instance, we incorporated emotional intelligence and metacognitive strategies in a service learning consultancy project that involved a midsize corporation. We applied sociological knowledge to assure that executives integrated social justice ideology into their policy and strategy.

During the project, we focused on service sociology objectives while applying a three stage metacognitive model which maximized the student's learning experience. The first stage concerned student beliefs about the issue(s). The second stage focused on student's self-reflection. The third stage highlighted the student's emotional regulation and subsequent application of metacognitive strategies to problem solving.

#### Service Sociology Encompasses the Sociological Imagination

At CLLC we utilize the sociological imagination to understand business and political decision making in the global economy. For instance, in the global economy leaders often fail to surmise that capitalism is a social construction. Governments do not design stimulus plans to revitalize the global economy, but rather, to satisfy domestic sociopolitical issues (Bremmer 2010). Crisis fosters denial. Whether a crisis involves a person's health, personal relationship, an institution's reputation, a corporation's market share, or a nation's position in the global hierarchy, the stricken entity usually endeavors to "return to normalcy, and to proceed as if that result represents the best or only option" (Bremmer and Roubini 2010). However, as delineated in sociological literature, some setbacks whether personal or institutional are irreversible and permanent.

### 4. What contributions do you hope to make to education and to the lives of those whom you work with?

I was elected to the Faculty Colloquium on Excellence in Teaching (FACET) in 2004. FACET is an Indiana University Presidential initiative that recognizes outstanding teaching throughout the IU system. I enthusiastically embrace the *Scholarship of Teaching and Learning* (SoTL) by applying a *critical* approach to teaching. My objective is for students to acquire skills that will enable them to draw reasonable inferences, recognize assumptions, think deductively, interpret various points of view, and evaluate arguments.

As a legal theorist, I readily adhere to a post structural worldview. As such, power, knowledge, subjectivity, otherness, culture and modernity are concepts that I theorize to be closely interwoven. I hope that my teaching, research and service develop knowledge about the experience of minorities (wherever they are), people of color, the poor and those who want to achieve social, political, legal and economic equality. I endeavor to continue to contribute to the efficiency and stability of institutions and to promote social entrepreneurialship and self-reliance by applying competitive principles to social problems.

In regards to my research, I would like to expand on the integrationist versus nationalist paradigm. Those who have read my work know that I am decidedly Black Nationalistic. During the 1960s and early 1970s, the conflict between nationalist ideology and integrationist suppositions epitomized racial discourse. Black Nationalism was arguably the dominant ideology among African Americans in the 1960s (Peller 1993). However, during the Civil Rights Movement, nationalist ideology was marginalized by "progressive" whites and "enlightened" blacks who equated nationalism with racism.

Then as now, all Black Nationalists are pro-black, but only a few are separatists or anti-white. Although they failed to persuade the public during the Civil Rights Movement and their concept of a "nation within a nation" was rejected in favor of integration, nationalism was never far from the hearts and minds of the black community. Indeed, the structure for nationalism has always been in place as a response to discrimination and racism. From the cradle to the grave, the opportunities of a child born in America are dictated by the color of his or her skin. As Hacker (1992) notes, the United States continues to be two nations – black and white, separate, hostile and unequal.

African Americans know their blackness constitutes their membership in the black community. This of course, is contrary to the integrationist premise that blacks and whites possess a racial consciousness that is essentially similar. Race consciousness functions the same way that American national self-identity functions. But here, nationalists are quick to note that in American society blacks have never been treated the same as whites because they are perceived to be inherently different. Nevertheless, the identification of self and others based on a "dissimilar condition of life" represents a vision of community that has been rejected in American socio-legal discourse (Peller 1993). Because Nationalism asserts that self identity, recognition, and solidarity can be fulfilled outside the family, it unnerves those who believe that race is but a characteristic that holds no significant meaning.

For leaders such as Garvey and those prior to him, integration versus nationalism did not simply mean *racial* integration versus *racial* separation. Rather, the issue was also about self-determination, and subsequent economic empowerment.

I contend that the single largest influence that economics has on the fair administration of justice is the fact that economics is both a substantive entity and an ideological [pre]supposition which has [re]defined the rule of law, [de]constructed history, and supplanted race to become the most malleable variable in American jurisprudence. Scholarly discussions of "justice and economics" usually focus on quandaries of the chronically poor (e.g., African Americans). The assumption of much of this work is African Americans who make it into the middle class economically have by default made it to the middle class socially as well, and as such, no longer need to worry about discrimination or the vestiges of slavery when it comes to the administration of justice.

I argue that any analysis that supplants concepts of "economics" for "race" supports a problematic critique that asserts that: (1) the administration of justice is colorblind; (2) due to the legacy of slavery, discriminatory intent is required for inequality to continue; and (3) African American [in]equality is not the result of current discrimination. I conclude that economics manifest persuasive self-reinforcing characteristics which often maintain the cultural dominance of whites (e.g., White Supremacy). Whereas whites may find my view to be upsetting, I believe that some middle and upper class blacks will find this view troubling as well because it [pre]supposes that whites will engage in [non]discriminatory behavior only when white interests are advanced.

Economics and the social construction of Blackness in the global economy demonstrate the complex intersectionality of race. For example, in the workplace, a black male with a strong black identity is not necessarily anti-white but in many cases he is going to be perceived as threatening even in the most benign social settings. Blackness is also sexual. Social constructs of black masculinity equate black males with being sexual predators or sexually aggressive, underscoring conceptualizations of Black sexual prowess. This, intersected with concepts of power and economic enrichment, manifests in a disproportionate number of black males being accused of sexual harassment.

**5. What are your future academic and non-academic projects?**

As my work progresses, I have been formatting a Post-Structural framework which includes aesthetics, Law and Economics, Psychodynamic Analysis, and Meta-Cognition. These concepts build upon my earlier works on structuralism, (de)construction, intersections, resiliency, social constructs, and power dynamics. I hope to apply these theoretical constructs to a variety of topics.

**6. Is there anything else you would like to add about your professional or personal life?**

I have been studying Martial Arts for most of my life. I enjoy competition and problem solving. My wife and I relish traveling around the world and experiencing new cultures. And needless to say, I love being a part of SSSP and academia!

*"Both inside and outside of academia, I function as an advocate, change agent and strategist."*

**Works cited**

Bremmer, I. (2010). *The end of the free market: who wins the war between states and corporations?* New York: Penguin Group.

Bremmer, I. with Roubini, N. (2010). Paradise lost: Why fallen markets will never be the same. Institutional Investor. Retrieved September 10, 2010 from <http://www.institutionalinvestor.com/>

Ciulla, J. (2003). *The ethics of leadership*. Belmont, CA: Wadsworth.

Hacker, A. (1992). *Two Nations: Black and White, Separate, Hostile, Unequal*. New York: Scrubber's.

Peller, G. (1993). Criminal Law, Race, and the Ideology of Bias: The Critical Tools of the Sixties. *Tulane Law Review*, 45(2), 276-299.

Porter, M. (1996). What is Strategy? *Harvard Business Review*, 76(6), 61-78.

Treviño, A. (2010). Service Sociology. Society for the Study of Social Problems. Retrieved November 5, 2010 from <http://www.sssp1.org/index.cfm/pageID/1419>

**Upcoming Conferences!**

**Mid South Sociological Association (MSA)**

The 35th Annual Meeting  
of the Mid South Sociological Association  
October 26-29, 2011  
Little Rock, Arkansas  
For more information please visit the MSA  
Website at <http://www.midsouthsoc.org>

**Association for Humanist Sociology (AHS)**

2009 Annual Meeting  
October 12-16, 2011  
Theme: Daring to be Dangerous: A Sociology for  
our Troubled Times  
Chicago-Evanston, Illinois  
For more information please visit the AHS Website  
at <http://uhaweb.hartford.edu/doane/ahsweb1.htm>

## Upcoming Conferences continued...

### **American Anthropological Association (AAA)**

109th AAA-Annual Meeting  
Theme: To Be Announced  
For more information visit the AAA Website at <http://www.aaanet.org/>

### **Eastern Sociological Society (ESS)**

Annual Meeting  
Theme: Intersectionalities and Complex Inequalities  
February 24-27, 2011  
Philadelphia, Pennsylvania  
For more information please visit the ESS Website at <http://www.essnet.org>

### **Midwest Sociological Association (MSS)**

Annual Meeting  
March 24-27, 2011  
Theme: the Dynamics of Inequality  
St. Louis, Missouri  
For more information please visit the MSS Website at <http://www.themss.org>

### **North Central Sociological Association (NCSA) 2010 Join Annual Meeting with the Midwest Sociological Society (MSS)**

March 31-April 2, 2011  
Theme: Pragmatism in Research and Education  
Cleveland, Ohio  
For more information please visit the NCSA Website at <http://www.ncsanet.org>

### **The Pacific Sociological Association (PSA)**

82<sup>nd</sup> Annual Meeting  
March 10-13, 2011  
Theme: Sociologists as Claims Makers: Turning theory  
into Action  
Seattle, Washington  
For more information please visit the NPSA Website at <http://www.pacificsoc.org>

### **Southern Sociological Society (SSS)**

2011 Annual Meeting  
April 6-9, 2011  
Theme: Power Revisited  
Jacksonville, Florida  
For more information please visit the SSS Website  
at <http://www.southernsociologicalsociety.org>

### **Southwestern Sociological Association (SSA)**

March 16-19, 2011  
Theme: To be announced  
Las Vegas, Nevada  
For more information please visit the SSA Website  
at <http://www.swsociology.org>

### **Sociologist for Women in Society (SWS)**

Winter Meeting 2011  
February 3-6, 2011  
Theme: To be announced  
San Antonio, Texas  
For more information please visit the SWS Website  
<http://www.socwomen.org/>

### **Sociology of Education Association (SEA)**

2011 Annual Conference  
February 18-20, 2011  
Theme: Equality of Educational Opportunity and  
Education Policy  
For more information please visit the SEA Website  
at <http://www.isber.ucsb.edu/sea/>

### **American Educational Research Association**

2011 AERA Annual Meeting  
April 8-12, 2011  
Theme: Inciting the Social Imagination: Education  
Research for the Public Good  
New Orleans, Louisiana  
For more information please visit the AERA Website  
at <http://www.aera.net>

## Social Problems Journal Available Online!

Social Problems is available online for all SSSP members. Visit [www.sssp1.org](http://www.sssp1.org) for complementary access (includes articles from 1953 to the present).



## A word from the editor...

Dear Educational Division Problem members, I am very pleased to be editor for the *Educational Problems Division's Newsletter*. Our goal is to create the opportunity for everyone to contribute to this newsletter and to use it as an exchange of information. We are open to your suggestions and we welcome your feedback. Through this newsletter we hope to keep you informed of relevant information related to education, and to showcase faculty and students who are making a difference in education and in their communities. We invite you to submit essays, commentaries, letters to the editor, information about fellowships, scholarships, professional opportunities, and information about new publications to [mlunad2@uic.edu](mailto:mlunad2@uic.edu).

Cheers,



Ph.D. Student, Policy Studies in Urban Education  
University of Illinois at Chicago

---

**Check out the SSSP website at [www.sssp1.org](http://www.sssp1.org) for employment information, professional development, scholarship and fellowship opportunities, member news and resources, etc.**

---

**For more information regarding the Educational Problems Division, please contact:**

Pamela Anne Quiroz, Ph.D.  
Professor of Educational Policy Studies & Sociology  
University of Illinois-Chicago  
Division Chair, 2009-2011  
[paquiroz@uic.edu](mailto:paquiroz@uic.edu)

