It seems so long ago that the SWS winter meeting was a group of 20-30 people sitting around a conference table hashing out every issue as a committee of the whole with the treasurer’s report amounting to a discussion about whether or not we’d have enough income to meet our bills this year. And yet, I am describing the first winter meeting I ever attended.

Now, thanks to the leadership of very skilled and insightful folks and the hard work of many, we are numerically, organizationally, and financially strong. In recent years, between 150 and 200 members have attended the winter meeting, we have a smart organizational structure encoded in solid bylaws, and such a hefty treasury that executive officers are working with financial advisors on investing for long term fiscal strength. We have been part of a feminist transformation of our discipline, admittedly still incomplete but impressive nevertheless.

Now is a good time to think like the powerhouse we are about what we can do to make good on the promise in our name, “Sociologists for Women in Society.” We can play an important role in supporting public policy that is based on facts not fiction and committed to the real human values of mutual support and justice for all.

As we plan our strategy, we can learn a lot from our opposition. The radical right is a relatively small percentage of the population that has over the period of a couple of decades managed to move from being generally held as a “fringe group” to changing the conversation in public discourse, promoting a policy agenda with which the majority does not agree, and turning women’s basic human right to control their own bodies into a nasty thing people are afraid to discuss. How did they wield such political power all out of proportion to their numbers? Of course there were a number of factors but one stands out in my view: they maintained a laser-like focus on two goals which they doggedly pursued: to outlaw abortion and lower taxes. In pursuing these goals, they built their base through existing networks, used the power of think tanks, and raised their issues at every opportunity.

We are a terrific network and each of us connects to other networks. We are a huge feminist think tank. But the right had the “advantage” of authoritarian decision-making, the flaws in which are becoming obvious as major crevices appear within the right wing. We who are committed to democracy and diversity confront the challenge of coming to consensus on a focused agenda and sticking with it.

Where do we begin? There are so many fires to put out, so

...continued on page 3
Women’s Studies, Interdisciplinarity and Diversity in a Globalizing Academy

By: Manisha Desai
President

As my term as President of SWS comes to an end, I have transitioned to a new position as the Director of the Women’s Studies Program at the University of Connecticut. This is the first time in 18 years in the academy that my position is shaped from the “inside” of a Women’s Studies Program. Hence, I am writing this final President’s message from this new vantage point. While I have been in this position for only a matter of months, I am struck by some of the issues that have changed since I first started teaching and interacting with Women’s Studies Programs from a structural position “outside,” as a sociology faculty member. Among the things that have changed are the number of programs that grant a Masters and PhD in Women’s Studies. We are conducting two searches right now and almost a third of our pool have an interdisciplinary PhD degree either in Women’s Studies or other programs. What has also changed is the number of Women’s Studies Programs that have tenure rights. While obtaining this status is one of my priorities for our program at U Conn, I have taught where they did have such rights, at the University of Illinois. What has also changed is the increasing focus on interdisciplinarity and working with race and ethnic studies programs, such as African-American, Latina/o Studies, Asian-American Studies, and Native American Studies. It is the interrelationships between Women’s Studies and other interdisciplinary programs that I want to address in this message.

While in principle we all value this interchange among women’s and ethnic studies and similar programs, in practice what does this interchange mean? I want to suggest that this interaction needs to be more substantive than, for example, co-sponsoring events or sitting on each other’s boards. It should mean developing ongoing curricular, research, and public engagement dialogues that speak to each other’s concerns and result in collective endeavors. To begin such conversations, I want to recommend the model of the Inter-Movement Dialogue, a session, that I witnessed at the World Social Forum (WSF). While the model did not realize its potential at the WSF, it still offers an apt prototype for such conversations in the academy.

Organized by feminist networks from India, Latin American and African countries, and the US, the aim of the Inter-Movement Dialogue was to invite representatives of the women’s movements, the labor movements, race and ethnic movements, and the gay and lesbian movements to discuss how each movement had incorporated the insights of the other into their own work and the limitations and challenges of their own movement vis a vis the other. Each movement representative then also had a chance to respond to the other movements’ presentations. This Inter-Movement Dialogue was held for the first time at the WSF in Mumbai in 2004 and then again at the WSF in 2005 in Porto Alegre in Brazil.

I attended both those sessions and felt they did not fulfill their constructive promise. Apart from the multiple issues of representation – such as which particular movement from across a wide spectrum of each of these movements to include, to which countries to privilege— what was problematic was that each representative spoke about their own movement without addressing the issue of if and how they had incorporated the insights of the other movements. So the main problem was the inability of movement representatives to listen to the organizers’ request and then to listen to the other movements’ representatives: everyone was speaking in the same space but they were not listening or engaging each other. Moreover, with a couple of exceptions, the representatives of each movement and the audience were all women. While the conditions at the WSF were not ideal for such a dialogue, the model offers possibilities for such a dialogue on campus.

I was awarded a grant from the Office of Multicultural and International Affairs on campus, which houses the Women’s Studies and race and ethnic programs at U Conn, to do such collaborative work on campus and we will begin the first of three such dialogues in the Spring. Our hope is that such a dialogue among the African American, Asian American, Caribbean and Latin American Studies, India Studies, Puerto Rican and Latino Studies, and Women’s Studies will enable us to put our interdisciplinary perspectives and transversal politics into action.

But in the process of thinking about such a dialogue across interdisciplinary, diversity programs we were also confronted with the challenge of addressing the new “globalization” agenda on our campus. Global or International is the new diversity or multiculturalism on all of our campuses. And we have all seen how it is much easier to put resources into new programs than to address continuing inequalities. While I do not want to create a new binary between diversity at home and in the World, as both inform each other, at a pragmatic level I am concerned about a shift in commitment, and therefore resources, from hiring and recruiting students and faculty of color from the US to students and faculty of color from outside the US, and a similar shift in emphasis in the curriculum and research agendas. As someone who straddles both divides I have advocated a two-track agenda. At the intellectual and curricular level, we need...continued on page 4
many constituencies who deserve our solidarity, such injustice in and to the world. How can we find our focus? First, everyone who can should join us at the first day of the Winter Meeting when, with the help of an experienced organizer, we will develop our skills in political strategy. Then at the meetings the next day we will work to integrate political strategy with our sociological skills and feminist sensibilities to find our focus. Then let us commit to uniting around a couple of issues and pursuing them, as we have always found our strength, together.

Come to Las Vegas and Let's Begin to Make Some Serious Feminist Social Change!

Tentative Schedule
2008 SWS Winter Meeting Program

**Thursday, February 7th**
1:30 pm  EOB
3:00 pm  Executive Council Meeting 1
5:00-7:00 pm  Registration & Reception
7:00 pm  Organized Dinners

**Friday, February 8th**
7:00-9:00 am  Breakfast
8:00 am  New Officers and Chairs Meeting
7:30 am  Research Roundtables 1
9:00 am  How to Think Like an Organizer:
Midwest Academy Presentation
12:00 pm  Box Lunch
4:00 pm  Committee Meetings 1;
Publications Committee Meeting 1
6:00 pm  Student Happy Hour
7:00 pm  Optional Entertainment

**Saturday, February 9th**
7:00-9:00 am  Breakfast
7:30 am  Research Roundtables 2
9:00 am  Panel on Research, Teaching, and Organizing
10:30 am  Business Meeting 1
1:30 pm  Disrupting the Culture of Silence
2:30 pm  Committee Meetings 2;
Publications Committee Meeting 2
4:00 pm  Business Meeting 2
6:30 pm  Banquet & Dancing

**Sunday, February 10th**
7:00-9:00 am  Breakfast
9:00 am  Executive Council Meeting 2 and Gender & Society Board Meeting
Most of us entered sociology because we wanted to help make the world a better place and we in SWS are committed to that cause. Community Organizers have a lot to teach us about ways to be more effective in supporting feminist social change both as an organization of feminist sociologists and in our local work and community lives. The Midwest Academy is the premier trainer of community organizers in the U.S. and its director, Jackie Kendall, will teach us the basics of community organizing and how to think strategically as an organization. Building on this introduction will be a session geared to help us make our research and teaching more empowering for the communities we want to serve.

We will also have regular paper sessions, the usual fun organizational work, an incredible banquet and, of course, some free time to enjoy Las Vegas.

The Alexis Park Resort is an oasis of calm and beauty across the street from the Hard Rock Café and just a ½ hour walk or a short shuttle ride from the big casinos on “The Strip.” All of the rooms are recently remodeled suites and we have an incredible rate for this location--$109 for one person and $20 for each additional person up to a maximum of 4 in a room. Make sure to mention SWS to secure this rate, which extends for 3 days before and after our meeting.

The deadline for reservations is January 8, 2008. However, we may have a larger attendance than usual so we strongly advise you to reserve your room by early December to make sure you get a room in our block.

To make your reservation call the hotel at:

(800-582-2228)

and ask for the Sociologists for Women in Society group block.

Visit the hotel here: http://alexispark.com/

Check out these great features:

* All the rooms are suites!
* No gaming on site
* Really nice lobby with good space for mingling
* Great location
* Only a $7 cab ride from the airport!
Las Vegas Feminism - an Oxymoron?

By: Jennifer Reid Keene and Barbara Brents

How can feminists live and work in Las Vegas? We get this question a lot. Well, as feminists living here, we’ll admit that we tend to get a little defensive about Las Vegas. It certainly is the city that everyone loves to hate, the place usually held up as a shining example of what is wrong with patriarchal capitalism. It is, to the politically correct, the quintessential other.

As feminists, both new to the city and long-time residents of Las Vegas, we have found that over-simplified and stereotypical views of Las Vegas as a retrograde, sexist city miss the often surprising ways in which many women have greater access to power here than they might elsewhere. For example, Las Vegas has a unique political economy because, to a large degree, it is built on women’s labor, and also to a great extent, women’s sexualized work. We, of course, recognize that women’s objectification and the commercialization of sexuality are institutionalized in the culture of Las Vegas and are central to many of the industries in which women work in Las Vegas—and we question these processes and practices daily.

Nonetheless, our unionized labor force means that many maids and cocktail waitresses have retirement accounts, relatively decent pay, and some fringe benefits; and these relatively high-paying service jobs make it possible for many women here to earn livable wages. While these dynamics are complex, we feel that the challenge of living and working here is to teach and learn from the contradictory contributions such a political economy makes to women’s power. Women are also well represented among the political leaders in Nevada and we have been ranked relatively high in the number of women holding political office.

What’s so different about Las Vegas? Well, Las Vegas is just like every other growth-at-any-cost, service-short, transient, eco-disaster-waiting-to-happen, hedonistic tourist town in the U.S. Oh sure, there are lots of billboards showing women’s cleavage and bare butts. But amidst the tiresome uniformity of gendered images, there is a celebration of sexuality, the body, and desire that you don’t see in any other control-at-any-cost city. While you visit Las Vegas try to think about it as an extreme example of the trends and state of the rest of the country—this is certainly part of how we think of it as residents of this extreme place. Is Las Vegas really that different from the rest of the U.S.?

We hope that you’ll enjoy the meetings in Las Vegas and that you’ll get the chance to consider some of these difficult and sometimes contradictory issues for yourself.

Getting to the Winter Meeting for a Reasonable Price

By: Liz Legerski

Most SWS members who attend the winter meeting will get to Las Vegas by air. Although the cost of flying has generally increased over the past few years, having the meeting in a hot spot like Vegas should allow most members to find fairly competitive rates on air travel. Getting a good deal on a flight to the meetings not only saves you money, but for those who plan to apply for SWS travel reimbursement, finding the cheapest fare to Vegas also preserves valuable SWS funding, allowing the organization to help more members.

As you make your flight arrangements be sure to check out the SWS website (www.sowomen.org) for a list of airlines servicing Las Vegas and some examples of internet search engines that you may find helpful as you search for a reasonably priced ticket. Whether you plan to apply for reimbursement or not, there are things you can do to find the most competitive air fare out there. For example, Allegiant Air (www.allegiantair.com) offers direct flights to Las Vegas from all over the country, including smaller cities in the Midwest, so be sure to check them out before you settle on a ticket.

The following are other helpful tips for securing a competitive rate for your flight:

• Don’t wait until the last minute to make your flight arrangements. When it comes to flights the old saying is generally true – the early bird does get the worm.

• Avoid extra charges from travel agents by booking your flight yourself on line (but do be careful to make sure you have entered the correct dates for travel, airport, and personal information – often tickets purchased on line are non-refundable and correcting errors on tickets may cost extra).

• Start your search on the internet by using a general air travel search engine such as Kayak.com. Kayak.com allows you to enter your travel dates and destination and then compares prices by airline, providing links to the search engine with the best price. This website also allows you to view changes in the price over the last few months, giving you valuable information about the average cost of travel from your hometown airport to Las Vegas’ McCarran International (LAS).

• Once you know the average price of a round-trip ticket to Las Vegas from your hometown, check out a couple individual airlines (especially the airlines that have major hubs at your hometown airport) – you can find the web addresses and phone numbers of airlines servicing McCarran International Airport on the SWS website.

• Again, be sure to check out Allegiant Air (www.allegiantair.com) which offers very competitive prices on direct flights to Las Vegas from all over the country, including many smaller airports in the Midwest.

Once you get into Las Vegas the Alexis Park Resort Hotel is only 10 minutes from the airport. Both shuttle and taxi cab services are available outside of the baggage claim area and operate 24 hours a day. The cost for one-way transportation to the hotel via airport shuttle is as low as $5 per person, while a taxi cab to the hotel costs from $7-10.

So, if you plan to apply for travel reimbursement from SWS, be sure to do your part to help make SWS travel subsidies go further by taking the time to find the best available fare. Doing so not only saves you money, but it also helps SWS. We can’t wait to see you in Las Vegas!
Things We Learned About Organizing a Feminist Meeting and Trying to Emphasize Social Justice at the Same Time

By: Las Vegas SWS Winter Meeting Planning Committee

The realities of organizing a conference for about 200 people in Las Vegas during conference season meant that we on the planning committee often found ourselves in the tough position of negotiating between our own (and SWSs) social justice commitments and the practical demands of large industry, deadlines, and financial constraints.

The choice of the conference hotel is a perfect example of the difficulty of balancing these two demands. The goal of hosting the meeting at a union hotel might seem easy in one of the most unionized cities in the west, but this was not the case. In searching for a hotel, we quickly found out that Las Vegas venues are set up for large conferences, and the unionized hotels on the strip cater to those larger groups. In fact, we learned very quickly that some of the larger, unionized hotels would not even entertain our requests because a conference of 200 was too small. After searching all over the city, visiting various hotels, and making lots of phone calls we settled on a compromise: host the conference at a non-union hotel, near the strip, and stage the banquet at a culinary union training facility.

This way even though our hotel is non-union, we still found a way to give a significant amount of financial and sisterly support to the culinary union. We were fortunate to have this union connection and hope that the choice of the banquet location in some way reduces any of our members’ misgivings about the non-union status of the hotel.

While the choice of a hotel was one hurdle, we also faced several other challenges regarding our organization’s ideals and the realities of conference organizing. For example, what of free trade coffee? Has anyone else who has organized a meeting or conference been able to negotiate this? We had a difficult time. As a group, our bargaining power did not seem to be very strong and our financial and logistical aspects of the arrangements with the hotel would have required us to pay more for registration and food in order to have free trade coffee during the meetings. The bargaining process raises other issues that would seem to be important to our organization. Perhaps this is an issue for the full membership to discuss – how much money is too much? I’ll leave that an open question.

Despite these limits, we think we have found a hotel that has nice meeting space, a wonderful lobby, and has a reasonable cost. We also think that it is in an ideal location since it is not exactly on the Strip but the Strip is very accessible. In addition, it should provide reasonable space for nursing mothers and we are planning to arrange for subsidized child care for those who want or need it. In trying to balance the preferences of our members with the financial and logistical reality of coordinating all of the aspects of a professional meeting, we can certainly say that we have done our best.

We have learned so much from this experience and we hope that our own struggles and successes in making this meeting happen will help future meeting organizers. For one, if reasonable cost is of utmost importance to our organization then we should consider locations that are not popular tourist destinations and also consider when the peak tourist seasons are for different locations. It might be important to consider whether we want meetings to take place in any tourist locations at all. I know we all enjoy these opportunities to travel to new places, so the question becomes how we balance those personal desires with our organizational commitment to affordability and social justice?

On a more practical note, we have now developed a “how to” binder on the basis of our organizing experience that includes the responsibilities of the Planning Committee as well as previous budgets and information. We’ll pass this on to whomever the lucky committee is next year!

**Information About the Winter Meetings in Las Vegas**

**SILENT AUCTION**
It’s time to start thinking about items for the Winter Meeting Silent Auction! The possibilities are limitless. Bring an autographed copy of your book. Or take advantage of all that time you’ll be spending indoors over the next few months and create something special that one of your sisters will be proud to take home! Bring any and everything with you when you come to Las Vegas. Items will be collected at check-in (or at the banquet, or you’re finishing up your knitting during the meetings). The recipient organization will be announced soon. Questions? Contact Ronni Tichenor at ritchenor@verizon.net.

**ROOMMATE MATCHING**
If you need a roommate, please email Margaret Greer at margaret2greer@sbglobal.net no later than December 27, 2007. In that message, please indicate whether or not you’ve booked a room, how many roommates you want, what nights you’ll be there, smoking preference and any other considerations.

**LAS VEGAS WEATHER IN FEBRUARY**
Average highs are in the mid-60s and lows in the 40s, although often we’ll have a really beautiful warm day in February. The rains are likely to be over by then, and the chance of rain at this time of year is quite slim, although it has been known to happen!

**FOR MORE INFO**
Check the SWS website (http://www.socwomen.org/meetings.php) in the coming weeks for more information about Friday night dinner groups, group outings to Cirque de Soleil, restaurant information, and things to do in and around Las Vegas.

**BREASTFEEDING**
We understand that nursing mothers need a place to breastfeed. We may be able to provide a semi-private area in one of the breakout rooms, but probably not for the entire conference. The hotel is relatively small and getting back to your hotel room should not be difficult. In addition, each room has a mini-frig so those of you who may need to pump will have a place to store your milk.

**CHILD CARE**
If you are interested in child care at the meetings, it will help us plan if you sign up early. Please include your name, contact information (e-mail and a phone number) the number and age(s) of your child(ren), and which days and hours you would like care provision. Our plan is to provide care during the hours of official conference activities ($4/hr for students, $6/hr for faculty). You can submit your requests here: SWSmeetings@ku.edu
Winter Meeting Registration Form
February 7-10, 2008
Alexis Park Resort and Hotel.
Please remember that the below registration does not include accommodations; see http://www.socwomen.org/meetings.php for information on booking a room.

Name ___________________________ Email ___________________________

These registration fees are subsidized by $50 to facilitate everyone’s participation. Or if you choose, support SWS by using the column on the right.

Choose One:

- Subsidized Registration Fee*
  - $100.00 (student rate)
  - $160.00 (non-students)

- Registration Full Fee
  - $150.00 (student rate)
  - $210.00 (non-students)

Banquet Meal Preference: □ Vegetarian
□ Pork

Banquet Meal Preference (Additional/Partner Name): □ Vegetarian
□ Pork

□ $ 80.00 (student rate)
□ $ 125.00 (non-students)

Total: $___________

*Registration includes Banquet, Breakfasts on Friday, Saturday, and Sunday and Lunch on Friday. Payment must be received in the EO by Thursday, December 27, 2007.

See below for a link to request childcare, and other program information.

Make checks payable to Sociologists for Women in Society, or pay by credit card:

- Card Type: MasterCard □ Visa □
- Credit Card #: _______________________
- Expiration Date: _____________________
- Billing Address: ____________________________

Mail or email this form with payment to:

- SWS Executive Office
- Attn: Winter Meeting
- Department of Sociology
- University of Rhode Island
- Kingston, RI 02881
- Phone (401) 874-9510
- Fax (401) 874-2588
- sws@etal.uri.edu

Please contact us if you have special needs.

Options

- Hand Program
  Are you a newer SWS member who would like a meeting match? Or willing to volunteer to meet a newer SWS member at the meeting? Please email Tina Fetner at fetnert@mcmaster.ca indicating your request or offer (by December 27, please).

- Roommate Matching
  If you need a roommate, please email Margaret Greer at margaretjgreer@sbcglobal.net no later than December 27, 2007. In that message, please indicate whether or not you've booked a room, how many roommates you want, what nights you'll be there, smoking preference and any other considerations.

- On-Site Childcare
  This will be available. Please put your request in on the web no later than December 27, 2007. http://www.socwomen.org/childcare_info.doc

- Reimbursement Schedule for Winter Meeting
  The Winter Meeting Reimbursement Program is intended to enable members who would not otherwise be able to attend the Winter Meetings to do so. Please seek alternative sources of funding before you apply for SWS reimbursement. SWS will reimburse MEMBERS who participate in our meetings for their major transportation expenses (airfare) over and above an amount of “cost share” determined according to income, up to a maximum of $300. Please use the reimbursement form available at the Business Meeting in Las Vegas.
THE 2008 BETH B. HESS MEMORIAL SCHOLARSHIP

The Beth B. Hess Memorial Scholarship will be awarded to a new or continuing graduate student who began her or his study in a community college or technical school. A student accepted in an accredited PhD program in sociology in the United States is eligible to apply if she or he studied for at least one full academic year at a two-year college in the US before transferring to complete a BA.

The Scholarship carries a stipend of $3500 from Sociologists for Women in Society (SWS) to be used to support the pursuit of graduate studies, as well as a one-year student membership in SWS (including a subscription to Gender & Society), Society for the Study of Social Problems (SSSP) and the American Sociological Association (ASA). The Scholarship will be awarded at the Annual Meetings of SWS, ASA, and SSSP in Boston, MA, August 1-4, 2008. The awardee’s economy class airfare, train fare or driving mileage/tolls will be paid by SSSP, SWS and ASA (applicants for this award should also apply for an ASA student travel award; more than one such award may be given). Each association will also waive meeting registration, and provide complementary banquet or reception tickets for the awardee.

To honor Beth Hess’s career, the committee will be looking for:
- Commitment to teaching, especially at a community college or other institution serving less-privileged students.
- Research and/or activism in social inequality, social justice, or social problems, with a focus on gender and/or gerontology being especially positive.
- Service to the academic and/or local community, including mentoring.
- High quality research and writing in the proposal and letter of application.

An application for the award should contain:
1. a letter of application (no more than 2 pages) that describes the student’s decision to study sociology, career goals, research, activism and service that would help the committee to see how the Scholarship would be a fitting honor
2. a letter confirming enrollment in or admission to a sociology Ph.D. program (and aid award if any)
3. a letter of recommendation from a sociologist (in a sealed envelope, signed on the seal)
4. full curriculum vitae, including all schools, degrees awarded, years of study, and full or part-time
5. (Optional) a one-page letter describing a community college faculty member who particularly contributed in a significant way to the decision to study sociology or pursue higher education
6. A cover sheet with:
   - Name and full contact information, including phone and email
   - Current academic or organizational affiliation, with years
   - If not currently enrolled, future Ph.D. program and date of entry
   - Community college attended, with years and credits taken OR transcript
   - Name and contact information for references
   - If included, name of honored faculty member

Six complete copies of the application should be submitted to:
Prof. Myra Marx Ferree
Department of Sociology
University of Wisconsin-Madison
1180 Observatory Drive
Madison, WI 53706

To be considered applications must be postmarked no later than March 31, 2008
For further information contact Myra Marx Ferree -- mferree@ssc.wisc.edu
**Take the Train Where You Want It to Go:**

**Strategies for Success in Hostile Work Environments**

By: Andi Stepnick and Kris De Welde

Ever been harassed by a colleague or boss, had students threaten you, or been told by your dean that you “don’t fit” and, therefore, your contract won’t be renewed? These are just some of the experiences shared by SWS members at the 2007 mid-winter meetings in *Take the Train Where You Want It to Go: Strategies for Success in Hostile Work Environments*. As organizers of this workshop, we hoped to generate effective approaches for managing workplace hostility. Our primary goal was to examine how strategies for managing such scenarios could contribute to institutional change. A second goal was to continue SWS efforts to “break the culture of silence” regarding workplace hostility and other issues faced by women in academia—particularly those that are perceived to be “personal problems.” Lastly, we hoped to help SWS members who were dealing with such environments by brainstorming on individual strategies and institutional transformation.

These workshops continue efforts by the Feminist Transformation of the Academy (FTA), an ad-hoc committee that started the sessions in 2005. FTA will continue this tradition with a session at the 2008 winter meetings called, “You Think It’s Just You?”

The discussion won’t be limited to our meetings, however. An ongoing column in *Network News* will provide continued means to discuss these issues. Our focus is on hostile experiences within the academy. Soon, we will re-open our “call for experiences,” which will serve as the anonymous cases we will present in this column. We will present advice on three levels: interpersonal, institutional, and extra-institutional. Suggestions for action (or sometimes inaction) will come from seasoned SWS members. The first series of columns will draw from the work of the “Take the Train Where You Want It to Go” Session. We want to thank workshop participants and those who shared their experiences and advice.

FTA was created as an ad hoc committee with a specific purpose. Since then, new projects have been added to its agenda, and its mission – to identify and research structural and cultural issues facing women in higher education and disseminate strategies and resources to transform the academy – has been refined. With that, FTA has requested recognition as a standing committee. Attendees at the business meeting in New York City (2007) voted in support of the committee’s proposal. A new title and a refined mission is under discussion, and will be unveiled at the 2008 winter meetings in Las Vegas. Our accomplishments as FTA have included well-attended “Disrupting the Culture of Silence” sessions at SWS meetings, a report, position paper, and two articles on gender and teaching evaluations, and the “Report Card on Gender- and Women- Friendly Sociology Departments”.

Our ongoing work will include an updated website with resources for navigating hostile work environments, continuing sessions at SWS meetings, a plan for wider dissemination of SWS work to other academic women’s organizations, and this column. We welcome your feedback on how to make this column work for you!

**SWS Case Study**

Next, we’d like to share with you one of the case studies from our workshop. Since the focus of the FTA is on creating change at the university level, we explored and summarized some suggestions on the kinds of action to take within departments and institutions for individuals to navigate similar situations, or ideally, prevent cases like this from developing. However, structural and cultural change takes a long time; thus, we’ll share some recommendations that may enable individuals to cope in similar situations.

**Meet Professor Jones**

I am a 35 year old Assistant Professor on my first tenure track job at a small state university in the south -- SSU. Before joining SSU, I gained 2 years of teaching experience in graduate school and one year as a visiting professor at a private liberal arts university. I’ve consistently earned excellent teaching evaluations and won a teaching award. I’ve always felt respected and welcomed. I’ve never doubted my ability to make a contribution to my department, university, and students. But, things are going badly here.

Let me give you a little background. I interviewed with and was hired by part of SSU’s history-sociology department. Over the course of the summer before I started, the university re-structured and sociology merged with another department.

I was assigned an official mentor -- Professor Brown, the chair of my department. She seemed friendly enough and I was hopeful that she could show me the lay of the land. Before moving, I contacted her to see about shipping my office materials directly to the office. I’d done this at my last job as it was convenient and physically easier. She told me there was nowhere to house the materials as the Sociology offices were not yet built. So, I asked if I could store my boxes in someone’s office since folks might be away for the summer. My chair said that such an arrangement wasn’t really “appropriate.” She sounded irritated with me for asking and I got a sick feeling in my stomach. (I now consider this red flag #1.)

Then, when I was getting ready for the semester’s start, our office manager told me that my syllabi were too long to copy. I told her that they included all the assignment directions for the year and that I wouldn’t need additional copying that term. But to no avail. Again, I tried to go with the flow. I cut out the assignments—saving them for later—and printed shortened syllabi. (Looking back, I consider this red flag #2).

Although I was finishing my dissertation in my first year, I became an active university citizen. I participated in Women’s History Month. I co-advised the sociology club, served as a faculty representative for the Student Government Association, and was a co-advisor for a service organization. I created a departmental newsletter at the request of my chair (though it was never published). Although my students weren’t...

...continued on page 10
as well-prepared as those at past universities, I liked many of them. My teaching evaluations remained good. I worked a lot, often 80 hours a week. I felt good about how things were going, but then things took a turn for the worse!

In early October of my first term, I received an announcement about a teaching program during the upcoming summer. Each state university would select a faculty member to attend. Due to a departmental system where memos routed from person to person, I received the notice the night before applications were due. However, I was interested, so I stayed into the night to complete it. I left the application for my chair and sent an email that I’d be happy to discuss it when I was out of classes the next day if she’d like. Since there was still a little time left to apply, I also left a note for the office manager asking if she could make copies of the memo for the faculty who hadn’t gotten it yet. (Faculty didn't have copy codes or I would have done it myself!)

The next day, my chair called me into her office to say that I had not behaved collegially by leaving the memo for the office manager to distribute. She told me that I should have *personally* gone to each faculty member to notify them of the impending deadline. I explained that I was trying to be efficient since I had only gotten the memo the previous evening. I’m not one to pass the buck, but my morning classes would have prevented me from contacting anyone until mid-day—thereby giving them just hours to apply. Plus, I’d been in such a whirlwind I didn’t even know everyone yet. Nevertheless, my chair said I should apologize to my colleagues for my behavior! I was shocked. When I was ultimately chosen as one of SSU’s finalists for this bad news in a “sweet” tone (which I found out from a source in the teaching center that my teaching evaluations actually ranked in the top 15% of the university. As is her manner, my chair told me all of this bad news in a “sweet” tone (which I read as patronizing and passive aggressive). She also said that I had no legal grounds to fight this decision. I just feel sick.

**What Can We Learn From This Case Study?**

This case likely has less to do with this individual than with the dynamics and culture of this department/university. At the workshop, we examined a range of interpersonal, institutional, and extra-institutional strategies to deal with this situation.

Embracing a commitment to social justice, women faculty may find themselves wanting to fight a decision like this, but workshop participants agreed that the best course of action is to get out of there! In a case like this, filing complaints against your chair may only get you labeled a “trouble maker” and usually will not produce any change. Moreover, when push comes to shove you—a new faculty member with no track record at this institution—are likely to lose to your chair. Similarly, a lawsuit would be too hard to prove and will only drain you of your time, money, and joy. While we like the idea of battling against injustice, fighting a losing battle won’t advance the war.

*Take the Train Where You Want It to Go*

Participants recommended that this individual focus on applying for other jobs, post docs, Fulbright scholarships, research jobs, and other opportunities that will use and develop her skills and make her more marketable. While many of us love our students and have a passion for teaching, new faculty should be warned against spending too much time developing institution-specific capital by doing things such as counseling students and developing courses. Institutional change might include a good mentoring program that would advise junior faculty to participate in activities that have transferable payoff such as networking and publishing. (There may be a way to do both—by doing research about teaching for submission to *Teaching Sociology* or similar journals.)

Workshop participants identified numerous institutional mechanisms that can be put in place to prevent this kind of hostile environment. For SWS members who might find themselves in a similar situation, we offer the following suggestions for action at the extra-institutional, institutional, and individual levels. For senior faculty, some of the following advice can be helpful in creating a supportive culture for struggling new faculty.
<table>
<thead>
<tr>
<th>ACTION</th>
<th>Individual</th>
<th>Institutional</th>
<th>Extra-institutional</th>
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<tr>
<td>Trust your gut</td>
<td>Notice any red flags along the way. Minute things that bother you may tell you something—or they might not. Talk to other people in your network. What’s normative for your institution? Document things as they happen just in case.</td>
<td>Officially submit your documents to whoever is appropriate (faculty ombudsperson or Vice President for Academic Affairs (VPAA). Again, don’t think about using this file to sue. Your goal here is defensive and protective.</td>
<td>Consider speaking with members of the SWS Discrimination Committee, the AAUW, or the AAUP.</td>
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<td>Assemble documents</td>
<td>Begin by putting official rebuttals in your personnel file. First, exercise your right to copy your file. Then, document everything that you disagree with.</td>
<td>Talk to the head of your Affirmative Action or ombuds office. Make an official complaint and have your chair’s behavior documented. Again, you’re trying to help establish a pattern of behavior that will help protect future faculty.</td>
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<td>Go formal</td>
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<td>Make your mark</td>
<td>When you have another job (contract in hand) and are leaving, request an exit interview with the President or VPAA. Bring your documents. (Hopefully you’ve been keeping notes.) Also give her/him a copy of the official rebuttal that’s in your personnel file and be sure that they know it’s there. Formally suggest that the university adopt a better system of accountability. It is the university that has failed here, not you.</td>
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<tr>
<td>Protect your sanity</td>
<td>Establish a network, particularly with senior women outside your department. Start or join a women’s faculty book/dinner/walking club. You might also start a group for new faculty that meets once a month for lunch or dinner. They are a great way to share experiences as new faculty while having some fun (e.g., pay day dinners). Plus, you’ll build a cross-discipline network that will serve you well in the future.</td>
<td>Don’t forget to reach across departments and colleges to other faculty who may be even more isolated than you!</td>
<td>Attend an SWS “Disrupting the Culture of Silence” session</td>
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<tr>
<td>Get support</td>
<td>If you don’t have a formal mentoring program where you are, wait until you get to know people a bit. Then, ask a person that you admire and “click” with if they will mentor you during the upcoming year. Have specific goals in mind (e.g., publishing, teaching) but also meet regularly to talk about issues as they come up.</td>
<td></td>
<td>Consider outside mentor through the SWS Professional-Needs Mentor Program. See <a href="http://www.socwomen.org/index.php?ss=6">http://www.socwomen.org/index.php?ss=6</a></td>
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<tr>
<td>Give ‘em hell!</td>
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<tr>
<td>Disrupt the Culture of Silence!</td>
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What do you think about our advice? If you have suggestions, want to disagree with us, or have a “hostile experience” to share, write to: stepnicka@mail.belmont.edu or kdewelde@fgcu.edu. Stay tuned for our next column including an update about the SWS member described in this case study.

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1 Thanks to Abby Ferber for her editorial suggestions and assistance.

ii Work completed by Kelley Massoni, Joey Sprague, Heather Laube and Abby Ferber.

iii Work completed by Sharon Hays and Barbara Risman.
Editor’s Note:

Public Sociology in SWS is a regular column featured in Network News to highlight the work of SWS members engaged in Public Sociology. Please contact Leslie Hossfeld at HossfeldL@uncw.edu to submit an article describing your projects and involvement with various publics.

By: Laurel Westbrook
Ph.D. Candidate
Department of Sociology
University of California, Berkeley


While debates rage about what public sociology is or should be, how to actually do public sociology often goes unstated. Here, I focus on how to write public sociology and I hope that others will soon contribute suggestions for how to best do research for public sociology.

While many sociologists have argued that public sociology writing must be “accessible,” accessibility, while necessary for successful public sociology, is not sufficient to create a sociology that will help improve the lives of our chosen publics. Although it is vital that sociology be possible to access, it is also imperative that publics want to access sociology, connect it to their lives, and use it to shape their understandings of the world. For example, consider building a community center by first discussing with the people of the neighborhood what they would like and using your expertise to best achieve that compared to building it simply focusing on making sure people can enter and use it. Although it is required for the building to be made accessible in order for it to be socially useful, that is not enough to ensure that it is used.

To write successful public sociology, Michael Burawoy’s concept of accountability is a better guide than accessibility. In practice, this means engaging with, and reviewing, a diverse set of “literatures” including voices from inside and outside academia and a variety of media, from written to oral to visual communication. Dialogue is necessary for successful public sociology because it is important for public sociologists to meet publics where they are, joining in their conversations, rather than expecting them to come to us. By addressing issues of interest to your public, you will draw them in to reading your contribution. Simultaneously, engaging in such dialogue is also an opportunity for you to learn from your public.

To dialogue in writing successfully, you must know what forms and sources of knowledge your chosen public consumes as well as the conversations they are having with each other: What do they read? Who do they listen to? What do they watch on television? What sorts of organizations are they involved in? What are they saying to each other? In brief, any influential body of thought that one’s chosen public is producing or consuming is potentially an important literature to incorporate into your writing.

Dialoguing with publics, of course, does not mean that you must support their beliefs in your work. Instead, you can reference current debates in order to intervene in them and contribute sociological knowledge in hopes of changing your public’s mind about a particular issue.

Finally, public sociology should be written in a way that encourages further dialogue. This means presenting data and methods with sufficient transparency that one’s chosen public can readily assess the strengths and limitations of one’s argument, with an eye toward continuing the discussion.

Relevance

To encourage publics to use sociological contributions, public sociologists must work to show publics how sociology is useful to them and can contribute to their understanding of topics and issues that concern them. Non-sociologists often need to be enticed into reading sociology; con-

"These steps will help make public sociology a successful project."
sequently, public sociology must be written in a way that shows that sociology is relevant to its chosen public. The key question in the lay reader’s mind is not “why this particular study?” but “why sociology at all?” In a world of competing voices and perspectives, publics must be convinced to spend their time reading sociological writing by highlighting its relevance to them.

Relevant writing has three characteristics. First, it builds public confidence in sociology by emphasizing the utility of the sociological perspective. Rather than heavily critique past research, as is done in professional sociology, relevant public sociology will construct public confidence in the value of sociology by focusing on how a work builds on past sociological work, or how the sociological perspective improves our understanding of a given social phenomenon.

Second, it offers concrete examples of abstract concepts. Sociological knowledge is relevant to publics when presented in a way that allows the reader to relate abstract concepts and figures to their lives in a concrete, everyday manner. This does not mean “dumbing down” sociology, which would insult your audience’s intelligence while making sociology seem to be nothing more than “common sense”; instead, the trick for public sociology is to cast findings in ways that retain the subtlety and nuance of the concepts while making those conceptual nuances evident to the public.

Finally, public sociological writing should make the sociological contribution relevant by using public forms and conventions of writing. By using the narrative conventions and stylistic devices publics are used to consuming, sociologists reduce the obstacles of form that might otherwise deter lay readers. For example, if your chosen public reads newspapers for its knowledge, model your writing after that of the news media. Or, if your chosen public prefers television, define “writing” broadly and make a documentary detailing your contribution to issues of interest to them.

In sum, we can entice publics into reading and using sociology (and we can improve sociology itself) by writing in a way that is in dialogue with debates of interest to our publics, builds public confidence in sociology, puts abstract findings and concepts into readily accessible terms, and presents sociology in the forms of media our publics consume. These steps will help make public sociology a successful project.

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**Public Sociology**

By: Myra Marx Ferree

Ever hear of “gender experts”? Or “gender mainstreaming?” The push toward integrating gender into policy considerations at all levels of public decision-making (gender mainstreaming) has produced an international demand for people to train the usual decision-makers in such policy-making positions to become aware of gender issues. Such training is provided by gender “experts” in particular policy areas (from health and education to transportation and city planning).

The University of Wisconsin-Madison and Northeastern University are partners in a project to examine what counts as “gender expertise” and how it is acquired. Myra Marx Ferree and Christina Ewig (at Madison) and Kathrin Zippel (at Northeastern) are partnering with a large European Union project group (known as QUING – for QUality IN Gender policy and training) headed by Mieke Verloo (Radboud University, Nijmegen) Maria Bustelo and Emanuela Lombardo (Complutense University, Madrid) and Susanne Baer (Humboldt University, Berlin) to look at “training the trainers” as an exercise in applied women’s studies. How does feminist knowledge about gender relations become translated into practical training skills? How is training gender experts different from the usual higher education process in teaching the sociology of gender or women’s and gender studies? How engaged are women’s studies or sociology faculty in providing such gender “training” in practical policy contexts?

Our joint project is called TARGET – Transnational Applied Research in Gender Equity Training – and is funded by a US-EU research cooperation grant program called Atlantis as well as by contributions by both US universities. Since TARGET’s goal is to identify how training is being done now, if YOU have ever served as a “gender expert” or “gender trainer” in a policy context, regardless of in what country or policy area, we’d like to talk to you. We are assembling a mailing list of interested people in academia as well as in policy positions in order to share information. Please send your contact information as well as a brief statement about how you are, have been or would like to be involved in “gender training” to: Sandy Sulzer, Dept. of Sociology, University of Wisconsin, 1180 Observatory Drive, Madison WI 53706 or ssulzer@ssc.wisc.edu.
The representation of US women and girls in science, technology, engineering, and mathematics (STEM) fields has risen dramatically in recent decades (NSF 2006c). Yet women are still concentrated in certain disciplines, and most professions continue to be sex-segregated (CPST 2004). Equitable representation would offer women equal access to well-paid, high-status STEM careers and add new perspectives to scientific and technical innovation.

**EDUCATION**

In the US, gender differences in STEM representation emerge early. Two-thirds of young children—boys and girls alike—say they like science, but gender differences in attitudes and interest surface in middle school (AAUW 1992; NSF 2007b). Girls now take as many high school science courses as boys, and perform as well (AAUW 2004), but many girls who take advanced science courses in high school do not continue to study science in college. Disparities persist despite women’s interest in STEM fields. For example, African-American women have been shown to have higher levels of interest in science than their white counterparts (Hanson 2004). College women’s representation varies by field and by ethnicity or race: women make up over half of all undergraduate degree-earners in life science, but one-fourth of those in physics (NSF 2007a). In technology, early gender inequities in computer interest, use, and skills are well documented (AAUW 2000; Margolis & Fisher 2002) and the proportion of women among those pursuing computer science degrees has declined since the mid-1980s (Spertus 2004). In engineering, trends have flattened, and are highly variable within sub-fields: women earn 35% of chemical engineering degrees, but only 14% in electrical engineering (NSF 2007a).

At higher levels of STEM education, the percentage of women continues to decline; this is the so-called “leaky pipeline.” For example, though women earn nearly half of mathematics bachelors’ degrees, they earn only 27% of doctoral degrees. Women are well represented among life science PhDs, approaching equity in agriculture, chemistry and geoscience, and more strongly under-represented in physics, computer science, and engineering (NSF 2007a). Across all STEM fields, the proportion of women of color is small, and drops at each level of degree attainment (NSF 2007a, CPST 2007).

Figure from data in NSF 2007a.
EMployment

Men outnumber women (73% vs. 27% overall) in all sectors of employment for science and engineering (S&E) (NSF 2007a). Gaps between men and women are larger in business and industry (79% men vs. 21% women) and in federal government jobs (73% vs. 27%). Women do outnumber men in educational institutions such as K-12 schools, 2-year colleges, junior colleges, and technical institutes, where they have lower salaries and lower prestige. In the last 25 years, the share of S&E occupations has more than doubled for Black men and women (2.6% to 6.9%) and for all women (12% to 25%), yet disparities by race and ethnicity remain (NSF 2007a). White women comprise some 20% of the 4.9 million S&E workers, Asian-American women 4%, Black women 2%, Hispanic women 1.2%, and American Indian/Alaskan Native women just 0.1%. Because they are represented above their level in the general population, Asians are not considered an “underrepresented” minority in S&E. In general, across disciplines and sectors of employment, whites outnumber all minorities by almost three to one.

Academic employment is an area of particular concern because faculty educate and influence students. Representation of women in STEM academic careers has improved consistently, but slowly, and disparately across disciplines. Some of this is explained by the age structure in academia (Long 2001)—faculty careers are long and do not turn over rapidly—and the gender gap is closing in many fields at the assistant professor rank. However, at any given career stage, men in STEM are more likely to hold a higher rank than women. Without aggressive changes to recruitment and retention, the proportion of women among faculty cannot reach parity with the hiring pool (Marschke et al. 2007). The data show that women are concentrated in lower-status positions—including early tenure-track ranks, non-tenure-track academic positions, and lower-status institutions—and that inequities are related to both gender and race/ethnicity (NSF 2007a, Nelson 2004).

<table>
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<th>Women as percentage of all faculty, by ethnicity (n=385,200 faculty total)</th>
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<tr>
<td>All women</td>
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<td>White women</td>
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<td>Asian women</td>
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<td>Hispanic women</td>
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<td>American Indian &amp; Alaska Native</td>
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AROUND THE WORLD

Many of the issues for US women in STEM are also seen in other countries. In a study of Swedish postdoctoral fellowships, women had to score five times higher in the merit review process to be rated the same as men (Wennerås & Wold 1997). In Italy, women researchers in national labs advance at half the rate of their male peers (DeWandre 2002). In the UK, women have accounted for half of biology graduates for 30 years, yet women hold only 9% of full professorships (DeWandre 2002).

Yet important differences also exist among countries. For example, Turkey and Greece graduate twice as many BS and PhD physicists as the US. Germany’s neighbor France produces nearly three times as many physicists as does Germany. France also provides state-supported child care for two-career families, while Germany does not (Ivie & Ray 2005). The international evidence suggests that
underrepresentation is mainly a cultural phenomenon, rather than due to innate differences (Linn 2007), and that policies can affect workforce diversity.

WHY SO FEW?

Researchers offer several explanations for the low numbers of women at all stages of STEM careers:

- The *classroom climate* for girls in school classrooms and for women students and faculty in university departments has been classically described as “chilly” (Hall & Sandler 1982). Girls and women are treated differently than men in both subtle and overt ways. For example, everyday ways of conducting classroom discussions can exacerbate inequities when boys are given more attention and praise by the teacher.

- A *dearth of role models* is another contributing factor to the underrepresentation of women in science. Women students look to faculty as role models for balancing career and family, and if career demands are seen as excessive, may leave their department in higher numbers than men (Ferreira 2003). Women scientists benefit from role models and mentors who are cognizant of the differential experiences of women and men in the sciences (Etzkowitz et al. 2000).

- *Poor preparation and lack of encouragement in STEM subjects* in school also contributes to a lack of women in STEM fields. Women undergraduates enter their majors highly qualified and competent, yet experience a drop in confidence in the first year of their science and engineering studies (Brainard & Carlin 2001; Seymour 1995). The primary reasons that women give for leaving are a loss of interest in the field, discouragement at academic difficulties, and poor teaching (Seymour & Hewitt 1997). Girls may also be less prepared than boys in science and math during their high school years, lagging behind their male peers in some measures of science achievement and in confidence in their scientific abilities (AAUW 1992).

- A *lack of “critical mass” of women* in a department may lead to dissatisfaction and greater attrition of women scientists (Dresselhaus et al. 1995; Ferreira 2003). The theory of critical mass asserts that as representation of women increases, so will their access to important resources and social networks. However, Etzkowitz et al. (2000) highlight the paradox of “critical mass” by arguing that the organization and culture of academic science must change in order to encourage more women to enter the profession. “Critical mass” is meaningful only if the organization is democratic and inclusive.

- *Bias and discrimination in hiring and advancement of women* leads to slower advancement of women in science, particularly in academic science. Valian (1998) posits an important role for gender schemas, people’s mental constructions of categories and their beliefs about those categories. People create normative beliefs and stereotypes about gender that affect the way they perceive the behavior and attributes of women and men. For example, women scientists are perceived as less competent than their male peers. The high-profile MIT report (1999) showed that women faculty were increasingly marginalized as they progressed through their careers at that institution, subject to disparities in salary, lab space, awards, resources, and response to outside job offers, despite having equal professional accomplishments to their male colleagues.

- *Salary differences and low status* continue to plague women across sectors of employment.
  - In academic positions, although men far outnumber women in all types of institutions by a ratio of 2 to 1, this gap is most prevalent in research-oriented, doctorate-granting, and comprehensive institutions (Nelson 2004). Women are concentrated in medical schools and two-year institutions.
Male scientists and engineers are more likely to be employed full-time, and in the field of their highest degree, while women are more likely to work part-time or involuntarily outside their fields (NSF 2004b).

College-educated women in male-dominated fields earn 76% of what college-educated men earn one year after graduation (AAUW 2007).

Engineering and computer science graduates continue to earn the highest salaries (NSF 2005) at both the bachelor’s and master’s levels. Since women earn 21% of both BS and MS degrees in engineering and 25% and 31% of computer science BS and MS degrees, respectively, these salary disparities have lifelong implications for women’s earnings (NSF 2007a).

Issues of work-life balance are more significant for women.

Long times to doctoral degrees and a growing expectation for postgraduate education (“postdocs”) delay opportunities to establish stable careers and families for scientists and engineers, as compared to those in other fields. Although the median age (31) for doctoral degree attainment in engineering, life and physical sciences is lower than in the social sciences (33), humanities (35) or education (44), multiple postdocs for STEM PhDs can contribute to postponement of families and careers (NSF 2006b).

Women in academic STEM positions lag behind their male counterparts on a number of measures of career success (NSF 2004a). If they are married with children, they fare even worse, hitting the “maternal wall” (Williams 2001). Academic women who postpone children until later in their careers are more likely to achieve tenure than those with early children (Mason & Goulden 2004; NSF 2004b).

WHAT IS BEING DONE?

Educational approaches to generate interest and improve preparation for STEM careers

Programs targeting girls and women from preschool to graduate school seek to build confidence, offer role models, and provide support in chilly climates. Based on evidence that girls often perceive STEM as narrow, abstract, and lonely, many projects highlight uses of STEM to solve human problems. Addressing teacher and parent support is also crucial. Often these efforts also benefit boys and men (AAUW 2004; NSF 2007b). However, these efforts are not broadly coordinated, and their impact has been limited to date. Some interventions risk essentializing differences as unchangeable traits of the group (e.g., girls aren’t good at math, girls like applied problems) rather than as responses to the systems in which girls have been taught (Boaler 2002).


As a response to the MIT report (1999), the National Science Foundation has sponsored ADVANCE projects for “institutional transformation” to reduce gender disparities at the university level. These projects seek to increase women’s representation on science faculties and campus administration, through data-gathering, policy review, support of women’s research and leadership development, and attention to equity in hiring, retention, and climate.

Endeavors for women in STEM by non-governmental organizations (NGOs)

Many NGOs provide career information, grants, networking, mentoring, and research on women in science, and support programs for girls and young women. Some are listed below.
**RESOURCES AND FURTHER READING**

| Association for Women in Computing       | National Center for Women in Information Technology |
| Association for Women in Mathematics    | American Chemical Society Women Chemists Committee |
| Association for Women Geoscientists     | American Physical Society Committee on the Status of Women in Physics |
| Association for Women in Science       | MentorNet |
| Graduate Women in Science               | Society of Women Engineers—see annual review of literature, [www.swe.org/magazine](http://www.swe.org/magazine) |
| American Association of University Women | Women in Global Science and Technology |
| National Research Council Committee on Women in Science and Engineering | |

**CITATIONS**


CPST, Commission on Professionals in Science and Technology, *STEM Workforce Data Project.* [www.cpst.org](http://www.cpst.org)


NSF, National Science Foundation, Division of Science Resources Statistics, Arlington, VA:


**Opportunities to Participate**

**Call for Papers:** The International Journal of Sociology of the Family invites submissions for a special issue focused upon intersectionality within studies of the family. Analyses focusing upon the intersecting forces of race, class, and gender have been around much longer than theorists in the traditions of social science and the humanities have acknowledged in recent years. In fact, much of the literature utilizing this framework of analysis emerged just after the civil rights and women’s liberation movements of the 1960s. Memorable pioneers of this paradigm of analysis which draw from these social movements are Angela Davis’ *Women, Race & Class* (1981), Audre Lorde’s *Sister-Outsider* (1984), and Patricia Hill Collins’ *Black Feminist Thought*. These crucial texts and speeches called for us to be mindful of the intersections of experience that are instrumental in the formation and maintenance of families, even as they are so often ignored in discursive theory and research, which treats race, gender, and class, sexuality, etc. as mutually exclusive social forces. This paradigm of analysis has come to be called intersectionality or intersection theory by many scholars, calling attention to the ways in which other master statuses become an integral part of this process. This approach insists that social identities and master statuses are mutually constituted and defy separation into discrete categories of analysis. Intersection theory provides a unique lens of analyses that does not question difference; rather, it assumes that differential experiences of common events are to be expected. The purpose of this special issue of The International Journal of Sociology of the Family is to specifically draw attention to the way in which intersectional analyses have been used to articulate the experience of family and to understand the institution of the family. We seek articles and research notes which pursue meaningful inquiries emphasizing intersectional analyses of the family in studies of courtship, marriage, intimacy, sexuality, etc. as each relate to the institution and experiences of the family. Despite the fact that there has been a long tradition of scholarly research utilizing this framework of analysis, questions remain regarding how we operationalize race, class, gender, etc. to do research that speaks to the interlocking features of our various social identities and lived experiences. In other words, how do we do conceptualize and undertake intersection theory research? How do we use this paradigm of analysis to study human behaviors, social roles, and social institutions? Submissions may be both quantitative and qualitative in methodology. Manuscripts should not exceed 30 double-spaced pages of text, inclusive of notes and references, and should follow the “Notice to Contributors” guidelines supplied at http://www.international-journals.org/. Each manuscript author must also provide a brief biological sketch (not to exceed 100 words per author) along with their submission. Completed papers and inquiries should be submitted via email to Guest Editors, Marla Kohlman and Bette Dickerson, at kohlmanm@kenyon.edu. Please take care to identify submissions with the keyword: *Intersections*. Deadline for submission is February 15, 2008. We look forward to reviewing your submissions, Marla Kohlman, Kenyon College, Bette Dickerson, American University

**Grant Program:** The Alfred P. Sloan Foundation is pleased to announce the availability of Work-Family Career Development Grants. This program will award grants to up to five (5) junior faculty members who are investigating important work and family questions. The level of support for 2008 is $45,000 per grant recipient. More information about these grants, including information about eligibility requirements, nomination deadlines, and application procedures can be obtained on the Alfred P. Sloan Foundation website: http://www.sloan.org/programs/Work_Family_Career_Development_Grants.shtml Additional inquiries can be sent via email to work-family-grant@sas.upenn.edu

**Proposals:** The Society for the Study of Social Problems (SSSP) invites proposals for its 58th Annual Meeting, to be held July 31-August 2, 2008 at The Boston Park Plaza Hotel and Towers, Boston, MA. Theme: CROSSING BORDERS: ACTIVIST SCHOLARSHIP, GLOBALIZATION, AND SOCIAL JUSTICE. Papers or extended abstracts (2-3 page summary of your intended presentation) for presentations at division sponsored sessions must be sent electronically to session organizers no later than January 31, 2008. If your paper does not fit into one of the sessions listed in the Call for Papers, send your submission electronically no later than January 31 to Program Committee Co-Chairs: Hector Delgado, delgadoh@ulv.edu and Wendy Simonds, wsimonds@gsu.edu. Questions relating to the program should be directed to them as well. When sending an e-mail, please place SSSP in the subject line. For further information, visit http://www.sssp1.org. The Society for the Study of Social Problems (SSSP) is recruiting applications for the 2008 Racial/Ethnic Minority Graduate Scholarship. Persons accepted into an accredited doctoral
Program in any one of the social and/or behavioral sciences who will have attained ABD status by September 1, 2008 are invited to apply for the $12,000 Racial/Ethnic Minority Graduate Scholarship. Applications are due by and must be received no later than February 1, 2008. Applicants will be notified of the results by July 15, 2008. All applicants must be a current member and a citizen of the United States or permanent resident when applying. For further information and an application, visit http://www.sssp1.org/. Contact Joya Misra, Chair with all questions (W: 413-545-5969; F: 413-545-0746; misra@soc.umass.edu).

Applications: The Feminism and Family Studies Section of the National Council on Family Relations is seeking applicants for two awards to be given at the November 2008 NCFR Annual Conference in Minneapolis, MN. Applicants do not need to be members of NCFR, but we welcome new members to our section and organization. The Outstanding Research Proposal from a Feminist Perspective is given in honor of Jessie Bernard. Graduate students and new professionals (with up to five years post-doctoral work) are encouraged to apply for this award of $750 to fund feminist research. Proposals will be reviewed for their potential contribution to feminist scholarship about families and the use of feminist frameworks and methods. Applications should include: a) an abstract of 100 words or less; b) a five-page (maximum) proposal (double spaced in 12-size font) outlining the project’s purpose, theoretical foundation, research methods, and potential contribution to feminist scholarship; c) a reference list; and d) a half-page budget. A summary of the recipient’s research results will be published in the Feminism and Family Studies Section Newsletter, and the recipient will be asked to present a research paper at the 2009 NCFR Annual Conference. The award will be presented at the 2008 meeting; recipients will receive $350 towards their travel. The Outstanding Contribution to Feminist Scholarship Paper Award is accompanied by a gift of complimentary books and a $250 cash award. Applications for this award are open to all graduate students and new professionals (with up to five years post-doctoral work). Papers should contribute to feminist scholarship about families and the use of feminist frameworks and methods, and should be accompanied by an abstract of not more than 150 words. Applicants should be the sole author or first author of the paper; both published and unpublished papers will be considered, although the paper should be at near-submission status. A summary of the paper will be published in the Feminism and Family Studies Section Newsletter, and the award will be presented at the 2008 NCFR Annual Conference. Recipients will receive $350 towards their travel to the conference. Authors should identify themselves only in a cover letter so that all entries can be reviewed anonymously – all identifying references should be removed from the paper or proposal submissions. In a cover letter, applicants should indicate whether they are currently a graduate student or when they received their Ph.D. The cover letter should also include the address(es), telephone number(s), and email address(es) of all authors. Letters of support are not required. Only one submission per category will be accepted from any applicant. To apply, send one electronic copy (MS Word attachment) of the proposal or paper by April 15th, 2008 to: Joyce Chang, Ph.D., FFSS Awards Committee Chair, Child and Family Development Program, Central Missouri State University, Email: chang@ucmo.edu.

Conference: The Matrix Center for the Advancement of Social Equity and Inclusion at UCCS announces the 2008 White Privilege Conference, in Springfield, MA, April 2-5; and the Knapsack Institute: Transforming the Curriculum summer workshop, June 4-7, 2008. Faculty and graduate students may apply to participate in the Knapsack Institute to develop a new course or integrate race and gender into an existing course. Details available at: www.ucss.edu/matrix. Please contact Abby Ferber with any questions about either event: afberber@uccs.edu.

Laura Carpenter was named a "blossoming scholar" in recognition of her contribution to sexuality research, by the Society for the Scientific Study of Sexuality, November 2007.

Shobha Hamal Gurung started a new position as Assistant Professor of Sociology at South Utah University this fall.

Sherryl Kleinman won the 2007 Women's Advocacy Award from the University of North Carolina, Chapel Hill.
Beyond Black: Biracial Identity in America 2nd Edition
By Kerry Ann Rockquemore and David Brunsma
Rowman and Littlefield, December 2007

Beyond Black is a ground-breaking study of the dynamic meaning of racial identity for multiracial people in post-Civil Rights America. Kerry Ann Rockquemore and David Brunsma document the wide range of racial identities that individuals with one Black and one White parent develop, and they provide an incisive sociological explanation of the choices facing those who are multiracial. Stemming from the controversy of the 2000 Census and whether an additional "multiracial" category should be added to the survey, this second edition of Beyond Black uses both survey data and interviews of multiracial young adults to explore the contemporary dynamics of racial identity formation. The authors raise even larger social and political questions posed by expanding racial categorization on the U.S. Census.

The Military's "Don't Ask, Don't Tell" Policy
By Melissa Sheridan Embser-Herbert
Praeger Security International Reference 2007

In this narrative overview, Embser-Herbert explores the history of the policy of "Don't Ask, Don't Tell," (DADT) the federal law restricting the military service of gays, lesbians, and bisexuals. She traces the policy from its origins in the early 1990s through its evolution and implementation into law in the United States military and evaluates the impact of post-9/11 events on the military, the policy, and the ongoing debate surrounding the existence of the policy itself as lawmakers consider its repeal. Her three-part history of DADT begins with a brief look at earlier policies that preceded it, a discussion of events in 1992-1993 that resulted in the passage and implementation of the new law, and an examination of the law's impact on the military. She also compares the policy to that of other nations, such as Canada, Australia, and Great Britain, that eliminated similar restrictions as they sought ways to avoid a potential manpower shortage in their armed forces. The War on Terror has returned DADT to the public spotlight. Embser-Herbert examines U.S. experiences in Iraq and Afghanistan and what they can teach about gays and lesbians in the military. She concludes Part I with an analysis of whether the law might be repealed or overturned. Part II of the handbook provides summaries of key legal decisions, and Part III contains key documents, such as the language of the law itself and excerpts from current military regulations and training manuals. The book also includes a chronology of events, glossary of terms, and an annotated bibliography.

Narrating the Storm: Sociological Stories of Hurricane Katrina
Edited by: Danielle Antoinette Hidalgo and Kristen Barber
Cambridge Scholars Press, 2007

For those interested in learning more about the personal impact of Hurricane Katrina and its aftermath, Narrating the Storm serves as an essential read. This important and timeless volume is a compilation of sixteen narratives that address the experiences of Gulf Coast residents, faculty, and graduate students who were caught up in the largest (not so) natural disaster in United States history. Each contributor deploys storytelling sociology as a methodological approach in order to illustrate how "personal" experiences with disaster are not so personal, but rather reflect and are informed by larger social phenomena related to issues including race, class, gender, age, bureaucracy, risk, collective memory, the blasé, and more. The narratives in this volume exemplify how inequality and injustice are unveiled, exacerbated, and created by the occurrence of disaster; and reveals the sociological in everyday and not-so-everyday experiences. This volume is a critical read for anyone interested in Hurricane Katrina, the Sociological implications of Hurricane Katrina, Storytelling as a method, and the application of theory to real lived experiences.

The New Basics: Sex, Gender and Sexuality
Edited by: Abby Ferber, Kimberly Holcomb and Tre Wentling
Oxford University Press.
Forthcoming, January 2008.

This volume brings together cutting edge theory, research and personal narratives, creating a vibrant dialogue and constructing a compelling new model for understanding the relationship between sex, gender and sexuality. Working from an accessible, incisive framework, the editors examine numerous provocative questions, including: How has our understanding of the relationships between sex, gender and sexuality changed over time? How are these concepts constructed differently across cultures? How do class and race shape the experience and concepts of gender and sexuality? What does research on intersex and transgender tell us about the construction of sex, gender and sexuality? This text is ideal for a wide range of courses in sociology and women's studies.
News from Local Chapters

Chicago: Area Wide
By Kimberly E. Fox

Thanks to the efforts of Barbara Risman of the University of Illinois Chicago and Judy Wittner of Loyola University Chicago, the Chicago Area SWS chapter is up and running (again)!

The first gathering on October 23 at the Jane Addams Hull House provided an opportunity for feminist sociologists from the Chicago area to mix and mingle over fine appetizers and drinks. There were around 40 faculty members and graduate students present (with more interested but unable to attend) who discussed our interests in mentoring, networking and growing our group.

We've started a listserv to begin sharing information and are putting together a resource guide so members can call on each other's knowledge and expertise. In January, we will begin regular meetings with a discussion of mentoring and more opportunities to network. We are off to a wonderful start!

Michigan: Michigan State University, Lansing
By: Lori Baralt

Early in the semester a few SWS members attended a fundraising and social event with the Michigan Planned Parenthood Young Leaders (PPYL) group. Our chapter of SWS is looking for a way to get more involved with the Lansing community through some volunteer work and we are considering volunteering once a month with PPYL. We recently held an SWS “tea party” at Professor Stephanie Nawyn’s home, which was a nice gathering of SWS graduate students and faculty. We discussed the upcoming winter meeting, SWS volunteering possibilities, and an upcoming film night. Currently we are planning to hold an on-campus screening of a film dealing with LGBTQ issues. We are hoping to have someone specializing in this area of research attend and lead a discussion following the film.

Minnesota: Minneapolis
By Vania Brightman

Minnesota has formed a new state level chapter of SWS! SWS-MN is an enthusiastic group of graduate students, faculty and applied sociologists from various institutions around the state of MN. Our mission includes networking, mentorship, advocacy and socializing. Our first official meeting was held in November, with approximately 25 people attending. We look forward to expanding our membership in the coming year, as well as creating a compelling space for those interested in issues related to gender and feminism. For more information contact one of our co-coordinators: Vania Brightman brigh009@umn.edu, Danielle Docka dock0069@umn.edu, and Kristin Haltinner halt0033@umn.edu.

Nevada: Las Vegas
By: Jennifer Reid Keene

On September 20th we had a local meeting of the UNLV Chapter of SWS. One of our wonderful doctoral students, Suzanne Becker, talked about her ongoing research studying reflections of contemporary sexuality in women’s Roller Derby. We had a nice group in attendance and a lively and thoughtful discussion about her topic. We are looking forward to seeing everyone at the Winter meetings here in Las Vegas!

Midwest SWS (MSWS)
By: Angie Moe

The Midwest chapter of SWS (MSWS) is working hard at creating a lively and diverse set of co-sponsored sessions and workshops for the Midwest Sociological Society meetings in St. Louis, MO March 27-30, 2008. As part of the conference this year, we will be expanding the hours and activities of our hospitality suite to include wellness programming. We are also sponsoring (with support from SWS) an undergraduate and graduate student paper competition as well as collecting submissions for our annual publication, Midwest Feminist Papers. Anyone interested in joining MSWS is asked to contact Sue Wortmann, Treasurer (swoffmann2@unl.edu) -- just $10 ($5 students).

Southeastern North Carolina Chapter
By Leslie Hossfeld

Our chapter has had a busy fall semester. In October we co-sponsored a campus visit from international scholar Dr. Gail Dines who lectured on Sex(ism) Identity and Intimacy in a Pornographic Culture. Community members, along with students and faculty from across campus disciplines, attended Dines' two day lecture event. In addition the chapter is having another feminists' night out event this semester and plans to host a US Gender and Trade Network consultation Training of Trainers in the Spring are underway.

SWS South
By Susan H. Ambler

The next SWSS-South meeting will be at Richmond, VA April 9-12, 2008. We will hold a silent auction as a fundraiser. In addition, we will sponsor several thematic sessions in conjunction with the Southern Sociological Society. Finally, we also will hold our annual business meeting.

SWS West
By: Clare Weber

SWS West will once again co-host (with the PSA Committee on the Status of Women) its annual breakfast reception during the 2008 Pacific Sociological Association meeting in Portland, Oregon. We hope to see you in Portland!

Florida: Tallahassee
By: Janice McCabe

The Tallahassee chapter has had a great start to an exciting year of meetings and discussions! Our first meeting continued our focus on gender and bodies from last semester, with Dr. Carrie Sandahl sharing her research and activism on the topic of gender and disability. Our November meeting included a lively discussion of balancing work, family, and life, centered on a recent article, "Helping Academics Have Families and Tenure Too." Find out more about us at our new website: http://www.sociology.fsu.edu/sws/
Adelphi University
TWO FACULTY POSITIONS. The Department of Sociology seeks a tenure track Assistant Professor with research and teaching expertise either in transnational migration, immigration communities and/or globalization, or in environmental sociology, as well ability to teach introductory courses, and quantitative research methods. PhD in Sociology and demonstrated excellence in research, publication and teaching in relevant field, are required. The Department of Sociology/Criminology seeks a tenure track assistant professor in Criminology with research and teaching expertise in criminology and criminal justice to teach introductory level courses, research methodology in criminal justice and advanced level courses such as forensic science or organized crime. Candidate will have PhD in Sociology or Criminology and demonstrated excellence in research, publication and teaching relevant field. Applicants should include a curriculum vita, 3 letters of reference, and a summary of current and future research interests as well as indicate SPECIFIC position of interest. Apply online with letter of interest, CV, names & contact information for 3 references to http://www.adelphi.edu/positions/faculty Adelphi University is an Affirmative Action/Equal Opportunity Employer; chartered in 1896, was the first institution of higher education for liberal arts and sciences on Long Island.

University of Illinois at Chicago
The Departments of Sociology and African American Studies at the University of Illinois at Chicago (UIC) are seeking a faculty member to join UIC’s exciting community of scholars who study race and ethnicity. Candidates’ research expertise should include a focus on African Americans in urban America. The ideal candidate will have an outstanding research record and a strong commitment to teaching and supervising students at both the undergraduate and graduate level. In addition s/he should be prepared to contribute to the Sociology department’s doctoral specialty in Race, Ethnicity and Gender, and to the development of an interdisciplinary PhD program involving African American Studies. Scholars at all ranks will be considered. Salary will be competitive and commensurate with experience. UIC is a Carnegie Doctoral/Research-Extensive University located in the heart of Chicago, one of the nations’ largest metropolitan areas. It is a comprehensive public university with a diverse student body of more than 25,000 undergraduate, graduate and professional students. The University is host to a number of exciting interdisciplinary units supporting research on race, ethnicity, and urban studies. These include the Great Cities Institute, The Institute for Research on Race and Public Policy, the Latino and Latin American Studies Program, and the History department’s Graduate Concentration in the History of Work, Race and Gender in the Urban World. As an AA/EOE, UIC encourages applications from women, minorities and people with disabilities. Applicants at the rank of full professor should submit a letter of application and curriculum vitae; all others should submit a letter of application, curriculum vitae, writing sample and a list of three references to email, SocAAST@uic.edu or mail hardcopy to: Professor Maria Krysan, African American Studies/Sociology Search Committee Chair, Department of Sociology (MC312), University of Illinois at Chicago, 1007 W. Harrison St., Chicago, IL 60607-7135. To ensure full consideration, applications should be postmarked by January 15, 2008. However, consideration will be given to applications until the position has been filled.

University of Massachusetts Boston
The Women’s Studies Department at the University of Massachusetts Boston seeks applicants for a tenure-track position at the rank of Assistant Professor, with major scholarly expertise in global/transnational feminisms and African studies, and strong interest in human rights and/or sexuality studies. Position to begin September 1, 2008. Ph.D. required; preference will be given to interdisciplinary Women’s Studies of another disciplinary field by August 2008. Candidates must have had a prior teaching experience, preferably in interdisciplinary Women’s Studies. Ph.D. must be in hand by August 31, 2008. The new hire will participate fully in program and curriculum development; teach new and existing undergraduate courses (including general education courses and core courses for majors such as Feminist Thought or the Research Seminar); advise and mentor students; and maintain an active record of research and publication. We seek a candidate with a strong interest in teaching at an urban public university with a diverse student body.

Applications will be accepted through January 7, 2008. Send the CV, cover letter, three letters of reference, and a writing sample (article, conference paper or book chapter) to: Jean Humez, Chair, Women’s Studies Department, Search # 665x, University of Massachusetts Boston, 100 Morrissey Blvd., Boston, MA 02125. (Please refer to Search number 665e in your cover letter.) Email any inquiries to jean.humez@umb.edu. UMass Boston is an Affirmative Action, Equal Opportunity, Title IX employer.

Miami University
The Women’s Studies Program at Miami University invites applications for a tenure-track assistant professor position jointly appointed between the Women’s Studies Program, and the Departments of Geography or Sociology and Gerontology, beginning in August 2008. Candidates should be able to teach introductory, upper-level undergraduate and graduate courses in Women’s Studies and the joint department, maintain a productive research agenda, and provide service to the university. We are especially interested in applicants with interdisciplinary expertise in Chicana/Latina, Middle Eastern or South Asian studies. Ph.D. in Women’s Studies or appropriate social science field by August 2008 required. Please provide a letter of application that discusses your research and teaching interests and experience, c.v., teaching philosophy, a writing sample, and three letters of recommendation to Cheryl Johnson, Director of Women’s Studies, 120 MacMillan Hall, Miami University, Oxford, Ohio, 45056. Screening begins December 1, 2007. Miami University is an Affirmative Action/Equal Opportunity Employer, committed to a diverse faculty, staff, and student body. A list of benefits for faculty, including their family members and same sex domestic partners, can be found at http://www.units.muohio.edu/prs/benefits/. For information regarding campus crime and safety, visit <http://www.muohio.edu/righttoknow/> . Hard copy upon request. For more information, contact Dr. Johnson at 513-529-4616.

Mott Community College
Located in Genesee County, Michigan, has an exceptional opportunity available for a full-time Sociology Instructor. Position begins in August 2008. For position information, application instructions, and deadline, please see the offi-
Official posting at www.mott.jobs. AA/EOE

The Society for the Study of Social Problems

The Society for the Study of Social Problems (SSSP) announces an opening for the position of Executive Officer. The SSSP is an interdisciplinary and international community of scholars, activists, practitioners, and students creating greater social justice through social research. The members of the SSSP work in colleges and universities, non-profit organizations, research organizations, activist groups, and other applied settings. A detailed description of the Executive Officer’s position is posted on the SSSP website, http://www.sssp1.org. Preference will be given to those familiar with, or a commitment to, SSSP’s purposes. Interested applicants may apply by submitting a letter of interest, CV, contact information for three references and a letter of support from the applicant’s Department Chair and Dean to: Gabriel Aquino, Chair of the Permanent Organization and Strategic Planning Committee, Department of Sociology, Westfield State College, 577 Western Avenue, Westfield, MA 01086 (gaquino@wsc.ma.edu). The letter of interest should include a statement of the applicant’s vision for the future of the Society and understanding of the duties of the Executive Officer that are stated in the SSSP Bylaws and Operations Manual. The candidate should also indicate what support the host institution is willing to provide if selected for the Executive Office site. Institutional support information should be corroborated by the letters from an official with budgetary authority. Applications received by February 15, 2008 will receive full consideration. Compensation will include salary assistance and travel. The Permanent Organization and Strategic Planning Committee (POSPC), working in consultation with the Board of Directors and the Treasurer, will screen the applications and will take into consideration the protection/promotion of affirmative action and cultural diversity interests, as well as the qualifications of the applicants and the resources available from the applicants’ institutions, including estimated budgets for operating the Executive Office at their institutions. Following established procedures, up to three application files will be supplied to the Board of Directors by July 1, 2008. Finalists will be interviewed by the POSPC and the Board separately at the 2008 Annual Meeting. A site visit to the selected site will be conducted not later than November 1, 2008. Final appointment will take place by March 1, 2009. The President of the Board, Chair of the POSPC, and newly appointed Executive Officer will make arrangements to have the Executive Office moved to its new location — following the 2009 Annual Meeting.

State University of New York College at Plattsburgh

The Department of Sociology and Criminal Justice invites applications for a full-time, tenure-track Assistant Professor position in Sociology/Criminal Justice for Fall 2008. Teaching load is 3/3. The successful candidate will teach ethics in criminal justice and any of the following secondary areas: organized crime, comparative criminal justice systems, terrorism, and/or juvenile delinquency. Preference will be given to candidates willing to coordinate our active internship program. Ph.D. preferred; ABD considered. Candidates must show promise of excellence in research, including a well-defined research program, as well as excellence in, and commitment to, teaching. The department currently has 12 full-time faculty members and over 350 majors; we offer BA degrees in sociology and in criminal justice. Plattsburgh is a small city located on Lake Champlain, near the Adirondack Park with its vast recreational resources. We are 60 miles south of Montreal, Canada, and a ferry ride away from Burlington, VT. SUNY Plattsburgh is an equal opportunity employer committed to excellence through diversity. Review of application materials will begin November 1st and continue until the position is filled. Send letter of application, curriculum vita, publication sample, evidence of teaching effectiveness, and three letters of recommendation to: Chair, Search Committee (PJ# 4863-SWS), SUNY Plattsburgh, Human Resource Services, 101 Broad Street, Plattsburgh, NY 12901 hr.apply@plattsburgh.edu

Wake Forest University

Wake Forest University is seeking an advanced Assistant or Associate Professor who will serve as Director of the Women’s and Gender Studies Program, beginning August 2008. Women’s and Gender Studies at Wake Forest University is a vibrant interdisciplinary academic program that coordinates and stimulates a wide range of research, teaching and community service activities. The Director teaches in the Program, promotes faculty and student research as well as curriculum development, supervises the administrative office of the Program, and facilitates inter-disciplinary and cross-campus communication and scholarship among the faculty. The Director represents and advances the interests of the Program on campus and in the community. The Director will hold a full-time tenured or tenure-track appointment in the Program and/or appropriate disciplinary unit. The successful candidate will possess a Ph.D. with training in feminist and/or gender studies. Specific disciplines are open but preference will be given to candidates with a Ph.D. in Women’s & Gender Studies, social science fields or the humanities. Qualified candidates will be committed to interdisciplinary teaching and scholarship, and will hold a record of both distinguished teaching and publication in Women’s and Gender Studies or the intersection of Women’s and Gender Studies and other area studies programs. Preference will be given to candidates who evidence administrative ability and experience, as well as commitment to service and community engagement. Additional information about the Women’s and Gender Studies Program at Wake Forest University can be found at: http://www.wfu.edu/wgs. Information about the University is located at: http://www.wfu.edu. The initial deadline for applications is November 30, 2007 but applications will be accepted until the position is filled. Send nominations, applications and inquiries to Professor Mary Foskett, c/o Ms. Linda Mecum, Women’s and Gender Studies Program, Wake Forest University, P.O. Box 7365, Winston-Salem, NC 27109-7365. Candidates should submit a letter of application, current curriculum vita, sample of scholarly writing, sample of recent teaching evaluations, and the names and addresses of three references. EEO/AA.
2008 Membership Dues

(Effective Jan 1-Dec 31, 2008)

Federal Tax ID: 23-2162891

Please Print:

Last Name First Name Middle

School (if applicable) Department (if applicable)

Street Address (required) Address line 2 (optional)

This will be the address we list in the 2008 directory if you do not opt out of being listed (below) and where any paper mailings will go.

City State Zip Code Country

Home or Mobile Phone Office Phone E-mail

__ I do NOT want my name included when SWS rents its membership list (usually to publishers)
__ I do NOT want to be included in the members’ directory
__ I do NOT want to receive the Gender & Society journal (available online)
__ I do NOT want to receive the Network News newsletter (available online)

MEMBERSHIP FEES – Please Check All that Apply

Income less than $15,000 $14 __
Income $15,000-$19,999 $21 __
Income $20,000-$29,999 $31 __
Income $30,000-$39,999 $41 __
Income $40,000-$49,999 $46 __
Income $50,000+ $51 __
Sustaining Member $100 __
Life Membership $1800 __
- paid in equal installments over (1) (2) (3) (4) yrs
Library Rate Only (Network News Only) $19 __
Gift Membership (please fill out information on the back) $14 __

CONTRIBUTION OPPORTUNITIES

$_______SWS operations
$_______Women of Color Dissertation Scholarship
$_______Feminist Lectureship

$_______Natalie Allon Fund (discrimination support)
$_______Barbara Rosenblum Fund (cancer-related dissertation)
$_______Beth Hess Scholarship

TOTAL PAID (US currency only) $________

Cardholder Name: ____________________________ Expiration Date: __________
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Signature: ________________________________

CHARGE WILL SHOW AS SWS/UNIVERSITY OF RHODE ISLAND

Make checks or money orders (in U.S. currency) payable to:
Sociologists for Women in Society
SWS Executive Office
University of Rhode Island
Department of Sociology
10 Chafee Road
Kingston, RI 02881
Fax: 401-874-2588
Phone: 401-874-9510
Email: sws@etal.uri.edu
Website: www.socwomen.org

Voluntary Information
(Used for membership recruitment efforts only)

New Members – How did you hear about SWS?
__ Professor
__ Grad Student
__ Undergraduate
__ Website
__ Professional Meeting
__ Other, please specify __________________________

**All Members – What is your current job position/title?

__ Professor
__ Grad Student
__ Undergraduate
__ Website
__ Professional Meeting
__ Other, please specify __________________________

New Members – How did you hear about SWS?
__ Professor
__ Grad Student
__ Undergraduate
__ Website
__ Professional Meeting
__ Other, please specify __________________________
GIFT MEMBERSHIPS
May be done as you renew, or separately.

1.) Check one:
   _____ This is a gift that I am paying for – payment information on reverse.
   _____ Free gift, as this is my third year in a row as a dues-paying (or life) member.
The EO will confirm your 2006, 2007, and 2008 memberships, and your one free gift membership coupon will be e-mailed
to your recipient. This program was designed to bring new members to SWS.

2.) Gift Recipient’s Information please print:
Name: __________________________________________E-mail: ___________________________
Address: ____________________________________________________________________________

SWS INTERESTS
SWS works on fostering feminism in sociology and society in several ways. Which of the following two or three are most interesting to you personally?
   Publishing feminist scholarship
   Fighting discrimination against feminists in the academy
   Supporting the careers of feminist sociologists
   Helping make feminist social change
   Providing resources for feminist teachers
   Building membership
   Giving scholarships and awards to outstanding feminists

AREAS OF SPECIALIZATION – Areas are consistent with ASA

Using the guide below list 3 areas in order of importance: #1 _______ #2 _______ #3 _______

Sociology of Culture
M.1. Art/Music
M.2. Cultural Sociology
M.3. Leisure/Sports/Recreation
M.4. Mass Communication/Public Opinion
M.5. Religion
M.6. Visual Sociology
Theory, Knowledge, Science
N.1. History of Sociology/Social Thought
N.2. Knowledge
N.3. Rational Choice
N.4. Science and Technology
N.5. Theory
Work, Economy and Organizations
O.1. Economic Sociology
O.2. Labor and Labor Movements
O.3. Occupations/Professions
O.4. Organizations, Formal and Complex
O.5. Social Organization
O.6. Work and Labor Markets
Qualitative Approaches
P.1. Ethnography (Anthropology)
P.2. Ethnomethodology/Conversational Analysis
P.3. Language/Social Linguistics
P.4. Qualitative Methodology
Quantitative Approaches
Q.1. Mathematical Sociology
Q.2. Quantitative Methodology
Q.3. Social Networks
Q.4. Statistics
Q.5. Micro-computing
**Local and Regional Chapters**

**ACTIVE STATUS**
*(Meet on a regular basis)*

**TALLAHASSEE, FLORIDA**
Janice McCabe (jmccabe@mailer.fsu.edu)

**LANSONG, MICHIGAN**
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Lori Baralt (baraltlo@msu.edu)
Linda Gjokaj (gjokaji@msu.edu)

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**CHICAGO**
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**MINNESOTA**
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**TUCSON**
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**KENT STATE**
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**REGIONAL**

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**WEST (SWS-WEST)**
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**EAST (SWS-EAST)**
Laura Steck (lsteck@ycp.edu)

**NORTH CENTRAL (SWS-NCSA)**
Natalie Haber-Barker (nhaber@luc.edu)
Kathy Feltey (felteyk@uakron.edu)

**INTERESTED IN FORMING CHAPTER**

**ALBANY/TRI-CITIES, NEW YORK**
Sally Dear (sdear@binghamton.edu)

**PHILADELPHIA AREA**

Please send chapter updates to ANASTASIA PROKOS (aprokos@iastate.edu)