

**UNITED STATES DISTRICT COURT
FOR THE NORTHERN DISTRICT OF GEORGIA,
ATLANTA DIVISION**

CAMBRIDGE UNIVERSITY PRESS,
OXFORD UNIVERSITY PRESS, INC.,
and SAGE PUBLICATIONS, INC.,

Plaintiffs,

- vs. -

CARL V. PATTON, in his official
capacity as Georgia State University
President, RON HENRY, in his official
capacity as Georgia State University
Provost, CHARLENE HURT, in her
official capacity as Georgia State
University Dean of Libraries, and J.L.
ALBERT, in his official capacity as
Georgia State University Associate
Provost for Information Systems and
Technology,

Defendants.

Civil Action No. _____

**COMPLAINT FOR DECLARATORY JUDGMENT
AND INJUNCTIVE RELIEF**

Plaintiffs Cambridge University Press, Oxford University Press, Inc.,
and SAGE Publications, Inc. (collectively, "Plaintiffs"), by and through their

attorneys, Weil, Gotshal & Manges LLP, and Bondurant, Mixson, & Elmore, LLP, for their complaint, allege, on information and belief, the following against defendants Carl V. Patton, in his official capacity as Georgia State University President, Ron Henry, in his official capacity as Georgia State University Provost, Charlene Hurt, in her official capacity as Georgia State University Dean of Libraries, and J.L. Albert, in his official capacity as Georgia State University Associate Provost for Information Systems and Technology (collectively, “Georgia State,” “the University,” or “Defendants”):

NATURE OF THIS ACTION

1. This action for declaratory and injunctive relief arises from Georgia State’s systematic, widespread, and unauthorized copying and distribution of a vast amount of copyrighted works, including those owned or controlled by Plaintiffs, through a variety of online systems and outlets utilized and hosted by the University for the digital distribution of course reading material. Georgia State has facilitated, enabled, encouraged, and induced Georgia State professors to upload and post to these systems – and Georgia State students simultaneously to download, view, print, copy, and distribute – many, if not all, of the assigned readings for a particular course without limitation,

without oversight, and without the requisite authorization and appropriate compensation to the copyright owners of such materials.

2. The unauthorized digital distribution of copyrighted course readings at Georgia State is pervasive, flagrant, and ongoing. It has continued unabated in the face of notice and repeated attempts by Plaintiffs to reach an amicable and mutually acceptable solution without the need for litigation. All such efforts have been flatly rebuffed by Georgia State, which continues to offer digitized course offerings through the Georgia State Library electronic course reserves service, through Georgia State's Blackboard/WebCT Vista electronic course management system, and through Georgia State departmental web pages and hyperlinked online syllabi available on websites and computer servers controlled by Georgia State. By digitally distributing course reading materials – often in compilations of digital excerpts containing an entire semester's worth of reading – Georgia State provides its students (and until recently, the general public) the ability to view, download, and print without authorization a number and range of copyrighted works that vastly exceeds the amount and type of copying that might credibly be justified as fair use in an educational setting.

3. With the University's encouragement, hundreds of professors employed by Georgia State have compiled thousands of copyrighted works,

made them available for electronic distribution, and invited students to download, view, and print such materials without permission from the copyright owners. As of February 19, 2008, the Georgia State Library's electronic course reserves system listed over 6700 total works available for some 600-plus courses. Upon information and belief, much (and likely most) of this extensive copying and distribution has been performed without authorization of the hundreds of publishers whose materials are present on the system (and certainly without the permission of Plaintiffs in this action), and thus without payment of the customary licensing fees due to copyright holders under well-established judicial authority.

4. Georgia State's ongoing unauthorized digital distribution of Plaintiffs' copyrighted materials is directly substituting both for student purchases of copyrighted books and for paper "coursepacks" or "copy packs" – collections of course-related readings assigned by professors and purchased by students, the copying of which occurs pursuant to licenses obtained by bookstores and copy shops according to long-settled copyright law (including Basic Books, Inc. v. Kinko's Graphics Corp., 758 F. Supp. 1522 (S.D.N.Y. 1991), and Princeton Univ. Press v. Michigan Document Servs., Inc., 99 F.3d 1381 (6th Cir. 1996)). Many Georgia State students are now able to obtain, with

the encouragement of their professors and the University at large, unlicensed digital compilations containing many of the required readings for a given course without setting foot in a bookstore or expending a single cent on the copyrighted materials that lie at the heart of the educational experience. Those students could easily obtain the same copyrighted materials for use in their courses, either through purchase of the original works or by the University's utilization of existing permissions and licensing systems designed to fairly and efficiently compensate copyright owners for licensed excerpts of their works.

5. Unless Georgia State's infringing digital distribution practices are enjoined, Plaintiffs, authors, and the publishing community at large will continue to face a certain, substantial, and continuing threat of loss of revenue, which will in turn threaten Plaintiffs' incentive to continue supporting and publishing the cutting-edge scholarship upon which the academic enterprise depends. Requiring the payment of permission fees in the context of the practices described will not jeopardize legitimate exercises of fair use, which Plaintiffs acknowledge and respect, or prevent Georgia State or its students from accessing or benefiting from publishers' works; to the contrary, it will in fact ensure that those works continue to be produced and available to current and future generations of students.

JURISDICTION AND VENUE

6. This is a civil action seeking injunctive relief for copyright infringement under the Copyright Act (17 U.S.C. §§ 101 et seq.), as well as declaratory relief pursuant to 28 U.S.C. §§ 2201, 2202.

7. This Court has jurisdiction of this action pursuant to 17 U.S.C. §§ 101 et seq., 28 U.S.C. §§ 1331, 1338(a), and 2201.

8. This Court has personal jurisdiction over Defendants, all of whom reside in the State of Georgia and in this District. In addition, Defendants' conduct, which constitutes copyright infringement, occurred in this District and has caused harm in this District.

9. Venue is proper in this District pursuant to 28 U.S.C. §§ 1391(b)-(c) and 1400(a).

PARTIES

10. Plaintiff Cambridge University Press is the not-for-profit Printing and Publishing House of the University of Cambridge, and was chartered by New York State in 1949. The University of Cambridge is an English common law corporation confirmed by an Act of Parliament passed in 1571.

11. Plaintiff Oxford University Press, Inc. is a not-for-profit corporation duly organized and existing under the laws of Delaware, with its principal place of business in New York, New York. Oxford University Press has maintained an office in New York since 1896.

12. Plaintiff SAGE Publications is a corporation duly organized and existing under the laws of Delaware, with its principal place of business in Thousand Oaks, California. Its subsidiary publishing divisions and imprints include Corwin Press and SAGE Publications Ltd.

13. Defendant Carl V. Patton (“Patton”) is the president of Georgia State University, a public, not-for-profit corporation with its main campus in Atlanta, Georgia. Under the statutes of the University, Patton is the chief administrative officer, with responsibility for providing general supervision for all affairs of the University. Patton is also a member and the chairperson and presiding officer of every faculty and academic unit of the University. Upon information and belief, Patton has ultimate responsibility for the academic and technical departments of the University involved in the provision of electronic course materials to Georgia State students through the Library website, the Blackboard course management system, and elsewhere – and the ability to direct

and demand their compliance with federal copyright law and to halt activities that do not so comply.

14. Defendant Ron Henry (“Henry”) is the Provost of Georgia State University, the second officer of the University. In his role as Provost, Henry’s responsibilities include ensuring conduct consistent with the professional and legal fulfillment of the University’s purposes and objectives, faculty oversight, monitoring the performance of the University’s library system, and direct supervision of the Dean of Libraries and the Associate Provost for Information Systems and Technology – i.e., the academic and technical departments of the university involved in the provision of electronic course materials to Georgia State students through the Library website, the Blackboard and WebCT course management systems, and elsewhere.

15. Defendant Charlene Hurt (“Hurt”) is the Dean of Libraries for Georgia State University. Upon information and belief, Hurt has direct responsibility for and oversight of all library employees and all activities of the University library system, including its website, its electronic/digital offerings, course reserves, and the operation of and policies guiding its electronic course reserve system.

16. Defendant J.L. Albert (“Albert”) is the Associate Provost for Information Systems and Technology and Chief Information Officer. Upon information and belief, Albert is responsible for information systems and computer technology and infrastructure across the University, including all electronic services provided to University faculty and students such as the Blackboard/WebCT course management system. Albert also supervises the Director of Library Services Support, who provides technical support for the University’s electronic course reserves (ERes) system.

ALLEGATIONS COMMON TO ALL CLAIMS FOR RELIEF

Plaintiffs and Their Infringed Copyrighted Works

17. Plaintiffs are leading publishers of books, articles, journals, periodicals, and other copyrighted materials which are sold and/or licensed through various permissions and licensing programs to students enrolled in colleges and universities throughout the United States, including Georgia State. Plaintiffs invest significant resources developing and publishing these materials and rely on copyright protection to earn a return on their investment from the sale and licensing of such works (including in connection with coursepacks). This revenue is also vitally important to the authors of such works, and serves as a spur to, and reward for, creative expression.

18. Sales and licensing revenue also is critical to the publishers' ability to continue developing and publishing works for the academic community; indeed, Plaintiffs alone have published books and journal articles by well over 100 Georgia State professors. Such professors look to publishers to help fund the research and publishing that is so integral to their academic careers.

19. Each of the works as to which infringement is specifically alleged in Exhibit 1 hereto and in paragraphs 22 through 27 below is an original work of authorship protected by copyright, and exclusive rights under these copyrights (including the rights infringed by Defendants) are owned by, or exclusively licensed to, Plaintiffs. Each such work is registered with the United States Copyright Office, has its application for registration pending, or is protected under U.S. copyright law as a work first published in a country that is a signatory to the Berne Convention.

Georgia State's Digital Distribution of Course Reading Materials

20. On information and belief, over numerous academic terms, hundreds of faculty employed by Georgia State have afforded their students access to copies of thousands of articles, book chapters and other copyrighted works through Georgia State's electronic course reserves listings. Each of these

copied works is available to students for downloading, viewing, and printing. Many such works remain on the library's system and are offered to students semester after semester.

21. A search of the Georgia State Library system conducted by Plaintiffs during the spring 2008 semester revealed over 6700 total works available. Although some of these listings identify traditional hard-copy reserve materials, the vast majority provide direct access to electronic excerpts. Plaintiffs believe that the volume of digital distribution at Georgia State significantly exceeds the amount of material that Plaintiffs have been able to review to date.

22. Many Georgia State courses utilizing Georgia State's digital distribution capabilities provide students with copies of copyrighted works (each available for downloading, viewing and printing) owned or controlled by Plaintiffs in this action, but as to which no permission for such activities has been obtained. In many cases, the distributed excerpts constitute the very heart of the work at issue. And in many instances, these excerpts are compiled together with numerous other readings to create for students a "digital coursepack" not unlike the collections and anthologies offered for sale by the Plaintiffs themselves or the hard-copy coursepacks students once would have

purchased at the campus bookstore or copy center. For example, students in the Spring 2007 term of Professor Belcher's course "Qualitative Research" (AL8961) received, along with more than 20 other digital excerpts from other works, five unlicensed digital excerpts from the second edition of the Handbook of Qualitative Research, edited by Norman Denzin and Yvonna S. Lincoln and published by Plaintiff SAGE Publications. The SAGE Handbook excerpts included "Paradigmatic Controversies, Contradictions, and Emerging Confluences" (Ch. 6) by Yvonna S. Lincoln & Egon G. Guba, "Case Studies" (Ch. 16) by Robert Stake, "Ethnography and Ethnographic Representation" (Ch. 17) by Barbara Tedlock, "Grounded Theory: Objectivist and Constructivist Methods" (Ch. 19) by Kathy Charmaz, and "The Interview: From Structured Questions to Negotiated Text" (Ch. 24) by Andrea Fontana & James H. Frey – over 130 pages in total – all distributed without permission from or compensation to SAGE or the editors and authors.

23. Students in Professor Kaufman's fall 2007 course "Qualitative/Interpretive Research in Education I" (EPS8500) were provided, without SAGE's permission, with a digital compilation of six chapters from the third edition of The SAGE Handbook of Qualitative Research: Russell Bishop's "Freeing Ourselves from Neocolonial Domination in Research" (Ch. 5), "Critical

Humanism and Queer Theory: Living With the Tensions” (Ch. 14), by Kenneth Plummer, “Qualitative Case Studies” (Ch. 17), by Robert Stake, “Testimonio, Subalternity, and Narrative Authority” (Ch. 22) , by John Beverley, “Narrative Inquiry” (Ch. 25), by Susan Chase, and “Relativism, Criteria, and Politics” (Ch. 36), by John Smith & Phil Hodgkinson. For the spring 2008 version of the course (EPRS8510), Professor Kaufman is once again providing students with the same six chapters, as well as a seventh, Laurel Richardson & Elizabeth Adams St. Pierre’s “Writing: A Method of Inquiry” (Ch. 38), for a total of 152 pages.

24. As another example of a Georgia State professor providing students with the same, unlicensed, excerpts semester after semester, students in Professor Emshoff’s Fall 2006 course “Introduction to Community Psychology” (PSYC8200) were given digital copies of two chapters from Milan J. Dluhy’s Changing the System: Political Advocacy for Disadvantaged Groups, also published by SAGE. Despite SAGE’s specific complaint to Georgia State about this work, Professor Emshoff provided the same excerpt to students in PSYC8200 during the fall 2007 semester. These and other representative samples of SAGE Publications works that have been distributed digitally to students at Georgia State without permission – including three chapters (55

pages) of Liesbet van Zoonen's Feminist Media Studies – are identified in Exhibit 1.

25. The works of university presses also are being made available by Georgia State professors in digital format without permission or compensation. By way of example, students in the Fall 2006 semester of Professor Reimann's course "The Political Economy of Japan" (POLS4256) were able to download, view, and print digital copies of a 33-page excerpt from Ethan Scheiner's book Democracy without Competition in Japan, a book published by Plaintiff Cambridge University Press. Students in the Fall 2006 semester of Professor Orr's course "Baroque Music" were given digital copies of 32 pages from The Cambridge Companion to the Organ, including the full text of two chapters by Patrick Russill and Geoffrey Webber. Graydon Beek's essay "Handel's Sacred Music," which appears in Plaintiff Cambridge's anthology Cambridge Companion to Handel, was also compiled along with these materials and made available to Professor Orr's class in digital form without the requisite license.

26. Even after Cambridge complained to Georgia State about its failure to properly license digital course material, professors have continued to offer Cambridge works without permission. The above-mentioned excerpt from

Professor Scheiner's book was once again offered to students in the fall 2007 semester by Professor Reimann in POLS4255. In that same semester, Professor Bunting compiled three separate chapters totaling 60 pages from a Cambridge collection entitled Materials Development in Language Teaching as part of an unlicensed anthology of readings offered to students in "Material Design, Development, and Publication" (AL8660). Meanwhile, students in "Comparative Political Analysis" (POLS8200) received two full chapters – totaling over 100 pages – of Theda Skocpol's States and Social Revolutions, while students in four different sections of the Applied Linguistics Practicum (AL8900) received two full chapters of Focus on the Language Classroom by Richard Allwright and Kathleen Bailey. More recently, in the spring 2008 semester, Professor Lazurus (who himself has published two recent articles in journals sponsored by Plaintiff SAGE Publications) provided students in POLS8170 with 76 pages – chapters 5, 7, and 8 – of Legislative Leviathan by Gary Cox and Mathew McCubbins. Representative samples of Cambridge works that have been distributed digitally to students at Georgia State without permission are identified in Exhibit 1.

27. Plaintiff Oxford University Press has also seen its copyright rights, and those of its authors, systematically infringed. Students in Professor

Blumi's "Survey of World History Since 1500" (HIST1112) received electronic copies of a 50-page excerpt of George M. Frederickson's White Supremacy: A Comparative Study of American and South African History without permission from Oxford. Students in Professor Darsey's fall 2006 course were provided with electronic copies of the 28-page first chapter of Christopher Simpson's Science of Coercion: Communication Research and Psychological Warfare, also by Oxford. Such infringement has continued in recent semesters even after Oxford approached Georgia State to complain of its unlicensed activities. Recently, Professor Dixon provided students in the fall 2007 semester of "African American Male/Female Relationships" (AAS4030) with the 43-page fourth chapter of John Blassingame's The Slave Community: Plantation Life in the Antebellum South. In the spring 2008 semester, Professor Dixon provided her students in AAS4030, as well as her students in AAS3000, with the fourth and seventh chapters of Blassingame's book, a total of 78 pages for those two excerpts alone. During the fall 2007 semester, students in three different sections of "The Psychology of Young Children" (EPY7090) were provided with the 39-page sixth chapter of Laura Berk's Awakening Children's Minds, compiled with at least 15 other digital readings for the course. Representative

samples of Oxford works that have been distributed digitally to students at Georgia State without permission are identified in Exhibit 1.

28. Georgia State's general copyright primer, entitled the "Regents Guide to Understanding Copyright & Educational Fair Use" and available at <http://www.usg.edu/legal/copyright>, affords "fair use" parameters – that is, guidelines as to allowable copying without permission – that plainly exceed legal boundaries. The same is true with respect to Georgia State's copyright policy specifically governing the sharing of copyrighted works via the Library's electronic course reserves system, and via Georgia State's use of digital distribution technologies more generally, which endorses the unlicensed copying of up to twenty percent of a work – a benchmark that would countenance unlicensed excerpts of dozens or even hundreds of pages from a given work.

29. The impermissibly wide berth afforded by Georgia State to individual takings from Plaintiffs' and other publishers' works is only exacerbated by systematic bundling and digital distribution of numerous works so copied into what is effectively an electronic compilation or anthology of readings for a given course. For example, students in the course "Social and Personality Development" (EPY8220), offered during the fall 2006 semester, were provided with more than 80 digital reading excerpts, a compilation of

material surpassing even the thickest coursepack or anthology. Students in the same course during the spring 2007 semester were given 72 electronic readings, while students in “Qualitative Research” (AL8961) received 34. Georgia State’s Regents Guide explicitly endorses this practice of anthologizing, in direct contravention of governing precedent.

30. What is more, Georgia State’s policies are not enforced.

Georgia State’s electronic course reserves system contains numerous examples of works that violate even the University’s own lax policies, including many of the works identified in paragraphs 22 through 27 above.

The Electronic Course Reserves Functionality at Georgia State

31. The Georgia State University Libraries operate a central Internet website (at <http://www.library.gsu.edu/>) accessible to both Georgia State students and the general public. This site includes a hyperlink called “Course Reserves.” Clicking this link takes the website visitor to a new web page with prominent hyperlinks that visitors can click to “Search Reserves” or view an “Instructors Online Submission Form.” (See sample screen shots attached at Exhibit 2, pp. 1-2.) Clicking the “Search Reserves” link leads viewers to a web page headlined “ERes/electronic reserves system,” where visitors can search the Library database for course reserve listings. (See Exhibit 2, p. 3.)

32. On the “ERes” page, visitors have several options for searching electronic reserve material. First, they can “Search for Course Reserve Pages” by entering search text, selecting from a dropdown menu one of several database fields within which to search (Course Number, Course Name, Section Number, Department, or Instructor), and clicking the “Search” button; the Library database then displays, on a new page, a list of courses that contain the entered search terms in the specified field(s). (See Exhibit 2, p. 4.) The Course Number for each entry in the search-results list is an active hyperlink; when clicked, the viewer is taken first to an interim copyright policy page (see Exhibit 2, p. 5), where the user must click an “accept” button before being delivered to the Course Reserves Page.

33. Course Reserves Pages (see Exhibit 3) include a list of all the electronic reserve readings for the particular course and (if used by the professor) hard-copy reserve materials and the location on campus where such materials are held. Each electronic reading listed on the Course Reserves Page contains a hyperlink; when one of these hyperlinks is clicked, Adobe Reader (a document viewing software program) is launched and the requested work is displayed for the user, in a new “browser window,” in portable document format (pdf). The work can be printed, saved to the user’s local computer, and further redistributed

in printed form or through electronic transmission, even to people outside Georgia State, thereby competing with the publisher's own sales to other people as well.

34. When Plaintiffs first visited the Georgia State “ERes” website, no password was required to view the Course Reserves Pages described above. However, after Plaintiffs complained to Georgia State about its unlicensed activities on the website, Georgia State reacted by requiring students to enter a password on the copyright policy page before being delivered to the Course Reserves Page, the effect of which was to stymie the publishers’ ability to continue viewing, at a course-by-course level, the massive infringement of their own works taking place on the site. Despite this change, the system has remained open enough for Plaintiffs to identify the ongoing and systematic infringement identified in this complaint.

35. Students or other visitors to the Georgia State ERes website can also search for all Course Reserves Pages offered within a given department or taught by a given instructor (selected from dropdown menus), or by using keywords to search for specific documents (as described above) by author or title (see Exhibit 2, p. 3).

36. Upon information and belief, the electronic reserve copies that are distributed to students in the manner described above are copied and digitized by either the professor, a person working under the professor's direction, or a library staff member, and are stored on a Georgia State computer server with the Library's knowledge and participation.

37. In addition to the course reserves system on the Georgia State University Library gateway, syllabi for various Georgia State courses are publicly available on web pages within the Georgia State University domain. Such syllabi contain reading lists with references to reading assignment materials stored on the library's electronic course reserves listings, as described above. Some syllabi contain active hyperlinks which students can click to directly view and print unlicensed electronic versions of the reading materials stored on Georgia State servers.

38. Upon information and belief, faculty at Georgia State also have posted and distributed electronic copies of Plaintiffs' copyrighted course materials on Blackboard/WebCT Vista, the University's online course management system, which offers centralized and individualized online forums for all Georgia State classes where students can, among other activities, download course readings, get updates on news for the course and view syllabi,

and post electronic messages to a course bulletin board. A key feature of these systems, as described in the tutorials available to faculty and students on the Georgia State website, is the easy ability of instructors to “upload” electronic files to a centralized course “content file,” including a “media library” of course content for students to view, download, and save to their own computers.

**The Longstanding Permissions Market for Paper Coursepacks and
Distribution of Electronic Copies**

39. Georgia State’s ability to distribute reading materials electronically in substitution for student acquisitions of hard-copy books and coursepacks should not be confused with permission to do so; nor does it justify the massive, unauthorized giveaway that is taking place at the expense of Plaintiffs, their authors, and the publishing community at large. If allowed to continue, Georgia State’s conduct will cause the publishing industry to incur further and substantial damages. Particularly given the presence of readily accessible, efficient, and economical licensing mechanisms specifically designed by the publishing community to foster innovative distribution formats (including electronic reserves) without sacrificing a fair return to the publishers who bring such works to the public at a substantial cost to these publishers, Georgia State’s conduct is indefensible.

40. Efficient and user-friendly mechanisms for the licensing of copyrighted materials for use in paper coursepacks and electronic distribution systems have long been available. Each Plaintiff offers academic users an easy and efficient mechanism for obtaining photocopy (i.e., coursepack) and electronic-use licenses directly from the publisher.

41. In addition, Copyright Clearance Center, Inc. (CCC), a not-for-profit corporation established in 1977 by authors, publishers, and users at the suggestion of Congress, provides the academic community (including professors, faculty, librarians, and coursepack vendors) with an efficient, centralized source for licenses for a broad and extensive repertory of millions of copyrighted works from nearly ten-thousand publishers and hundreds of thousands of authors.

42. For example, through its Academic Permissions Service (APS), CCC offers professors, library personnel and other licensees a convenient mechanism for obtaining per-use copyright permission to photocopy, for coursepacks and classroom handouts, content from books, journals, magazines and other materials – including those of Plaintiffs in this action. Users can access APS through the CCC website (or by phone, fax, or mail), establish an account, search for requested works by title, publisher, or ISBN number, enter information about the course for which permission is requested, and obtain rate

quotes for use of a work, all with no charge. For over 1.2 million “pre-cleared” titles, users can obtain on-the-spot permission to include the work in a coursepack, while other requests are forwarded to the rightsholder of record for clearance.

43. CCC’s Electronic Course Content Service (ECCS) offers users an essentially identical mechanism for obtaining per-use copyright permission to share books, journals, magazines and other materials via electronic reserves, e-coursepacks, and other electronic formats. For over 620,000 “pre-cleared” titles, including those of Plaintiffs in this action, users can obtain on-the-spot permission for electronic use, while other requests are forwarded to the rightsholder of record for clearance.

44. CCC also offers a new Annual Copyright License for Academic Institutions which provides for the campus-wide use and reuse of publishers’ materials in hard-copy or electronic formats (coursepacks, classroom handouts, library reserves, electronic course content, etc.), for a single annual fee rather than on a pay-per-use basis. Plaintiff SAGE Publications has already signed on to participate in this convenient new offering.

45. CCC has partnered with leading application vendors to incorporate its permission services directly into the leading library-automation,

coursepack- production, and course-management systems. As a result, librarians can secure copyright permissions for many works directly from their own library software applications while working within those applications (including Docutek ERes, the system used at Georgia State), making the permission and compliance process even easier.

46. Despite the presence of these efficient licensing mechanisms – and despite Georgia State’s widespread use of digital course reading distribution methods as detailed above – electronic licensing fees actually paid by Georgia State are minuscule.

CLAIMS FOR RELIEF

First Claim

Direct Copyright Infringement in Violation of 17 U.S.C. § 106 (Against All Defendants)

47. Paragraphs 1 through 46 above are incorporated by reference as if set forth fully herein.

48. By scanning, copying, displaying, and distributing Plaintiffs’ copyrighted material – including but not limited to each copyrighted work identified on Exhibit 1 – on a widespread and continuing basis via the Georgia State website and other Georgia State computers and servers, Defendants’ conduct constitutes infringement of Plaintiffs’ copyrights and exclusive rights

under copyright in violation of Sections 106, 501-503, and 505 of the Copyright Act, 17 U.S.C. §§ 106, 501-503, 505.

49. Defendants' acts have been and continue to be willful, intentional and purposeful, in violation of Plaintiffs' rights.

50. As a direct and proximate result of Defendants' infringement of Plaintiffs' copyrights and exclusive rights under copyright, Plaintiffs are entitled to injunctive and declaratory relief. Unless enjoined by this Court, Defendants' conduct will continue to cause severe and irreparable harm to Plaintiffs.

51. Plaintiffs are entitled to recover their attorneys' fees and costs pursuant to 17 U.S.C. § 505.

**Second Claim
Contributory Copyright Infringement
(Against All Defendants)**

52. Paragraphs 1 through 51 above are incorporated by reference as if set forth fully herein.

53. By facilitating, encouraging, and inducing librarians and professors to scan, copy, display, and distribute Plaintiffs' copyrighted material – including but not limited to each copyrighted work identified on Exhibit 1 – on a widespread and continuing basis via the Georgia State University website and other Georgia State computers and servers; and by facilitating, encouraging, and

inducing students to view, download, copy and further distribute that copyrighted material, Defendants' conduct constitutes contributory infringement of Plaintiffs' copyrights and exclusive rights under copyright in violation of Sections 106, 501-503, and 505 of the Copyright Act, 17 U.S.C. §§ 106, 501-503, 505.

54. Defendants have actual and constructive knowledge that librarians and professors will scan, copy, display and distribute, and that students will view, download, copy and further distribute, Plaintiffs' copyrighted material, and knowingly encourage librarians, professors, and students to do so.

55. Defendants' acts have been and continue to be willful, intentional and purposeful, in violation of Plaintiffs' rights.

56. As a direct and proximate result of Defendants' infringement of Plaintiffs' copyrights and exclusive rights under copyright, Plaintiffs are entitled to injunctive and declaratory relief. Unless enjoined by this Court, Defendants' conduct will continue to cause severe and irreparable harm to Plaintiffs.

57. Plaintiffs are entitled to recover their attorneys' fees and costs pursuant to 17 U.S.C. § 505.

**Third Claim
Vicarious Copyright Infringement
(Against All Defendants)**

58. Paragraphs 1 through 57 above are incorporated by reference as if set forth fully herein.

59. By allowing professors and other employees of Georgia State University to scan, copy, display, and distribute Plaintiffs' copyrighted material – including but not limited to each copyrighted work identified on Exhibit 1 – on a widespread and continuing basis via the Georgia State University website and other Georgia State computers and servers; by facilitating, encouraging and inducing students to view, download, copy and further distribute that copyrighted material; by failing to supervise or prevent such infringement when they have the right and ability to do so; and by profiting by such infringement, Defendants' conduct constitutes vicarious infringement of Plaintiffs' copyrights and exclusive rights under copyright in violation of Sections 106, 501-503, and 505 of the Copyright Act, 17 U.S.C. §§ 106, 501-503, 505.

60. Defendants' acts have been and continue to be willful, intentional and purposeful, in violation of Plaintiffs' rights.

61. As a direct and proximate result of Defendants' infringement of Plaintiffs' copyrights and exclusive rights under copyright, Plaintiffs are entitled

to injunctive and declaratory relief. Unless enjoined by this Court, Defendants' conduct will continue to cause severe and irreparable harm to Plaintiffs.

62. Plaintiffs are entitled to recover their attorneys' fees and costs pursuant to 17 U.S.C. § 505.

WHEREFORE, Plaintiffs pray:

1. That this Court enter an order pursuant to 17 U.S.C. § 502 and 28 U.S.C. § 2201 declaring that Defendants' actions as complained of herein constitute copyright infringement, and granting permanent injunctive relief enjoining Defendants or any individuals in their employ or control, now or in the future, without seeking the appropriate authorization from Plaintiffs, from copying, displaying or distributing electronic copies of any of Plaintiffs' copyrighted works to Georgia State students or anyone else, or from facilitating or encouraging others to do so, in the manner described above – namely, via the collection and assembly of course reading materials for offer to students through an e-reserves system, a course management system, a course web page, or any similar electronic distribution method;

2. That this Court award Plaintiffs the costs of this action and reasonable attorneys fees' and expenses pursuant to 17 U.S.C. § 505; and

3. That this Court grant such other and further relief as it deems just and proper.

Respectfully submitted, this 15th day of April, 2008.



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Exhibit 1

SCHEDULE OF WORKS

PUBLISHER PLAINTIFF	COURSE TITLE AND SEMESTER	TITLE OF BOOK	TITLE OF EXCERPT(S)	AUTHOR	PAGES COPIED	COPYRIGHT REGISTRATION NUMBER
Cambridge University Press	Political Economy of Japan (POLS 4256), fall 2006 Political Economy of East Asia (POLS4255), fall 2007	Democracy without Competition in Japan	Opposition Failure in Japan: Background and Explanation (Chapter 2)	Ethan Scheiner	31-63	Application for Registration Filed and in Process
Cambridge University Press	Baroque Music (MUS8840), fall 2006	Cambridge Companion to the Organ	Catholic Germany and Austria, 1648-1800 The North German Organ School	Patrick Russell Geoffrey Webber	204-218 219-235	First published in United Kingdom
Cambridge University Press	Comparative Political Analysis (POLS8200), fall 2007	States and Social Revolutions: A Comparative Analysis of France, Russia, and China	Explaining Social Revolutions (Ch. 1); Old-Regime States in Crisis (Ch. 2)	Theda Skocpol	3-46, 47-111	TX-300-300
Cambridge University Press	Material Design, Development and Publication (AL8660), fall 2007	Materials Development in Language Teaching	Using corpus data in the classroom (Ch. 1) A framework for materials writing (Ch. 4) How writers write: testimony from authors (Ch. 6)	Gwyneth Fox David Jolly & Rod Bolitho Philip Prowse	25-43 90-115 130-145	TX 6-829-599 TX 6-829-5754 TX 6-829-750
Cambridge University Press	Practicum (AL8900), fall 2007	Focus on the Language Classroom	Receptivity: the issues involved (Ch. 9); Receptivity: some relevant research (Ch. 10)	Richard Allwright & Kathleen M. Bailey	157-168; 169-193	TX 6-829-758

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PUBLISHER PLAINTIFF	COURSE TITLE AND SEMESTER	TITLE OF BOOK	TITLE OF EXCERPT(S)	AUTHOR	PAGES COPIED	COPYRIGHT REGISTRATION NUMBER
Cambridge University Press	American Legislative Process, (POLS8170), spring 2008	Legislative Leviathan	Theory of Legislative Parties (Ch. 5); Party Loyalty and Committee Assignments (Ch. 7); Contingents and Parties (Ch. 8)	Gary Cox & Mathew McCubbins	99-126; 153-210	Application for Registration Filed and in Process.
Oxford University Press, Inc.	Theories of the Public, fall 2006	Science of Coercion: Communication Research and Psychological Warfare 1945-1960	Defining Psychological War (Chapter 1); World War and Early Communication Research (Chapter 2)	Christopher Simpson	3-30	TX-4-367-232
Oxford University Press, Inc.	Survey of World History Since 1500 (HIST1112), spring 2007	White Supremacy: A Comparative Study of American and South African History	Settlement and Subjugation, 1600-1840 (Chapter 1)	George M. Frederickson	3-53	TX-625-807
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SAGE Publications, Inc.	Interpretive Inquiry in Education (EPS 9280), fall 2006	Sage Handbook of Qualitative Research, Third Edition	Narrative Inquiry (Ch. 25)	Susan Chase	651-680	TX 6-175-287
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SOCI3101	Families and Society		Sociology	Davis-Sowers	Spring
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
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Title	Primary Author	Format	Size (KB)
 Marc Auge', Non-Places. Introduction to an Anthropology of Supermodernity. London:Verso, 1995 (pp. 75-95, 96-107 and 108-115).		Multiple Attached Files (3)	3360 KB
 Ana María Alonso, "Conforming Disconformity: "Mestizaje," Hybridity, and the Aesthetics of Mexican Nationalism," Cultural Anthropology, Nov 2004, Vol. 19, No. 4, pgs. 459-490. (Recommended reading).		Other (PDF)	2012 KB
 Zygmunt Bauman, "Desert Spectacular" in K. Tester (ed.), The Flaneur, London:Routledge, 1994, pgs.138-157		Other (PDF)	1163 KB
 Marshall Berman, "Take it to the Streets. Conflict and Community in Public Space," in Dissent, Winter 1986, pgs.476-485.		Other (PDF)	755 KB
 Teresa Caldeira, "Fortified Enclaves" in Public Culture, No. 8 1996, pgs. 303-328.		Other (PDF)	1599 KB
 Tim Cresswell, "Night Discourse. Producing/Consuming Meaning on the Street" in N. Fyfe (ed.) Images of the Street. Planning Identity and Control in Public Space. London: Routledge 1998, pgs. 268-279.	Tim Cresswell	Other (PDF)	663 KB
 Michel Foucault, "Of Other Spaces," in N. Mirzoeff (ed.), The Visual Culture Reader; London: Routledge 1998	Michel Foucault	Other (PDF)	622 KB
 Carol Brooks Gardner, "Passing By: Street Remarks, Address Rights, and the Urban Female," in J. Baugh and J. Sherzer (eds.),	Carol Brooks Gardner	Other (PDF)	1396 KB

	Language in Use, Englewood Cliffs:Prentice-Hall, 1984; pgs. 148-164.			
	Emanuela Guano, "A Stroll through La Boca: The Politics and Poetics of Spatial Experience in a Buenos Aires' Neighborhood" Space and Culture, 2003, 6(4): 356-376	Guano, Emanuela	Other (PDF)	1958 KB
	Richard Handler, "On Having a Culture: Nationalism and the Preservation of Quebec's Patrimoine," in G.W. Stocking, Jr. (ed.) Objects and Others: Essays on Museums and Material Culture, Madison:University of Wisconsin Press, 1985, pgs. 192-217.		Multiple Attached Files (2)	2699 KB
	Dick Hebdige, Subculture: The Meaning of Style, London: Routledge, 1979; pgs.5-19. (Recommended reading)	Hebdige, Dick.	Other (PDF)	795 KB
	James Holston, The Modernist City; Chicago: The University of Chicago Press, 1989 pgs. 101-111; 118-144.	James Holston	Other (PDF)	2100 KB
	Jan Lin, Reconstructing Chinatown: Ethnic Enclave, Global Change, Minneapolis:University of Minnesota Press, 1998, pgs. 171-188.	Tam Liu	Other (PDF)	1753 KB
	Setha Low, "The Edge and the Center: Gated Communities and the Discourse of Urban Fear," American Anthropologist, March 2001, Vol. 103, No. 1, pgs. 45-58.		Other (PDF)	2667 KB
	Don Mitchell, "The End of Public Space? People's Park, Definitions of the Public, and Democracy" in Annals of the Association of American Geographers, 85(1), 1995, pgs. 108-133		Other (PDF)	2164 KB
	Timothy Mitchell, "Orientalism and the Exhibitionary Order" in N. Mirzoeff (ed.), The Visual Culture Reader; London: Routledge 1998; pgs. 293-303.	Timothy Mitchell	Other (PDF)	641 KB
	Miles Richardson, "Being in the Market Versus Being in the Plaza: Material Culture and the Construction of Social Reality in Spanish America," American Ethnologist 9:421-436.		Other (PDF)	1137 KB
	David Sibley, Geographies of Exclusion, London: Routledge, 1995(pp. 32-48--Ch. 3: Border Crossings).	David Sibley	Other (PDF)	1197 KB

 David Sibley, Geographies of Exclusion, London: Routledge, 1995; (pp. 49-71--Ch. 4: Mapping the Pure and the Defiled)	Davey Sibley	Other (PDF)	3257 KB
 Jeffrey Sluka, "The Politics of Painting: Political Murals in Northern Ireland." In Carolyn Nordstrom and JoAnn Martin (eds.): The Paths to Domination, Resistance, and Terror. Berkeley: University of California Press, 1992; pgs. 190-216.	Jeffery Sluka	Multiple Attached Files (2)	3662 KB
 Neil Smith, The New Urban Frontier. Gentrification and the Revanchist City, London:Routledge, 1996; pgs.3-18; 92-116. Ch. 1 & 5	Neil Smith	Multiple Attached Files (2)	3751 KB
 Vanderford, Audrey, "Ya Basta!- A Mountain of Bodies That Advances, Seeking the Least Harm Possible to Itself" in Opel, Andy, and Donnalyn Pompper (eds.), Representing Resistance: Media, Civil Disobedience, and the Global Justice Movement. Westport, CN: Praeger, 2003; pgs. 16-26.		Other (PDF)	559 KB
 Michael Walzer, "Public Space. Pleasures and Costs of Urbanity", in Dissent, Winter 1986, pgs. 470-475		Other (PDF)	477 KB
 Sharon Zukin, The Cultures of Cities, Cambridge, MA:Blackwell, 1995; pgs. 1-47; 49-77	Zukin, Sharon.	Multiple Attached Files (2)	5858 KB
 Rappaport, Erika. "A New Era of Shopping"		Other (PDF)	1297 KB
 Other readings not listed in the syllabus		Folder	-
 Stewart, Susan. Crimes of Writing: Problems in the Containment of Representation. "Ceci Tuera Cela: Graffiti as Crime and Art"		Other (PDF)	1919 KB
 Rosenbaum, Susanna. Producing Selves and Places in Los Angeles.		Other (PDF)	188 KB
 Dicks, Bella. A Culture of Display		Other (PDF)	1680 KB
 Guano, Emanuela, "Fair Ladies: The Place of Women Antique Dealers in a Postindustrial Italian City," Gender, Place and Culture: A Journal of Feminist Geography, 13 (2) (2006):105-122.		Other (PDF)	290 KB

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
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Title	Primary Author	Format	Size (KB)
Theories for Understanding Development		Folder	-
Van den Bergh, B.R.H. & Marcoen, A. (2004). High antenatal anxiety is related to ADHD symptoms, externalizing problems, and anxiety in 8- and 9-year olds. <i>Child Development</i> , 75, 1085-1097.		Other (PDF)	128 KB
Collins, W.A., Maccoby, E.E., Steinberg, L., Hetherington, E.M., & Bornstein, M.H. (2000). Contemporary research on parenting: The case for nature and nurture. <i>American Psychologist</i> , 55, 218-232.		Other (PDF)	2267 KB
Commentaries on Collins, et al. (2001). <i>American Psychologist</i> , 56, 168-172.		Other (PDF)	642 KB
Risk and Resilience		Folder	-
Masten, A.S. (2001). Ordinary magic: Resilience processes in development. <i>American Psychologist</i> , 56, 227-238.		Other (PDF)	2619 KB
BACKGROUND READING: Schaeffer, H. R. (1996). <i>Social development</i> . Malden, MA: Blackwell. pp. 361-396.		Other (PDF)	1370 KB
Scheper-Hughes, N. (1985). Culture, scarcity, and maternal thinking: Maternal detachment and infant survival in a Brazilian shantytown. <i>Ethos</i> , 13, 291-317.		Other (PDF)	658 KB















 Infant Sociality		Folder	-
 DeCasper, A.J., Lecanuet, J-P., Busnel, M-C., Granier-Deferre, C. et al. (1994). Fetal reactions to recurrent maternal speech. <i>Infant Behavior and Development</i> , 17, 159-164.		Other (PDF)	818 KB
 BACKGROUND READING: Schaeffer, H. R. (1996). <i>Social development</i> . Malden, MA: Blackwell. pp. 52-59, 79-90.		Multiple Attached Files (2)	734 KB
 Langlois, J.H., Ritter, J.M., Roggman, L.A., & Vaughn, L.S. (1992). Facial diversity and infant preferences for attractive faces. <i>Developmental Psychology</i> , 27, 79-84.		Other (PDF)	670 KB
 Striano, T. & Rochat, P. (2000). Emergence of selected social referencing in infancy. <i>Infancy</i> , 1, 253-264.		Other (PDF)	568 KB
 Attachment I: Contexts		Folder	-
 NICHD (1997). The effects of infant child care on infant-mother attachment security: Results of the NICHD study of early child care. <i>Child Development</i> , 68, 860-879.		Other (PDF)	1702 KB
 Zeanah, C.H., Smyke, A.T., Koga, S.F., Carlson, E., The Bucharest Early Intervention Project Core Group (2005). Attachment in institutionalized and community children in Romania. <i>Child Development</i> , 76, 1015-1028.		Other (PDF)	139 KB
 Tomlinson, M., Cooper, P., & Murray, L. (2005). The mother-infant relationship and infant attachment in a South African peri-urban settlement. <i>Child Development</i> , 76, 1044-1054.		Other (PDF)	108 KB
 Attachment II: Consequences		Folder	-
 Kochanska, G., Aksan, N., Knaack, A., & Rhines, H.M. (2004). Maternal parenting and children's conscience: Early security as moderator. <i>Child Development</i> , 75, 1229-		Other (PDF)	135 KB










1242.			
 Huth, Bocks, A.C., Levendosky, A.A., Bogat, G., & von Eye, A. (2004). The impact of maternal characteristics and contextual variables on infant-mother attachment. <i>Child Development</i> , 75, 480-496.		Other (PDF)	167 KB
 Sroufe, L. A., Egeland, B., Carlson, E.A., & Collins, W.A. (2005). The development of the person, pp.219-238. New York: Guilford.		Other (PDF)	551 KB
 Child Care		Folder	-
 National Institute of Child Health and Human Development Early Child Care Research Network. (2003). Does amount of time spent in child care predict socioemotional adjustment during the transition to kindergarten? <i>Child Development</i> , 74, 976-1005		Multiple Attached Files (2)	2678 KB
 Watamura, S.E., Donzella, B., Alwin, J., & Gunnar, M.R. (2003). Morning-to-afternoon increases in cortisol concentrations for infants and toddlers in child care: Age differences and behavioral correlates. <i>Child Development</i> , 74, 1006-1020.		Other (PDF)	1388 KB
 Newcombe, N.S. (2003). Some controls control too much. <i>Child Development</i> , 74, 1050-1052.		Other (PDF)	291 KB
 Greenspan, S. I. (2003). Child care research: A clinical perspective. <i>Child Development</i> , 74, 1064-1068.		Other (PDF)	419 KB
 Maccoby, E.E. & Lewis, C.C. (2003). Less day care or difference day care? <i>Child Development</i> , 74 1069-1076.		Other (PDF)	736 KB
 Understanding Self and Other		Folder	-
 Schaeffer, H. R. (1996). Social development. Malden, MA: Blackwell. pp. 154-181.		Other (PDF)	1467 KB
Wiley, A.R., Rose, A.J., Burger, L.K., & Miller, P.J. (1998). Constructing autonomous selves through			

 narrative practices: A comparative study of working-class and middle-class families. <i>Child Development</i> , 69, 833-847.		Other (PDF)	3091 KB
 Kiesner, J., Maass, A., Cadinu, M., & Vallese, I. (2003). Risk factors for ethnic prejudice during early adolescence. <i>Social Development</i> , 12, 288-308.		Other (PDF)	126 KB
 French, S.E., Seidman, E., Allen, L., & Aber, J.L. (2006). The development of ethnic identity during adolescence. <i>Child Development</i> , 42, 1-10.		Other (PDF)	159 KB
 Gender		Folder	-
 Iervolino, A.C., Hines, M., Golombok, S.E., Rust, J., & Plomin, R. (2005). Genetic and environmental influences on sex-typed behavior during the preschool years. <i>Child Development</i> , 76, 826-840.		Other (PDF)	156 KB
 Hines, M., Golombok, S., Rust, J., Johnston, K.J., Golding, J., & the Avon Longitudinal Study of Parents and Children Study Team (2002). Testosterone during pregnancy and gender role behavior of preschool children: A longitudinal, population study. <i>Child Development</i> , 73, 1678-1687.		Other (PDF)	123 KB
 Pettitt, L.M. (2004). Gender intensification of peer socialization during puberty. <i>New Directions for Child & Adolescent Development</i> , 23-34.		Other (PDF)	77 KB
 Peers		Folder	-
 Mendez, J.L., Fantuzzo, J., & Cicchetti, D. (2002). Profiles of social competence among low-income African-American pre-school children. <i>Child Development</i> , 73, 1085-1100.		Other (PDF)	405 KB
 Hawley, P.H., Little, T.D., Pasupathi, M. (2002). Winning friends and influencing peers: Strategies of peer influence in late childhood. <i>International Journal of Behavioral Development</i> , 26, 466-474.		Other (PDF)	213 KB

 <p>Abecassiss, M. (2003). I hate you just the way you are: Exploring the formation, maintenance and need for enemies. <i>New Directions for Child & Adolescent Development</i>, 5-22.</p>		Other (PDF)	95 KB
 <p>Morality</p>		Folder	-
 <p>Dunn, J. & Hughes, C. (2001). "I got some swords and you're dead!": Violent fantasy, antisocial behavior, friendship, and moral sensibility in young children. <i>Child Development</i>, 72, 491-505</p>		Other (PDF)	1404 KB
 <p>Astor, R.A. (1994). Children's moral reasoning about family and peer violence: The role of provocation and retribution. <i>Child Development</i>, 65, 1054-1067.</p>		Other (PDF)	1038 KB
 <p>Walker, L.J., Hennig, K.H., & Krettenauer, T. (2000). Parent and peer contexts for children's moral reasoning development. <i>Child Development</i>, 71, 1033-1048.</p>		Other (PDF)	1547 KB
 <p>Aggression</p>		Folder	-
 <p>Arsenio, W.F., & Lemerise, E. A., (2004) Aggression and moral development: Integrating social information processing and moral domain models. <i>Child Development</i>, 75, 987-1002.</p>		Other (PDF)	162 KB
 <p>Dodge, K.A., & Rabiner, D.L. (2004). Returning to our roots: On social information processing and moral development. <i>Child Development</i>, 75, 1003-1008.</p>		Other (PDF)	81 KB
 <p>Nucci, L. (2004). Finding commonalities: Social information processing and domain theory in the study of aggression. <i>Child Development</i>, 75, 1009-1012.</p>		Other (PDF)	58 KB
 <p>Goodwin, M.H. (2002). Exclusion in girls' peer groups: Ethnographic analysis of language practices on the playground. <i>Human Development</i>, 45, 392-415.</p>		Other (PDF)	190 KB
<p>Herrenkohl, T.I., Hill, K.G.,</p>			

 Chung, I.-J., Guo, J., Abbott, R.D., & Hawkins, J.D. (2003). Protective factors against serious violent behavior in adolescence: A prospective study of aggressive children. <i>Social Work Research</i> , 27, 179-191.		Other (PDF)	1868 KB
 Puberty and Behavior		Folder	-
 Silk, J.S., Steinberg, L., & Morris, A.S. (2003). Adolescents' emotion regulation in daily life: Links to depressive symptoms and problem behavior. <i>Child Development</i> , 74, 1869-1880.		Other (PDF)	123 KB
 Ellis, B.J., Bates, J.E., Dodge, K.A., Fergusson, D.M., Horwood, L.J., Pettit, G.S., & Woodward, L. (2003). Does father absence place daughters at special risk for early sexual activity and teenage pregnancy? <i>Child Development</i> , 74, 801-821.		Other (PDF)	212 KB
 Fletcher, A.C., Steinberg, L., & Williams-Wheeler, M. (2004). Parental influences on adolescent problem behavior: Revisiting Stattin and Kerr. <i>Child Development</i> , 75, 781-796.		Other (PDF)	150 KB
 Xtra Readings not on the Reading List		Folder	-
 01- Nature and Nurture: Ch. 3 (pp. 27-66) [Plomin, Robert. <i>Nature and Nurture</i> . Belmont, CA : Brooks Cole, 1990]		Other (PDF)	2276 KB
 02 - Rethinking Innateness: Ch. 1 (pp. 1-23) [Elman, Jeffery. <i>Rethinking Innateness</i> . Cambridge, Mass. : MIT Press, 1996]		Other (PDF)	1224 KB
 06 - Maltreatment, Competency Deficits, and Risk for Academic and Behavioral Adjustment		Other (PDF)	3489 KB
 07 - Culture, Scarcity, and Maternal Thinking		Other (PDF)	1498 KB
 13 - The Internal Working Model of Self, Attachment and Competence in 5-year-olds		Other (PDF)	1601 KB
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 Infancy to Adolescence and Early Adulthood: General Introduction		Other (PDF)	596 KB
 16 - Attachment Security in Infancy and Early Adulthood: A Twenty-Year Longitudinal Study		Other (PDF)	510 KB
 17 - Continuity and Discontinuity of Attachment from Infancy through Adolescence		Other (PDF)	490 KB
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 19 - The Stability of Attachment Security from Infancy to Adolescence and Early Adulthood: General Discussion		Other (PDF)	375 KB
 25 - Parents, Peer Groups, and Other Socializing Influences		Other (PDF)	1396 KB
 26 - The Influence of Neighborhood Disadvantage, Collective Socialization, and Parenting on African American Children's Affiliation on Deviant Peers		Other (PDF)	1517 KB
 27 - The Development of Close Relationships in Japan and the U.S.		Other (PDF)	2262 KB
 28 - Masculinity and Femininity in Twin Children		Other (PDF)	2176 KB
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 31a - Childhood Peer Relationships (pp. 235-259)		Other (PDF)	1805 KB
 31b - Childhood Peer Relationships (pp. 260-284))		Other (PDF)	1771 KB
 32 - Friendship as a Moderating Factor in the Pathway Between Harsh Home Environment and Later Victimization in the Peer Group		Other (PDF)	1686 KB
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 Group Status on the Formation of Intergroup Attitudes in Children		Other (PDF)	1182 KB
 35 - Constructing Autonomous Selves Through Narrative Practices: A Comparative Study of Working-Class and Middle-Class Families		Other (PDF)	1227 KB
 36 - Self-Blame and Peer Victimization in Middle School: An Attribution Analysis		Other (PDF)	1128 KB
 40 - A Biopsychosocial Model of the Development of Chronic Conduct Problems		Other (PDF)	2257 KB
 41 - Integrating Biological and Social Processes in Relation to Early-Onset Persistent Aggression		Other (PDF)	1423 KB
 42 - The Developmental Ecology of Urban Males' Youth Violence		Other (PDF)	1695 KB
 43 - Psychosocial Antecedents of Variation in Girls' Pubertal Timing: Maternal Depression, Stepfather Presence, and Marital and Family Stress		Other (PDF)	1624 KB
 44 - Relation of Early Menarche to Depression, Eating Disorders, Substance Abuse and Comorbid Psychopathology Among Adolescent Girls		Other (PDF)	1358 KB
 45 - Development During Adolescence : The Impact of Stage-Environment Fit on Young Adolescents' Experiences in Schools and in Families		Other (PDF)	1366 KB

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