

SWS Networknews

The Newsletter of Sociologists for Women in Society

Reflections on the Summer Meetings in San Francisco

By: *Laura West Steck*

Thanks to everyone who participated in the Summer Meetings in San Francisco for contributing to its success. The theme of the 2004 Summer Meetings, "Activist Scholarship and Academic Activism," highlighted the SWS mission to link scholarship in the academy with activism and underscored our conviction that scholarship and activism are not mutually exclusive endeavors. Building on the contributions of participants at the 2004

Winter Meetings in Albuquerque, the Summer Meetings featured workshops, presentations, and activities focused on SWS activism in the academy and beyond, global feminist praxis, and the importance of drawing connections between SWS and other academic and activist organizations.

In conjunction with the facilitators of Winter Meeting Thematic Workshops, Nancy Naples and Laura West Steck prepared the 2004 SWS Winter Meeting Report, "Activist Scholarship and Academic Activism: Towards an Action Plan for SWS Activism." The theme for the Winter Meetings was "Women's Rights, Globalization, and Feminist Praxis." Participants in the Thematic Workshops held during these meetings worked to identify mechanisms to enhance SWS as an activist academic organization. Drawing on this report, the Ad Hoc Task Force on SWS Activism, established at the 2004 Winter Meetings, has begun collaboration with the Social Action Committee to prioritize the issues, develop specific objectives for SWS action, and generate concrete strategies for implementing the SWS activist mission. Copies of the report "Activist Scholarship and Academic Activism: Towards an Action Plan for SWS Activism" were distributed to meeting participants. The report is also available on the SWS Website at www.soc-women.org.

The Sister-to-Sister Task Force kicked off the 2004 Summer Meeting on Friday, August 13th with a panel session and reception. "Building Sustainable Sisterhood in the Academy: A Panel Discussion and Workshop" and the Sister-to-Sister reception were co-sponsored by

to-Sister reception were co-sponsored by SWS, the Association of Black Sociologists, ASA Central Office, the ASA Sex and Gender Section, the ASA Latino/Latina Section, the ASA Sexualities Section, the ASA Racial and Ethnic Minorities Section, and the ASA Race, Class, and Gender Section. The Task Force will be continuing its work on the Sister-to-Sister Mentor Matching Program, first conceived at the 2004 Winter Meetings in Albuquerque. The Task Force will now be including a section on the SWS Registration Form allowing junior members to indicate their interest in participating in the Sister-to-Sister Mentor Matching Program, which will match junior women of color with senior SWS women from similar backgrounds and standpoints. Manisha Desai, Denise Segura, Marlese Durr, and Barbara Risman are coordinating the Sister-to-Sister Mentor Matching Program.

Congratulations to this year's recipient of the SWS Feminist Lectureship Award, Professor Margaret Andersen of the University of Delaware. On Saturday, August 14th, Professor Andersen presented her lecture on "Thinking about Women: A Quarter Century View." She astutely assessed the advances in gender scholarship from her days as a graduate student when she was asked to teach one of the first courses in the sociology of gender using primarily mimeographed essays and other unpublished materials. She discussed some of the challenges she faced in publishing her path-breaking and influential book, *Thinking About Women: Sociological Perspectives on Sex and Gender* in 1983 (the sixth edition of the book was published by Allyn & Bacon in 2002). Her lecture highlights the major contributions of
...continued on page 7

contents...

President's Message	pg 2
The Gods of Academia.	pg 5
Local Chapter News	pg 5
People & Places.	pg 6
Awards.	pg 8
Impact of Gender.	pg 12
Article	pg 15
Article	pg 16
Title IX	pg 18
Summer Meeting Reports	pg 23
Article	pg 28
SWS at the UN	pg 29
Job Opportunities	pg 31

next issue...

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President's Message

By: Nancy Naples

Throughout this past year I have been considering how to enhance SWS's role as an activist organization. Consequently, I welcomed the opportunity to participate in a session entitled "The Role of a Scholarly/Activist Organization in the 21st Century," organized by Kathleen Ferraro, President of the Society for the Study of Social Problems (SSSP) at this year's Annual Meetings. This session, also featured Frances Fox Piven, Robert Perrucci, Donald Cunnigen, and Gary Alan Fine. Professors Perrucci and Cunnigen were asked to consider the role of an activist organization from the point of view of the SSSP and the Association of Black Sociologists (ABS), respectively. Professor Piven who was the 2003 winner of ASA's award for the Public Understanding of Sociology, provided an historical overview of the contributions that sociologists and other academics have made to public policy debates and pointed out that conservative academics have been especially effective in this regard. With a great deal more money behind them, conservative public intellectuals may be in a better position to influence public policy. However, Piven urged, we can try to counter their influence by reaching out to a broader constituency and offering our different perspectives on social issues. Gary Fine, President-Elect of SSSP, served as discussant on the panel and highlighted the obstacles academics face in trying to enact an activist agenda. I spoke about the strategies that SWS has developed to enact our activist goals and shared the findings of from the report from the Winter Meeting 2004, "Activist Scholarship and Academic Activism: Towards an Action Plan for SWS Activism" written with Laura West Steck. In listening to the presentations, I recognized several key dilemmas that begged for a trans-organizational solution. At the close of the session, I proposed a collaboration between SWS, ABS, and SSSP to collectively design and implement strategies that would enhance our roles as scholarly/activist organizations.

ASA has also begun to generate strategies to increase their ability to influence public

debate about topics on which sociologists have a great deal of expertise. As a large membership organization, ASA has a great deal more resources to devote to taking sociology public than SWS, ABS, and SSSP combined. However, given SWS's, ABS's, and SSSP's founding commitments to intellectual and activist engagement with the larger society, together we have a great deal of expertise and experience to bring to the goals of public sociology. SWS, ABS, and SSSP all have a more consistent organizational focus on progressive social change as they relate to challenging gender, racial, and class inequality than ASA. By working together to solve some of the dilemmas associated with taking sociology into the public arena, SWS, ABS and SSSP can enhance our individual effectiveness as an activist/scholarly organization and can work with ASA to set priorities and strategies for action. To date, each organization has taken various action steps to insert our perspectives into the wider public debate on a variety of issues. It is my belief that the time has come for us to establish more formal cross-organizational dialogue to build on our separate organizational efforts, to learn from each other, and to create new initiatives that would further some of our overlapping activist goals. Clearly, the separate paths we have taken to define and prioritize certain activist goals would continue to shape how and when we would work together on different action steps. However, when goals overlap it is clear that a collaborative approach would be mutually beneficial.

Past-President Barbara Risman has already modeled the power of collaboration when mutual goals are identified. This summer, the Sister-to-Sister Task Force co-sponsored the workshop "Building Sustainable Sisterhood in The Academy" with ABS and ASA to explore the challenges faced by women of color in achieving equity in the academy and to develop steps to successfully counter these challenges. Challenging discriminatory practices within the profession was a key factor in the establishment of both ABS and SWS. For example, among the goals established by ABS as stated in their con-

...continued on page 3

SWS Networknews

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Fee schedule for advertisements: Full page-\$200.00; Half-page-\$100.00; Quarter-page or less-\$50.00; Job announcements-\$25.00. Invoices will be sent after announcements appear.

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President's Message...continued from page 2
stitution are "to promote a substantial increase in the numbers of professionally trained Black sociologists" and "to protect the professional rights and safeguard the civil rights of Black sociologists" (1987). SWS was founded in 1971 as a result of a concern about gender discrimination in ASA, in the discipline of sociology more generally and in the broader society. As Heather Laube and Beth Hess explain in "SWS: A Brief History" (2001), the first action taken by women sociologists that led to the formation of SWS occurred at the 1969 ASA meeting. Alice Rossi, representing the newly established Women's Caucus, offered nine resolutions to the ASA leadership that included gender equity in hiring and promotion and the inclusion of women and topics that reflect women's experiences in research designs and in course materials. Members of the Women's Caucus next met during the winter of 1970 to discuss the formation of a new organization. They established two main goals: (1) to support colleagues in the discipline of sociology, and (2) to work on behalf of women's rights in society.

One of the most important academic successes of SWS (in addition to our efforts to ensure that women in sociology receive equitable salaries, tenure reviews, and other opportunities for advancement) has been the publication of the highly regarded journal *Gender & Society*. Laube and Hess remind us that feminist sociologists first asked ASA to sponsor the journal. When the ASA Council turned down the offer, SWS took up the project. At this point in time, few feminist scholars were able to break into the hollowed halls of ASA leadership except as observers to the proceedings; however, 30 years later, many feminists and, more specifically SWS members hold elected office. One strategy that we developed to help promote the goals of SWS through the ASA is the annual survey of ASA candidates. This survey not only asks candidates if they are members of SWS or have presented at our meetings, but queries them about what activities they have done to benefit women in and out of sociology. As Vice President of SWS, I conducted the survey for two years and was pleasantly surprised to see that most candidates welcomed the opportunity to respond even if the candidate's main con-

tribution to women in society was raising two daughters and respecting their choices (a true example).

SWS has also supported members who have faced discrimination in tenure and promotion cases. The Discrimination Committee is asked annually by one or more SWS members to write letters to different university administrators explaining the importance of feminist scholarship and to ensure fair and equitable reviews. In these cases, we see our role as a watchdog in the event of any irregularities in the tenure and promotion process. There is still much more to accomplish within the discipline in order to ensure women's equitable treatment as faculty members and professional sociologists. Participants in the Thematic Workshops that were held during the Winter Meeting in Albuquerque proposed a series of organizational goals that would, in fact, benefit all faculty interested in using their sociological skills and expertise for activism, including developing strategies "to make activism 'count' in the academy and assisting members in their efforts to balance teaching and activism" (Fighting Violence Against Women Thematic Workshop). A related recommendation from the Winter Meeting Workshops involved expanding SWS's work with ASA to help redefine tenure issues to reflect the importance of public sociology as one measure of productivity.

ASA President Michael Buroway has also dedicated his presidential term to increasing the role of sociology in public debates on, among other issues, "class and racial inequalities, new gender regimes, environmental degradation, multiculturalism, technological revolutions, market fundamentalism, and state and non-state violence" (An Invitation to Public Sociology, ASA, 2004). The ASA has created a series of strategies to implement the broad-based goal of contributing to public debate that include funding community action projects to support members who are working collaboratively with community groups and organizing sessions to educate congressional staff on a variety of issues. Through a bequest from Arnold and Caroline Rose, the ASA Rose Series, published by the Russell Sage Foundation, "was established in 1967 and revised in 1995 to publish books that provide an accessible overview of social policy related issues that is aimed at a broad audience of sociologists, other social scientists, and, when

relevant, policymakers." The ASA has also produced *Contexts: Understanding People in Their Social Worlds*, a new journal designed to reach a broad audience and established a new award to recognize "Excellence in the Reporting of Social Issues."

SSSP has long been committed to public sociology with the more focused concern of challenging inequality and applying sociological analyses to contemporary social problems. SSSP's primary goal of "supporting scholarship in the pursuit of social justice," has shaped the annual themes and specific sessions since the organization was founded in 1951. This past year SSSP published a booklet entitled *Agenda For Social Justice, Solutions 2004* which was sent to members of Congress and other public officials and journalists. In the introduction, co-editors Robert Perrucci, Kathleen Ferraro, JoAnn Miller, and Paula C. Rodríguez Rust explain that *Agenda For Social Justice* is "a way to give something back to the people and institutions that support our scholarly endeavors" and to provide a tool for policy-makers and opinion-makers in their "difficult work of crafting successful solutions to contemporary social problems." However, as Robert Perrucci acknowledged during the SSSP session, it is difficult to assess whether or not this publication has reached its intended audience and if it had any influence on public policy debates in the areas covered in the publication.

SWS has been concentrating on building capacities among individual members by using the Summer and Winter meetings to provide workshops on working with the media, giving back to the community, and writing editorials, among other strategies necessary for increasing members' ability to play a more public role in their local communities and wider society. In 2001, the Social Action Committee proposed the development of fact sheets "to aid people in the streets and trenches of our communities educating and working for social justice." The fact sheets provide a list of resources and a quick reference for educators and others working for social justice. Facts sheets have been developed on a variety of topics including lesbian, gay, bisexual, and transgendered parenting, Title IV, family and work, teenage sexuality, poverty and welfare reform, trafficking, women's reproductive issues, and HIV/AIDS. The committee establishes a list of topics in response to members' requests and sets priorities each year for new
...continued on page 4

President's Message...*continued from page 3*
topics to be covered.

In addressing how to contribute more effectively to public debate on social issues of importance to us as public intellectuals as well as citizens of an increasingly fractious polity, we must negotiate the tensions between what has come to count as sociology and the kinds of activities associated with activist sociology. There are profound differences between the ways we are trained to write and speak sociology as a disciplinary practice and the form of writing and speaking that is most effective in reaching a broader audience. Since this requires redefining what counts as sociology, it is important to address the limitations placed by the reward structure of our profession and of academic institutions more generally. All participants in the SSSP session addressed the difficulty associated with negotiating the demands of promotion and tenure and those of contributing to publications and activities that are not viewed as legitimate sociological products. Here is one goal that SWS, ABS, and SSSP share and one that would be best served by the development of collective strategies.

Another strategy that SWS and other academic associations have used to influence public debate relates to taking an activist stance on a variety of issues. Last year, SWS co-signed an Amicus Brief in the University of Michigan affirmative action case and developed a resolution in support of a more effective welfare policy. This year SWS, along with a number of other academic organizations, endorsed a resolution against the proposed constitutional amendment to define marriage as a union between one man and one woman. While

academic associations have long issued position papers and spoken out about a variety of social issues, there appears to be an increased effort to formalize the procedures by which these public statements are generated. For example, in May 2004, the Executive Board of the American Anthropological Association adopted

“There is still much more to accomplish within the discipline in order to ensure women's equitable treatment as faculty members and professional sociologists.”

guidelines for proposing public statements. The guidelines begins by cautioning the Board to "be strategic in selecting matters on which to speak out (i.e., don't waste your powder on matters on which the organization has little hope of making an impact)." Yet, even this seemingly straight forward guideline leaves open the very real concern about how we are to assess the impact of our actions on broad-based social issues as Robert Perrucci emphasized during the SSSP session. Clearly, the fact that the AAA and other academic

organizations opposed a constitutional amendment on marriage cannot account for its failure in the Senate. The question of whether or not we should also speak out on issues of concern even when we are not likely to have an impact (as was the case when SWS and other academic organizations spoke out against President Bush's proposed war on Iraq) remains a crucial one in the context of many contemporary issues.

Finally, I should add that collaborations across activist scholarly organizations need not end at the borders of the sociological community. For example, Nancy Lynn Baker, President-Elect of the Society for the Psychology of Women, reached out to SWS and, in a conversation we had at the SWS Banquet in San Francisco, expressed her interest in collaborating with SWS on some yet to be determined activist project. Since the Society for the Psychology of Women was established in 1973 with the purpose of promoting "feminist scholarship and practice, and to advocate action toward public policies that advance equality and social justice," it is clear that SWS has a great deal in common with them. I look forward to the opportunity to work with the Society for the Psychology of Women as well as SSSP and ABS to develop collective solutions to the dilemmas associated with enacting our activist goals. My hope is that, at the very least, we will continue the conversation begun at this year's meetings and hold a co-sponsored workshop in Philadelphia to discuss how together we might confront some of the mutual challenges we face as academic and activist organizations. ■



**New Career Development Resource
on the SWS Website!**

The handouts and notes from the Career Development Committee sponsored workshops at our bi-annual meetings are on now posted on our corner of the SWS website. Take a peek!

<http://newmedia.colorado.edu/~socwomen/about/career.html>

Check it out for the scoop on the Job Market,
Getting Tenure, Interviewing, and CVs.

Thanks tons to the webmistress, Cynthia Saylor!

The Gods of Academia Visit a Graduate Student

By Penelope Dane - University of Massachusetts

Three pairs of lacquered shoes echo on hall tiles; three pairs of pants swish as three gods ease through the piles of sociology articles which grew out of my office floor like stalagmites and trapped me.

"If you want a degree," says God #1, winking a crocodile eye, "You must compromise."

God #2 nods his Toucan beak, opens it wide to let me see rows of teeth lined up like docile pupils.

"Yes," says God #2, nodding his giant beak and smoothing his blue tie, "COM....PRO.....MISE".

God #3 circles me silently, switching his spiked iguana tail, staring with flat shark eyes. "Compromise" say #1 and #2 in unison. Their rat hands and badger claws push me to the floor and attach four electrodes to my lips. #3 leans his gray head close to mine and whispers, "talk".

Words fall out of my mouth in toilet paper rolls that unravel across the floor. The Gods lick my lips with black parrot tongues and place the plastic control box in my hands. I push it when they say "Push".

"Good," their dry tongues hiss, "compromise."

News From Local Chapters

Florida State University Chapter

Report by Irene Padavic

The Florida State University chapter, in existence since 1987, had a full agenda last year, and is currently planning the coming year.

We met several times in 2003-04. We discussed Laura Kipnis's book *Against Love: A Polemic*, we learned about what new faculty members were working on, we listened to findings from a student-faculty collaboration on transsexuals, and we discussed gay marriage. Our first meeting this year concerns "The Changing Culture of Reproductive Rights," and features Prof. Deana Rohlinger talking about the changing rhetoric surrounding abortion at the national level, along with the director of the clinic serving the local area talking about changes in the local political situation. At the first meeting the group will make plans for the remainder of the semester.

The University of Nevada

Las Vegas Chapter

Report by Ana Prokos

The UNLV chapter of SWS kicked off the fall 2004 semester with Music Night.

We brought our favorite activist, feminist, and protest songs, anthem and spoken word pieces to a potluck supper and enjoyed music, fun, and good conversation. Later this semester we will meet to discuss Myra Marx Ferree's talk, "Defining Women's Interests: Empirical Reflections from the Abortion Debate in Germany and the US." The talk is part of our Department of Sociology speaker series, "Critical Issues in Privilege and Inequality" running this academic year. You can find out more about UNLV SWS on the web at: <http://www.unlv.edu/faculty/jkeene/SWS/index.htm.html>.

SWS - South Chapter

Report by Sheila Cotton and

Leslie Hossfeld

SWS-South had another successful year at the Southern Sociological Society Annual Meetings in April in Atlanta with six co-sponsored sessions, informal lunches and the Minority Scholarship Silent Auction. The co-sponsored sessions included: Research on Women and Crime; Expanding the Boundaries of Methods and Statistics; Funding Opportunities From ASA; Juggling Undergraduate Research; Workshop on the Academic Job Search; Stopping the Tenure Clock While Crossing the Finishing Line: Family Leave Policy in Academic Sociology; and Looking Back, Looking Forward: The Future of SWS-South. ■

Sociologists for Women in Society

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Winter Meeting Registration Fee

\$170.00 Faculty

\$115.00 Graduate Students

See www.socwomen.org for registration form

*Which Covers: The Winter Meeting Program, The Restaurant and Local Site Guide/Brochure, Free Meeting Rooms, Special Room Rates
Hotel Catering which includes: Three Continental Breakfasts,
Our Friday Night Banquet, and Our Saturday Luncheon*

Local Arrangments Committee

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Jacqueline Bergdahl

Marina Karides

Naihua Zhang

Farshad Araghi

Kris De Welde

Marsha Rose

Wairimu Njambi

PEOPLE AND PLACES

Natalie Bennett is newly hired as Assistant Professor of Women's and Gender Studies at DePaul University.

Heather Sullivan-Catlin (SUNY Potsdam) has been granted tenure, promoted to associate professor and elected to chair the Sociology Department.

Mary Frank Fox (Georgia Tech) has been named Chair of Theory and Research Committee, Social Science Advisory, the National Center for Women and Information Technology.

Leslie Hossfeld (University of North Carolina - Pembroke) received the 2004-2005 GlaxoSmithKline Faculty Fellowship in Public Engagement and Public Policy at the Institute for Emerging Issues, North Carolina State University.

E. Brooke Kelly completed her Ph.D. at Michigan State University in July, 2004. Her dissertation, "Working for Work in Rural Michigan: A Study of How Low-Income Mothers Negotiate Paid Work" was supported by a fellowship from the Rural Poverty Center of the Rural Policy Research Institute (<http://www.rprconline.org>). She recently joined the department of Sociology, Social Work, and Criminal Justice at the University of North Carolina at Pembroke as an assistant professor of sociology.

Kristen Myers of Northern Illinois University was awarded the University Excellence in Undergraduate Teaching Award, one of three faculty at the university awarded each year.

Jammie Price has accepted a position at Appalachian State University as Associate Professor of Sociology.

Suzanna Danuta Walters, formerly of Georgetown University, has accepted a position as Professor and Chair of the Department of Gender Studies at Indiana University at Bloomington, beginning Fall 2004. The department plans to launch the first doctorate in Gender Studies in the country!

Summer Meetings...*continued from page 1* feminist sociologists to the analysis of gender inequality and social change. She emphasized the importance of feminist analyses of the intersection of gender, race, and class for broadening our understanding of the diversity of women's lives. The full text of the lecture will be published in a forthcoming issue of *Gender & Society*.

Participants in the Works in-Progress Roundtables discussed a wide range of innovative research projects. On Saturday, August 14th the "Gender, Work, and Family" Roundtable Session featured the works of Laura M. Carpenter (Vanderbilt University), "Theorizing Gendered Sexuality over the Life Course;" Victoria Mayer (University of Wisconsin-Madison), "Welfare Reform, Renegotiating the Intersection of Women's Citizenship and Women's Labor;" Tracy Milligan and Heather Frost (University of North Florida), "The Status of Women and Girls in Northeast Florida;" and Marjukka Ollilainen (Weber State University), "Faculty Parental Leave Policies and Problems: Experiences and 'Best Practices.'" On Sunday August 15th the "International Feminist Concerns" Roundtable Session examined projects authored by Margaret J. Greer (National University), "Religion and Science in the Western World Then and Now: The Parallel Struggles over Heliocentrism and Evolution" and Rachel V. Kutz-Flamenbaum (SUNY Stony Brook), "The Implications of the Anti-War Movement for Women's Movements in the U.S. and Globally." The third and final Works-in-Progress Roundtable focused on "Lesbian/Gay/Bisexual/Transgender Issues" featuring the research of Katrina Block (North Carolina State University), "Get Away from the Altar: Attitudes Towards Same Sex and Multi-Racial Relationships;" Andrea Miller (American University), "Can There Be a Distinct Bisexual Identity?: A Poststructuralist Approach;" Tiffany Taylor (North Carolina State University), "Complex Identities: Exploring Conceptualizations of Butch and Femme;" and Sandrine Zerbib (University of California, Irvine), "Domestic Partnership Law in the Context of French Immigration Policies: A Progressive or Normative Law?"

On Saturday, August 14th Vicki Hunter, SWS Graduate Student Representative, hosted a Graduate Student Networking session sponsored by the Graduate Student Concerns Committee. While the Networking session was not well attended, SWS members participating in the closing business meeting offered a vari-

ety of tips and ideas for encouraging the greater participation of graduate students in activities sponsored by the Graduate Student Concerns Committee and in SWS activities more generally.

Also on Saturday, the Membership Committee sponsored an Informational Tea for all those interested in learning more about SWS. Approximately ten people attended the Tea, which was held for the second year in a row at the SWS Summer Meetings. The Informational Tea was initiated last year as an opportunity for the Membership Committee to inform people about SWS and the benefits of SWS membership. This event will continue to be held on an annual basis at future Summer Meetings. In an effort to increase attendance, Membership is working on new ways to promote the Tea to nonmembers. The Committee extends its thanks to all SWS members who recommended that their colleagues and graduate students attend this year's Informational Tea.

On Sunday, August 15th and Monday, August 16th the Career Development Committee sponsored two informative workshops, the "Workshop on Preparing for Job Interviews" and the "Workshop on Developing CVs for Developing Careers: Organizational Strategies for All Career Stages." The topics for this year's workshops emphasized that the Career Development Committee is not only organized around the needs of junior SWS members such as junior faculty and graduate students, but that this Committee also aims to attend to the needs of SWS members at more advanced stages of their careers.

Building on the theme of the 2004 Winter Meetings, "Women's Rights, Globalization, and Feminist Praxis," the Summer Meetings featured feminist scholarship on global feminist activism. On Sunday, August 15th Manisha Desai acted as discussant and presider of the session on "Feminist Movements in Transnational Contexts." Presenters included Abeer Ibrahim and Abby Ferber (University of Colorado), "The Effect of Women's Economic Empowerment in the Formation of Positive Trends to Resist Domestic Violence: An Experimental Study;" Marina Karides (Florida Atlantic University), "SWS and the Global Justice Movement: Report from the Americas;" Mary Osirim (Bryn Mawr College), "Feminist Knowledge in Action: Creating Transnational Feminist Networks in Sub-Saharan African;" and Julie Shayne (Emory University), "Diaspora, Culture, and Resistance: The Case of Chilean Women in

British Columbia." On Sunday evening a record number of SWS members gathered for the Banquet and Awards Ceremony. SWS President Nancy Naples addressed banquet attendees, thanking all those who helped make the Meetings possible and congratulating all meeting participants for a job well done. Awards Committee Chair Joan Spade presided over the Awards Ceremony. Congratulations to the following recipients: Joan Acker (University of Oregon), Feminist Lectureship Award; Joey Sprague (University of Kansas), Feminist Mentorship Award; Krystal Beamon (Oklahoma State University), SWS Minority Scholar Award; Michelle Proctor (Wayne State University), the Beth Hess Award; Carole Joffe (University of California, Davis), Feminist Activism Award; and Erin Costanzo (University of Iowa), the Barbara Rosenblum Cancer Dissertation Award. Two applicants were recognized for their submissions for the Cheryl Miller Award: Amy Hanser (University of California, Berkeley) received the Cheryl Miller Award for her paper "The Gendered Rice Bowl: The Sexual Politics of Work in Urban China" and Sarah Winslow (University of Pennsylvania) received an honorable mention for her paper "The Female Income Advantage in Couples: An Analysis of Persistence and Variation.."

As always, the Summer Meetings featured a host of lively and productive committee meetings. At the closing business meeting, committee chairs presented informative reports detailing current activities and future plans of action. The upcoming 2005 SWS Winter Meetings will be held in Miami, Florida at the New Radisson Hotel Miami, January 27th to January 30th. The theme for the 2005 Winter Meetings will be "Teaching, Method and Practice: Building and Strengthening a Global Community of Women." President-elect Marlese Durr is developing an exciting program of presentations, workshops, and activities that will include the Transgender 101 Workshop to be co-chaired by Tracey Steele and Betsy Lucal, a workshop on Contemporary African American Women's Health Issues that is co-sponsored by the Association of Black Sociologists, and the Women's Cup Reception, which will offer meeting participants an opportunity to come together to discuss the burden women carry in our efforts to make changes throughout the world. ■

Feminist Lecturer Award for 2005

“Sociology and Me”

By: Joan Acker

2005 SWS Distinguished
Feminist Lecturer

As a young person, I wanted to be a foreign correspondent. Being sensible and with aspirations of becoming a wife and mother, I settled for social work. I grew up in Indianapolis, Indiana, from which I wanted to escape from the age of 15. My first year in college was at DePauw University in Greencastle, Indiana. When the U.S. went into World War II in 1941, I knew I had to escape from Greencastle too. Fortunately, my mother moved to New York and I went with her. I graduated from Hunter College in New York City in 1947, with membership in Phi Beta Kappa, honors in sociology, and a major in sociology and social work. My mother, a college graduate, had always worked, supporting her mother and her children, and occasionally a husband. She encouraged my understanding that I had to be able to support myself. As a result, I went straight to the University of Chicago School of Social Service Administration where I received an MA degree in 1948. I had become active in leftist politics in college, so I had no illusions that social work could solve any social problems. I hoped that at least I would be doing no harm.

After working for 13 years as a social worker, with a couple of years at home to take care of three children, social work seemed to be a dead and deadening end for me. I saw that, as a woman, I could advance very little in the field, while men I knew in graduate school were moving rapidly to administrative and policy making positions. In addition, case work was discouraging because individual problems seemed impossible to solve without societal change. At that point, at the age of 37, I decided to go back to school to get a Ph.D. in sociology. My husband, always supportive of my decisions, had just gotten an academic position at the University of Oregon. That is where I received the Ph.D. six years later. I was the second woman to receive a

Ph.D. in my department. When they hired me, rather out of sympathy for my lack of mobility due to husband and children, I was the first woman with a regular appointment in sociology at the University of Oregon.

The younger men in the department were good friends and I was fascinated with the material I studied and taught. However, I



Joan Acker, 2005 SWS Distinguished Feminist Lecturer

just didn't fit in. Something wasn't right. I seriously considered leaving academia and going back to the field of social service - this was the exciting era of the War on Poverty in which optimism was high. I tried it for a year, but didn't fit in there either. The people I worked with were too immersed in psychology. My view of the world had become too sociological. My department head welcomed me back with the remark that he was glad I had returned because I had the best looking legs in the department. (This man was kind, courteous, and self-effacing. I was totally surprised.)

By then, the feminist movement was beginning. As I started to use the emerging feminist critique of sociological thought I began to understand why I failed to fit in. I had always seen intellectual activity as, in part, political activity and believed that research and theorizing have a point of view, a location. I tried to keep this in mind as I did my work. And so, I began doing what I knew how and wanted to do. My

first published article, "Women and Social Stratification: A Case of Intellectual Sexism," expressed it well: Women were absent or written into a taken-for-granted subordination in sociology. Dorothy Smith gave a paper at a meeting in Eugene, Oregon, in 1972 or 1973, confirming that in more scholarly terms. Her thinking helped to keep me in the discipline. Feminism made it possible to do something useful, even radical, within sociology, I thought. And there were battles to be fought over Affirmative Action and more general equality issues in the university.

I and a few women colleagues in different departments started a Women's Research Center in 1973. In 1975, our center was written into the will of the widower of Jane Grant, the founder with Harold Ross of the *New Yorker* magazine. In 1983, the Center, now the Center for the Study of Women in Society, received the bequest of \$3 million. I was its director at the time. The Center is a thriving institution that in 2004 received an award from the National Council for Research on Women. I was a participant in, but not a leader, in the establishment of SWS, the Section on Sex and Gender, and the founding of *Gender and Society*. My research has included a study of changing lives of middle-aged women in the 1970s, a study of the pay equity process that resulted in *Doing Comparable Worth* (1989), a study of organizational restructuring and gender in Swedish banks, a study of restructuring in a college in the 1990s, and most recently a study of welfare restructuring in Oregon. I have published on all these projects and done a good bit of writing about theoretical/conceptual issues as well. I think that I have been obsessed with the problem of conceptualizing class from a feminist perspective ever since I wrote that article in the early 1970s. And that is the subject of a book manuscript I have just finished.

Along the way, I have been fortunate to have wonderful visiting professorships, including three years in Sweden in the

...continued on page 9

"Sociology and Me"...continued from page 8
 1980s, not as a visitor, but as the head of the research group on women and work at Sweden's Work Life Research Center. I have been a visitor in Finland, Norway, Germany, and Australia and I have been active in the Pacific Sociological Association, serving as its Vice President in 1975. I was on the ASA Council from 1992 to 1995. The ASA gave me the Jessie Bernard Award in 1989 and the Career of Distinguished Scholarship Award in 1993. Now retired, I'm as busy as ever but I do not participate in departmental meetings or engage in gendered and raced politics in the university. That is a relief, but also a shame. I find it disconcerting that discrimination, exclusion, and disrespect for "others" still exists in our academic institutions and that, by and large, administrators are clueless and, I think, sometimes irresponsible. I'm happy to say that one of my grandchildren is a feminist and another is becoming very interested in sociology. My spirits are high and I am immensely pleased to have been named as the SWS Feminist Lecturer.

Addendum by Patricia Yancey Martin

Joan Acker became an academic following a life-course trajectory that many women in her generation followed but that many younger sociologists will hardly comprehend. She returned to graduate school in sociology after working for 13 years as a social worker, after raising three children, and after follow-

ing her academic husband to the University of Oregon. She completed her Ph.D. 21 years after completing her BA degree. She has been formally retired (now Professor Emerita) for over a decade yet during this time period, she has served as Distinguished Visiting Professor of Sociology in Norway, Sweden, Australia, and Germany, most recently as Marie-Jahoda

"Feminism made it possible to do something useful, even radical, within sociology, I thought."

International Guest Professor at Bochum University.

All of these things are amazing and important but my chief reason for adding a comment is to acknowledge Joan Acker's courage, in academia and beyond. During her career as a sociologist, she faced obstacles that most of us can hardly imagine. She was the first and, for a long time, the only woman in her department. (Recall the research on how numerical tokens are perceived and treated by members of the majority/

dominant group.) She may have become discouraged but she never let up. She never flinched at speaking out for women, the economically disadvantaged, and/or the racially oppressed. I shall always remember her comments at the ASA's Awards Ceremony in 1993, where she was being honored for her "Career of Distinguished Scholarship," when she said, "We shall have made real progress when eminent men who write about democracy take women into account." The ASA president, who was sitting there, had just talked about democracy without mentioning women (or gender) once. The audience collectively gasped. Joan smiled. She was part of a group of women the FBI was investigating for their involvement in the women's movement in Oregon in the 1970s--for which, by the way, she is proud--and, for all we know, she may be under investigation now for having "unpatriotic thoughts" about our economy and government. When I jokingly said this at the SWS banquet, Joan replied, "I hope so!"

Joan Acker is an inspiration to me and to many others. She personifies the ideal of how to combine academic expertise and position with political conviction and action. She "talks back to power" in ways that inspire those among us who have that desire but possess less courage. We are indeed privileged to have Joan R. Acker as the 2005 Sociologists for Women in Society Distinguished Feminist Lecturer. ■

Minority Scholarship Award

By: Mary J. Osirim

Minority Scholarship Coordinator

The Sociologists for Women in Society's Minority Scholarship for 2004-2005 was awarded to Krystal Beamon, a doctoral candidate at Oklahoma State University. The SWS-ASA-MFP Minority Scholar Fund, a program sponsored by the American Sociological Association (ASA), ASA's Minority Fellowship Program (MFP) and SWS is designed to support and mentor graduate students from underrepresented minority groups in sociology. SWS contributes \$3,000 to this fund each year.

In addition to academic excellence, scholars selected for this award have a strong interest in some aspect of gender or women's studies or self-identify as a feminist. The recipient of this year's award, Krystal Beamon, received her Bachelor's degree summa cum laude and her Master's degree from Oklahoma State. She has also received many awards for academic excellence including



Krystal Beamon of Oklahoma State University receives the 2004-2005 Minority Scholarship Award at the banquet in San Francisco.

Phoenix Award for the Most Outstanding Graduate Student at Oklahoma State and the Richard Dodder Award for Research Excellence. Her research is focused on academic and athletic achievement among African American male student athletes. Krystal has conducted comparative studies on the aspirations of African American and European American male

students for professional sports careers that have appeared in *Race and Society* and *The Social Science Journal*. Her dissertation addresses issues of career development and mental health among post-collegiate African American male students.

Krystal was introduced to the SWS members at our banquet in San Francisco and was presented with a framed certificate. She also receives a complimentary yearlong membership, a subscription to *Gender and Society* and complimentary banquet tickets for two years. Last year's recipient of the SWS Minority Scholarship, Roberta Espinoza, also attended the banquet and was re-introduced to SWS members. As a graduate student at UC Berkeley, Roberta is fully engaged with her dissertation fieldwork and writing on the social support networks and networks of care among doctoral graduate students from four ethnic groups: Latinas, Asian Americans, African Americans and European Americans. Over the past year, she conducted in-depth interviews on this topic with 60 women who attend universities in northern and southern California. ■

Cheryl Allyn Miller Award Winner Named

By: Dana M. Britton

**On behalf of committee members:
Kirsten Dellinger and
Marjukka Ollilainen**

I am delighted to report that the Miller committee received an especially strong set of entries this year. We were forced to make some very difficult choices and ultimately decided to present awards to two papers, one winner and one honorable mention.

The winner: Amy Hanser, Ph.D. candidate, University of California at Berkeley

This year's award for research on women and work, which includes a \$500 prize, a banquet ticket, and travel to the winter meetings in Miami, goes to Amy Hanser, who expects her Ph.D. in 2005 from the University of California at Berkeley. Hanser's award winning paper, entitled "The Gendered Rice Bowl: The Sexual Politics of Service Work in Urban China," is based on a year of ethnographic fieldwork at three department stores in a city in northern China. Drawing on participant observation and in depth interviews, Hanser paints a fascinating picture of service work in a high end privately owned department store, a state owned department store, and an informal clothing market called "The Underground." Hanser's work clearly demonstrates how, in the context of the ongoing transition from socialism to market capitalism, management and women workers themselves construct a hierarchy of desirable workers' bodies,

with young sexually attractive, but controlled, femininity ruling the day. Hanser explains, "In China today, 'productive femininity' is sandwiched between an 'unproductive' socialist past, now embodied by working-class, middle aged women, and the threat of an uncontrollable present, in the form of young, lower-class women working in the unregulated free market."

Hanser's research is both theoretically



*Amy Hanser, Ph.D. candidate,
University of California at Berkeley*

sophisticated and empirically rich. In the fine tradition of Cheryl Allyn Miller's own research, Hanser's paper is an outstanding contribution to the literature on women and work. Overall, Hanser's paper won this year's award because the committee saw her analysis as uniquely valuable in providing an insider's view into contemporary China and powerful in uncovering the ways in which women's bodies are molded

and controlled as a response to expanding global capitalism. As committee member Kirsten Dellinger put it, "I can't wait to read the book that will surely come from this research." There is perhaps no higher praise for a dissertation.

Honorable mention: Sarah Winslow, Ph.D. Candidate, University of Pennsylvania

Honorable mention in this year's competition goes to Sarah Winslow, who is a Ph.D. candidate at the University of Pennsylvania. Winslow's paper, "The Female Income Advantage in Couples: An Analysis of Persistence and Variation," uses quantitative analysis to investigate what many have taken to be a trend toward female income advantage in dual earner couples. Ms. Winslow investigates this purported advantage using longitudinal data and uncovers two important findings. First, she demonstrates that where women's advantage exists, it is usually temporary, and second, that women who earn more than their partners are usually not doing so in high-paying, high status jobs. Her research is solid, well-written and accessible, and is in the finest social science tradition of debunking popular mythology about women and work. Her research is, as committee member Marjukka Ollilainen put it, "a reality check for those who see women's increased labor force participation as a panacea for gendered income inequality."

On behalf of the 2004 Cheryl Allyn Miller Award Committee I invite all SWS members to offer well deserved congratulations to these young scholars. ■

Barbara Rosenblum Cancer Dissertation Award

The winner of the Barbara Rosenblum Cancer Dissertation Award is Erin Susan Costanzo, Department of Psychology, University of Iowa. Erin's study investigates women's psychological adjustment and quality of life during the months following the end of breast cancer treatment as well as behavioral and cognitive predictors of adjustment. There is anecdotal evidence that women experience significant distress during the months after treatment ends, in part due to the loss of a "safety net" associated with treatment and regular



Erin Susan Costanzo, University of Iowa.

medical appointments coupled with uncertainty regarding their cancer status. Breast cancer survivors may make changes in their health behavior and use other coping strategies in an effort to reconstruct this safety net, and she examines the relationships between these behaviors and post-treatment adjustment. In addition, Erin investigates whether cancer patients' common-sense beliefs about their disease predict both coping behavior and psychological adjustment. ■

Feminist Mentoring Award

By: *Susan Curran*

Professor **Joey Sprague** is the 2004 Mentoring Award recipient for the Sociologists for Women in Society (SWS). The awarding of this highly competitive award recognizes the remarkable impact Professor Sprague has had upon the lives of students and colleagues, scholarship in the field of sociology and feminist studies, and the wider community of activists concerned with gender inequality. Through her creative, compassionate, and important work she has nurtured, encouraged, and challenged her students and created new institutional forms for the production of feminist scholarship. In all of her endeavors, her simultaneous attention to the personal, political, and institutional aspects of gender provides an exemplary role model for academics and non-academics alike.

The SWS mentoring award was established in 1990 to honor an SWS member who is an outstanding feminist mentor. Winners of this award have devoted time and effort to advancing the personal and professional development of students and colleagues. While the word "mentoring" is commonly used to describe a faculty-student relationship, this award has shown there are a breadth of ways in which feminist mentoring is practiced. Feminist mentoring includes not only anticipating needs and providing concrete guidance and feedback for junior colleagues, but also: compassion and guidance with regard to feminist concerns; helping colleagues (junior and senior) to write and effectively communicate as authors, activists and teachers; providing support, strategies and models for balancing family and work; offering gendered understandings of institutional biases and strategies for overcoming them; building formal and informal institutions that support feminist interests (personal, career, research and teaching); and a philosophy and practice of inclusion inside academia, especially with those most marginalized.

Professor Joey Sprague's service to her fellow scholars and the academy is exemplary and defining in all of the above areas. In making the award, the committee greatly admired and were impressed by

Professor Sprague's scholarly and personal support of women within academia at all levels, capacity and skill at building organizational structures that support the careers of people beyond her personal realm of influence, and how her mentoring not only builds individual careers, but has also changed institutions and how we understand gender.

Let me share with you a few selections from the many letters of nomination we



Professor Joey Sprague is the 2004 Mentoring Award recipient for the Sociologists for Women in Society (SWS).

received. These selections indicate the extent of Professor Sprague's contributions to so many people and institutions. In the cover letter accompanying her many, many letters of support, Kelley Massoni writes: "A vast array of words describe Joey as a teacher - exciting, enthusiastic, insightful, effective, passionate, dedicated, innovative, creative, challenging, thought-provoking, inspiring, patient, caring, approachable, honest, committed, encouraging, and role model." She is described as extraordinarily available to all of her students and colleagues. The most important quality of this mentoring availability is the unanimous recognition by all of her nominators of her remarkable editorial skills, which includes extensive and frequent feedback on student classroom papers, graduate student seminar papers, theses, dissertations, and book manuscripts.

Her KU colleagues describe her mentoring as institution changing. She established an annual workshop for sociology majors and an internship course for students to volunteer with community organizations. She also held "Gender Gatherings" at her home, where students and faculty meet informally to discuss works in progress, develop collaborative research projects, and practice their presentations prior to professional meetings.

Professor Sprague's mentoring extends nationally. She is one of the founders of the *Gender Lens* book series, published by SAGE. In her capacity as one of the editors, she has closely edited manuscripts of junior scholars and created an invaluable series of books which have provided insights on how feminist scholarship can change the theory and practice of standard approaches to research and teaching.

The extent of Professor Sprague's mentoring does not end with the ivory tower. She works tirelessly as a public sociologist, helping women outside of the academy. In addition to helping design women's studies classes in one of the Kansas local high schools, she volunteers regularly to speak with women about self-esteem.

Her contributions profoundly impact the everyday lives of members of the academic community, influenced scholarship, and advanced our understanding of social life. It is on the basis of these interpersonal and institutional contributions to scholarship and careers that we are honored and extremely delighted to make this award to Professor Joey Sprague.

For more information about the award please visit the SWS website: <http://new-media.colorado.edu/~socwomen/award-schol/mentoring.html> ■

"Feminist Transformation of the Academy Examines the Impact of Gender on the Evaluation of Teaching"

By: Abby Ferber,

University of Colorado at Colorado Springs, and

By: Heather Laube,

University of Michigan, Flint

Last year, we agreed to serve as a sub-committee of the SWS Taskforce on the Feminist Transformation of the Academy, to tackle the complex and difficult issue of the effects of gender on the evaluation of teaching. Many women faculty suspect that their gender plays a role in how they are evaluated by students, but so far there have been few tools available for women to protect themselves. Working with a literature review conducted for SWS by Kelli Massoni, and undertaking our own research, we developed a number of resources to be added to the SWS website. Our goal is to provide tools to empower women faculty to address this issue proactively. The website contains a new link to "Gender and the Evaluation of Teaching," which provides resources for faculty and administrators, including an updated literature review; a position statement; and the fact sheets which follow. Please visit the website for more information, and contact us with further suggestions as we continue to deal with this issue.

Summary of the Research: Student Evaluation of Teaching Quality IS Influenced by the Instructor's Gender

- When students assess their college instructors, they often use "male" as a referent point (i.e. women are compared to men, not men to women)
- Research has shown that many college students perceive their men instructors (even teaching assistants) to be "professors" and their women instructors (even full professors) to be "teachers."
- Students have differing expectations of their male and female instructors. For example, women are expected to be more nurturing, more accessible to students, and more interactive and fun in their teaching style. Male instructors are perceived as being more knowledgeable, and masculine traits are more highly regarded by students. Students tend to have narrower, more specific expectations of their female instructors.
- Even when women and men teachers display nearly identical behaviors, students may evaluate them according to preconceived ideas of how women and men should act.
- When teachers don't live up to the gendered standards their students expect and value, they receive negative evaluations, and students are more likely to express their dissatisfaction with female instructors. For example, while students are generally more satisfied with (all) professors who give them high grades, they express far more dissatisfaction with women teachers who give them low grades than with men teachers who give them equally low grades.
- Women are most at risk for very angry, punitive evaluations by their students. Women teachers are more likely to be described with highly-charged, angry words like "bitch," "witch," and "feminazi," and also more likely to receive comments that are physically or sexually explicit (i.e. "needs breast implants"); parallel descriptions for men are not found.
- Implementing transformative teaching practices which deviate from the norm, can lead to students' perceiving the instructor as powerless, or incompetent.
- While there is very little research about the interaction of other factors (race, sexual orientation, social class, age, etc.) in students' assessments of their teachers, preliminary studies indicate these factors may play a role and further study is warranted.

Recommendations for Minimizing the Effects of Gender on Student Evaluations of Teaching

What can campuses and administrators do?

- Give careful thought to the politics of the contemporary college classroom
- Acknowledge the effect of gender on student evaluation of teachers as a legitimate issue that must be addressed
- Develop and actively support workshops to increase awareness of these issues
- Educate students about how they may be evaluating faculty unfairly due to preconceived ideas about members of certain social categories
- Offer/require training in the interpretation of teaching evaluations
- Include a disclaimer/acknowledgement on the summary of student evaluations of teachers that acknowledges the potential impact of gender and race
- Institute a policy providing for the exclusion of student evaluations of teachers that are physically or sexually explicit, offensive/abusive, or unrelated to teaching
- Increase awareness of some of the other ways in which gender influences behaviors and interaction both inside and outside the classroom, and the potential negative impact this may have on women
 - Women teachers spend more time in after-class/office contact with their students than do men teachers.
 - Both men and women students are more likely to exhibit dominant behavior, and to interrupt each other, in a classroom run by a woman teacher
 - Men and women teachers may teach differently, for example, women may be more likely to employ more discussion, whereas men may be more likely to lecture.
- Redesign teaching evaluation procedures.
 - Include qualitative measures (e.g., ask students to provide examples that illustrate teaching strengths and weaknesses)
 - Replace global assessments with items that measure specific practices related to teaching effectiveness that students would be more competent to assess: e.g., instead of "teacher is available to students outside of class," use "teacher is available at least x hours a week outside of class"
 - Rely more heavily on more reliable and valid measures of teaching effectiveness than student ratings, such as teaching portfolios, peer evaluations, and outcome-based measures

What can faculty do?

- Encourage your campus administration or faculty governance structure to implement some of the measures outlined above
- Build a case for your own teaching effectiveness by employing other measures of teaching success, even when not required
- Assemble a teaching portfolio that contains multiple measures of teaching effectiveness
- Include the SWS "Summary of the Research" and/or position statement in your portfolio, or provide a copy to your chair and Dean

What can researchers do?

- Supplement quantitative data with qualitative information - or use primarily qualitative measures.
- Conduct meta-analyses with care, paying particular attention to variations in the kinds of data sources and methodologies being combined.
- Collect data on the race/ethnicity, sexual orientation, and/or social class backgrounds of teachers and/or students.
- Look at variances in ratings as well as means. A few hostile students can distort mean ratings.

SWS Fact Sheets: Call For New Proposals

The Sociologists for Women in Society (SWS) is seeking proposals from persons (graduate students especially encouraged) interested in compiling Fact Sheets. These fact sheets will be distributed to SWS members quarterly via the Network News and will be made available on the web at the SWS web site. The purpose of these fact sheets is to aid people in the streets and trenches of our communities educating and working for social justice. Four fact sheets will be distributed during the 2004-2005 academic year. We are still in need of proposals in the following area: *Women and Low-Wage Work*. Fact sheets are intended to be useful sources of information for teaching, social action, and other areas where succinct, accessible information is needed. To that end, it is important that facts sheets be concise (2-4 pages), easily readable, and manageable. In addition, fact sheets should include: Current data (tables are helpful); Important activist and/or community organizations; Sources for further information; Suggested reading (for instructors, practitioners, students); Videos; Teaching applications. In addition, authors of fact sheets will be required to provide a list of relevant activist organizations to which to send the fact sheets. Submission Guidelines: Persons interested in submitting a proposal should send a one-page letter of intent that includes the topic to be addressed, the type of information to be included, expected length of fact sheet, and qualifications for addressing the proposed topic to: Tracy E. Ore teore@stcloudstate.edu (electronic submissions strongly encouraged!) ■

THE SWS MENTOR MATCHING PROGRAM NEEDS A NEW NAME

The SWS Membership and Professional Development Committees need your help in creating a new name for the Mentor Matching program. Many members are confused about what this program is so we need a unique, descriptive, and catchy name to distinguish it from other programs. The Mentoring Program matches junior and senior SWSers for a variety of projects such as: job hunting, manuscript preparation, dissertation support, tenure and promotion review, and career development. Matches are project specific and the initial match period is one year. This program is distinct from the Hand Program that connects newer SWS members to more established members for coffee or a meal during the summer meetings (see the SWS website for more on these programs).

Be creative and send us your suggestions by November 15, 2004.

The Membership and Career Development committees will review and choose the new name and announce it at the winter meetings in Miami. The winner receives a free banquet ticket at either the winter or fall SWS meeting!!

Please send your submissions (preferably via e-mail) to:

Patti Giuffre pg07@txstate.edu

**Texas State University, Dept. of Sociology
601 University Dr., San Marcos, TX 78666**

We look forward to receiving your ideas!

SWS Awards Deadlines

February 1 - SWS Feminist Lectureship Award

March 1 - Feminist Activism Award

March 1 - SWS Mentoring Award

May 15 - Cheryl Allyn Miller Dissertation Award

**2006 - Barbara Rosenblum Cancer Dissertation
Scholarship Award (biannual)**

*See SWS Website for additional
information on the award criteria
and instructions for applying*

Weaving Academic Work With Life

By: *Susan W. Hinze*

Case Western Reserve University

It is tough to describe the work-life workshop/panel discussion we held at the SWS Summer Meetings on August 16th. Work-life balance never sounds right to me, with the suggestion of equilibrium. My own work-life scales tip so wildly--sometimes by the hour--that balance is too stable to describe the experience of life as an academic with a family. I've never liked the term juggling, either, as if all the balls come out of nowhere; having a life in academia and a family is much more intentional, and besides, the idea that if you aren't careful, something will go SPLAT is too violent to contemplate. Rather, I borrow from Anita Garey and prefer to weave work and motherhood, or academic work and everything else (family isn't quite right either, besides a partner and kids, there are Labradors and friends and a pottery hobby to work in). On August 16th at the SWS meetings in San Francisco, five of us gathered to share our tapestries. All master weavers, we shared lessons learned and sometimes exposed the ugly underside of our creations, knots, loose threads and all. We covered so much territory that it is hard to do justice to our session, but here's a brief glimpse of our tapestries. The whole is always greater than the sum of its parts (thank-you, Emile!) and our whole reflects a diversity of institutions, life course stages, and situations.

Jan Thomas (Kenyon College) discussed some of the pro's and con's of being in a commuting relationship. She and her husband have lived in different states for 6 years as they worked to build their own careers and raise two children (now 10 and 14). While it's not an ideal situation it can work and it can allow you to pursue the job you really want. She also encouraged participants to think broadly about job opportunities and not be locked into searching for the perfect tenure-track job. A post-doc, a research or applied job, or even a visiting position may actually be better fit with your interests and family responsibilities and allow you to build your CV and remain professionally engaged. These jobs can also lead to important contacts and

opportunities down the road. Jan also cautioned that combining work and family usually means not being able to give 100% in each area. Let go of trying to be perfect and get help! Hire someone to clean your house (at least the bathrooms!), get a college student to pick up your kids after school one day a week and feed them dinner so you can work on that article, ask your chair to help protect you from additional committee work, or enlist your kids to help with dinner. The article will eventually get written, your friends will understand if your house is a mess, and the kids will grow up.

Rebecca Bach (Duke University) identified herself who as being in the sandwich generation - with children still in the home (teenagers!) and aging parents. She admitted to having made what could be seen as really dumb regarding career and to having had a career with ups and downs and marginalization. Nonetheless she argued that we should not let others (grad school professors and mentors, parents, colleagues, neighbors, etc.) decide for us what is a "successful life." How do you define a life well-lived? How do you want to look back at your life and the decisions you made regarding career (top-tier university, liberal arts college, research center, or none of these), timing of commitment to a life partner (pre- or post-grad school, pre-tenure, post-tenure, never), decisions about children and their timing, etc.

Cathy Zimmer (UNC, The Odum Institute) shared her experiences with having children in graduate school and how that affected life on the tenure track in her first job. Summed up in two words: stressful but doable! There is no single good time to have children. Choose what works for you -- that is, weave your own life! A more difficult challenge came when Cathy was diagnosed with breast cancer, now 10 years ago. Her department was wonderful and simply gave her a year off of teaching. Getting back into the swing of high tempo academic life after a long-term illness was unexpectedly difficult. She made a commitment at that point to slow down. It hasn't always been possible to honor that commitment, but it remains a high priority that her experience with cancer reinforces. Cathy suggests assessing your life so you

are conscious of the pace at which you live -- choose that pace rather than having it forced upon you.

Alice Fothergill (University of Vermont) examined the positive and negatives of having (or adopting) children in graduate school or in those first years of a tenure track job. In her case, having a baby in her very first semester in her first tenure track job turned out okay because she was fortunate to be in a family friendly department. Alice also offered some thoughts on stopping the tenure clock and the importance of getting support from senior feminist colleagues. She also pointed out that SWS has some resources on these topics posted on their website (under "Issues Facing Women in Academia").

My own two cents worth had to do with self-care. I had one child while I was in graduate school (he's 14 now), and one with the tenure clock ticking (he's 4), and some of those years were spent as a single mom, so stress and sleep deprivation were (and still are!) a regular part of my life. I don't always practice what I preach, but I quickly figured out that I wouldn't be worth much to my discipline or my family if I didn't find a self-care routine that worked. I paraphrased a quote from Alice Walker: "To write the books one wants to read is both to point the direction of vision and to follow it." This holds for living the kind of life one wants to live. There weren't many role models in my own life for how to weave professional work and motherhood into a coherent whole, so I'm always feeling my way. Every so often I have to stop and unravel a section or two before I continue, but most of the time I like the end result. I feel fortunate and blessed to be part of an organization like SWS where I can make visible the labor of weaving, and get advice on how my work is progressing. Is the tapestry pretty? Are the colors right? Will it be warm in the winter? I hope those who attended our session benefited from our reflections, and perhaps that they found inspiration and practical help for their own life's work. ■

SWS Provides New Resources for Women in Higher Education

*By: Abby Ferber
and Ronni Tichenor*

A few months ago, an Associated Press news story entitled "Women a minority of tenured faculty and administrators" started the article this way: "Women comprise 58% of the nation's 13 million college undergraduates and, in 2002, earned more doctorates than men. They're a dominant force on campuses-until they receive a degree." (<http://www.cnn.com/2004/EDUCATION/02/17/women.on.campus.ap/index.html>). Women assistant professors are 23% less likely than men to become Associate Professors ("Mothers in the Faculty Pipeline," *Women in Higher Education*, p. 16, Aug. 2004). While men and women make roughly equal starting salaries, over time a wage gap appears across Universities and disciplines; there is greater movement of women than men into part-time teaching positions; women's advancement is slower; they receive fewer awards and prizes; and are especially underrepresented at top-tier institutions (Virginia Valian, <http://www.hunter.cuny.edu/genderequity/resources.html>). There are also more subtle ways in which women are disadvantaged in the academic setting. They are often seen as more "nurturing", and bear a heavier advising load than their male counterparts. They also face pressure to join additional committees because "we need a woman." These kinds of burdens add to the more visible issues faced by women faculty across the country, including: parental leave/eldercare leave; childcare; mentoring; salary inequities, promotion and tenure; sexual harassment; and curriculum/classroom issues.

Feminist sociologists are uniquely situated to become leaders for change for women in higher education. We are often more familiar with the research on gender in the workplace, and gender in organizations, than our colleagues situated in other disciplines, like physics, or fine arts. We

also bring a sociological lens to the issues: We appreciate that the issues women face in academia are generally not individual problems, requiring individual solutions, but are social, cultural, and institutional problems that require structural change. Feminist sociologists are uniquely situated to become leaders for change for women in higher education. We are often more familiar with the research on gender in the workplace, and gender in organizations, than our colleagues situated in other disciplines, like physics, or fine arts. We also bring a sociological lens to the issues: We appreciate that the issues women face in academia are generally not individual problems, requiring individual solutions, but are social, cultural, and institutional problems that require structural change.

Clearly, creating change for women in higher education should be a central goal for SWS, and the Taskforce on Feminist Transformation of the Academy has been actively addressing these issues over the past year. We are pleased to announce that we have added a new link to the SWS homepage, to "Issues Facing Women in Academia." Our goal is to support women faculty in creating change on their own campuses, as well as to share the vast resources now available. Too often, when we undertake efforts on our own campuses, we find ourselves reinventing the wheel. This new webpage allows individuals to easily locate research and resources on a host of issues. We hope this will become a valuable resource for those striving to create a more welcoming environment for all women on their campuses. We would also appreciate additional contributions of links, information, and resources that can be added to the website.

We are fortunate to be at a point in time where we can readily benefit from a number of national organizations, such as the American Association of Colleges and Universities, and their "On Campus with Women" and "Diversity Digest" programs. SWS has pulled together information from these and other sites to help those interest-

ed in addressing women's concerns on their campuses. The resources on the SWS webpage are organized by both organizations and relevant issues. To find the website, go to the SWS homepage, and click on "Academic Resources." Then click on "Issues Facing Women in Academia." The first section lists organizations, universities and publications that address issues of concern to women faculty, such as the American Association of University Professors; American Association of University Women; the National Initiative for Women in Higher Education; the publication *Women in Higher Education*, as well as universities that have conducted major campus climate studies, such as the University of Arizona and Duke University. The second section is organized around specific issues, to make it easy for members to find the information they need. Issues listed include mentoring; promotion and tenure; sexual harassment; wage gap; family leave; discrimination and legal issues; domestic partnership benefits, and others. Currently eighteen issues are listed, providing resources and organizations that address each issue.

While creating lasting change is a slow and difficult process, our goal is to learn from and support each other along the way. Below, we share some of the strategies that we have found most helpful in guiding our own efforts.

Getting Started on Your Campus

1. Get involved with the women's committees on your campus (chancellor's, faculty council's, etc.) or start one! Ongoing change cannot be accomplished by one person. You need a support network of individuals committed to making change for women faculty.

Furthermore, working through an established, recognized, committee provides legitimacy, and gives you a voice in campus policy and politics. Lastly, this work needs to be recognized and counted as service to the University.

2. Conduct a needs assessment to identify

...continued on page 17

...continued from page 16
the central issues.

This may be done through a variety of means, including exit interviews; a campus climate study; a limited number of focus groups; or a full-fledged campus climate study, like those done at MIT or the University of Arizona (see SWS website resources for more information). Your campus may already participate in a national survey, like the HERI (Higher Education Research Institute) study out of UCLA, which contains a great deal of valuable information. Your office of institutional research can tell you about any studies they already administer, and is often an excellent source of data on your campus.

3. Generate discussion. Initiate discussion on campus about the issues you are focusing on. Increase awareness that there is a problem by publicizing the results of your needs assessment, bringing in guest speakers, raising the issues at faculty meetings, in meetings with Deans, etc. Start to publicly talk about the problem, and educate people that the problem exists. You want others to see that this issue affects the entire university. You also want to show the faculty/administration that you can help them solve this problem; you can create the change for them.

4. Build allies and assume the best of people. You have to assume that people are generally ignorant about the issues. While you will certainly encounter some hostile opponents, we have found that most people are simply unaware of the issues and tend not to care if it does not affect them personally. Allan Johnson's notion of the "paths of least resistance," is useful here. Most people simply follow these paths without thinking. Our task is to redesign these paths, and create new paths of least resistance which support women faculty. It is also important to build alliances with other committees, constituencies, and the administration. Meet with other committees addressing the needs of faculty, such as minority affairs committees, GLBT committees, etc. as well as issue-oriented committees, such as teaching committees, and benefit committees, depending upon the issues you are addressing. Furthermore, it is important to cultivate relationships with administrators. Invite administrators to attend a meeting, ask for an administrative liaison to your committee, invite the chair

of faculty council to join your committee, etc. Also, make sure you report to a larger body; provide committee reports to administrators, faculty council, etc. so that people hear about the issues over and over. Consider this a method of educating people.

5. Support your arguments with data, models, best practices, and research.

These strategies highlight the importance of collective action and widespread sharing of information in order to initiate change at the institutional level.

It is essential to demonstrate that the issues are not individual issues, but face many faculty members, with real costs to the University. Providing both local and

national data can support this. Next, you need to show that there are benefits to the University by creating change on this issue, and demonstrate that other Universities are already doing so. Seek out research and resources about the problem, and provide evidence that solutions and best practices have already been identified. The SWS website provides resources organized around issues, to support you in this process.

6. Frame the issue in anticipation of resistance. Frame your issues as central to the University's mission; tie them in to accepted University goals and vision statements - such as valuing diversity, recruitment and retention of women and diverse faculty, etc. You can also reframe the issue in terms of who benefits, drawing upon research which shows that everyone benefits from diversity, departments can be saved money by retaining faculty, etc. Consider the kinds of resistance you expect to encounter on your campus, and carefully frame the issues to neutralize such resistance to whatever extent possible.

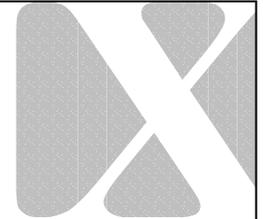
7. Share information. Too often there is a new terrific policy, but no one knows about it and there is no enforcement. Consider creating a website, adding pages to existing sites (such as SWS), developing a brochure, organizing meetings, discussions, and/or conferences, etc. Changes in policy at one institution are great; helping produce changes in other institutions is even better!

8. Be patient and take baby steps: Start simple, and cultivate relationships, buy in, reputation, trust, support, etc. to gradually take on larger issues. If you are only concerned with a single issue, you may not care who you alienate in the process. But if your goal is ongoing change, a lot of the work involved is building relationships and cultivating support.

These strategies highlight the importance of collective action and widespread sharing of information in order to initiate change at the institutional level. SWS remains committed to providing both a forum for larger discussions about issues facing women in academia, as well as a way to share information that will be beneficial to those working toward long-term change. Consider becoming involved in the Taskforce for Feminist Transformation of the Academy and visit our website at www.socwomen.org for more information. ■

Title IX: Facts, Figures, Myths and Reality

Prepared by Sohaila Shakib, Ph.D., Kevin Scalir, B.A. & Kuros A. Shakib, J.D.
 Institute for Health Promotion and Disease Research,
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 Distributed by the Sociologists for Women in Society



An overview...

WHAT IS TITLE IX?

Title IX of the Educational Amendments is a civil rights law [1]. Sponsored by Birch Bayh (Senate) and Edith Green (House of Representatives), Title IX prohibits sex discrimination, including sexual harassment. Signed in 1972 by President Nixon, the statute is designed to protect both males and females in federally funded education programs and activities.

TITLE IX HAS MADE INROADS

As a result of Title IX, immense improvements in the situations of women and girls have occurred in the last thirty years. Prior to the statute's implementation, females were overtly discriminated against in activities traditionally benefiting men. For example, before Title IX females were excluded from participating in academic coursework, receiving scholarships, and entering higher education. Because of Title IX, substantial increases in the budgets and resources for women and girls' education have occurred. Title IX has increased the numbers of women earning professional degrees (see Table 1).

Title IX states:
 "No person in the United States shall on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving federal financial assistance".
 --20 U.S. C. Section 1681

The Athletic Connection...

TITLE IX APPLIES TO ATHLETICS

Title IX has received much attention in its application to athletics [2]. Prior to Title IX, women and girls were denied legal access to participate in athletic programs. In 1975

Congress issued a section of Title IX specifically relating to sex discrimination in athletics. Institutions operating or sponsoring athletic programs are required to distribute those services equally to both sexes. In 1979, this is followed up with a policy interpretation.

Known as the "three-part-test", institutions can demonstrate compliance with Title IX if one of the three is

met: 1.) *The percentage of male and female athletes is similar to the percentage of male and female enrollment, OR;* 2.) *The institution historically has and continues to expand athletic opportunities for the underrepresented sex, OR;*

Table 1. Degrees Awarded to Women in Predominately Male Fields of Study (1971-72 & 1996-97)

Degree	1971-72			1996-97		
	Men	Women	% Women	Men	Women	% Women
Business	109,688	11,578	10	116,512	110,096	49
Computer Science	2,941	461	14	18,041	6,731	27
Dentistry	3,819	43	1	2,387	1,397	37
Engineering	50,638	526	1	62,510	12,491	17
Medicine	8,423	830	9	9,121	6,450	41

Adapted from: *Gender Equity: Men's and Women's participation in Higher Education*, GAO-01-128, Dec 2000, p. 37.

Title IX Timeline ***** 1972 *****'1974*****'1979*****'1980*****

Title IX is signed into law by President Nixon. *Revenue Producing Sports are NOT exempt from Title IX.* *"Three Part Test" is accepted as a policy interpretation.* *Office for Civil Rights (OCR) becomes responsible for enforcing Title IX.*

3.) *The institution is accommodating the interests and abilities of the underrepresented sex.*

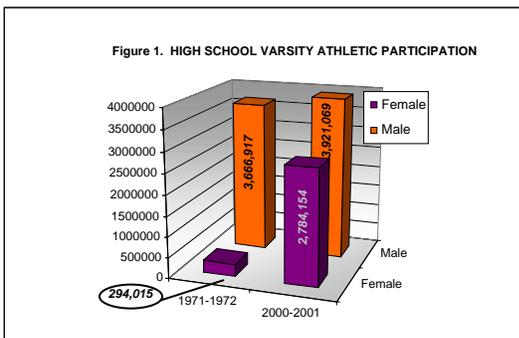
-- **Federal Register** / Vol. 44, No. 239 / Tuesday, December 11, 1979 / Rules and Regulations (<http://www.ed.gov/offices/OCR/docs/t9interp.html>)

NARROWING THE GENDER GAP

Title IX has been critical in reducing the gender gap in athletic participation. Over the past 30 years, the numbers of high school athletes has grown. In 1971, there were 294,015 females and 3,666,917 males participating in high school athletics. As of the 2000-2001 academic years, those numbers reached 2,784,154 for girls and 3,921,069 for boys [3]. Moreover, participation rates have increased 847% for females and 6.9% for males (See Figure 1).

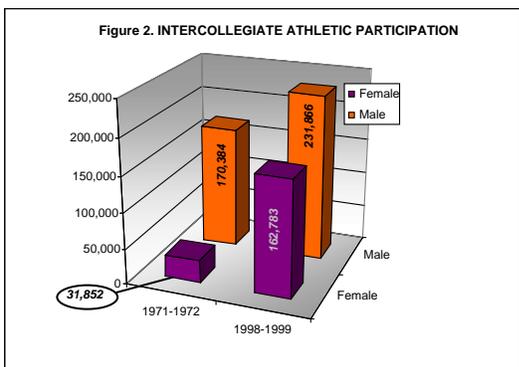
Did you know...?

Schools are not required to provide athletic programs for either sex. However, if a school offers opportunities, it is subject to Title IX.



Adapted from *Intercollegiate Athletics: Four-Year Colleges' Experiences Adding and Discontinuing Teams* GAO-01-297 March 8, 2001

At the college varsity level, participation rates have increased by 411% for females and 36.1% for males (see Figure 2)[4]. For female athletes of color, participation rates have increased 955% [5].



Adapted from *Intercollegiate Athletics: Four-Year Colleges' Experiences Adding and Discontinuing Teams* GAO-01-297 March 8, 2001

The successes of Title IX for girls and women are reflected in society. Media coverage of girls and women's sports participation has increased. Evidence from the Amateur Athletic Foundation demonstrates a slight increase in airtime devoted to female athletes [6-8]. More women are visible in traditionally male dominated sports. Female athletes received newfound social recognition as hockey players in the 1990 World Championships, as basketball players during the 1996 Olympics, and as soccer players in the 1999 Women's World Cup. In 1996 and 2000, respectively, the Women's Professional Basketball Association (WNBA) and the Women's Professional Soccer (WUSA) Leagues were created [9]. Therefore, Title IX coincides with the increased cultural acceptance of women and girls' participation in traditionally male-dominated sports.

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The Health Connection...

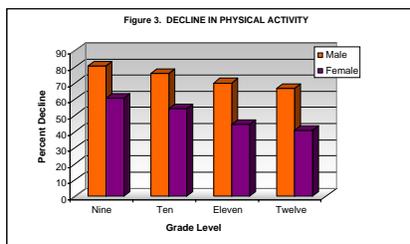
PHYSICAL ACTIVITY IMPROVES PUBLIC HEALTH Children, adolescents, and adults of both sexes benefit from physical activity. Physical activity improves health lowering morbidity and mortality. Physical activity protects against obesity, Type II diabetes, and a number of cancers including breast [10], endometrial and prostate cancer [11]. In addition to the health benefits, physical activity is associated with increases in psychological wellness. For example, physical activity is associated with fewer depressive symptoms [12], and fewer symptoms of hostility and anxiety[13]. Physical activity is also associated with lower teen pregnancy [14], less smoking and drug use [15], and improvements in eating behaviors and body image, particularly for girls[16].

Title IX Timeline

..... 1992 1994 1996
NCAA publishes landmark Gender-Equity study. **Congress passes law that says colleges must disclose athletic statistics.** **Ohen v. Brown University establishes a standard about women's interest in sports.** & **Clarification Letter issued by OCR about Title IX enforcement.**

ALL GIRLS NEED TO BE PHYSICALLY ACTIVE

In the general population, girls are less physically active than boys. National studies of adolescents report girls are less likely than boys to participate in vigorous physical activity, strengthening, toning and stretching exercises, physical education classes and external sports programs [17]. Furthermore, numerous national studies report a reduction in physical activity for girls during puberty [18]. However, similar evidence is not reported for same aged boy (see Figure 3). Because individuals who are physically active during their youth are more likely to be physically active as adults, it is important to expand, not limit opportunities, role models and social approval for girls' physical activity.



Adapted from Physical activity & Health: A Report of the Surgeon General. Atlanta, GA, 1996

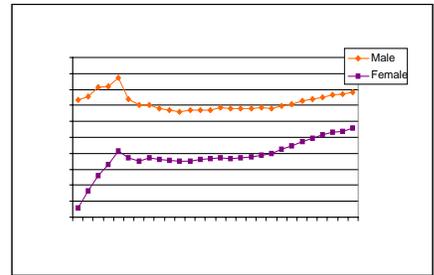
The Myth and the Reality...

Myth: The playing field is level. Therefore, Title IX is no longer needed.

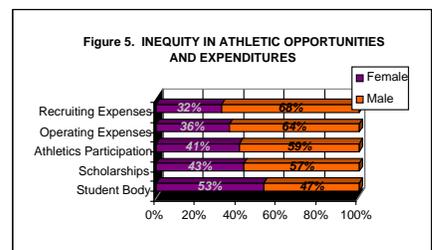
Reality: Gender equity in sport has not been reached. Males receive more participation opportunities than females (see Figure 4). At the high school level, males receive 1.1 million more participation opportunities than females[3]. At the college level, female athletes receive 32% of the recruitment dollars, 36% of the operating budget, and 43% of total athletic scholarship dollars. Male athletes receive approximately \$133 million more dollars in athletic scholarship money than females [4] (see Figure 5). **Myth:** Title IX leads to the elimination of male sports programs, like male wrestling and gymnastics.

Reality: Neither Title IX nor the "three-part-test" require schools to discontinue male sports programs. Since the implementation of Title IX, both female and male sports programs have grown. In fact, a substantial number of wrestling team cuts occurred during the period before the "three-part test" was in effect. Liability is one reason for declines in both women and men's gymnastics at the college level[2, 19].

Because Title IX does not require equal programs (just proportional numbers of male and female athletes), Title IX cannot control how funds are distributed within male and female programs. In fact, financial excess occurs in a few male programs at the expense of other male programs. More specifically, football and basketball receive the majority of the total male budget (see figure 5). In addition, the number of players on such teams has increased. For instance, in 1981-82, football teams averaged 82 players. In 1999-00, football teams averaged 94 players, resulting in fewer teams with more participants[20].



Adapted from Physical activity & Health: A Report of the Surgeon General. Atlanta, GA, 1996



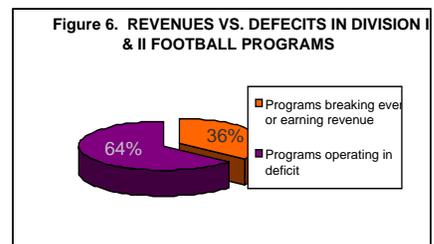
Adapted from Intercollegiate Athletics: Four-Year Colleges' Experiences Adding and Discontinuing Teams GAO-01-297 March 8, 2001

Myth: Being revenue producing, football teams should be exempt from Title IX.

Reality: The majority of football teams are running a deficit (see figure 6).

Myth: Women and girls are less interested in athletics than men and boys.

Reality: Girls and women are not less interested in being physically active than boys and men. A corresponding rise in physical activity coincides with the implementation of Title IX. Therefore, when given structural opportunities, encouragement and societal approval, girls and women's interest in sports becomes increasingly apparent.



Adapted from Intercollegiate Athletics: Four-Year Colleges' Experiences Adding and Discontinuing Teams GAO-01-297 March 8, 2001

.....
Equal Protection Clause is upheld for High Schools

.....
Michigan Area High School found liable in forcing girl's teams to play in non-traditional seasons.

.....
Lawsuit filed by several men's athletic programs alleging Title IX is unconstitutional.

The mothers of many girls were denied access to participate in sports. As a result, many girls indirectly experience their mother's discrimination in sport. Numerous women throughout history have been participants in sport. But, they have not been given similar social recognition for their athletic achievements as men [21-23].

Patriarchy and Sport...

CULTURAL FORCES

In addition to legal discrimination, women and girls face cultural barriers to participating in sport. Throughout history, sports have been constructed as a male domain[24, 25]. In the early 19th century, medical and religious doctrines exhorted against female athleticism of any kind, claiming it unhealthy for the female reproduction system[21-23]. Evidence that aspects of sports participation are considered unfeminine continues today. In a physical activity study, girls reported not wanting to sweat as a top reason for remaining physically inactive[26]. Homophobia limits female physical activity. Girls reported avoiding participation in sport because they feared being called lesbian by homophobic peers. In a study of adolescent basketball players, despite their successes, girls reported social pressure to drop out of sport because of homophobia[27]. Homophobia has also been identified as one reason girls downplay their athletic skills relative to boys. Research demonstrates that homophobia supports a "two-tiered" sporting institution, which values male athletic contributions more than female[9]. In spite of these barriers, women and girls have persisted and sometimes increased their participation in sports.

POLICY RECOMMENDATIONS

Attempts to increase female participation in sport must take a multilevel approach addressing both structural opportunities (increased legal access through Title IX) and ideological factors (i.e. challenging limited notions of masculinity and femininity as well homophobia). To affect gender equity, policies such as Title IX must be backed by education that teaches girls and boys to think critically about limited gender roles and how homophobia reinforces those roles[9].

Is Your School Complying with Title IX?

The U.S. Department of Education, Office of Civil Rights (OCR) and 12 agencies are responsible for enforcing Title IX. By law, each school is required to have a Title IX compliance officer. If you think your school is not complying with Title IX, contact your school officer, regional office or the Office of Civil Rights. Below are some key elements to examine when assessing your school's compliance with Title IX [28].

- I. How is your school addressing equal opportunity?
 - Are the percentages of female and male athletes roughly equal to the percentages of female and male students?
 - If not, is the school expanding participation opportunities in response to female interest?

- II. Is your school providing equal benefits and services in the following areas?
 - Equipment and supplies including the size, location, condition of locker room, and practice facilities, as well as access to instructional equipment and academic support, medical and training services (i.e. weight training, conditioning facilities, working with trainers).
 - Times scheduled and numbers of hours for practices and competitions.
 - Living and travel expenses including transportation, housing, dining and meal expenses.
 - Quality of coaches and assistant coaches, their compensation, and the demands placed on them.
 - Publicity (i.e. awards, coverage, cheerleading, drill team, pep bands, drill teams, trophy case displays)
 - Recruitment (methods and number of personnel used, budget, equal numbers and quality of male and female prospective student visits).
 - Funding scholarships (Total dollars must be proportionate to the male female student-athlete ratio).

Did you know...?

The number of dollars spent on male and female uniforms does not have to be equal. For instance, male uniforms might cost more than female uniforms. However, those uniforms must be of similar quality.

Resources

American Association of University Women

1111 16th Street NW
Washington, DC 20005
1-800-326-AAUW
www.aauw.org

National Women's Law Center

11 Dupont Circle NW, Suite 800
Washington DC 20036
1-202-588-5180
www.nwlc.org

U.S. Department of Education, Office for Civil Rights

Mary E. Switzer Building, 330 C Street SW,
Washington, DC 20202
1-202 205-5413
www.ed.gov/offices/OCR
(This is the primary agency charged with making sure Title IX is implemented)

Women's Sports Foundation

Eisenhower Park
East Meadow, NY 11554
1-800-227-3988
www.WomensSportsFoundation.org

Acknowledgements

The authors thank Michael A. Messner, Michele D. Dunbar & Julia McQuillan for their reviews and C. Anderson Johnson for supporting trans-disciplinary work.

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Summer Meeting Reports

Executive Officer's Report

By: Nancy Miller

Effective March 5, 2004, SWS has a liability insurance policy for directors and officers and employment practices with the Philadelphia Insurance Company. Our policy for bodily injury and property loss with St. Paul Fire and Marine was renewed as well. We now meet the general coverage recommended for nonprofit organizations.

Auditor Anna Arvay is working to prepare our 2003 financial statements and report and will file our tax form 990 by the August 15 deadline if possible. If not, an extension will be requested. Anita Kurtz, Executive Assistant, continues to work with the software package Quickbooks and the auditor to track expenses on a monthly basis.

In preparation for the formatting of the 2004 membership directory, members current as of March 31, 2004 were emailed to confirm or update their database contact information. The new directory became available in June and members were notified of the updated electronic version. This information has been added to the 2005 renewal forms which will be available at the summer meeting. There is no cost to those who request the directory. It is printable but easier to search as a document file.

In June, Graduate Assistant Cheryl Smith formatted letters written by Barbara Risman to members of congress asking them to support equal rights for all Americans and oppose any constitutional amendment denying those rights. The SWS resolution against the proposed constitutional amendment prohibiting same-sex marriage was attached. Thanks to students Marianne Noh, Aya Kimura, and Nelly Nyaaba for their help in folding letters and stuffing envelopes. This project raised the issue of how to conduct a press release to make our position known more broadly.

During the spring, Anita worked with several committees, including membership, and regional chapters to provide member names by location so mailings could be

sent out. She worked with Listserv Manager Marita McComisky to 'clean up' the listserv. This involves emailing subscribers who have not renewed by March 31 and asking them to renew or be removed from the listserv. This resulted in many renewals following the reminder. Since June, the office staff has been working on summer meeting preparations: sent out registration forms, entered registration information in database, accumulated program ad and payments, created banquet tickets, set up volunteer schedule, etc.

President-elect Marlese Durr, Treasurer Cindy Anderson, and Deputy Treasurer Kathleen Slobin visited The University of Akron on July 30. Revisions to the 2004 budget were made and recommendations for the 2005 budget were presented. We discussed the hiring of a new executive officer and administrative assistant as the Executive Office is in its final year at The University of Akron. Anita and I requested the search committee select a new executive officer by the first of the year, if possible, so the transition can be carried out during the spring semester with no interruption in service to members.

Looking ahead, we are pleased to announce that Marianne Noh will assist us in the executive office during the following year. Marianne is a second year Ph.D. student in sociology at the University of Akron with interest in deviance, social control and gender. Anita will be on maternity leave in November and December and we wish her well as her family grows. Fall plans include sending out election ballots as soon as information is available in October and membership renewal notices early in November. The bulk of our mail is now sent electronically. Members without email addresses (now less than 5%) will receive notices by US postal service.

Treasurer's Report

By: Cindy Anderson

Investment Report

Our accounts have decreased in value by \$6,400.00 since December 31, 2003. I will examine both short and long-term returns

and provide a report at the winter meetings.

Budget Report

I am working on the 2004 revised budget & 2005 proposed budget. I am coordinating closely with the Executive Office to provide more detail & greater categorization of income and expenses. At the suggestion of our auditor, we are attempting to improve estimation of proposed expenses so they better match reality. Finally, we are in the process of including Gender & Society income & expenses on the budget sheet to provide a more complete view.

Executive Office Site Visit

The site visit was done on July 30, 2004 and included myself, Kathleen Slobin (deputy treasurer), and Marlese Durr (president-elect), as well as Nancy Miller (EO), and Anita Kurtz (EO administrative assistant). We discussed recruitment of a new Executive officer (see below), evaluation of EO (see below), and the budget. Miller told us the auditor is working on 2004 taxes and should have those ready by August 15, 2004.

Executive Office Performance

Evaluation

The need to formalize the annual evaluation of the EO has been called for in recent years and is consistent with the position statement found in our governance document. Kathleen Slobin, deputy treasurer, is taking the lead on this project.

Executive Office Search

We have initiated the search for a new Executive Officer. President Nancy Naples appointed a committee of Cindy Anderson, chair, Nancy Naples, Barbara Risman, and Kathleen Slobin to perform the search. A job description has been circulated on the listserv and is available the meetings. The committee has been charged with making a recommendation to Council by Jan. 15, 2005 so that we have an EO-"elect" in place by the winter meetings. The official start date of the new EO will be May 1, 2005. This allows one-month overlap with Nancy Miller. Miller will be available to consult as needed for at least three months.

...continued on page 24

Summer Meeting Reports

Awards Committee

By: Joan Spade

1. Rotation of committee chairs was discussed. Since almost all committee chairs were to rotate off, Joan Spade pleaded with two to stay on another year to enable there to be some rotation on the committee as a whole. Pat Martin and Tracy Steele will NOT rotate off until after the Summer 2005 meeting. We will work to find replacements for Dana Britton and Sara Curran from within the committees.

More general issue of rotation on committees and maintaining continuity were discussed. To maintain continuity, it was agreed that the Chair for individual committees should have served as members and that members should serve at least two years to avoid complete turnover of a committee at any one time. We will also attempt to have a student on each committee except the two awards going to graduate students: Cheryl Allyn Miller and Barbara Rosenblum.

2. We decided to ask if NETWORK NEWS could publish a box in each issue with the deadlines for the awards and a reference to the SWS website for additional information.

3. We will develop a schedule with the NETWORK NEWS editor so that person knows what to expect and when from the various awards committees.

4. We discussed the variability in quality in applications which can affect consideration of a nominee and talked about putting more guideline on the website and recommending that persons wanting to nominate someone for an award should contact the committee chair.

5. It was recommended that all committees (Activism, Mentoring, Lectureship) keep nomination packages for three years in case individuals wish to resubmit the application the following year. In this way, individuals submitting application packages can update the application and do not have to solicit another letter of support from the same people.

6. Relative to budgets, money to meetings for Activism, Mentoring, and Lectureship

Award winners is built into the budget. We can also request discretionary money if a committee needs so for a particular purpose.

Membership Report

By: Jan Thomas

1. The membership committee has several on-going programs which are all very active.

a. The HAND program (Sarah Sobieraj.) used a "check if you want to participate" system this year on the summer meeting registration form. Sixteen matches were made for the summer meetings. Thanks to all the established members who volunteered!

b. The Minority Fellowship Program (MFP) is being coordinated by Mary Osirim and Kris DeWelde.

Crystal Beamon is this year's MFP. We requested additional tickets for previous years' MFPs and Mary invited those from the past 3 years. Only 1 was able to attend. Please help us welcome these 2 MFP recipients! We will be continuing to invite the previous years' MFP to the banquet as part of our retention efforts.

c. The Mentor Matching has gone through some changes based on suggestions at the Winter meeting. We now have 2 coordinators - 1 from the membership committee (Patti Giuffre) and 1 from the career development committee (Denise Copelton). This is working very well and we will be discussing the possibility of transitioning the program to career development in the next year. However, we feel this is only really possible if the career development committee has elected members to ensure continuity and commitment to the program. (This will be discussed more in the career development report). Since February, we have made 8 matches.

We created an application form which is now on the website and seems to be working well.

We would like to ask anyone willing to be on our mentor list to please sign up (send around sheet). Remember...everyone is senior to someone! We need all

types of mentors!

The mentor matching program still suffers from an identity crisis due to its name. "Mentor matching" is very confusing and we need your help in creating a catchy new name. We will be announcing on the list-serve a contest to help us re-name this program to distinguish it from our other programs. The winner gets a free banquet ticket to either the Winter or Summer meetings next year!

Publicly thank those who volunteered to mentor this year (or wait until banquet?).

2. CHAPTER UPDATE

Network News continues to have contact information for the local and regional chapters. Check it out and contact the rep in your area! The Colorado chapter is currently inactive due to the departure of Kris DeWelde who moved to Florida.

Chapter reps remember to submit requests for program funds! We will review requests at the Winter meetings. Funds can be used for honorarium, refreshments, advertising, etc. The Lansing Chapter's request for \$50 was approved. A note will be sent prior to the Winter meetings as a reminder.

3. NEW INITIATIVES AND CONTINUING EFFORTS

a. We currently have about 950 members....a bit short of our goal of 1000!

b. Please take brochures and put them in the mailboxes of your grad students, colleagues, undergrads, etc.!

c. Membership renewals go out in the fall. We will be doing a targeted recruitment of feminists not doing gender work and women's studies departments.

d. We would also like to encourage people to give memberships as gifts. We will be developing a "gift certificate" which will be on the web and you can print this out and give it to the recipient telling them that a gift subscription has been given. We will let you know when this is available.

e. Retention efforts will be on the agenda for the Winter meetings. Please come if you have ideas or want to help us with this.

...continued on page 25

Career Development Report

By: Laura Fingerson

The popular SWS mentor-matching program is moving from the Membership Committee to the Career Development Committee and the transition is in progress. Denise Copelton has been taking over the program. Thank you, Denise!

We proposed a bylaws change to add two elected positions to the committee to strengthen our stability and continuity in light of this and other increased committee duties. It was passed by the membership at the business meeting in San Francisco and will be brought up again for a vote at the business meeting in Miami. If it passes there, the amendment will be added to the bylaws.

During these summer meetings, our committee sponsored two workshops: CV development and interviewing for jobs. Both are focused on many different career points, not just the typical focus of new junior faculty. We had stellar panels lined up for these interactive workshops and they were great! Handouts and information from the workshops will be posted to the website soon.

For the coming winter meetings, we will host at least one workshop. Per excellent requests from the listserv, one workshop will be on seeking extramural funding for research on gender and the types of research feminist scholars do. If you have experience with such funding and are interested in being on this panel, please contact Laura Fingerson (lrf@uwm.edu). We are hoping for a second on writing articles for publication, if there is room in the program.

We continue to work on ideas for how our committee can be useful to SWS members throughout the year. Last winter we recommended doing a periodic (possibly monthly) e-mail Q&A column called, "Hey, Jane!" This recognizes both Jane Addams and the Jane Collective. However, due to lack of committee member time, this has not happened yet, but will start this fall.

Our committee is open to membership for anyone attending the winter meetings interested in issues of career

development. Please contact Laura Fingerson or join us at our meetings! We particularly encourage senior SWS members to join.

Social Action Report

By: Tracy Ore

The Social Action Committee met on Sunday, August 15 in San Francisco, California. The following is an update on our current projects.

Fact Sheets:

The Committee continues the process of producing and distributing fact sheets. There are eight fact sheets that have been produced thus far (the fact sheet on Title IX can be found in this issue). You can download copies of past fact sheets on the SWS website: (<http://newmedia.Colorado.EDU/~socwomen/socactivism/socialactivism.html>). During the 2004-2005 academic year, a new fact sheet will appear in each issue of Networknews. The first in the series will be on women and current U. S. immigration policies. The Social Action Committee will be putting out a call for new topics, as well as proposals for compiling fact sheets, shortly after the 2005 Winter meetings.

Fact Sheet Design and Distribution:

Members of the Social Action Committee are currently working in various areas regarding fact sheet design and distribution; Marybeth Stalp is working on making distribution contacts through ASA and Susan Munkres is exploring avenues of distribution among high school teachers. In addition, the committee requested \$1,000.00 to be used for paying someone to design a template for the fact sheets so that they will have a common appearance and will more clearly reflect that they are produced by SWS. These funds will also be used for other "PR" work of the committee to promote general social action efforts.

Winter Meetings Report:

The Social Action Committee is reviewing the report "Activist Scholarship and Academic Activism" from the 2004 Winter meetings prepared by Nancy Naples and Laura West Steck and will examine ways in which we can enact some of the recommendations it contains. We recommend

that all SWS committees do the same so that the work that was done is not lost.

SWS Undergraduate Social Action Award:

In 2003 the Social Action Committee established an Internship award, designed to carry on the SWS tradition of acknowledging, affirming and inviting students to participate in SWS. This award has been broadened to all undergraduates doing faculty-supervised social action work (e.g., internships, community-based research, activism, community work). The three recipients of this award will receive a \$500.00 honorarium and will be invited to participate in the SWS Winter Meeting in Miami and present a panel on how their internship experience advanced the purpose of SWS by working to improve women's lives and to create feminist social change. A call for submissions has been distributed on the SWS list serve.

If you are interested in becoming a member of this committee, please contact the chair of the Social Action Committee (Tracy Ore at tore@stcloudstate.edu).

Winter Meetings 2005:

The Social Action Committee will sponsor a panel on immigration and workers rights at the SWS Winter meetings in Miami. This panel will feature local activists involved in this issue. In addition, we will be exploring the possibilities of providing childcare for those attending these meetings. Finally, we are working with local arrangement folks to try to provide fair trade coffee and other socially responsible food choices. If you are interested in working on any of these initiatives, please contact the chair of the Social Action Committee (Tracy Ore at tore@stcloudstate.edu).

Discrimination Report

By: Susan Chase

1. Since the SWS Winter Meeting in Albuquerque in February,

a. The Committee wrote a questionnaire re successful challenges to negative employment evaluations.

b. We posted the survey on the SWS list serve, in Network News, and on the SWS website (click on "About SWS," then "Discrimination Committee;" then the

...continued on page 26

Summer Meeting Reports

Summer Meeting...*continued from page 25*
link to the survey at the bottom of that page).

c. We received one response to the survey from an untenured SWS member and one response from a senior SWS member. Earlier, we had also received information from other senior SWS members about their successful resistance to employment discrimination. Jennifer Pierce's article, "Traveling from Feminism to Mainstream Sociology and Back: One Woman's Tale of Tenure and the Politics of Backlash," *Qualitative Sociology* 26, 3 (Fall 2003) is also a good resource.

2. The Committee met on Sunday August 15th at the SWS Summer Meeting in San Francisco. Members present: Susan Chase (chair), Vicky Demos, Ronnie Tichenor.

We speculated about reasons for the low response to the survey, such as hesitance to revisit painful events even when one has ultimately been successful in resisting discriminatory treatment, and the possibility that these days SWS members are more likely to experience subtle than overt discrimination. In considering where to go from here, the committee considered developing a brochure about the role of the committee so that SWS members are aware of it as a resource should the need arise, and developing a workshop for a future SWS meeting about dealing with subtle discrimination in the workplace.

Student Concerns Report

By: Vicki Hunter

The SWS Student Concerns Committee (SCC) met on Saturday, August 14th at 8:30 a.m. There were three graduate students in attendance: Vicki Hunter, Trina Smith, and Pam Wald. The attendees discussed two main topics: 1) ideas to get more students involved in the SCC and 2) strategies to better understand the needs/concerns of student members in order to focus the committee's goals for the year. Attendees acknowledged that low attendance at the summer SCC Meeting-

ing was inevitable to some degree due to student members' participation in ASA activities during the time of the meeting and further acknowledged that Winter SCC meetings are somewhat better attended due to the lack of competing activities. Attendees agreed that sending an email reminder about the SCC Meeting to the listserve prior to the meeting could improve attendance in the future. Attendees also discussed the possibility of conducting an informal questionnaire of student members via the listserve to help discern what types of issues students would like to be addressed by the committee. Vicki and Trina agreed to carry out this project prior to the Winter Meeting in Miami. Some focal points of the informal questionnaire will be determining which existing SWS events/programs students find most helpful, programs/events that they would like to see created or revised to better serve students, workshop ideas, and general concerns that are relevant to feminist students. Vicki and Trina decided to send the questionnaire out to the main listserve since many student members do not subscribe to the student listserve and ask members to send replies directly to Vicki. The project is hoped to stimulate student involvement and to discern student members' needs/concerns.

International Report

By: Manisha Desai

The International Committee (IC) met and reviewed its work and made recommendations to be addressed at the SWS business meeting. Below are our deliberations categorized by our three subcommittees.

(1) UN

Three of our current UN representatives were present: Jackie Skiles, our main representative, Diana Papademas, and Helen Raisz. Judy Gordon, our past UN representative, was also present and contributed to the deliberations.

Based on our goal of being organizationally visible at the annual Commission on the Status of Women meetings (CSW) in New York, we have decided to organize a side event at next year's meeting beginning

at the end of Feb. 2005. The title of our panel will be: Academics as Activists. We will try and get other academic NGOs to co-sponsor the event. A budget including renting a room for the panel, publicity, and travel for panelists was discussed and accepted at the business meeting. Potential panelists, including Judy Lorber, Nancy Naples, and Manisha Desai as moderator were considered.

The UN representatives underlined the importance of making our expertise known to the Division for Advancement of Women (DAW) which organizes the CSW meetings and expert panels at these meetings. We have given Ms. Carolyn Hannan, the Director of DAW, a subscription to Gender and Society to keep her informed of our activities. We will also send her our directory so she can draw upon our members for future expert panels.

There are three openings for UN representatives, one for the Department of Public Information (DPI) and two others for the Economic and Social Council (ECOSOC). Representatives are nominated by the Executive Committee of SWS based on recommendations of the IC. Interested members should send in a letter of interest to Manisha Desai, mkdesai@uiuc.edu no later than Oct. 15th as the new names will have to be given to the UN NGO office for passes by the end of October. Members are nominated for a three year term. Given the location of the UN, members who reside in the New York City area and can go to the UN on a regular basis have been given priority.

(2) International Institutional Collaboration

This sub-committee, chaired by Sabine N. Merz, is responsible for selecting 10 research institutions from Africa, Asia, Latin America, and Europe, to be SWS affiliates for a year, with possibilities for renewed sponsorship. (We only received nominations for nine institutions.) SWS members nominate institutions for selection. As affiliates, the institutions receive subscriptions to the newsletter, G&S, and our listserv. In return, they write about gender research and activism in their area for the newsletter and engage in our list-

...continued on page 27

...continued from page 26

serv discussions. We hope that this will facilitate research, teaching, and activist collaborations among SWS members and gender scholars/activists in other parts of the world.

The nine institutions selected this year are: Area on Gender, Society and Policies of FLACSO Argentina (Latin American Postgraduate Institute of Social Sciences; Buenos Aires, Argentina), Centro de Estudios de la Mujer (CEM, Center for Women Studies; Santiago, Chile), Center of Women and Family Studies (Hangzhou, China), Unit of Gender Studies, Faculty of Social Sciences, University of Tartu (Tartu, Estonia), Department of Gender Studies at Central European University (Budapest, Hungary), Akshara (Women's Resource Center; Mumbai, India), Women's Research Center, Alzahara University (Vanak, Tehran, Iran), The African Gender Institute (University of Cape Town, South Africa), Women and Gender Studies Program (Makerere University, Uganda).

We would also like to thank the following SWS members for their work in nominating these institutions: Esther Ngan-ling Chow, Manisha Desai, Myra Marx Ferree, Eva Fodor, Shahin Gerami, Nancy A. Naples, and Mangala Subramaniam.

The committee felt that we needed to increase our affiliates by 2 to better represent areas such as the Middle East and Eastern and Central Asia. The SWS Business meeting approved this recommendation and so we will be able to sponsor 12 affiliates next year.

(3)International Sociological Association (ISA) Liaison

The next ISA meetings will be held in Durban, South Africa in Summer 06. The committee agreed that we should sponsor panels at the meetings, possibly in conjunction with our international affiliates, and continue sponsoring a SWS reception, that was initiated by Barbara Risman at the 2002 ISA meeting in Melbourne, Australia. The co-chairs of RC32, the Research Committee on Gender, are SWS members Margaret Abraham and Esther Chow.

Publications Report

By: Lisa Brush & Cathy Zimmer

The multiple responsibilities of the Publications Committee have been divided between us, though we consult each other on all decisions. Lisa Brush is largely responsible for the workings of *Gender & Society*, while Cathy Zimmer is largely responsible for *Network news* and budget matters. This division of labor has worked well and we propose to continue it, if the Publications Committee agrees.

Gender & Society

Barbara Ryan from Widener University is the new Book Review Editor for *Gender & Society*. As Professor of Sociology, Director of Women's Studies, and the author of three books on the women's movement, Barbara comes very well qualified to the role. In addition, she has written more than two dozen reviews and review essays and provided editorial service to *G & S* as well as other feminist journals. Barbara is a long-standing member of SWS and we look forward to the book review sections she will create in each issue.

We, together with the rest of SWS, thank Josephine Beoku-Betts and Linda Grant for their reliably creative service as Co-Book Review Editors.

Network news

We have a new editor for the newsletter, Leslie Hossfeld from the University of North Carolina at Pembroke. She has been a member of SWS for several years and is currently the President of the Southeastern North Carolina SWS local chapter. Leslie's vision for *Network news* involves developing a teaching, research and service framework, which will highlight projects that blur the boundaries among all three. And Leslie has more than her academic experience to draw on as editor. Her first job was in public relations where she received extensive training in the production of print material.

The Publications Committee and indeed all of SWS express our deep appreciation to Ann Goetting for her outstanding contributions as editor of *Network news* for the past four years. Thank you, Ann!

Permissions Policy for SWS Publications

A procedure has been developed for granting reprint permissions from *Network news* and the *Fact Sheets*. One of the forms has been approved and is attached to this report. The other form will be approved at this meeting. Cathy Zimmer contacted the US Copyright Office and learned that SWS automatically owns the rights to the products we create from the date of creation and those rights have a term of 75 years from date of publication. (The permission form can be found below.)



Sociologists for Women in Society

Nancy B. Miller, Ph.D., Executive Officer

August 10, 2004

Dear :

Thank you for your interest in reprinting a portion for *Network news* (or the name of a factsheet could be substituted here). Please write us a letter seeking permission to reprint the portion you want. The letter should state:

- the name of the publisher
- the title of the upcoming book where the article will be reprinted
- the name/s of the authors/editors of the book to be published
- expected publication date
- expected print run
- US only or English language only or global
- expected price
- the exact citation of the portion to be reprinted including page numbers

Once we receive the letter we will create a permission form invoice. At least one of the authors needs to sign the form. Once we receive BOTH payment and the form signed by one of the authors we will grant permission.

Regards,

Catherine Zimmer
Co-Chair, SWS Publications Committee

SWS Executive Office, Department of Sociology, The University of Akron, Akron, Ohio 44325-1905
Telephone: 330.972.7918 Fax: 330.972.5377 email: sws@uakron.edu

UN Commission on the Status of Women: United States Representation

By: *Diana Papademas*
UNRep/International Committee

Awareness of the major role that the United States exercises at the United Nations through the Commission on the Status of Women and the annual forums should enable SWS members and SWS UNReps to act effectively in this fall's preparation for the Beijing+10 forum next March. While understating the powerful role of the U.S., it would be useful to remember that the U.S. is a member of the United Nations. Presidential politics determine the selection of representatives to the UN commissions, and Presidential agendas are presented as national agendas through the appointed representatives to the UN. Other than the opportunity to participate in delegate briefings, SWS and other NGOs are afforded little opportunity to observe, question, or challenge those agendas. Questions last year on reproductive rights and the consequences of the planned invasion of Iraq, were dismissed as "inappropriate". However, more influence on the process and its outcomes should be undertaken.

More recently, the CSW last March pursued the two themes: Women's equal participation in conflict prevention, management and conflict resolution and in post-conflict peace-building, and the theme: The role of men and boys in achieving gender equality. Essentially, the commission sessions through forums, meetings, and caucuses move toward outcome documents that reflect "agreed conclusions". Such documents resulted from the last session and are obtainable from the CSW and will not be reviewed here.

Based upon published accounts, the U.S. delegation briefing session was highly contentious. In contradiction to positions SWS would support, advocates of the "pro-life, pro-family" celebrated a victory at the CSW, praising the U.S. delegation, led by Ellen Sauerbrey. Information on Sauerbrey's politics are observable by going to her

website. There she tells us, that in taking the oath of office to formalize her nomination as U.S. Representative to the UN/CSW, she seeks to be a spokesman for the Bush Administration and the U.S. on issues that impact women, children and families. She writes: "I recognized the great need and great opportunity to showcase and promote our American values of limited government, individual freedom, democratic institutions, free enterprise and private property rights...." She cites Jean Kirkpatrick's challenge to never apologize for being American and being the "blame America first" crowd.

Other U.S. representatives to the CSW include: Nancy Pfotenhauer of the Independent Women's Forum, Winsome Packer, formerly of the Heritage Foundation, along with the newest Presidential appointees: Dorothy Bush Koch, sister of the President, and Liz Cheney, the Vice President's daughter. Writing for an NGO, Concerned Women for America, Janice Shaw Crouse, observed that "president George W. Bush knows exactly what he is doing when it comes to outsmarting the far-left non-governmental organization dogmatic divas at the United Nations". The CSW team has the president's personal imprimatur and can be counted on to defend the administration's values and policies. Workshops for girls in Afghanistan, large monetary contributions to combating HIV/AIDS and other data-packed responses are used to advocate the administration's positions, while promoting the effectiveness of the so-called ABC approach (abstinence, be faithful and if unwilling or unable to do that, use condoms).

The isolating stance of the U.S. on many political matters is exacerbated by the repeated practice of U.S. withholding of dues and other payments. Reportedly at a panel discussion during the last CSW Ambassador Sewanee Hunt, a former Clinton appointee, lamented this administration's policies and said, "These are good people doing bad policy." Molly Ivins

describes the situation differently: "For the last four years, George Bush has been waging a stealth campaign against women." Describing the "W. Is for Women" campaign buttons in 2000, Ivins acknowledges that Bush seemingly made no overt actions, railing against feminists and saying nothing about abortion. After four years, however, the agenda is more open, and Bush's appointees include women who lobby against the enforcement of the Violence Against Women Act. Ivins notes that Pfotenhauer is president and CEO of the Independent Women's Forum (IWF) which debunks "feminist myths" and says reports of rape, wage discrimination, domestic violence, and gender bias in schools are wrong or exaggerated. The cumulative effects of Bush policies on women are listed by Ivins and can be accessed. A moderate literature supports a changed U.S. policy and urges ratification of CEDAW (The Convention to End Discrimination Against Women). Also, it is instructive as well as dismaying to read conservative sources. The so-called watchdogs in the interests of women need watchdogs, and the monitoring process is a legitimate function for NGOs and an activist strategy for SWS.

Sources: www.un.org, www.un.org/women-watch/daw/csw, www.sauerbreyonline.com, www.un.int/usa, J. S. Crouse. 2004. "Bush and Beijing". Retrieved March 15, 2004, www.cwfa.org, K. O'Beirne. 2002. "Our Girl at the U.N." in National Review. Retrieved March 15, 2004, www.nationalreview.com/kob/, M. Ivins. 2004. "Forget Monica. Bush Has His Own Problem with Women" in Mother Jones. 29:5, pp. 28, 30-31., H. H. Koh. 2002. "Why America Should Ratify the Women's Rights Treaty (CEDAW)" in Case Western Reserve Journal of International Law. Cleveland: 34:3, P. 263. Retrieved from ProQuest, March 2004., P. Willetts. 2000. "From 'Consultative Arrangements' to 'Partnership': The Changing Status of NGOs in Diplomacy at the UN." In Global Governance. 6:2, Pp. 191-212. ■

SWS at the UN: Millennium Development Goals

By: Diana Papademas

UNRep/International Committee

In pursuit of our activist agenda SWS was among 546 participating NGOs associated with the Department of Public Information (DPI) as well as in consultative status with Economic and Social Council (ECOSOC), meeting at United Nations headquarters in New York. "The Millennium Development Goals: Civil Society Takes Action" conference registered nearly 2000 participants from 80 countries. With a practical, substantive and activist agenda, the conference brought together UN officials, government representatives, journalists, MDG campaign activists, and academics.

To further SWS participation in and preparation for the five-year review of progress in achieving the Millennium Summit's objectives (189 member states adopted a Declaration of priorities in 2000), the MDG's are cited here, with objectives targeted for 2015:

- Eradicate extreme poverty and hunger. Halve the proportion of people living on less than a dollar a day and those who suffer from hunger.
- Achieve universal primary education. Ensure that all boys and girls complete primary school.
- Promote gender equality and empower women. Eliminate gender disparities in primary and secondary education by 2005, and at all levels by 2015.
- Reduce child mortality. Reduce by two-thirds the mortality rate among children under five.
- Improve maternal health. Reduce by three-quarters the ratio of women dying in childbirth.
- Combat HIV/AIDS, malaria and other diseases. Halt and begin to reverse the spread of HIV/AIDS and the incidence of malaria and other major diseases.
- Ensure environmental sustainability. Halve the proportion of people with access to safe drinking water.

- Develop a global partnership for development. Develop further open trading and financial systems that include good governance, development and poverty reduction, nationally and internationally. Address the special needs of least developing countries, deal with debt problems, provide affordable essential drugs, make available the benefits of new technologies, especially communications technologies. Develop decent and productive work for youth.

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working in support of
women in society*

The emphasis on mainstreaming women, promoting gender equality and empowerment are central to SWS' continuing involvement with other NGO's working in support of women in society. The broad United Nations' agendas of peace, development, and justice, and human rights underlie these international objectives. In August American Sociological Association members had the opportunity to hear Mary Robinson, former UN High Commissioner for Human Rights, promote the involvement of sociologists in the movements and strategies that support MDGs. There is need and opportunity for all to link with others, monitor national progress reports and efforts. Activist research on any of the

MDGs could be incorporated into reports that UN reps to the UN would make available, and we will be making SWS publications accessible at the UN.

Further information will be reported from the outcome documents on the plenary sessions: MDG Progress to Date, Strategies to Overcome MDG Obstacles, North/South Partnerships: Different Responsibilities and Opportunities, Making MDGs Relevant: Taking the Campaigns Home, and the Public Hearing. Outcome reports from the thirty midday NGO interactive workshops will highlight agreements and other best practices. From these forums and from the webcast (www.UNdpiNGOconference.org) and live website, the outcome reports will be accessible to all. Hopefully some of the challenges that were raised in the forums to the success of reaching MDGs will be included. Among those challenges: the MDGs should include more goals on peace and security as well as greater protections of freedoms in democratic process. There were reports on major obstacles including lack of political will, inadequate financial resources and corruption. Beneficially, youth were effectively represented, encouraging youth groups to network and interact with NGO colleagues.

SWS/UN reps will continue to develop cooperative relationships with other active/academic NGOs such as committees as The Committee on the Rights of the Child (CRC). Also, we continue to focus our work with ECOSOC, the Commission on the Status of Women, CEDAW (Committee to End Discrimination Against Women), as we prepare for the next major Beijing + 10 Forum. SWS as an academic and activist NGO will be more visible, and we seek to strengthen our partnerships and the NGO consultative status that we have with the United Nations.

On-line links:

www.un.org

www.ngocongo.org

www.un.org/womenwatch/daw/csw ■

Members' Bookshelf

Heads Above Water: Gender, Class, and Family in the Grand Forks Flood. By Alice Fothergill SUNY Press, 2004. Heads Above Water examines the experiences of women and their families who survived the Grand Forks, North Dakota, flood of 1997, one of the worst natural disasters in U.S. history. This book describes the challenges women faced and explores the importance of class, gender, race, sexual orientation, religion, and disability in their disaster recovery. The women found themselves face-to-face with social and familial upheaval, emotional and physical trauma, precarious economic and social status, and feelings of loss and violation. By exploring the experiences of these women, author Alice Fothergill contributes to broader sociological discussions about women's changing roles, the stigma of needing and receiving assistance, family relationships under stress, domestic violence, downward mobility, and the importance of "home" to one's identity and sense of self. Heads Above Water offers poignant insight into women's everyday lives in an extraordinary time.

The Rise of Viagra. By Meika Loe NYU Press, 2004. Since its introduction in 1998, Viagra has launched a new kind of sexual revolution. Quickly becoming one of the most sought after drugs in history, the little blue pill created a sea change within the pharmaceutical industry—from how drugs could be marketed to the types of drugs put into development, as well as the culture at large. Impotency is no longer an embarrassing male secret; now it is called "erectile dysfunction," and is simply something to "ask your doctor" about. And over 16 million men have.

The Rise of Viagra is the first book to detail the history and the vast social implications of the Viagra phenomenon. Loe argues that Viagra has changed what qualifies as normal sex in America. In the quick-fix, pill-for-everything culture that Viagra helped to create, erections can now be had by popping a pill, making sex on demand, regardless of age or infirmity, and, potentially, for the rest of one's life.

Drawing on interviews with men who take the drug, their wives, doctors and pharmacists as well as scientists and researchers in the field, this fascinating account provides an intimate history of the drug's effect on America. The book also examines the quest for the female Viagra, the impact of the drug around the world, the introduction of new erection drugs, like Levitra and Cialis, and the rapid growth of

the multi-billion dollar pharmaceutical industry.

This wide-ranging book explains how this medical breakthrough and cultural phenomenon have forever changed the meaning of sex in America.

POBLADORAS, INDÍGENAS, AND THE STATE: Conflict Over Women's Rights in Chile. By Patricia Richards Rutgers University Press, July 2004 Can laws, policies, and agencies that are designed to help women achieve equality with men accommodate differences among women themselves? This book examines how Chilean state policy shapes the promotion of women's interests but at the same time limits the advancement of different classes and racial-ethnic groups in various ways.

Chile has made a public commitment to equality between women and men through the creation of a National Women's Service, SERNAM. Yet, indigenous Mapuche women and working-class pobladora activists assert that they have been excluded from programs implemented by SERNAM. Decisions about what constitutes "women's interests" are usually made by middle class, educated, lighter-skinned women, and the priorities and concerns of poor, working-class, and indigenous women have not come to the fore.

Through critical analysis of the role of the state, the diversity of women's movements, and the social and political position of indigenous peoples in Latin America, Richards provides an illuminating discussion of the ways in which the state defines women's interests and constructs women's citizenship. This book makes important contributions to feminist studies, theories of citizenship, and studies of the intersections of class, gender, and race.

Travels with Ernest: Crossing the Literary/Sociological Divide. By Laurel Richardson and Ernest Lockridge AltaMira Press (A Division of Rowman and Littlefield), 2004. Travels with Ernest is a genre-breaking book. It builds on the shared geographical travels (Russia, Beirut, Copenhagen, Ireland, Death Valley, Sedona, St. Pete Beach, Bermuda) of Laurel Richardson, sociologist, and Ernest Lockridge, novelist. They experienced the same sites, but refracted them through different genders, disciplines, and biographies. Each independently wrote a narrative account, a personal essay, inspired by the travel; after reading each other's narrative, they engaged in wide-ranging (taped/transcribed) conversations about class, ethnicity,

gender, their relationships and writing issues, such as authorship, ethics, collaboration, fact/fiction, ethics. The "travels" in the title, thus, are physical, intellectual, emotional, and spiritual.

The collaborative process displayed in Travels with Ernest honors each voice as separate and distinct, explores the boundaries of observation and imagination, past and present, witnessing and retelling. Grounded in feminist theory and methods of qualitative analysis, the collaborative process has practical and therapeutic dimensions. Most relevant is that Travels with Ernest models a collaborative strategy available to everyone; indeed the stubborn hierarchies between researcher/researched, genders, classes, ethnicities, place and so on can be breached, the distances between people shortened.

Because of the content and structure of the book, it will be of value to persons interested in feminist research and writing strategies, autoethnography, collaborative work, alternative ethnography, ethics, and gender studies.

The Revolution Question: Feminisms in El Salvador, Chile, and Cuba. By Julie D. Shayne Rutgers University Press August 2004. What can revolutions do for women? For decades, feminists and revolutionaries have posed this question. Extending the dialogue on any issue, however, is not always a matter of providing more answers; sometimes it is a case of asking new questions. In The Revolution Question, Julie Shayne does just that. Rather than asking what revolutions can do for women she asks: What do women do for revolutions and, moreover, how does revolution relate to feminism?

Through an analysis of recent revolutionary movements in El Salvador, Chile, and Cuba, Shayne documents the roles of women in armed and unarmed political activities and argues that women contribute to and participate in revolutionary movements in ways that are quite distinct from men. She suggests that despite the fact that women's political contributions tend to be seen as less important than those of their male comrades, the roles that women play are actually quite significant to the expansion of revolutionary movements. Shayne also explains how, given the convergence of political and ideological factors, feminism is often born in the wake of revolutions. This book will appeal to a broad audience ranging from non-specialist undergraduates to established scholars of sociology, women's studies, and Latin American studies.

<http://165.230.98.36/acatalog/665.html>

Job Opportunities

Arizona State University.

The School of Justice and Social Inquiry at Arizona State University invites applications for three full-time, tenure-track positions at the Assistant and/or Associate Professor level, with employment to begin August, 2005. Specializations are: Economic Justice, Law and Social Justice, and Culture and Justice. Potential areas of focus include globalization, race/ethnicity, human rights, and public-policy analysis.

Requirements for the position include a Ph.D. at time of appointment in a relevant social-science, interdisciplinary, or humanities field. Record should indicate strong potential for scholarly achievement and successful teaching for an Assistant level position. For Associate level, candidate must provide documentation of a strong record of scholarly achievement and successful teaching and departmental service. We require strong potential (Assistant level) and/or record (Associate level) of extra-mural research funding. The School of Justice and Social Inquiry (SJSI) is an interdisciplinary unit focused on the study of justice and injustice in all its forms, with areas of theoretical and empirical concentration in social and economic justice; crime, law, and justice; gender, race, ethnicity; ethics, law and policy; and technology and environment. SJSI is well positioned in the ASU College of Liberal Arts and Sciences, which is undertaking many new initiatives to study global health, new technologies, population change, education, migration, the environment and other social issues. The College houses a new School of Global Studies, a Consortium on Science Policy and Outcomes, a Center for Religion and Conflict, and an Institute for Humanities Research. A relevant all-University initiative is the Lincoln Center for Applied Ethics.

The School houses a Masters and Ph.D. program and participates in a joint JD/Ph.D. program with the College of Law. The graduate program serves approximately 80 students; SJSI has approximately 1000 undergraduate majors. Faculty backgrounds include, but are not limited to, Anthropology, Criminology, Law, Philosophy, Political Science, Psychology, Science and Technology Studies, and Sociology. For further details,

please see www.asu.edu/clas/justice. Please send a letter of application responsive to this ad, your current curriculum vitae, a sample of your research, and three letters of recommendation. Please send your application to: Chair, Search Committee, School of Justice and Social Inquiry, Arizona State University, P.O. Box 870403, Tempe, AZ 85287-0403. Deadline, October 23, 2004. If not filled, the first day of the month thereafter until searches are closed.

University of Illinois at Chicago.

The Department of Sociology at the University of Illinois at Chicago (UIC) invites applications and nominations for the position of Head. Located in downtown Chicago, UIC is a Carnegie Doctoral / Research - Extensive University with 16,012 undergraduate and 9,216 graduate and professional students. The Department of Sociology has a diverse and active faculty of 19 members. The department offers the BA, MA, and Ph.D degrees. It has special teaching and research emphases in the areas of health & medicine; work, labor markets and organizations; race, ethnicity & gender; and international/comparative/Asian societies. The department is well integrated with other units on campus and includes faculty who are jointly appointed with the Institute of Government and Public Affairs, the Department of African-American Studies, the Program in Latin-American and Latino Studies, the School of Public Health, etc. The Department Head is the chief administrative officer with responsibilities for the instructional programs of the department; administrative, budgetary, and promotion decisions; and for providing leadership in the development of research, teaching, and public service. Candidates should present evidence of successful administrative performance and the ability to operate effectively in a collegial environment. In addition, candidates should be strong teachers and nationally known scholars who have well-documented research records and continuing research agendas. The field of research and teaching specialization is open. Candidates must be qualified for appointment at the rank of full professor with tenure. The position is available as of

August 16, 2005. Applications should be received by December 15, 2004 for full consideration; however, the search will continue until the position is filled. Applications should include a full curriculum vitae; a letter of application; and the names, addresses, and telephone numbers of three academic references. Applications and nominations should be addressed to: Professors Doris Graber and Susan Levine, Co-Chairs Search Committee for the Head of Sociology University of Illinois at Chicago College of Liberal Arts & Sciences (M/C 228) 601 S. Morgan Street, Chicago, IL 60607-7104. The University of Illinois is an Affirmative Action/Equal Opportunity Employer.

University of Memphis.

The Department of Sociology invites applications and nominations for department chair. Candidates must have: a Ph.D. in sociology, an established research record, a commitment to academic excellence, and strong interpersonal and administrative skills. Substantive area is open. The successful candidate will join a dynamic and growing department in an urban university located in a metropolitan area of more than 1 million. The University of Memphis is a comprehensive state university with an enrollment of approximately 20,000 students. The Department of Sociology offers the B. A. and M. A. degrees and includes 14 faculty, 150 undergraduate, and 45 full and part-time graduate students. Department areas of specialization include social inequality, comparative social change, institutions and organizations, deviance and social psychology, and methodology. Submit a letter of application or nomination, and a full curriculum vita to: Sociology Chair Search Committee, College of Arts & Sciences, Scates Hall 107, University of Memphis, Memphis, TN 38152. Applicants must request at least three reference letters to be sent as part of the application. Review of completed applications will begin October 15, 2004 and may continue until the position is filled. The University of Memphis is an Affirmative Action/Equal Opportunity Employer. Women and minorities are encouraged to apply. For additional information visit the university

Job Opportunities

...continued from page 31

<http://www.memphis.edu> and
<http://www.cas.memphis.edu/sociology> or
contact Prof. Gregory Donnenwerth at (901)
678-2612 or gdnwnwr@memphis.edu.

University of Minnesota.

The department of Sociology in the College of Liberal Arts invites applications for 2 full-time, nine-month, regular faculty positions to begin no earlier than August 29, 2005. The appointments will be at the rank of associate professor with tenure or professor with tenure, depending upon qualifications and experience, and consistent with Collegiate and University policy. The field of expertise is open. The Department of Sociology strives to provide a productive work environment for women and men from varying racial, ethnic, social, and national backgrounds. Applications from scholars of color are strongly encouraged. Salary is competitive. Applicants must have a Ph.D. in sociology or a related field. For a complete job description visit our website: (<http://www.soc.umn.edu/events/jobs.html>) or call 612-624-4300. All applications must include: current vita, 1-2 samples of written work, cover letter describing the applicant's research agenda, and evidence of teaching effectiveness. Finalists will be asked to provide three letters evaluating the applicant's scholarship. Review of applications will begin on October 15, 2004 and continue until the position is filled. Applications may be faxed (612-626- 0155), e-mailed: <drewx002@umn.edu>, or mailed to: Professor Christopher Uggen, Faculty Search, Department of Sociology, University of Minnesota, 267 19th Avenue South, Room 909, Minneapolis, MN 55455. The University of Minnesota is an equal opportunity educator and employer.

University of North Carolina at Wilmington.

The Department of Sociology and Criminal Justice invites applications for an Assistant Professor of Sociology tenure-track, position beginning July 1, 2005 with specialization in applied sociology. Ph.D. required by time of appointment. The position also requires work with local agencies placing students in sociology internships and practicum positions. Other

areas of specialization are open. The department at offers an undergraduate major and minor in sociology and is planning a master's degree in applied sociology. Located on a beautiful 640-acre campus in an historic port city five miles from the Atlantic Ocean, UNCW is a growing comprehensive university committed to teaching, scholarship, and service. The university currently enrolls nearly 12,000 undergraduate and graduate students. Review of applications will begin on November 1; position will remain open until filled. Submit letter of application (including brief teaching philosophy and courses of greatest interest), vita, and names of three references to: Dr. Diane Levy, Interim Chair, Department of Sociology/Criminal Justice, The University of North Carolina at Wilmington, 601 S. College Rd., Wilmington, NC 28403-5978. UNCW is an equal employment/affirmative action employer. Women and minorities are encouraged to apply.

North Dakota State University.

The Department of Sociology and Anthropology, invites applications for a tenure track, nine month, assistant professor position in Sociology beginning Fall 2005. The successful candidate will be expected to teach undergraduate and graduate courses in theory, with preference given to those able to teach courses in gender, social organizations, and family. A Ph.D. in sociology is required along with effective oral and written communication skills. Preference will be give to those with teaching and successful grant-writing experience. A demonstrated ability to work effectively with colleagues and students in an interdisciplinary department (sociology, anthropology, emergency management) will be considered positively. Salary competitive and commensurate with experience. Send resume, transcripts, contact information for three references, and a letter of application that describes your teaching interests, strengths, and future plans to: Dr. Richard Rathge, Search Committee Chair, Department of Sociology-Anthropology, North Dakota State University, Box 5075, Fargo, ND 58105. Application deadline: Dec 1. NDSU is an equal opportunity and affirmative action

employer. [AA/EOE]

University of Oklahoma.

The Department of Sociology invites applications for two tenure-track assistant professor positions to begin August 16, 2005. For one position the Department seeks candidates whose area of expertise is race/ethnicity and stratification with preference given to those who also could teach courses in demography. For the other position the department seeks candidates whose area of expertise is criminology/criminal justice. While all candidates for this position will receive serious consideration, the Department would be particularly interested in candidates whose research examines the connection between race/ethnicity and crime/criminal justice or includes an international perspective. The successful candidates for these positions must hold a Ph.D. in Sociology at the time of appointment and demonstrate promise of becoming an exceptional teacher and researcher. The Department is housed in the College of Arts and Sciences and offers BA, MA, and Ph.D. degrees. Presently, the Department has 14 full-time faculty, 35 graduate students, and an undergraduate program with general sociology and criminology options. The University is located in Norman, a university community approximately 20 miles from Oklahoma City, the state's largest city and capital. Applicants should send a letter of application, a Curriculum Vitae, and samples of written work to: Craig St. John, Department of Sociology, University of Oklahoma, Norman, OK 73019. Applicants should have three references send letters directly to the same address. To ensure full consideration, applications must be received by December 31, 2004. The University of Oklahoma is an Equal Employment Opportunity / Affirmative Action Employer. Women and minorities are encouraged to apply.

University of St. Thomas.

The Sociology Department seeks to fill a tenure-track position at the rank of Assistant Professor beginning September

Job Opportunities

2005. Qualifications include a Ph.D. in Sociology; ABD in Sociology will be considered; J.D. alone is not a qualification for this position. The successful candidate will teach six courses per year in the areas of criminology and criminal justice, the course load may also include Introductory Sociology and/or Social Problems. We also seek a colleague who has an interest in strengthening a competitive Criminal Justice program that engages issues of social justice in a diverse society. Preference will be given to candidates with three years experience in a criminal justice agency who are qualified to direct our law enforcement program.

The University of St. Thomas,

Minnesota's largest private university with a combined undergraduate and graduate enrollment of just over 11,000 students, emphasizes values-centered, career-oriented education. A Catholic and urban university, St. Thomas seeks to develop morally responsible individuals who combine career competency with cultural awareness and intellectual curiosity. As the university continues to develop outstanding regionally and nationally recognized academic programs and support services, it seeks to strengthen its ties to the local community, particularly the vibrant and ethnically diverse cities of Minneapolis and St. Paul. Please submit a cover letter (refer to position #200630) indicating your interest and qualifications, vita, evidence of excellence in teaching (statement of teaching philosophy, samples of syllabi and assignments and recent student evaluations), three letters of recommendation, and terminal degree transcript electronically to: www.hr.stthomas.edu, or mail to: Search Chair, Mail #AQU 217, 2115 Summit Avenue, St. Paul, MN 55105. To ensure full consideration, applications should be received by November 1, 2004. The University of St. Thomas is an affirmative action and equal opportunity employer.

Wayne State University.

The Department of Sociology invites applications for 3 tenure track positions at the Assistant or Associate Professor rank to begin Fall 2005. We are interested in

someone to teach sociological theory and research methods (especially qualitative) at the graduate level. Areas of substantive specialization are open but preference will be given to applicants who can contribute to the department's existing areas of concentration: urban sociology, social inequality (stratification, gender, age, and/or race/ethnicity), medical sociology and sociology of the family. We are looking for an effective teacher with a strong commitment to scholarly research. PhD is expected at time of employment. Wayne State is a CARNEGIE DOCTORAL/RESEARCH EXTENSIVE INSTITUTION. The department has strong links with the Institute of Gerontology, the Medical School, the College of Labor, Urban and Metropolitan Affairs and other institutes and centers on campus. The Detroit Metropolitan area offers numerous opportunities to those with urban and applied research interests. Send letter of interest, vita, and three letters of recommendations to Leon C. Wilson Chair, Department of Sociology, Wayne State University, 2233 FAB, Detroit, MI 48202. Email inquiries may be sent to lcwilson@wayne.edu. Applications will be accepted until the position is filled. Wayne State University is an equal opportunity/affirmative action employer and encourages applications from women and minority persons.

The University of Wisconsin Milwaukee.

Pending budgetary approval, the Department of Sociology invites applications for a tenure-track position at the assistant professor rank that will begin August 2005. We are seeking a quantitative scholar with an active research agenda in the area of sociology of the life course, including the study of aging, health and well-being, and the family and intimate relations. Preference will be given to candidates with a particular emphasis on issues of aging as well as the ability and interest to teach quantitative methods and statistics at the undergraduate and graduate levels. The successful candidate will also be expected to pursue extramural funding. UWM is an AA/EO Employer and a Carnegie Doctoral/Research University-Extensive with numerous centers of urban

and interdisciplinary research including the multi-disciplinary Center on Age and Community that supports a growing and distinguished research faculty with interests and grants in gerontology. The Department of Sociology offers the M.A degree and participates in the interdisciplinary PhD program in Urban Studies. Send a letter specifying your interest and qualifications along with a curriculum vitae, three letters of reference, a piece of sole authored work, and evidence of teaching experience to: Chair, Recruitment Committee, Department of Sociology, University of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee, WI 53201. Applications must be postmarked by November 10, 2004, in order to receive full consideration.

Princeton University.

The Department of Sociology seeks to hire a tenure-track assistant professor in the field of sociology of culture (including, but not restricted to, work in such subfields as cognitive sociology and the sociologies of ideas, knowledge, language, art, law, religion, and science). Successful candidates will be expected to teach in the undergraduate and graduate programs, be available to advise students, and conduct research in their areas of interest. Send Curriculum Vitae, three letters of reference, and a sample of written work to: Recruitment Committee, Culture Search, c/o Blanche E. Anderson, Department of Sociology, 106 Wallace Hall, Princeton University, Princeton, NJ 08544-2091. Review of applications begins October 15, 2004. Women and minorities are strongly encouraged to apply. Princeton University is an Affirmative Action/Equal Opportunity Employer. For information about applying to Princeton, please link to web.princeton.edu/sites/dof/ApplicantsInfo.html

Princeton University.

The Department of Sociology seeks to hire a tenure-track assistant professor with a special interest in non-U.S. societies or broadly international themes. We are particularly interested in those specializing in regions not currently represented in the

...continued on page 34

Participation Opportunities

Call for Papers.

For Volume 23 of *Research in the Sociology of Health Care*, published by Elsevier Press. The major themes for this volume are Health Care Services, Racial and Ethnic Minorities and Underserved Populations: Patient and Provider Perspectives. The volume will contain 10 to 14 papers, generally between 20 and 40 pages in length. Contact: Jennie Jacobs Kronenfeld, Arizona State University Department of Sociology, P.O. Box 874802, Tempe, AZ 85287-4802, (480) 965-8053, jennie.kronenfeld@asu.edu

Call for Submissions.

Integrating Women into Theory Courses. Call for syllabi and instructional resources that illustrate ways to incorporate women sociologists into sociological theory courses. Submissions that include the work of early women sociologists in classical theory courses are particularly encouraged. Submissions for consideration should include, but are not limited to, syllabi, classroom exercises, assignments, individual and group projects, video and film suggestions. Submission deadline is December 15, 2004. Please forward a hard copy and a disk with MS Word file to: Jan Thomas, Kenyon College, Department of

Sociology, Gambier, Ohio 43022; (740) 427-5097. Email submissions to: thomasj@kenyon.edu

Summer 2005 Study Abroad Opportunity.

If you are interested in learning first-hand about health care and social policies in Sweden through a two-week course taught next June in Stockholm, please contact Jan Thomas (thomasj@kenyon.edu) or Mary Zimmerman (mzimmerman@ku.edu).

Call for Papers Edited Book, Autobiography and Maternal Subjectivities.

According to Elspeth Probyn in *Sexing the Self*: "The production of a speaking position is always tied to the practices and politics bound up with daily life. The self is used as a construct through which the historicity of the discourses and structures of the social formations can be analyzed. Feminist theory on motherhood has successfully transformed mothers into subjects of their own discourse, recognized the historical, heterogeneous and socially constructed origins of their life experience while, at the same time, widening our understanding of the notion of mothering.

Autobiography has been central to these deconstructions and reconstructions of mothering. For the proposed collection, *Autobiography and Maternal Subjectivities*, we seek essays that will explore how mothers see themselves as subjects of their own discourse and how they position themselves as agents in and through life-writing. While the importance of an autobiographical perspective that focuses on the inner, emotional and private narrativization of motherhood can not be overstated, the aim of this collection is to explore maternal autobiographies also as social or political texts and testimonials. Abstracts of 500 words and a short biography of the author are invited by November 8, 2004. Please send abstracts by email to both editors. Final chapters of 15 pages in length are to be submitted Fall 2005. Editors: Andrea O'Reilly, School of Women's Studies, 726 Atkinson College, York University, Toronto, Ontario, Canada L3Z 2A5, E-mail: aoreilly@yorku.ca, and Silvia Caporale, Dept. of English Studies, University of Alicante, Ap. Correo 99 - 03080 Alicante (SPAIN), E-mail: caporale@ua.es ■

Job Opportunities

...continued from page 33
department (Africa, Middle East, South Asia, South-East Asia). The substantive field of specialization is open. Successful candidates will be expected to teach in the undergraduate and graduate programs, be available to advise students, and conduct research in their areas of interest. Send Curriculum Vitae, three letters of refer-

ence, and a sample of written work to: Recruitment Committee, International Search, c/o Blanche E. Anderson, Department of Sociology, 106 Wallace Hall, Princeton University, Princeton, NJ 08544-2091. Review of applications begins October 15, 2004. Women and minorities are strongly encouraged to apply. Princeton University is an

Affirmative Action/Equal Opportunity Employer. For information about applying to Princeton, please link to web.princeton.edu/sites/dof/ApplicantsInfo.htm ■



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(Meet on a regular basis)

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Sociologists for Women in Society

Leslie Hossfeld, Editor

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