

SEXUAL BEHAVIOR, POLITICS, AND COMMUNITIES
FALL NEWSLETTER

November, 2007

Notes From the Chair

Welcome back! I was actually thinking “welcome back” from the annual meeting, which took place August 10-12 in New York. However, I also want to welcome everyone back to the new academic year. New York was a wonderful meeting, with record setting attendance. Once again, our division was among the most active, by organizing 10 sessions in the program, donating items for auction at the AIDS fundraising event, and serving innumerable hours in committee meetings.

One of the goals of the annual meeting is to propose resolutions that address topics of importance identified by each division. Not all divisions participate in this exercise but, once again the sexuality division composed and submitted a resolution of significance. Resolutions are public statements representing the position of SSSP on specific social issues. You can read the 2006 resolutions on the SSSP website. The resolution our division proposed for 2007 is as follows:

“Whereas medical and social science research shows that abstinence education is ineffective in reducing teen pregnancy and the rates of sexually transmitted infections, and whereas research shows that abstinence education does not delay the age at which people begin sexual activity, and whereas abstinence education does not provide information on prevention and protection from STI’s and unplanned pregnancies, Be it resolved that SSSP calls for comprehensive sex education in American public schools.”

The resolution passed approval by the Council of Division Chairs. From there it goes on through a system of potential revisions to approve the language and eventually is voted on by the Board of Directors. Of course, if the board members do not believe the resolution is reasonable or believe that it represents a position the organization should not endorse, then the resolution would not be adopted. Those that are adopted are published and disseminated to public officials. Given its social importance and political timeliness, I am confident our resolution will once again be adopted. Thank you to all the division members who participated in the division meeting and contributed to the crafting of our 2007 resolution.

The division meeting also resulted in discussions of our budget, which was approved for \$700 (the full amount) for 2007/2008, a full session schedule for the 2008 program which you can see on page 3 of this news letter, and the realization that it is time to elect a “Chair Elect” for the division. The Chair elect serves for one year in a pseudo training position in preparation for the following year at which time they become Chair.

Inside this issue:

Notes continued Call for Student Papers	2
SSSP Division Conference Sessions	3
Teaching Sexuality	4
Awards Recent Publications Employment	7
Member Profile Elroi Windsor	8
In Memory of... Dr. Albert Ellis	9



Notes from the Chair

Your nominations are very important, and now is the time to send them. You can nominate yourself or a colleague. Nominees should have some experience with SSSP and some active service to the division. Please send your nominations to me immediately. Elections will be held in December of 2007. Service in the position would not begin until Aug. of 2008.

Finally, it is time to encourage your students to submit a paper to the divisional Student Paper Competition. The award was not given out this year due to an insufficient number of submissions. Please encourage your students to submit their work for consideration. Past competitions have also suffered from submissions that do not meet the submission guidelines. So, when nominating a student's paper encourage the author to review and comply with the submission guidelines. For the 2008 award, students will receive a monetary prize, paid registration for the 2008 meeting in Boston, a ticket to the banquet, and a one year student membership to SSSP (a \$250 value). Most important, our division is committed to supporting the next generation of sexuality scholars in a field that is often lacking in support and opportunity. Facilitate this division's ability to encourage young scholars by rewarding their scholarly activity. Submissions must be received by June 1st, 2008. For more detail see the Call for Papers below.

Check out this new video just produced by my sister-in-law on the transgender issue. It's pretty good. People have shown so much interest and support in her story, yet the lawsuit continues.

http://www.youtube.com/watch?v=UEPsK_axRqo

http://www.youtube.com/watch?v=UEPsK_axRqo

CALL FOR PAPERS

The Sexual Behavior, Politics, and Communities Division announces the 2008 Graduate Student Paper competition. Submissions will be accepted for consideration until June 1st of 2008. Papers may be empirical and/or theoretical, and they may be on any aspect of sexuality, including sexual behavior, sexual identity, sexual politics, sex law, political activism, or sexual communities. The winner will receive a stipend of \$100, payment of the winner's SSSP registration fee for the 2008 SSSP meeting (to help the winner attend the meeting), and a ticket to the awards banquet. The winner will be expected to present their winning paper at one of the SBPC sessions being held as part of the 2008 SSSP meeting.

To be eligible, a paper must meet the following criteria: 1) The paper must have been written between January 2007 and March 2008; 2) The paper may not have been submitted or accepted for publication (papers that have been presented at a professional meeting or that have been submitted for presentation at a professional meeting are eligible); 3) The paper must be authored by one or more students, and not co-authored with a faculty member or colleague who is not a student; 4) The paper must not exceed 35 pages including notes, references, and tables; 5) The paper must be typed using 12 point font in either Times New Roman or Courier; and 6) The paper must be accompanied by a letter from a faculty member at the student's college or university nominating the paper for the SBPC division Student Paper Competition. Students should send five copies of their paper, with no identifying information on any part of the paper; and a letter of nomination from a faculty member to: Dr. Elisabeth Sheff, Assistant Professor, Department of Sociology, Georgia State University, P O Box 5020, 1064 General Classroom Building, Atlanta, GA 30302-5020, Office: 404-413-6522, Fax: 404-413-6505.

SOCIETY FOR THE STUDY OF SOCIAL PROBLEMS
58th ANNUAL MEETING

**CROSSING BORDERS:
ACTIVIST SCHOLARSHIP, GLOBALIZATION, AND SOCIAL JUSTICE**

JULY 31-AUGUST 2, 2008
BOSTON, MA



**Sexual Behavior, Politics and Communities Division (SBPC)
2008 Sessions**

THEMATIC SESSIONS

**Crossing Borders of Gender and
Sexuality**

Organizer: Elroi Windsor
W: 404-651-4554
elroiw@gmail.com

Sexuality on the Edge

Organizer: Kathleen Asbury
W: 215-687-0143
asburykathy@comcast.net

Workshop:

Teaching Sexuality

Organizer: Dana Atwood Harvey
W: 920-459-6606
datwoodh@uwc.edu

**Papers or extended abstracts
(2-3 page summary of the in-
tended presentation) for presen-
tations MUST be sent electroni-
cally via the SSSP online submis-
sion cover sheet to session or-
ganizers no later than midnight
(EST) on **January 31, 2008.***

Look for the preliminary titles of
papers in the next newsletter!



JOINT SESSIONS

Law and Sexuality

Crime and Juvenile Delinquency;
Law and Society & SBPC
Organizer: Lloyd Klein
W: 718-368-5417
lklein@kbcc.cuny.edu

Sexual Assault and Victimization

Crime and Juvenile Delinquency;
Law and Society & SBPC
Organizer: Melanie Carlson
H: 407-670-9167
melaniecarlson@earthlink.net

Transgendered Families

Family & SBPC
Organizer: Nancy Mezey
W: 732-263-5631
nmezey@monmouth.edu

HIV and AIDS Research:

Policy and Politics

Health, Health Policy, and Health
Services & SBPC
Organizer: Lloyd Klein
W: 718-368-5417
lklein@kbcc.cuny.edu

Inter-sexions:

**Race, Ethnicity, and Gender: LGTBI
Research**

Racial and Ethnic Minorities & SBPC
Organizer: Juanita Diaz Cotto
W: 607-777-4916
companeras1994@yahoo.com

Sexual Expression at any Age

SBPC & Youth, Aging, and the Life
Course
Organizer: Sandra Schroer
W: 740-826-8287
sschroer@muskingum.edu

SPECIAL CALL

*Within our discipline, angst is al-
most ritually expressed about the
sectioning of sociology into Divi-
sions (in SSSP) and the dividing of
sociology into Sections (in ASA).
We thereby request theoretically-
orientated papers that explicitly
run against these trends, crossing
those intellectual borders. We
imagine that these papers would
in creatively engage two or more
theories or orientations that are
ordinarily confined within substan-
tive areas. Our hope that such
cross-fertilization can yield interac-
tion, discussion, and contestation
which may in turn yield advances
in social problems theory.*

**Crossing Your OWN Borders:
Theorizing Across Substantive Sec-
tions of SSSP**

Theory Division of SSSP
Organizers: Mitch Berbrier
University of Alabama in Huntsville
mitch.berbrier@uah.edu
Michelle Corbin
University of Maryland
mcorbin@socy.umd.edu

TEACHING SEXUALITY

THIS ISSUE: REVIEWS FROM THE TEACHING WORKSHOP SSSP CONFERENCE, NEW YORK

It is my hope that this workshop will aid faculty interested in teaching the sociology of human sexuality in the development of successful teaching practices, pedagogy, and assessment. This year was our first workshop devoted to this goal, and I believe that we are off to a great start!

At the SSSP conference this year we had three presentations and an interesting discussion with the audience about teaching tools for human sexuality. The first presentation was delivered by Dr. Popoola Bayode Isaiah from Obafemi Awolowo University. He discussed his findings from his research involving the preparation of teachers in Nigerian Secondary Schools for teaching sexuality education.

According to Dr. Popoola Bayode Isaiah, "Sexuality is a very sensitive issue that many Nigerians have difficulty talking about." Indeed, in his presentation, he noted that Nigerians don't even have words for Penis and Vagina. Consider teaching a sexuality course with this additional constraint! While many school districts in the U.S. struggle over the type of sex education to engage their secondary students, Popoola notes that, in Nigeria, sexual education is absent in many secondary schools.

In his study, Popoola surveyed six hundred and twelve secondary school teachers in two states in South Western Nigeria to find out how prepared and comfortable teachers were to teach sexual education. In addition, he explored their "attitudes to sexuality education curriculum and what they perceived as its appropriate contents."

His findings suggest that a significant number of teachers (85%) "are likely to support sexuality education when introduced into the school curriculum." While Popoola did not voice this explicitly, it seems to me that many of his participants favor curriculum involving safe sex practices. Indeed, Popoola found that "two thirds of teachers agreed that adolescents

should be taught the effective use of contraceptives in a sexuality education program."

While secondary teachers support sexuality education of some safe sex practices, Dr. Popoola finds that an "overwhelming majority indicated that they would be uncomfortable if asked to teach sexuality education with their present level of knowledge." This, of course, varied by age; younger teachers expressed greater willingness and comfort levels in teaching sexuality education.

From his research, Dr. Popoola concludes that "educational programs aimed at transforming the sexual well-being of young people should begin by careful planning and preparation of teachers who will implement the curriculum."

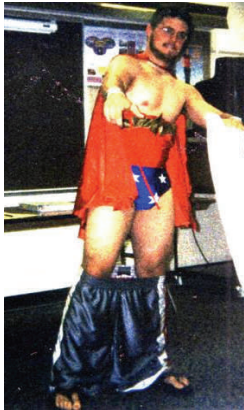
In the second presentation, Dr. Sandra Schroer from Muskingum College shared an assignment that she employs in place of a midterm exam. This exercise is intended to help students develop an awareness of the everyday reality of the social construction of sexuality and cultural, political, and legal issues that are behind many taken for granted behaviors. According to Sandra, "sexuality should be taught with humor" and as such, her exercise is "intentionally designed to be lighthearted, creative and exploratory. It is also designed to accommodate diversity in student's comfort levels, sexual orientations, spiritual orientations, race, and levels of sexual experience (or lack thereof)." The goal of her exercise is to "show students that sex is everywhere and sexuality is a healthy part of everyday life." Of course, students learn that "not everyone sees it that way."

Through her "Sex Scavengers" exercise Sandra has her students collect various items including empirical articles, religious texts, theoretical analysis, policy, law, public opinion, and physical items relating to current issues in human sexuality. Her students are excited and enriched by this exercise.

Teaching continued on next page....

It is my hope that this workshop will aid faculty interested in teaching the sociology of human sexuality in the development of successful teaching practices, pedagogy, and assessment.

TEACHING SEXUALITY



Left: Wonder Woman

One of Sandra's students wearing a clothing that is "distinct to a gender not your own."

As a faculty member who has employed this teaching tool, I can attest to the success of her innovative teaching practice. Of particular note are the "household items that some people might consider a sex toy," and the interview questions such as "what is your opinion of heterosexuality." Students find looking for household items with peers and family members (including their grandmothers) an invaluable experience that helps them bridge perceived sexual barriers and gaps in communication. The interviews with the public, friends, and family members open all our eyes toward current perceptions of human sexuality.

In the third presentation, I shared the pros and cons of journaling as an assessment practice in human sexuality. Having your students journal in response to critical questions regarding sexuality issues is a valuable teaching tool. It allows the faculty to share more specific details of research and theory beyond the structure of the regular classroom. In other words, journaling provides an opportunity to assess what your students understand, and expand the human sexuality discourse on an individual basis.

If you are willing to spend the extra time that it takes to write extensive comments on these journals, students learn more, take this discourse outside of class, and appreciate what they define as your investment in their education. This assessment is time consuming for the faculty and breaks barriers of disclosure that may be uncomfortable for both students and faculty. However, these drawbacks are insignificant in light of the ability to individually guide your students in a critical exploration of their sexual experiences and assumptions.

Am I Normal? Ask Dr. Sandra Schroer for the details regarding this exercise (sschroer@muskingum.edu).

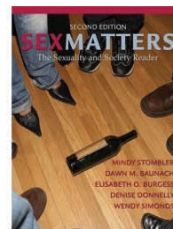
Try the Crumple Survey in your class!

For more details contact Elroi Windsor (elroiw@gmail.com)

After the brief presentations, intended to inspire ideas regarding theory and practice in teaching human sexuality, the floor was open to discuss any pedagogical issue relating to these courses. Some of the topics covered this year included textbooks, successful exercises, and encouraging respectful student discourse in light of topics that some students find "offensive" and/or "controversial."

Three popular texts included:

- 1. Sexual Lives: A Reader on the Theories and Realities of Human Sexuality by Robert Heasley and Betsy Crane.*
- 2. Sex Matters: The Sexuality and Society Reader by Mindy Stombler, Dawn Baunauch, Elisabeth Burgess, Denise Donnelly, and Wendy Simonds.*



- 3. The Guide to Getting it On! A New and Mostly Wonderful Book About Sex for Adults of All*

Ages by Paul Joannides and Daerick Gross.



Imagine students ACTUALLY reading your text even before it is assigned! All these texts meet this part of our pedagogical utopia!

In addition to textbooks, we discussed successful exercises. Space constraints limit me to two:

Sandra shared her innovative exercise "Am I Normal?" According to Sandra, "People of all ages want to know if their sexual performance or relationships are within some range of 'normal'. In this optional exercise she hands out a blank 3x5 card to each student and asks them to "take a moment and write down their favorite sexual fantasy." She later shares select student fantasies with her students (without identifying students of course). "

Teaching continued on next page...

TEACHING SEXUALITY

“Students learn about the roll of fantasy in the lives of humans and the origins of some fantasies. They also realize that while some fantasies are shocking most are predictable or even mundane.”

A Member of our audience, Elroi Windsor, also featured in “Member Profiles” on page 7, shared an exercise that he uses in his sexuality course. The “Crumple Survey” (originally developed by the sexuality instructors of Georgia State University, department of Sociology) surveys your students about sexual practices, attitudes, and behaviors. The survey and details can be found in the Instructor’s Manual for Sex Matters: The Sexuality and Society Reader prepared by Elroi Waszkiewicz and Elisabeth Cavalier. The survey is “designed to open discussion based on the experiences of everyone in the class.”

Students first take the survey anonymously. When everyone is finished, the students crumple their surveys up in a ball and throw it at the teacher who tries to catch them in a basket. After the surveys are collected and mixed up, the teacher throws them back at the students. Once each student has a survey in hand (probably not their own, but no one knows that it is theirs if they do) the teacher reads select yes or no questions and has students stand in response. This provides a visual representation of the diversity of sexual expression in your classroom.

If you do not have the instructor’s manual, I would highly advise you to contact him for a copy of this exercise (elroiw@gmail.com). I did this exercise in my course on the second day and I am grateful that he shared it with us. Students were fascinated and sometimes shocked by some of the responses of their peers. Their responses and their reactions to the diversity (and sometimes lack of diversity) of responses paved the way to many critical discussions throughout the semester.

I will admit that I originally thought that throwing the crumpled up surveys at the faculty member was a bit “silly.” Elroi warned us that although we may feel “silly,” this simple practice lightens the mood and thereby helps students feel more comfortable participating in class throughout the semester. He was right. I was uncomfortable and made a fool of myself. Here you are trying to catch 39 wads of paper in a basket – most of which bounces off your head or falls at your feet. Then, when you prove that you are no good at hoops, you go on to show that you can not throw to save your life (this is, of course, because the “paper is so light” – though your students could do it). You assure your students though that “teaching sexuality does not require this skill” while wondering if your complete lack of dexterity is the result of your age or your extended hours in front of a computer screen. Now, the students are laughing AT you and you are off guard (being totally yourself). Well, you don’t have to worry that your students will be surprised when you blush as you teach the history of masturbation or deconstruct masturbation words by gender because you have established that you are prone to blushing. All kidding aside, this simple gesture turns out to be a wonderful way to get both students and faculty to relax and engage in open discussions about experiences of sexuality and the impact that social institutions have on our everyday, seemingly private, life. Submitted by Dana Atwood-Harvey, University of Wisconsin Colleges-Sheboygan

NEW RESOURCE FOR SEX EDUCATORS

The Sex Information and Education Council of the United States (SIECUS) has launched a new website to support sex educators.

The website, www.sexedlibrary.org, is host to a myriad of lesson plans covering topics from masturbation to gender roles and puberty. Also available are current statistics and other information on condoms, pregnancy, STDs, sexual behavior and program efficacy. Organizations which provide professional development opportunities for sex educators are also posted. To have your lecture or lesson plan included on the site, contact SIECUS at:

<http://www.sexedlibrary.org/contactus.html>

AWARDS

Congratulations should go to Dr. Sandra Schroer. Sandra was selected as a "Emerging Professional" by the *Society for the Scientific Study of Sexuality (SSSS)*. Sandra was honored at the 50th Anniversary Meeting that was held in Indianapolis from November 8th-11th, 2007. In the words of Patricia Barthalow Koch, President of SSSS, "emerging professionals" like Sandra "are the future of sex education, counseling, therapy, health-care, and research."

RECENT PUBLICATIONS

Weitzer, Ronald. 2007. "The Social Construction of Sex Trafficking: Ideology and Institutionalization of a Moral Crusade." *Politics & Society*, v. 35.

Weitzer, Ronald. 2007. "Prostitution as a Form of Work." *Sociology Compass*.

EMPLOYMENT OPPORTUNITIES

Tenure-Track Assistant/Associate Professor - The Pennsylvania State University

A faculty colleague is sought whose research focuses on family studies. While substantive areas of research are open, faculty with interests that complement current emphases in the Department of Human Development and Family Studies, such as families and adolescence, work and family, family processes and relationships, family prevention research, poverty and immigration and the intersection of race, ethnicity, culture, and family life are encouraged to apply. This position involves development of a program of research, as well as undergraduate and graduate teaching.

For more information, please go to: <http://employment.ncfr.org/jobdetail.cfm?job=2669781>

Professor, HDFFS, Director, FRC - University of Illinois at Urbana-Champaign

A senior faculty position with expectations for research, teaching and outreach activities, in addition to serving as the Director of the Family Resiliency Center. The Department is seeking a scholar with areas of emphasis in family resilience and positive human development that will complement or strengthen our existing areas: children's social and emotional development; parent-child and other family relationships; gender/sexuality; and race/ethnicity; resilient family processes; and community contexts.

For more information, please go to: <http://employment.ncfr.org/jobdetail.cfm?job=2696874>

Professorship in Women's & Gender Studies - University of Missouri-Kansas City

UMKC's College of Arts & Sciences invites nominations and applications for the Martha Jane Starr Missouri Distinguished Professorship in Women's & Gender Studies. This is a joint appointment in the Women's and Gender Studies Program and an appropriate department in the College as the tenure home. Applicants should present a distinguished record of scholarship and teaching consistent with tenure at a research institution. The area of expertise is open, however successful candidates will have a demonstrated commitment to interdisciplinary research and teaching in Women's Studies/Gender Studies. Appointment will be at the rank of Associate Professor or Professor.

For more information, please go to: <http://employment.ncfr.org/jobdetail.cfm?job=2708899>

MEMBER PROFILE

Elroi J. Windsor

"Our Labor of Love"

Photo of Me from my Wedding Day

I am currently pursuing a Ph.D. in sociology, specializing in gender and sexuality at Georgia State University. I started graduate school with an interest in transgender health care issues, but now I'm interested in many different areas related to sexuality and gender—identity politics, regulation of bodies, sexual practices and communities—the list is endless, really. I truly love teaching sexuality and am grateful for the opportunity to teach upper-level courses devoted to this topic at GSU. In my experience, sexuality classes are rewarding because they expand students' perspectives tremendously.

My dissertation project involves examining the regulation of medical body modification, and how these regulatory practices differ for transgender and non-transgender populations. I'm really interested in how providers negotiate different policies for the same procedures, the reasons why they hold transsexual body mods to different standards, and what social forces influence these interactions, creating disparities in treatment. My Master's research exposed how heteronormativity and hegemonic masculinity informed these interactions, so I intend to explore these issues further.

Currently, I'm working on taming two major publications out of my massive 200-page Master's thesis, which was titled *Getting by Gatekeepers: Transmen's Dialectical Negotiations within Psychomedical Institutions*. I have organized two sessions at SSSP, both on transgender issues, and am bringing similar sessions to the 2008 meetings. I've gotten some teaching awards at GSU, including the department Teaching Award and Jackie Boles Teaching Fellowship. Recently, I won the 2007-08 council member position as Graduate Student Representative for ASA's Sexualities Section. I've been presenting at regional and national sociology conferences since 2003, but also take time to present and participate in community and advocacy forums, such as the transgender conference, Southern Comfort.

My life revolves around finishing graduate school and building a family with my partner, Aly, whom I (non-legally) married in May—an event filmed by Linton Media which debuted in June on Logo's "Be Real" television series. After basking in my 15 minutes of queer fame, I have resigned myself to dreaming about future jobs in areas where my love can finally have some chickens. As it stands, our family of four dogs and three cats can't stand to share space with any feathered friends.

IN MEMORY OF... ALBERT ELLIS, Ph.D



The Society for the Scientific Study of Sexuality Notes the Loss of Another Influential Founder in Sexuality Research

It is with deep sadness that the Albert Ellis Institute announces the death of Albert Ellis, Ph.D. on July 24, 2007. Dr. Ellis, who was 93 years old, died of natural causes. At the time of his death, he was President Emeritus of the Albert Ellis Institute in New York City. Dr. Ellis was born in Pittsburgh in 1913, grew up in New York City, and received a master's degree and doctorate in clinical psychology from Columbia University.

As a practicing psychoanalyst from 1947 to 1953, Dr. Ellis grew increasingly doubtful about the efficacy of that form of psychotherapy, concerned that no amount of talk would help his clients if they failed to take action against their habitual thoughts, feelings, and behaviors. By late 1953, he had stopped calling himself a psychoanalyst and begun developing Rational Emotive Behavior Therapy (REBT), an action-oriented therapy aimed at making emotional and behavioral change through challenging self-defeating thoughts. REBT is today widely acclaimed as a pioneering approach to psychotherapy and the foundation of all modern cognitive behavior therapies.

In 2003, the American Psychological Association named Dr. Ellis the second most influential psychologist of the 20th century, second only to Carl Rogers. In 2005, Dr. Ellis's 78th book, *The Myth of Self Esteem*, was published. In 1960, Dr. Ellis established a non-profit institute chartered by the New York State Board of Regents known today as the Albert Ellis Institute (AEI). Since its founding, AEI has provided educational programs and psychotherapy to hundreds of thousands of professionals, individuals and families.

"We all owe a great debt to Dr. Ellis," said Robert O'Connell, Executive Director of AEI. "His students and clients will remember him for his tremendous insight and dedication as a psychotherapist. His innovations in the field will continue to influence the practice of psychotherapy for decades to come, and the institute he founded will continue to provide outstanding professional education programs and treatment based on the principles of REBT which he originated".

During his career, Dr. Ellis served as President of the Division of Consulting Psychology of the American Psychological Association, as a member of the APA's Council of Representatives, and as a Fellow and President of the Society for the Scientific Study of Sex. He was a Fellow of the American Association of Marriage and Family Therapists; the American Orthopsychiatric Association, the American Sociological Association; the American Association of Applied Anthropology and the American Association for the Advancement of Science.

Dr. Ellis was also a Diplomat in Clinical Psychology of the American Board of Professional Psychology, a Diplomate in Clinical Hypnosis of the American Board of Psychological Hypnosis, a Diplomate of the American Board of Medical Psychotherapists, and a Diplomate of the American Board of Sexology, as well as a sex therapist certified by the American Association of Sex Educators, Counselors, and Therapists.

"There is virtually nothing in which I delight more," says Albert Ellis, "than throwing myself into a good and difficult problem."

See the website: <http://www.albertellisinstitute.org>

SOCIETY FOR THE STUDY OF SOCIAL PROBLEMS

Division Contact Information

Sandra Schroer, Division Chair
Muskingum, College
11 Garfield Ave
New Concord, OH, 43762
Phone: 740-862-8287
Email: sschroer@muskingum.edu

Dana Atwood-Harvey, Division Newsletter Editor
University of Wisconsin Colleges-Sheboygan
One University Drive
Sheboygan, Wisconsin, 53081
Phone: 920-459-6606
Email: datwoodh@uwc.edu

We're on the Web!
[www.sssp1.org/
index.cfm/m/21](http://www.sssp1.org/index.cfm/m/21)



Editor: Dr. Dana Atwood-Harvey

I was unable to solicit as many submissions as in the past. I do want to send warm thanks to those few members who did contribute to this issue. With their help we developed a nice newsletter. Let us continue to keep abreast of each others work, gain insightful teaching tips, learn about the professional opportunities that this division and our network has to offer, and really just get to know each other. I look forward to your contributions for the next issue! Please send along biographies and pictures with your current publications, insights and ideas.

Thanks again,

Dana



Society for the Study of Social Problems

