



Network news

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MARCH 2014

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Mary Bernstein, SWS President

Happy Spring everyone! For those of us in the colder climates, it is a big relief to see things begin to melt as Spring cautiously approaches.

It has been a pleasure and a privilege to serve SWS over the past year and to organize the Winter Meetings in Nashville. My thanks to all of you who attended and especially those of you who endured weather-related travel delays. We hope those of you who could not make it can attend next year in D.C.

The conference theme was “Gender and Multi-Institutional Politics.” The inspiration for this theme came from noticing that despite feminist challenges to gender inequality in almost every institutional setting, gender inequality persists. The program committee, consisting of Orit Avashai, Youngjoo Cha, Afshan Jafar, Nancy Naples, CJ Pascoe, and Gayle Sulik and I invited 12 speakers to address a series of questions, in order to help explain why some aspects of inequality are successfully challenged, while others remain intransigent. Plenary

Welcome Spring and Continued Growth of SWS

speakers examined what we learn when we examine multiple institutions; how race, class, sexuality, and nation influence these challenges; whether destabilizing some inequalities shore up other inequalities; and what comparative and transnational approaches reveal about these processes.

One of the striking things about these varied plenary panels was the illustration of how different institutions intersect with the state, illustrating its importance in multiple arenas and how it hyperpenetrates the most intimate areas of life. For example, Barbara Sutton, Laura Carpenter and Katie Hasson discussed women’s role in nationalism via their bodies, reproductive control, and health, while Kemi Balogun and Minjeong Kim focused on beauty, marriage, nation, and the regulation of gender identity. Zakia Salime discussed how sexuality and the body were at the center of the uprisings in the Middle East. Claims for secularization, religiosity and identity swirl around women’s bodies and protests related to gender and sexuality.

Ironically, as Tey Meadow reminded us, the state also provides recognition and at times activists must leverage one part of the state against the other. Shelley Correll echoed

this insight, illustrating how work-family policies promulgated by the state and workplaces, coupled with norms and stereotypes about who makes a good and productive worker, affects the daily lives of women and men. Although laws have significant impact on influencing the norms about taking advantage of, for example, family leave policies, we can’t all be Sweden, as Ann Orloff reminded us, and there may be a trade-off between different types of policies. Rachel Parrenas discussed the relationships between international migration and policies for domestic workers.

The plenaries illustrated both continuity and change in gender practices. Tristan Bridges explained how men gain a gender dividend by adopting pro-feminist identities and laugh about their mistaken-for-gay stories that allow them to distance themselves from mainstream masculinity. Victor Rios discussed how masculinity is fluid and shifting and how the Latino adolescents he studied seek to achieve status through masculinity as a way to counter class and racial subordination, particularly when faced with bullying by police.

Gender dynamics analyzed in multi-institutional context illustrates the complex relationship between the state, multiple institutions (beauty, health, work, family), and (continued on pg. 2)

(continued from pg. 1) gender, bodies, and sexuality. This also allows us to understand social processes such as immigration and migration and their consequences, masculinity and femininity practices, sexual and gender identity, work-family relations, health practices and increasing biomedicalization. The plenary speakers left us with much to think about and ways to make connections across diverse arenas.

We broke our previous records for attendance (322 people) and number of roundtables (50) in addition to the plenaries, panels and workshops! We sold out the amazing Civil Rights tour. My thanks to Larry Isaac for his expert leadership of the tour and to Pallavi Banerjee for organizing it. We had an exciting banquet with performances by Act Like A Grrrrl and Minton Sparks. Thanks to Laura Carpenter and Terrie Spetalnick for arranging for their appearance.

We also sold over 70 t-shirts. Thanks again to Andi Stepnick for spearheading this effort to raise money for our two auction recipients, Act Like A Grrrrl which provides a space for grrrrls to find their voice and develop relationships with female mentors and peers and Magdalene House which provides a space for women to learn job skills, responsibility and cooperation for women who have survived lives of prostitution, trafficking and addiction. Thanks also to Barbara Gurr, our auctioneer extraordinaire for a fun, exciting, and profitable auction. While cutting down on the time spent on the live auction, we still raised a total of \$6389.64!

As we reflect on the accomplishments of the last year, including a successful transition to a new Executive Office, it is also time to look to our future. I would like to express my gratitude to the Strategic Planning Task Force, Cynthia Anderson, Hara Bastas, Marlese Durr, Myra Marx Ferree, Mindy Fried, Leslie Hossfeld, Kecia Johnson, Judith Lorber, Julia Mc-Quillan, Barbara Risman, Zandria Robinson and Carrie Smith. Tracy Ore served in ex-officio capacity. This Task Force has worked tirelessly over the past several years to provide us with a vision for the 21st century that will help move SWS forward. Council endorsed the proposed mission statement prepared by the Task Force and we will shortly present it to the full membership for a vote.

The committee also proposed a new organizational structure which will entail writing new bylaws. We are currently vetting this proposal through our accountant and our attorney. Once it is cleared, Council will request more feedback from the membership and then revise accordingly, after which time we will present the membership with revised recommendations for a series of votes needed to enact the proposed changes.

Finally, Council will begin to discuss how to implement the other series of proposals that the Task Force developed which are designed to accomplish such goals as expanding participation of SWS from its two national meetings and to encourage active member participation.

Our Financial Investment Committee is also planning for our future growth and economic stability. This Committee is designed to oversee our investments and to make sure that we are investing responsibly while also getting the highest return on our money. Council will soon vote whether or not to make this Committee a permanent standing committee.

I am looking forward to our Summer Meeting in San Francisco and hope that you will attend our banquet on Monday August 18th.

Pat Martin, Jazmyne Washington, Joey Sprague, and Bandana Purkayastha enjoying themselves at the winter meeting in Nashville!

Thanks to Tracy Ore for sharing the wonderful pictures from the winter meeting, that you'll see throughout *Network News*.



NOTES from NASHVILLE: *Embodiment Across Institutions*

Thank you to CJ Pascoe for sharing this with Network News!

Kemi Balagun, Tristan Bridges and Tey Meadow presented talks detailing the varied relationships between gender, embodiment, and sexuality on a plenary panel entitled *Embodiment Across Institutions*

Balagun's research on Nigerian beauty pageants documented complicated and perhaps unexpected ties between beauty and nationalism. She argued that we are stuck in a discourse that pits irrelevance against oppression when we talk of beauty. However, Balagun asserted that beauty is better thought of as a frontier where "inequality, difference, and belonging get demarcated." A focus solely on inequality or irrelevance may miss the complicated ways in which beauty works in terms of political power and institutional access. Balagun's examination of Nigerian beauty pageants positions embodied beauty as a way of understanding how beauty and gendered embodiment can be used as a platform to boost nationalist politics as well as reveal the global politics of gender.

Tristan Bridges shared findings from his research on "mistaken for gay" stories shared by men in the feminist organization "Guys for Gender Justice." These stories in which straight men claim embodiment of gay masculinities are often shared as badges of honor. These men's sexual illegibility worked, at least in their imaginations, as a kind of feminist currency. However, as Bridges claims, their reading ignores the ways that their practices simultaneously shored up the very systems of power and inequality they seemed to be designed to challenge—but did so in a way that made these men's places in those systems difficult to identify.

Tey Meadow presented research on the emerging category of the transgendered child. In doing so Meadow argued that while gender may be experienced as a feature of the self, it is a feature that need not cohere in any predictable way with the body and that this gendered identity requires scaffolding by social institutions in ways that are new and noteworthy. Examining how parents of transgendered or gender creative children support their children's gendered embodiments, Meadow drew attention to the "double life" of state recognition. For instance, the state may enable these identities, by providing legal recognition of a correct gender category and name on legal documents. However, the state also circumscribes these possibilities through intense surveillance of the families in which these young people live. Parents and guardians thus had to both rely up on the state for recognition of their child's embodiment as well as protect against its surveillance.

Taken together their research provides cautionary tales about gendered change. That is we may not be talking about movements "forward" or "backward" with the eradication or support of beauty pageants, changing norms of masculine embodiment or the emergence of more gender fluidity in childhood. Rather each form of change carries with it other forms of social control. This research encourages us to refrain from hasty claims about liberation, and to attend to the complexity and nuance our data carries within it that reflects the messiness of the world we study.

Remembrance of Suzanne Kurth

Suzanne Kurth, Ph.D, Associate Professor of Sociology Emeritus at The University of Tennessee, died on November 18, 2013 in Chicago after a brief illness. She was 69 years old. She earned her Ph.D from the University of Illinois, Champaign-Urbana, where she studied with George McCall. She spent her academic career at The University of Tennessee, where she served as the first chair of Women's Studies (1974-79), the Ombuds Officer (1987-1996), Head of Sociology (1998-2003), and a long-time member of the Commission on Women.

Suzanne's scholarship spanned many topics, but she focused mainly on social relationships, most recently on how recent technological developments have affected them. Her first publication, "Friendships and Friendly Relations," an important chapter in a volume edited by George McCall and others in 1970, was recently republished in 2011 in a volume called *Friendship as a Social Institution*. So ironically her first publication was also her last even though she published much in between. I cited this publication in my dissertation on older women's friendships and was therefore delighted when I saw that Suzanne was organizing a session on "Friendship" at my first Southern Sociological Society meeting in the spring of 1984. She was a true pioneer in this area—when I started my own research on the topic in the late 70s, only Suzanne and a few others had studied it. When we met she told me about the International Conference on Personal Relationships—a precursor to the International Association for Relationship Research—which met in Madison for the second time that year. Subsequently in 1986 we traveled to Israel together to attend the third meeting of the group, which is where I met most of my other life-long collaborators and professional friends for the first time. My career would have unfolded in an entirely different way if it had not been for Suzanne!

She served the profession in a variety of ways. She was President of Sociologists for Women in Society-South (1978-80), chaired the Southern Sociological Society Local Arrangements Committee (1983-84) and Committee on Sociological Practice (1995-97), and served on many other SSS committees including the Committee on the Status of Women. In addition to the professional organizations already mentioned, she belonged to the American



Photo of Suzanne in Tel Aviv in July 1986 for the International Conference on Personal Relationships (courtesy of Rebecca Adams)

Sociological Association (which she attended this past August), the Society for the Study of Social Problems, and the Society for the Study of Symbolic Interaction .

When I think of Suzanne, I will remember her as a mentor. She served on more than 90 dissertation and thesis committees, chairing many of them. Often when we would have lunch at Southern, she would bring a student with her or invite me to bring one of mine. But it was not just students she mentored; she mentored her colleagues as well. In my case she mentored me on my research, how to navigate SSS politics, being a woman in the South, department politics, and being an administrator. I looked forward to our talks, which usually took place at Southern, but sometimes also at ASA or IARR. I always had a fresh perspective after these discussions and, more important, she always left me with an action plan. I am still working on implementing the last one we discussed.

Suzanne was preceded in death by her parents, Wesley Kurth and Ann Redmond Kurth. She is survived by her sister, Nancy, of Glen Ellyn, Illinois and a close family of cousins. In lieu of flowers, the family suggests a donation to a charity of your choice. I personally plan to make a donation to SWS-South in her name.

- Rebecca G. Adams, UNC– Greensboro

Congratulations to our 2014 SWS Undergraduate Student Award recipients!

* Colleen Fugate, nominated by Kimberly Kay Hoang (Boston College), Rice University
Colleen was honored for her wide variety of activism, both local and transnational, on efforts such as transnational migration, reproductive health, and conservation.

* Sarah Rose Webber, nominated by Shobha Hamal Gurung, Southern Utah University
Sarah is dedicated to feminism in a place that requires creative ideas to engage people in feminism. She founded her university's first feminist club and is committed to anti-domestic violence work.

* Christopher Guido, nominated by Kris de Welde, Florida Gulf Coast University
Christopher's passion for reproductive justice on campus has taken him to the state capitol and Washington, D.C. He founded the campus' first reproductive rights group in conjunction with the local Planned Parenthood.

Thank you to our nominators and to the decision committee members!



Pictured from left to right: Sarah Rose Webber, Christopher Guido, and Colleen Fugate

(Picture courtesy of Tracy Ore)



CONTACT INFORMATION

Please print legibly

Name: _____

Address: _____

Email: _____

Phone: _____

Occupation/Rank: _____

For data purposes only- optional
Racial/Ethnic Identification

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White
- Self-Identification _____

Gender

- Female
- Male
- Alternate Gender Identification _____

MEMBERSHIP DUES

New **Renewal** **Gift**

- \$14 Income less than \$15,000
- \$21 Income \$15,000-\$19,999
- \$31 Income \$20,000-\$29,999
- \$41 Income \$30,000-\$39,999
- \$46 Income \$40,000-\$49,999
- \$56 Income \$50,000+
- \$1800 Life Membership*

**Payable in equal installments over 1-4 years.*

GIFT MEMBERSHIP RECIPIENT DATA

Name: _____

Email Address: _____

CONTRIBUTION OPTIONS *(enter amount)*

- \$ ___ SWS operations
- \$ ___ Natalie Allon fund (discrimination support)
- \$ ___ Rosenblum award fund
- \$ ___ Beth B. Hess Scholarship
- \$ ___ Feminist Activism Award
- \$ ___ Distinguished Feminist Lectureship
- \$ ___ Mentoring Award
- \$ ___ Undergraduate Social Action Award
- \$ ___ Chow-Green Dissertation Scholarship
- \$ ___ SWS-MFP ASA Minority Fellowship Program

HARD COPY PUBLICATIONS OPTIONS

- Gender & Society
- Network News

HOW DID YOU HEAR ABOUT US?

COMMITTEE INTERESTS

I am interested in serving on the following committees.
Your name will be forwarded to the chair(s) of the
committee(s) you have selected:

- Academic Justice
- Awards
- Career Development
- Discrimination
- International
- Membership
- Nominations
- Scholarship and Human Rights
- Sister to Sister
- Social Action
- Student Concerns

PAYMENT

Dues	\$	_____
Contributions	\$	_____
Total	\$	_____

Visa, MasterCard, and Discover only

Name on Card _____
 Card Number _____
 Billing Address _____
 City/State/ZIP _____
 Expiration Date _____
 Signature _____

Make checks payable and mail to:
Sociologists for Women in Society
1415 Jayhawk Blvd. Rm. 716
Lawrence, KS 66045

From the Executive Office:

“Show me where you spend your money and I’ll tell you what your values are.” Even though when you hear the word budget you may respond with glazed eyes, it is important to remember that budgets are policy documents. In order to make the policy implications of our financial choices more transparent to us all--both leaders and members--we have developed a way to look at our organizational spending patterns.

With the help of EOB, and Council and feedback from some committee chairs, we have developed a mecha-

nism for reporting our expenditures in terms of 6 organizational goals. These include: 1) having an administration that is efficient, effective and meets legal requirements, 2) encouraging members to participate in the work of the organization, 3) promoting communication with and among members, 4) fighting discrimination against women in the academy, 5) promoting feminist scholarship in the academy, and 6) working for justice for women in society. We call this organization of our spending our “Goals Based Budget”.

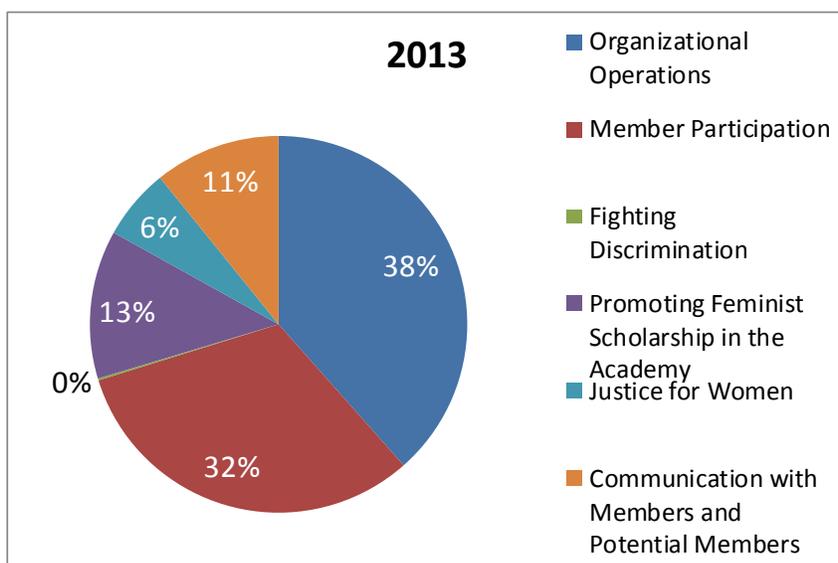
We hope this form of report-

ing helps everyone see the broader patterns in our spending so that together we can work to make sure our spending is consistent with our values. A pie chart using this approach to report our spending in 2013 appears below.

If you look at the pie chart, you’ll see that a big chunk of our spending falls under the heading of promoting member participation in the organization. We spend almost all that money on the Winter Meeting which entails expenses for meeting rooms, supplies, programming, keeping the banquet affordable for attendees, and subsidizing attendees’ travel costs. Since we just had a winter meeting in Nashville, I can report some facts you might find surprising. In order to do that, I will “borrow” the strategy of *Harper’s Magazine* and present:



Joey Sprague,
SWS Executive Officer



(continued on pg. 8)

The SWS Index (continued from pg. 7)

number of people who registered	322
registrants who were officers or committee chairs	29
attendees who participated in at least 1 committee meeting	38%
percentage of registrants who were graduate students	31%
percentage of students who attended a committee meeting	23%
percentage of registrants who attended the banquet	99 %
percentage of grad students attending the student reception	71%
number of attendees who requested reimbursement for travel costs	174
percentage of those requesting reimbursement who were graduate students	37%
percentage who were officers or committee chairs	17%
net conference costs paid by SWS after deducting registration fees	\$16,249
amount paid in travel reimbursement to attendees.	\$56,654
net cost to the organization of this year's Winter Meeting	\$72,903
Our net 2014 Winter Meeting costs as a percentage of the total spending for all goals during 2013	25%
the percentage of total spending on all goals during 2013 that was devoted to promoting feminist scholarship in the academy	13%
percentage devoted to working for justice for women in society	6%

Want to help us get feminist sociological scholarship into public discourse? Please enter information about your areas of expertise in our database of members willing to talk with the media. Go to

<http://bit.ly/SWSmainstream>

Let's help to change the conversation out there!

SWS Mid-Winter Meetings, February 6-9, 2014**Sunday, February 9, 2014 Business Meeting, 10:30-11:45am**

Mary Bernstein calls the meeting called to order at 10:35.

Mary Bernstein: The last business meeting of the winter meeting. Thanks for attending and for hanging in there for the last order of business.

Brief follow-up from Saturday's business meeting:

Address questions regarding the treasurer's report and the EO report. [Goal based budgeting handout]

Mary Bernstein: Thanks the by-laws taskforce for their really hard work over several years and for presenting us with a set of proposals.

Council has voted, and in the next weeks, after the travel reimbursements are done, you'll get an opportunity to read or re-read the mission statement and vote on it. We will be moving forward with the mission statement.

As far as the proposed organization structure that was presented at the Friday lunch we are going to vet it through our lawyer and CPA so that we can make sure we will be in line with IRS, rules and regulations, incorporation. After this, we will probably put it on the website, members only, to review and give feedback.

Highlights of Committee Reports:*G & S, Publications--Joya Misra*

Gender and Society

Good year

#1 journal in gender studies, one of the top in Sociology

we will hit 10,000 subscribers this year

2013 more than 600 submissions

steady increase, my first year 450, 535, 608

It's a tough job in that we receive a lot of submissions and yet we still can only accept the same number of articles and the same # of pages. Difficult to keep up with this pace, didn't expect to grow this fast. Manage to average 60 day turn around for manuscripts that are submitted.

Special Issue coming up, edited by: Orit Avishai, Afshan Jafar and Rachel Rinaldo

101 submissions for their special issue; our Sage rep notes that some journals don't get this many submissions in a year. Down to 13 R&Rs, 6 will go to print.

Subscriptions are very high for a journal, 53% from outside the US. Articles are downloaded and read (the blog, too) all over the world, mostly in English speaking countries. Increasingly there are authors and many reviewers from outside the US. One of my goals was to make it more international and we are doing that.

Gender and Society in the Classroom is coordinated by Marni Brown and managing editors RJ Barrios and Mahala Stewart, and volunteers from all over the world, including many SWS folks. Go to the *Gender and Society* blog or the Sage website and click on "in the classroom" and you will find so many areas of sociology identifying great articles that can be aligned with different classes.

Gender and Society Blog. Maintained by Mahala Stewart. We don't just publicize articles but also books published by our members, we take things from the news and ask folks to write a blog. If you are excited about something in the news and want to blog about it, be in touch with us. We want to see it as a space for promoting feminist scholarship.

New editor needed for *Gender and Society*:

We are looking for a new editor!

With so many submissions, I think we should implement, like many ASA journals, a team model. That's my recommendation.

Publications committee:

Jennifer Reich: See committee report.

International Committee-Susan Lee, incoming chair international committee:

3 sub committees carry out most of our work

UN subcommittee:

SWS participates in international meetings in the UN primarily in the UN Commission on the Status of Women, which is usually in March. We are allowed to present a statement each year and that is the basis for our advocacy. Our 2014 statement was printed in the December 2013 issue of *Network News* and is posted on the UN website.

This year March 10-21, we have 20 people signed up as reps and delegates. We are sponsoring a parallel event with several SWS panelists entitled *Feminine Socialization to Feminist Social Change*, March 17 10 AM, organized by Hara Bastas, our head UN representative for ECOSOC, the Economic and Social Council.

Thanks to our outgoing chair Minjeong Kim for her strong leadership.

Global Feminist Partnership:

Works with women's research centers around the world (6 active partnerships, Columbia, India, Nepal, Italy, Brazil, Sierra Leone), engaging in scholarship, teaching, and dialog.

International meetings:

Works to represent SWS at international meetings and promote dialog internationally.

some are academic (ISA),

others that are outside the academy (WSF).

Please feel free to join us.

Sister-to-Sister--Kris De Welde:

Highlights:

Krista is the out-going co-chair of sister to sister. Gail Wallace remains and Lorena Garcia is incoming co-chair.

Lots of good events this meeting, we had our mentoring session, which is important for us to help graduate students, especially around concerns related to race.

Thank you to everyone who participated.

Co-sponsored a session with social action committee on strategies for generating change in the academy (and surviving!). We had a robust discussion about how important the committee is as a safe space and also as a committee inside of the SWS. We identified a need for more informal gatherings at the summer and winter meetings. Also, more mentoring across the year, not just at the meetings, for example, following up with mentees throughout the year.

Chow Green Award: An announcement will come out on the listserve, please consider nominating graduate students who are ABD and whose work is on intersectional women of color.

Social Action Committee: Crystal Jackson, co-chair with Kylie Parrotta

Highlights:

At this meeting co-sponsored several workshops

We are planning to go back to our pattern of sponsoring only 1 session in the summer and 1 session plus a co-sponsored session in the winter.

Fact Sheets: there will be a call for proposals sent out over listserve soon. There is a small stipend please consider participating.

Fact Sheet Topic proposals

A fact sheet examining experiences of women of color specifically in any of a wide range of topics

LGBTQQIA experiences of interpersonal violence

reproductive rights

criminality of substance abuse

medicalization of pregnancy

queer protest experiences in social movements locally and/or globally (coalition building across identities and actions)

trafficking and sex work (update?)

Possible fact sheets to be updated:

marriage and civil rights (from 2005- needs updating!!)

hate crimes

HIV and women (2008)

women and labor (2005)

gender and/or sexuality and religion

Brainstorming ways to bring actual social action to the meetings.

Working with local arrangements to go out into the world or phone banking for local causes while we are at the meetings. We are interested in ideas and if you are local arrangements, you will be hearing from us.

Student Concern--Sancha Medwinter, incoming co-chair and student representative on the Council.

Highlights:

70 or so grad students at the graduate reception

At our committee meeting we only had 4 students. This is something we need to work on. Thinking of proposing to the program committee so that we can combine the reception and the meeting as a way to increase participation.

Suggestion from the graduate student meeting:

Despite the fact that the meeting is pretty affordable, we are still concerned about the cost of the meeting, especially for those not here. We will be making proposals to the council for creative ways to make the meetings more affordable.

Setting up a grad listserv---we will work with membership and the hand program---so that we can get a sense of how many graduate students we have. During this meeting alone I personally identified 55 students not on ANY listserv. We need to get the graduate students on the listserv so they get info and so we know our demographics (who we are).

Working with career development committee to assess what grad students actually need.

Working with the program and local arrangements committees to identify the local universities and inviting local scholars who are NOT members of SWS to attend as a way to provide exposure for graduate students to scholars, especially when they are on the market.

Conduct a survey on the listserv to identify grad student needs

Identifying conflicts: breakfast with scholars conflicted with roundtables, students may want to go to breakfast but also want to present work at roundtables. A similar overlap occurred with the graduate reception and hosted dinners.

Suggestion for program committee: Especially for first time attendees who are feeling a little lost or are looking for ways to contribute, we recommend putting a statement in the program that all meetings are open and anyone/everyone is welcome and knows they can attend. This will help students get involved and this is a way for graduate students to contribute to SWS.

We noted that the roundtables were not well organized. Presenters did not know what the role of the presider was, etc. We need to provide clearer guidance for graduate students attending a professional meeting for the first time.

Intentional budgeting goals: Graduate committee would like to see data on graduate students

of graduate students attending the meeting

What percentage of the money spent on the meeting goes to support graduate students.

We want students to come and this will allow us to grow graduate student participation.

Academic Justice Committee, Heather Laube, continuing co-chair

Highlights:

Report on Teaching Evaluations: You can read more on line in network news, but SWS has a report on teaching evaluations that has not been updated in more than a decade. We are planning to make a call that solicits a team to update this report.

Co-sponsored event on contingent faculty and we plan to continue the discussion at the summer meetings

how can SWS help contingent faculty

be allies for contingent faculty

develop networks for contingent faculty

Lavender Report Card:

Call for proposals for a "lavender report card" to add to our gender report card. If you are interested in working on this please email us or speak with us. There is small stipend involved. Bernice Pescosolido is willing to work with folks, including graduate students. If you are interested, Bernice Pescosolido will help

Awards Committee, Ana Prokos, incoming chair

We are composed of sub committees, one for each award. You will soon be able to read in the new operations procedure manual (OPM) that will detail the ways that the award sub-committees are populated.

If you are interested in serving on a sub-committee, speak directly with sub-committee chairs, not me, as they select members.

Proposal to allow co-winners for mentoring award has passed through council.

Co-winners split \$500 award and each get reimbursement for summer registration and banquet ticket

Award committee feels strongly that we need to continue to have two elected members, so that elected members chair lecturer and activist awards.

Budget request: for \$1000 (up to \$500 each) for travel to summer meeting for activist winner and lecturer winner, and since we expect them to come to the summer meeting and give a lecture, receive award, etc, we are requesting additional funds to support their travel to the summer meeting.

"Where are they now" feature in network news. Look for that!

Career Development--Sarah Sobieraj, chair

Highlights:

Critique me session: 22 mentees, 16 mentors. Thank you to those who participated. Please volunteer! We will continue this program in San Francisco because we are under the assumption that is helpful, but maybe its not, so especially grad student concerns committee, if this is not helpful and something would be more helpful, let us know.

The co-sponsored Marginalized Majority session on adjunct faculty went well. Feedback from Heather Laube indicated that the session offered a space to talk about difficult issues and there was an expressed desire to continue this conversation.

Since we ran two sessions in 2013, we will run only one in 2014: the Critique Me session. Anna Muraco will facilitate this session with Orit Avishai.

For the Winter 2015 meetings we are considering sessions on post-docs and the non-academic job market, especially given the location in DC.

Professional needs mentoring: 7 pairs matched up with an additional 1 or 2 in the works. Mindy Fried is going to take over this. Orit Avishai is transitioning off the committee.

Banquet timing in the summer. We are suggesting that it start 30 minutes later so that students on the market and/or up for tenure, will be able to go to section receptions so that they can network, get face time, etc. and still participate in the banquet.

Thank Orit Avishai once again for her service.

Discrimination Committee, --outgoing chair Roberta Villalon (Marcia Segal is incoming)

Highlights:

Last year we had several people reaching to the Discrimination Committee. In most cases, we offered information and emotional support, and in one case, we sent a letter of institutional support. All members were very grateful.

During the winter meeting, we sponsored a session on Feminist Justice Work in Academia: Attacks and Defense Strategies, which was very insightful and well attended. We also co-organized a workshop with the Committees on Academic Justice and Social Action on Learning to Become Agents of Change in our Institutions, which was very informative and well attended. We are planning to write a summary piece on these sessions to include in Network News.

Last, the Discrimination Committee will provide thorough written feedback on the proposed change in the structure of the Committee by the By-Laws Task Force. The past and current Chairs as well as other members of the Discrimination Committee are decidedly against the idea of removing the Committee from the elected cannon. We believe that it is very important for membership to vote for the Chair of the Discrimination Committee, and for its members to be appointed by the Chair (given their voluntary interest in becoming a part of the Committee), in order to keep the Committee's transparency and accountability to the entire SWS membership.

Adjourned at 11:32am.

Remember that the SWS committee reports are posted on the SWS website. Go there to read more information about the work being done by all these important groups!

<http://www.socwomen.org/>

Introducing the Investment Committee

A new Investment Committee has begun work to help SWS decide how best to manage our financial assets (about \$1.8 million in 2013). These funds come primarily from past donations, bequests and monies generated from G&S, and are managed by professional advisors. While there are differences from individuals' investments – SWS confidently expects to be immortal -- similar questions arise when it comes to how to safeguard SWS's viability and further its mission now and in the indefinite future.

Ultimately, decisions about goals for using this money belong to the membership and our elected leadership. The Committee's task is focused on how best to achieve those goals through our investment strategies. Thus, it will oversee the advisors' implementation of our investment priorities (current return vs. growth, remaining true to our values in choosing specific investments, etc.) and will help Council formulate responsible options for using our assets, including generating possible resources for special purposes while maintaining long term security.

The Committee was originally constituted as an ad hoc task force appointed by then President Bandana Purkayastha in 2013, with an endorsement of President Mary Bernstein and the current Council. The intent is that it will ultimately become a permanent Standing Committee. Its present membership consists of Treasurer Sharon Bird, Treasurer-elect Rebecca Bach, Executive Officer Joey Sprague, and three appointed SWS members chosen for their experience dealing with investments and financing of not-for-profits, (Christine Bose, Catherine Berheide and G. Donald Ferree, Jr.) with Catherine Berheide serving as Chair. You will be hearing much more from us in the future.



Christine Bose



Catherine Berheide



G. Donald Ferree, Jr.



Sharon Bird



Rebecca Bach



Joey Sprague

NOTES from NASHVILLE: “The Marginalized Majority: How Adjunct and Contingent Faculty Can Thrive and How Tenured Faculty Can Ally and Advocate”

By Nena Craven, Delaware State University

This lively and well-attended panel was co-sponsored by the Academic Justice Committee, the Career Development Committee, and the Social Action Committee. It was organized by Heather Laube, Bernice Pescosolido, Sarah Sobieraj, and Kylie Parrotta. Panelist Wendy Christensen of William Paterson University led the discussion. Strong contributions to the discussion were also made by attendees of various statuses: tenured, tenure-track, adjunct, visiting, and other contingent faculty.

One theme of the discussion was the pros and cons of occupying a contingent faculty position. On the positive side these positions can provide valuable teaching experience, a chance to take advantage of resources such as professional development seminars and funding for conference travel. In some cases contingent positions can also allow you to get a feel for different types of institutions such as private, public, research-oriented, or teaching-oriented. More negative aspects of holding a contingent faculty position include a lack of job security, frequent new preparations for courses, and a lack of time to write and publish. All of these difficulties can be extremely stressful and have the potential to negatively impact not just the contingent faculty member's career but also their physical, emotional, and mental health.

Dr. Christensen cautioned against some strategies that contingent faculty employ in the hopes that their institution will offer them a tenure-track position. Departments can have different hiring criteria for contingent faculty than for tenure-track faculty. Because of this, a contingent faculty member may not be seen as qualified or suitable for a tenure-track position at that same institution. Contingent faculty often agree to excessive workloads and spend a lot of time and energy attending committee meetings and campus events. The hope is that this work will impress departments and lead to a tenure-track position, but this strategy is usually ineffective. A more effective strategy may be to approach a contingent faculty position assuming that it will be temporary and will not lead to a tenure-track position at that same institution. With this in mind, contingent faculty can make better decisions about how to spend their time and avoid spinning their wheels.

Discussion participants who currently occupy contingent faculty positions offered many suggestions for how tenured faculty and department chairs can act as allies. Being clear, direct, and open about the parameters of contingent positions is essential. Contingent faculty need to know what they are required to do and what is optional. Should they attend graduation? Faculty senate meetings? Campus social events? Are they expected to do student advising? To hold the same number of office hours as tenure-track faculty? Knowing the answers to these questions is essential to time management. In addition, departments should be as upfront as possible about the possibility of a future tenure-track position. There was also a plea to tenure-track faculty to offer mentorship in whatever capacity they can. Advice on how to navigate the political structure of a university can be of critical importance to new faculty. Support systems such as writing groups or more informal offers to read chapters or articles in progress would also be very helpful.

Another theme of this session was alternative career paths. Some institutions are creating “permanent teaching” or “full time teaching” positions that fulfill the instructional needs of the university while offering increased security to non-tenure-track faculty. In addition, many Ph.D.s eventually accept (or even seek out) positions in community colleges or outside of academia. Discussants suggested that graduate programs need to become more aware of this reality and begin offering more academic and social support to students interested in these alternatives. It was also suggested that there is a need for a cultural (continued on pg. 17)

(continued from pg. 16) shift away from the idea that anything other than a tenure-track position at an R1 university is a failure or that those who choose alternative career paths are settling for less.

There is a clear need for further discussion on the topic of the “marginalized majority” of adjunct and other contingent faculty. Discussants suggested sessions for future meetings concerning alternate career paths, alliances between contingent and tenure-track faculty, and ongoing support and advice for graduate students and junior faculty members who hope to gain a tenure-track position.

GUEST COLUMN: A gridlocked Congress is preventing courts from functioning and thwarting President Obama’s efforts to appoint well-qualified women and minority men to the bench.

By Sally J. Kenney

We received three pieces of good news in December and January for those who advocate for a diverse and representative judiciary that includes women. The U.S. Senate voted to confirm three well-qualified women nominees to the D.C. Circuit Court of Appeals, Patricia Millett, Nina Pillard, and Robert Wilkins, an African-American and the first nominee to come from the D.C. District Court. On November 21st, the Senate changed its Senate rule that required 60 votes for cloture to vote on a nominee the Senate Judiciary Committee had recommended for confirmation. The Senate would not have confirmed any of the three if they had needed 60 votes. Women now make up 45% of the judges of the D.C. Circuit Court of Appeals, the highest percentage of any court.

The Eighth Circuit Court of Appeals, despite the welcome addition of Iowa public defender Jane Kelly last summer, is the least gender diverse of all the circuits. Kelly is the second woman to ever serve on that court. The Infinity Project (the number eight on its side) was formed to change that and they finally succeeded in taking one small step with the confirmation of Kelly (<http://www.theinfinityproject.org>). Ironically, Senator Grassley (GOP) and Senator Harkin (Dem) have a longstanding agreement not to sabotage each others’ nominees when the opposing president is in power. Senator Grassley allowed the Senate to confirm Kelly while leading the charge against the confirmation of the D.C. Circuit nominees.

We still need to take action, individually and collectively. Eighty-nine vacancies remain on the federal district and appellate courts. The problem is especially acute in district courts, where the vacancy rate has reached a level the Congressional Research Service has called historically high. The number of vacancies considered to be “judicial emergencies” has risen by 100 percent since 2008, meaning that millions of people live in a judicial emergency jurisdiction, and will not have the issues they care about heard in a timely manner. Senator Reid stated, “In the history of the Republic, there have been 168 filibusters of executive and judicial nominations. Half of them have occurred during the Obama Administration—during the last four and a half years. These nominees deserve at least an up-or-down vote.”

Ironically, many senators who were on record for demanding that all well qualified nominees receive an up-or-down vote in the Senate during the Bush Administration are searching for ways to obstruct filling judicial vacancies with nominees of President Obama. Some Senators refuse to attend hearings. Others refuse to cooperate with the President in nominating judges from their state—for example, in Texas. Or they refuse to submit their blue slip, thereby preventing nominees from receiving a hearing at all. White House Counsel Kathryn Ruemmler declared the blue slip rule for judges more problematic than the filibuster, in part because it is a silent, unaccountable veto. (continued on pg. 18)

(continued from pg. 17)

President Obama has nominated women to the federal bench at twice the rate of his predecessor and more than any previous president. If the Senate were to confirm the 27 women before them, his rate would be over 46%. If we want to move beyond the plateau of 30% of women in the federal judiciary we must act to break the logjam. Until the legal community, the women's community, progressives, and those who favor good government join forces to put pressure on their senators, they will continue to obstruct and delay in obscurity.

Individuals and groups can hold enormous sway with senators as few pay attention to judicial appointments. After three justices on the Iowa Supreme Court were voted out of office for holding the Iowa Constitution guarantees gays and lesbians the right to marry, Iowa has organized a vibrant coalition. Perhaps the most inventive state group is Colorado which has developed funny and catchy social media. We are doing our best in Louisiana. Tell your senators to provide names of candidates to the president and return blue slips. Federal judges make decisions that affect our lives—from hearing cases impacting the environment, health care, Social Security benefits and immigration—to having the final say in determining who we can marry, whether our speech is protected or how we can vote. Federal judges are appointed for life and their decisions have an impact long after the President who appointed them leaves office.

Visit WhyCourtsMatter.org to take action.

Encourage groups you are a member of to actively participate in the Coalition on Constitutional Values that meets weekly in Washington, D.C.

Contact Alicia Kimi, Alicia@ncjwdc.org, to join Courts Matter listserv. The National Council on Jewish Women can also connect you with your Courts Matter state coalition.

Contact your senators, encourage your national and state bar associations and women's groups to take up this issue.

Like us on Facebook. <https://www.facebook.com/WhyCourtsMatter>

The clock is ticking. It is unlikely we get this opportunity again soon.

Professor Sally J. Kenney is the Newcomb College Endowed Chair, Professor of Political Science, and Executive Director of the Newcomb College Institute at Tulane University. She is the author of **Gender and Justice: Why Women in the Judiciary Really Matter**.



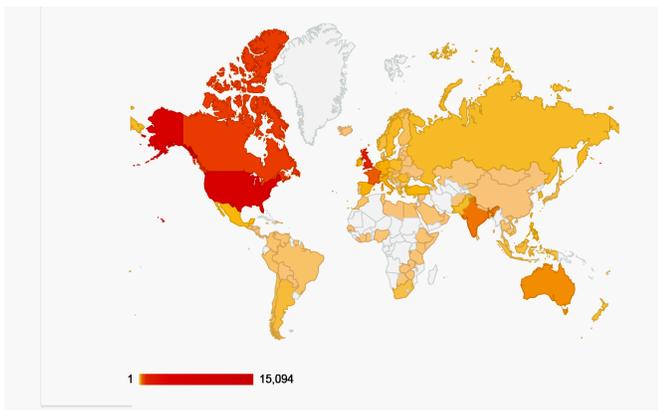
Gender & Society blog!

From the *Gender & Society* office at the University of Massachusetts, Amherst

In May of 2013 *Gender & Society* started a blog ([here](#)), meant to engage with feminist issues through gender-related research. The idea came from an editorial board member in India who suggested we create such a space, after mentioning that short research summaries often reach broader audiences in India through newspapers. Inspired by her idea, we created the blog as an online resource, accessible to English language audiences from around the world. Since its inception, the blog has grown with currently over 60 entries available from a range of top scholars, mainly located within North America, although we have solicited entries from a number of authors outside of North America for the coming months.

The map and table below detail the blog viewing traffic by geographic location. While almost 80% of viewers have been located within North America, the blog has also been accessed by people from around the world, with views from those in Europe and Asia totaling roughly 12% and 4% respectively of the blog's audience, while less than 2% of views have come from those located in Oceania, Latin American and Caribbean, Middle East and Africa.

Map of Blog Views



Blog Views by Region

North America	15,762	79.12 %
Europe	2,436	12.23 %
Asia	866	4.35 %
Oceania	327	1.64 %
Latin America and Caribbean	227	1.14 %
Middle East	209	1.05
Africa	95	0.48 %

We invite scholars to submit pieces for the blog in the form of written summaries on empirical research from an article or recent book, or to write a response to current gender-related social issues covered in the media. The blog is intended to be useful as a resource for teaching gender in the classroom, either through the use of the main entries, or through the *Gender & Society* in the classroom project, both of which are located on the blog. The blog also lists media pickups of scholarship by authors publishing on *Gender & Society*. More generally, the blog is intended to be an open space for engaging with current feminist issues and debates. You can visit the blog here: <http://gendersociety.wordpress.com/>. Consider following the blog and commenting on previously posted entries. If you are interested in writing an entry, please contact our office at gendsoc@soc.umass.edu.



GENDER & SOCIETY IN THE CLASSROOM: Resources for Teaching Gender

1. Activism & Social Movements

Organizer: Jennifer L. Bronson, Howard University

2. Aging and the Life Course

Organizer: Beth Montemurro, Pennsylvania State University

3. Bodies & Embodiment

Organizer: Amanda Levitt, Wayne State University

4. Care Work

Organizer: Adrienne L. Riegler, Iowa State University

5. Consumption

Organizer: Rilee Buttars, Brigham Young University

6. Crime, Law & Social Control

Organizer: Claudia Vega and Ian Vazquez, Florida International University

7. Culture

Organizer: Lucia Lykke, University of Maryland, College Park

8. Division of Household Labor

Organizer: Fang Fang, Virginia Tech

9. Education

Organizer: Lakshmi Jayaram, Virginia Tech

10. Feminist Identities

Organizer: Danielle M. Giffort, University of Illinois at Chicago

11. Feminist Methodologies & Knowledge Production

Organizers:
Christy Haines Flatt, Gordon College
Deeb Kitchen, Florida Gulf Coast University

12. Global & Transnational Feminisms

Organizer: Ashlyn Jaeger, University of California, Davis

13. Gay Masculinities

Organizer: Travis D. Speice, University of Cincinnati

14. Gender in the Academy

Organizer: Deeb Kitchen, Florida Gulf Coast University

15. Intersectionality

Organizer: Kyla Walters, University of Massachusetts Amherst

16. Intimate Partner Violence

Organizer: Amanda M. Jungels, Georgia State University

17. Masculinities

Organizer: Jennifer Dawn Carlson, University of California at Berkeley

18. Media Representations

Organizer: Victoria Velding, Wayne State University

19. Parenting

Organizer: Jennifer Haskin, Wayne State University

20. Religion

Organizer: Mandi N. Barringer, University of Tampa

21. Reproductive Practice

Organizer: Katrina Kimport, University of California, San Francisco

22. Reproductive Technology

Organizer: Colleen C. Ammerman, William T. Grant Foundation

23. Sexual Harassment

Organizer: LuLu Geza, George Mason University

24. Sport

Organizer: Joanna Neville, University of Florida

25. Welfare Reform & Poverty

Organizer: Katie Kerstetter, George Mason University

26. Work & Family

Organizer: Landon Schnabel, Indiana University, Bloomington

27. Work & Organizations

Organizer: Vicki Dryfhout, PhD from University of Cincinnati

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For those who are unfamiliar, *Gender & Society's* "[In the Classroom](#)" feature is in essence a recommended reading list, custom designed for teaching and learning about gender. In the Classroom pages are constructed around key topics in the study of gender, each comprised of a topic introduction and subsequently themed lists of articles and abstracts. The topic pages (including "Aging and the Life Course," "Gay Masculinities," "Intersectionality," and many more) are curated and introduced by topic experts, such as Katie Kerstetter at George Mason University, who here introduces [Welfare Reform & Poverty](#):

*The Temporary Assistance for Needy Families (TANF) program – more commonly called welfare – has become a flashpoint for national debates about work, family, gender, race, and class. Many of these debates center on the 1996 welfare reform law, because its implementation represented a significant change in the level and type of support the state provides to low-income women with children. For the first time, most welfare recipients faced lifetime limits on the amount aid they could receive, and eligibility for benefits is now conditioned on recipients' participation in employment or other work-related activities. A vast majority of TANF recipients are women. As the articles below demonstrate, these policies changes have had significant impacts on low-income women's ability to achieve financial stability, access educational opportunities, and avoid harmful relationships. While welfare reform ushered in dramatic policy changes, some aspects of the provision of public benefits have seen little change – such as the negative stigma associated with receiving benefits. The articles below represent literature on welfare reform and poverty published in *Gender & Society* from 1987 through 2011. These articles provide helpful readings for classes focused on microsociology; inequalities in everyday life; sociology of work; social policy; race, class, and gender; and research methods, among others.*

The feature as a whole is assembled by three committed In the Classroom coordinators (R.J. Barrios, Marni Brown, and Mahala Duer Stewart), and is hosted on both *Gender & Society's* [homepage](#) and the [Gender & Society blog](#). SAGE is proud to contribute by bringing these pages to the web and making sure the path to locate the featured articles is easy for students, professors, and those new to the SAGE journal platform. The In the Classroom feature is thus a truly collaborate effort between SAGE, *Gender & Society's* editorial team, and most notably, the professors and students who bring the feature to life.

From a functional standpoint, hosting the hyperlinked articles by topic brings prospective members directly to the journal, with the ease of having a quick reference list of articles to navigate the site. In addition, the course subjects are an ideal resource for professors seeking additional readings, or students in need of topical research articles without time to perform advanced searches.

SAGE has found that recommended reading lists or article collections of this nature are valuable tools for increasing article usage and driving citations, in that they help reach specific or topical audiences that may otherwise not discover the journal online or in print.

For more information or to explore one [Gender & Society in the Classroom's](#) 27 topic pages, please visit G&S's homepage at gas.sagepub.com.



— Tom Mankowski, Senior Editor for SAGE,
representative for SWS

Gender and Language

Sociologists for Women in Society (SWS) Fact Sheet, Spring 2014

Prepared by Christine Mallinson

Associate Professor, Language, Literacy & Culture Program

Affiliate Associate Professor, Department of Gender & Women's Studies

University of Maryland, Baltimore County (UMBC)

Language is central in how we operate as individuals, as members of various communities, and within societies. As speakers, we learn not only the structure of a given language; we also learn cultural and social norms about how to use language and what content to communicate. Through language, we navigate gendered norms and expectations, experience gender inequalities, receive messages containing gendered ideologies, and can speak up to contest gendered dynamics and systems. In contemporary theoretical perspectives, gender and language are viewed as being *mutually constitutive*: each influences the other in ways that are inseparable and complex.

The field of gender and language is vast and interdisciplinary. In the past, research focused on identifying differences in women's and men's language and on sexism in language use. Nowadays there is more interest in comparative research within and across genders in the areas of culture, power, socialization, and style. Research in this fact sheet draws mainly from *Linguistics and Anthropology*, as well as *Sociology*, *Gender and Women's Studies*, and *Queer Studies*. The field of gender and language also intersects with cultural theory, queer theory, psychology, and communication studies.

In one of the earliest treatments of gender and language, linguist and theorist Robin Lakoff identified two main lines of inquiry. First, language used *about* women and men: how do we talk about gender and about speakers of different genders? How does our language reproduce or challenge gender ideologies? How does language perpetuate everyday inequalities? Second, language used *by* women and men: do members of different gender groups use language in different ways, and if so, why and how? How does language help construct gender identity, in interaction with other social identities?

Part I. Language Use, *about* Gender

What are historical/social/cultural ideologies and discourses about gender? How do they emerge through language, and how does language perpetuate them? We often use language differently when we talk about different gender groups. Gender and language theorists also believe that different ways of talking about men and women bring about not only gender *differences* but also gender *inequalities*.

In many societies, language used about men reflects and reinforces their more powerful status, whereas language used about women often reflects and reinforces a subordinate status. For instance, *Mr.* refers to men irrespective of marital status, whereas the separate terms *Miss* and *Mrs.* refer to women in ways that overtly indicate theirs. (Gendered linguistic asymmetries are widespread and vary by the structure of a given language; for simplicity, only examples from English are given here).

- *Metaphors*. Metaphors often associate women with Nature (*Mother Nature*) and weak or wild animals (*dog, chick, cougar*). Metaphors also connect women to food, especially dessert (*cupcake, sugar*) (Sutton, 1992), whereas men are linked to reason/science (*Father Time*).

- *Sexual slang*: Many more sexual slang terms are used to refer to women than to men. Often, sexual slang terms for men have a positive connotation (*player, beefcake*) (Cameron, 1992). But sexual slang terms for women are overwhelmingly negative/disparaging. Sutton (1992) notes that sexual slang typically casts women as objects (e.g., receptacles, food, trophies), as prostitutes, as dumb, and as rude or evil. Sexual slang can also apply to entities that are gendered female (such as Hurricane Katrina; see Mallinson et al., 2011).
- *Non-parallel gendered pairs*: In pairs such as *master/mistress* or *bachelor/spinster*, the terms that refer to women often become sexualized in a way that is not the case for the purportedly parallel terms for men. In a linguistic process called *semantic derogation*, the meanings of words may change over time, taking on negative characteristics when used to refer to women. The word *hussy* is derived from Old English for *housewife*, but it now means a saucy woman.
- *Naming decisions*: Decisions about taking a different surname upon marriage can also represent linguistic asymmetries, though these decisions vary considerably by culture.
- *Masculine generics*: The use of masculine generics (e.g., “Every student should pick up *his* test after class”) was once widespread in U.S. culture but is now diminishing (but compare the rise in use of the term *you guys*; see Kleinman, 1992). Much research has found that the use of words like *he* and *man* to refer to speakers of all gender groups is, in fact, *not* generic: such terms specifically signal men/males, particularly when those reading/hearing it are men/male.

Part II. Language Use, by Gender

Gender and language scholars also examine language used *by* different gender groups. Gender is a performance that we accomplish through interactions. Language is one tool that speakers use to give their gendered performances and to portray and negotiate their social identities. How speakers use language is also influenced by other characteristics, such as their race/ethnicity, class, age, region, etc.

The ways speakers use language is not immutable or innate, but rather learned and changeable. Language is geared differently to boys and girls, and children acquire gendered ways of speaking and being in the world (Eckert & McConnell-Ginet, 2003). Girls are socialized to talk about mothers, babies, and animals (Cook-Gumperz, 2004), and the media uses words like *battle* and *power* to market toys to boys, versus *love* and *magic* to girls. These socialization experiences lead men and women to participate in different “sociolinguistic sub-cultures” as adults (Maltz & Borker, 1982); for instance, Motschenbacher (2009) analyzes how language is used differently in women’s and men’s magazines. Women and men are expected to follow gendered linguistic expectations, with social consequences if they do not (Lakoff & Bucholtz, 2004).

In the U.S. and similar societies, girls and women tend to be socialized to speak and act in ways that are viewed as being more polite; as a result, they may avoid using swear words or features such as *ain’t* (Eckert & McConnell-Ginet, 2003). In her study of a Tzeltal (Mayan) community, Brown (1998) suggests that positive politeness is a feature of women’s speech in societies where men dominate the public sphere. Research also investigates gendered power displays through the use of features such as interruption, joking, turn-taking, tag questions (Brown & Levinson, 1987; Eckert & McConnell-Ginet, 2003; Kotthoff, 2006). Although men often linguistically dominate women, women can also be complicit in this process; for instance, both men and women tend to find it funny when humor disparages women (Cantor, 1976; Mallinson et al., 2011).

It is not the case that women always use language in subordinate or conservative ways, however. In the U.S. and similar societies, although girls and women are socialized to resist using stigmatized language features, they are often leaders of the pack when it comes to creating, learning, and spreading new and innovative linguistic features (Labov, 2001). Women are also active agents who can resist linguistic inequalities (e.g., consider Chinese women's development of the secret Nūshu writing system). Finally, neither gender nor language are fixed entity. As such, gendered linguistic displays are highly mutable. For example, Hall (1995) analyzes how phone sex workers use gendered and sexualized linguistic features to create different personae for callers, and Barrett (1999) studies how African American drag queens use a wide repertoire of linguistic resources in their performances. Other recent research explores language use along the "borderlands" of gender and sexual identities, such as by transgender, intersex, and gender-queer individuals, in various cultures around the world (Zimman et al., 2014).

Other Resources on Gender & Language

Introductory Texts: [Language & Gender](#) (Goddard & Meân, 2009), [Language and Gender](#), 2nd edition (Eckert & McConnell-Ginet, 2013), and [Language and Gender](#), 2nd edition (Talbot, 2010)

Journals: [Gender & Language](#) and [The Journal of Language & Sexuality](#)

Handbooks/Readers: [Gender Articulated: Language and the Socially Constructed Self](#) (Hall & Bucholtz, 1995), [The Handbook of Language & Gender](#) (Holmes & Meyerhoff, 2005), [Language and Gender: A Reader](#), 2nd edition (Pichler & Coates, 2011)

Organizations: [The International Gender and Language Association \(IGALA\)](#) and [Organization for the Study of Communication, Language & Gender \(OSCLG\)](#)

Part III. Social Consequences: Gender, Language, Access and Opportunity

Language might seem like "just talk," but there are real-world consequences, especially in work and in education. In rural and/or developing areas of the world, education remains limited for many women and girls (Kristof & WuDunn, 2009). Rates of female illiteracy are nearly double those of men in African and Latin American countries; minority women often face discrimination in educational and job opportunities, especially for those in rural areas who speak an indigenous language (Tiano, 1987).

In the U.S., although education for women and girls is high, linguistic and gender inequalities still persist. Women are over-represented as educators, which can benefit female students, since their linguistic behavior may be closer to the style that female educators privilege (Peterson & Kennedy, 2006). However, girls are often held to stricter linguistic standards (Eckert & McConnell-Ginet, 2003), particularly African American girls (Fordham, 1993). Boys are more often called on in class (and by name), and although they are more likely to get into trouble, they are encouraged to express themselves more frequently and openly (Sadker & Sadker, 1994). Students also use language to display identities in ways that relate to gender, race/ethnicity, class, age, and sexuality (Eckert, 1989; Ferguson, 2001).

Language can also affect health outcomes and work opportunities. In medical encounters, women ask fewer questions when their physician is a man versus a woman (Ainsworth-Vaughn, 1992), and female

physicians tend to engage in more patient-centered communication (Roter et al., 2002). There can also be bias against ways that women communicate in the workplace (Holmes, 2006). Gender bias can skew evaluations of job applicants' resumes, even when the resumes are identical except for the name at the top—as in *Mike vs. Mary* (Cole et al., 2004), and women may avoid responding to job ads containing so-called generic *he* because they feel they do not meet the qualifications outlined in the ads.

Conclusion

Language is fundamentally at work in our lives on individual, interactional, and structural levels. As speakers, we use language to mark our social identities; language influences the dynamics of interpersonal interaction and constitutes and transmits dominant ideologies that influence our social structures—including gender. Language is not merely content; rather, it is something that we *do*. As such, it affects how we act and interact as gendered beings in the world. For this reason, context matters. Gender lies on a spectrum, and there is considerable variation beyond just two categories of male/female. As a result, gender does not have universal effects on linguistic behavior, and we cannot assume that the most interesting linguistic differences will be between men and women in a simple, binary fashion. Just like gender, language is a social product with rich variation. It is a primary mechanism through which we as speakers position ourselves according to the many social identities we create and identify with and according to what social benefits we receive.

Teaching about Language and Gender

These resources can be used in courses such as *Introduction to Sociology*, *Social Problems*, and *Gender in Society* to examine the central role of language in daily life, cultural formation, and social stratification.

- [Dundes and Spence \(2007\)](#): Exercises in this *Teaching Sociology* article help students deconstruct the Standard English ideology, address assumptions about Black Dialect, and question cultural hegemony.
- [Kleinman \(2007\)](#): This essay on sexist language can prompt discussion about masculine “generics” and how power dynamics are constructed and reinforced through the everyday use of language.
- [Mallinson \(2009\)](#): In this *Teaching Sociology* article, active learning exercises help students analyze the complicated and gendered ways that linguistic strategies are used to communicate sexual refusals.

The following individual or group student project ideas involve collecting original English language data:

- **The use of expletives (curse words)**: Students collect examples of cursing from naturally occurring speech, online, or in print and analyze usage by type of expletive, context, and speaker/addressee.
- **Sexist language use**: Students collect examples of ‘generic’ masculine pronouns from naturally occurring speech, online, or in print and analyze usage by pronoun, context, and speaker/addressee.
- **Terms of address for women vs. men**: Students collect examples of *Mr.*, *Mrs.*, or *Ms.* from naturally occurring speech, online, or in print and analyze usage by address form, context, and speaker/addressee.

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HEY JANE! How can I start a “shared space” writing group?

JANE SAYS:

I have trouble sitting down to write and getting into a “zone” so that I can make progress on scholarly projects. I have so much on my plate and get distracted by my other responsibilities! I have heard that regular groups for writing with others can help. How do these groups work?



Scholarly writing can be lonely, and plenty of research shows that it can be helpful to make writing more social, providing accountability and support. For people who want to work in a space with others, getting together for in-person “shared space” writing is an easy strategy that can contribute to your consistency and productivity as a writer.

There are different ways to approach social writing. One model is to organize periodic writing retreats like the ones started by geologists Mary Anne Holmes and Suzanne O’Connell as part of an NSF grant that became the model for the SWS Winter and ASA pre-conferences on gender, science and organizations. In these sessions, participants get together for one day to share goals, write and network in a particular research area. A second approach is to participate in “virtual” online communities for writers, as in the popular free site phinshed.org and pricey subscription services like academicwritingclub.com (see the resources area below for related books and websites). The third approach combines the regularity of the virtual mechanisms and the face-to-face benefits of the retreat: “shared space” writing. An early example comes from groups started in 2010 at Skidmore College that brought together faculty across campus for weekly writing sessions followed by a lunch discussion of goal setting and troubleshooting about barriers to scholarly productivity. In the first year, 100% of respondents agreed that participation increased their research productivity and all said they would strongly recommend the group to a colleague. Similar groups have taken off with faculty at The College of New Jersey and with graduate students at SUNY Buffalo.

Weekly shared writing groups are simple and can be modified to fit your circumstances. In a nutshell, people in shared space groups find a time and place where they can write together for a few hours, and commit to showing up. One person sets up the group’s calendar and sends reminders. Everyone brings whatever they need to write that day, usually a laptop (and cord). At the meetings, participants briefly share their concrete writing goals for that session. Then, they write independently for a set amount of time. At the end, they report back to the group on whether or not they met their goals. Often, they conclude with a meal or snack to foster bonding, create opportunities also for (peer-) mentoring, and reward their hard work.

How do I get a group started?

First, find a suitable space on your campus where your group will be able to write without distractions. It may be good to find a place that is not associated with other activities (e.g., committee meetings, classes). Many groups write in a study room in the library; some campuses have designated faculty or graduate student space in the library so look for this. Alternatively, seek a room on campus that can be booked weekly and where you will not be interrupted. Be sure there are electrical sockets in case folks need to plug in their laptops. Wifi is a plus, too. Public space like a café might work for people who like a more bustling environment, but the danger is that people from outside the group might interrupt.

Next, figure out a time every week when you will be able to use this space for 2.5-3.5 hours to meet and write. Try and think of a time that will work for others you know on campus. At first, seek a schedule that works for the current semester. As the group gets established, you may settle on a time that can be standardized across semesters.

Then, send out an email to people you know to invite them to join the group. Encourage people to invite others. In the email, describe the purposes of the group, when and where it will meet each week, and the agenda.

A typical agenda is as follows:

--9:30-9:45: Everyone sets up and gets ready to write. Going around the room, participants each state their concrete writing goals for the session.

--9:45-11:45: Participants work independently and quietly.

--11:45-12:00: Participants share how it went: did they meet the goal(s) for that session?

-- 12:00 Lunch (optional)

Some groups write for two hours, some for three. Warning: don't overdo it! The literature on academic productivity warns against "binge writing" sessions because they are not sustainable (Silva 2007). Instead, as Robert Boice's (1990) research shows, the most productive writer write in regular, short periods up to one or two hours per day.

What if they don't come? How can I be sure I will not be doing "solo" writing?

To avoid this problem, and to increase accountability, set up poll on doodle to send with your invitation (www.doodle.com). Ask people to sign up for at least one session if they want to get reminders. Then, include the link to the poll when you send reminders and check it each week to be sure that at least two people are signed up for the session(s) that week—if not, you can send an email to cancel undersubscribed sessions and avoid showing up to find you are all alone.

Are there any other rules or norms?

The purpose of the group is for everyone who participates to advance their scholarship. Participants in the group should try to make the space a good one for scholarly writing, and should support the others. Encourage people to stay for the whole session so that they can participate in the goal setting and the report-back time together. Encourage participants to focus on scholarly writing (rather than email, service-related or teaching work, or the siren call of social media). You may want to include these norms or any other specifics about your group in the email you send out to recruit new participants. Some groups emphasize confidentiality—this may be particularly important if you have untenured faculty or graduate students in the group.

How much work is it to organize a group like this? Is it worth it?

Starting a "Shared Space" Writing Group is not hard—the organizer just needs to scout out a location, set up a doodle poll and send an initial email, then send reminder emails every week. The dividends come from building a community of writers on your campus, and supporting one another. This is good for your own writing and scholarship and it is beneficial for networking and community. As one writing group participant at my institution (The College of New Jersey) shared, "Publication isn't really the point for me. [After childbirth and health-related problems] I let so many projects go over the years that I had no confidence in my abilities as a scholar and writer. Shared Space has helped me regain some of that confidence. The accountability the meetings provide has helped to keep me on track." Another agreed with the importance of shared accountability: "The shared space writing group has been incredibly helpful in terms of getting writing done. Those two hours are among the most productive hours for my writing--perhaps because it is a shared commitment I have made, and thus, I feel free to ignore email or the other things on my work 'to-do' list during that time, or perhaps it is just the act that other people around me are also writing." She added, "For me, it is the only time I see other people also struggling and succeeding and just in general putting effort into scholarship, and I really like that sense of community."

JANE still has you stumped? Don't worry. For more insights and additional resources please peruse the following resources:

Books:

Belcher, Wendy Laura. 2009. *Writing Your Journal Article in 12 Weeks: A Guide to Academic Publishing Success*. Los Angeles: SAGE.

Boice, Robert. 1990. *Professors as Writers: A Self-Help Guide to Productive Writing*. Stillwater, OK: New Forums Press.

Silvia, Paul. 2007. *How to Write a Lot: A Practical Guide to Productive Academic Writing*. Washington, DC: American Psychological Association.

(continued on pg. 30)

(continued from pg. 29)

Internet resources and apps:

Phinished, online discussion and support for writing theses and dissertations: phinished.org

Pomodoro Technique: pomodorotechnique.com

Simple Pomodoro Timer iPhone App

Academic Ladder's Academic Writing Club: academicwritingclub.com

National Center for Faculty Development and Diversity: www.facultydiversity.org, founded by sociologist Kerry Ann Rockquemore.

Hey Jane! This is a project of the SWS Career Development Committee.

This column was guest written by **Liz Borland**, Associate Professor and Chair of the Department of Sociology & Anthropology at The College of New Jersey, with special thanks to Kathrin Zippel and Laura Kramer for their helpful suggestions.

The *Hey Jane!* series editor is Andrea Miller.

Sent: Thursday, December 05, 2013 10:07 AM

To: Sociologists for Women in Society, Executive Officer

Cc: Gayle Sulik

Subject: SWS Feminist Lecturer at Texas Tech

Dear SWS:

I am writing to express our thanks and appreciation for your support of Dr. Gayle Sulik's visit to Texas Tech University as part of the SWS Feminist Lecturer Series. We couldn't have had a more timely, informative and interesting scholar as a visiting lecturer. Her talks generated lively and productive discussion that were very well received by the breast cancer researchers and health care workers, students, faculty and staff who attended. Her formal talk in the evening was especially great, reminiscent of Jean Kilbourne's work on gender in advertising, with fascinating images that reflected the social construction of meaning around breast cancer.

I want to also express my thanks to you for sponsoring lecturers at campuses around the country. Although we are a large university, we are in an area of Texas that is isolated and conservative and the opportunity to hear world-class feminist scholars is limited. Feminist scholars can feel isolated in this environment and this provides not only a chance to share ideas but a chance for women and men who are feminists to come together. Your support has been very much appreciated.

With warm regards,

Charlotte Chorn Dunham

Director of Women's Studies

Associate Professor of Sociology

Local & Regional Chapters in Action!

Updates from the University of Akron & Kent State University

The University of Akron and Kent State University local SWS chapter has had a productive Spring Semester, which has included attendance of the SWS winter meeting, hosting a speaker, volunteering, and professional development opportunities.

Last year, seven students in our local chapter had the opportunity to attend the SWS winter meeting in New Mexico. This year, the hype continued to spread in our joint program and an even larger group of students expressed interest in attending the winter meeting. A total of 11 students were able to attend the meeting and participate in an excellent opportunity for networking, professional development and fun in Nashville.

This semester, SWS, spear-headed by our faculty and student members at the University of Akron (in collaboration with other student organizations on their campus), was also fortunate to have an opportunity to sponsor anti-sexist scholar, teacher, activist, and author Jackson Katz as a speaker. The event was scheduled for March 12th, but was unfortunately cancelled due to weather conditions. The event is currently being rescheduled, but is eagerly anticipated by faculty and student members at both campuses.

New this semester for the Akron-Kent chapter of SWS was the creation of a “volunteer Saturday” in which students and faculty from both departments volunteer at the Akron-Canton Regional Foodbank the first Saturday of every month. We kicked-off this monthly volunteering on March 1st, when SWSers joined members of the community in participating in the food bank’s Harvest for Hunger campaign. Harvest for Hunger is a collaborative fundraising campaign through which four food banks in Ohio raise funds and food to serve 21 counties. By the end of the session, we had collectively sorted over 12,000 pounds of meat.

The Akron-Kent chapter of SWS also put together a panel presentation focused on teaching. Around 15 students and faculty came to hear Manacy Pai (Kent State), Robert Peralta (University of Akron), Betsy Lucal (Indiana University South Bend), and Alison Moss (University of Illinois-Chicago) give their strategies on how to engage students and incorporate feminist methodology in the classroom. After hearing their ideas, everyone present engaged in a conversation on how to improve teaching and approach certain situations. Everyone walked away with new tools for their tool bag as well as motivation to create an engaging yet informative environment in our classes.



Nashville scenery
photos courtesy of
Tracy Ore.

SWS-South updates:

SWS-South is proud of our members for their recent leadership in SWS. (It is possible this is not an exhaustive list....)

Sancha Medwinter, Duke University, is the new Chair of the Committee on Student Concerns for SWS.

Rebecca Bach, Duke University, is the SWS Treasurer-Elect.

Angie Hattery, George Mason University, is the new SWS Secretary.

Angela Lewellyn Jones, Elon University, is the Editor of Network News.

Kylie Parrotta, Delaware State University, is the co-chair of the Social Action Committee.

Leslie Hossfeld, UNC-Wilmington, coordinated the Strategic Task Force overseeing the changes to the SWS mission statement, long-term planning, and bylaws.

Kecia Johnson, Florida State University, chaired the Strategic Task Force sub-committee on revising the SWS mission statement and serves on the SWS Membership Committee as one of the local and regional chapter liaisons.

Wanda Rushing, University of Memphis, is the Past Treasurer.

Kris De Welde, Florida Gulf Coast University, is the outgoing co-chair of the Sister to Sister Committee.

SWS-South held a session, “Strategizing Regional Chapter Development,” at the Winter Meetings. About fifteen people were in attendance. Shannon Davis (SWS-S President), Marni Brown (SWS-S Vice President), Julie Wiest (SWS-S Treasurer/Membership Chair), and Kylie Parrotta (SWS-S Secretary) discussed the history of the SWS-South chapter, the benefits of getting members together at the Southern Sociological Society meetings, and the challenges of organizing events when we are spread all across the South. Erica Toothman shared her experiences belonging to the Florida State chapter, and Tiffany Taylor (SWS Vice President) offered advice for building a new chapter between campuses.

We are looking forward to our annual meeting held in conjunction with the Southern Sociological Society meeting in Charlotte, N.C., April 2-5. We are hosting a “T-shirt for a Cause” day and a “Coffee for a Cause” reception during our silent auction to raise money for All We Want Is LOVE, an organization dedicated to supporting women who are survivors of sex trafficking.

SWS Tallahassee Chapter:

Our chapter hosted three events in the fall. We kicked off the semester with Feminist Open Mic Night, an ever-popular event where members share their favorite feminist songs, artwork, poems, or other cultural products. In October, we enjoyed a discussion of two short stories, Zora Neal Hurston’s “Sweat” and Steve Almond’s “Pornography.” The discussion was led by Dr. Emily Dowd-Arrow, Assistant Professor of English at Bainbridge State College. We wrapped up the semester with a screening and discussion of an episode of *Orange is the New Black*.



Bay Area SWS updates:

The Bay Area [California] SWS chapter meets quarterly for informal get togethers to network, mentor, and support the burgeoning groups of feminist social scientists in the Bay Area. In the fall, we held our third annual symposium. The symposium showcased research by Bay Area SWS members and provided opportunities for attendees to network, provide research feedback, and socialize. We had 14 presenters and about 20 total attendees.

We had three research presentation sessions, loosely grouped by topic. During each session, we ran presentations back-to-back and then had an extended discussion break at the end that included both full group and one-on-one Q&A. For the last hour, we discussed participant-generated topics of interest, including balancing professional and personal life, getting research published, and securing access to difficult-to-reach populations.

The symposium took place at UC San Francisco's Advancing New Standards in Reproductive Health (ANSIRH) program's office space, which contributed meeting space, beverage costs, and supply costs. Lunch was paid for through the SWS Membership Committee, which allots funds to SWS chapters. Thank you!

The event was a huge success, made possible only through the collaborative efforts of many Bay Area SWS members. Members solicited research presentations, planned the program, ordered the food, coordinated the funding application, found a space to hold the event, and, most importantly, brought their feminist insights to the event to give useful feedback to colleagues and strengthen the Bay Area SWS community.

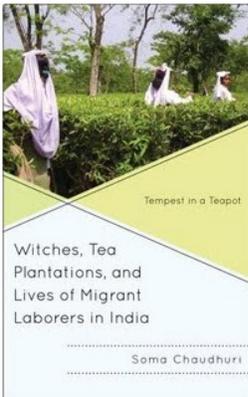
We can't say enough about how great the symposium was—it was easy to coordinate (thanks to the many hands who contributed), low cost (thanks to the generous donations of space and food funds), and community-building. If other chapters are interested in learning more about our symposium, please contact Katrina Kimport, kimportk@obgyn.ucsf.edu.

SWS Calgary (Canada) updates:

Caroline Presber (LL.B) has provided breastfeeding peer support to new mothers in various European countries. She is currently in Kuwait, teaching breastfeeding skills to Kuwaiti and expatriate mothers, as well as assisting and supporting mothers in promoting breastfeeding awareness, dialogue and best practices.

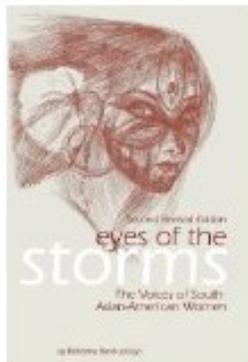
Lucy Taylor (PhD) was shortlisted for the *Leader of the Year Award* 2014 (sponsored by Human Resources Institute of Alberta) for her contribution to the teaching of Sociology in the higher education field. The *Annual Celebrating Excellence Awards* will be held April 2014 in Calgary.

Members Bookshelf



Soma Chaudhuri. 2013. *Witches, Tea Plantations and Lives of Migrant laborers in India: Tempest in a Teapot*. Lexington Books.

Chaudhuri offers the first systematic book length project on the topic of contemporary witch hunts in Sociology, and on India. Bringing together a holistic theoretical perspective drawing from sociology, anthropology, and post colonial history, Chaudhuri argues that witchcraft accusations among the *adivasi* worker communities in the tea plantations of Jalpaiguri, India, are a protest against the plantation management. Thus the witchcraft accusations are not a performance of “exotic and primitive rituals of a backward” *adivasi* community during times of stress, but rather can be interpreted as a powerful protest organized by a marginalized community against its oppressors. The typical avenues of social protest are often unavailable to marginalized workers due to lack of resources, organizational and political representation, a situation that is similar across plantation workers globally. The book illuminates how witchcraft accusations should be interpreted within the backdrop of labor-planters relationship, characterized by rigidity of power, patronage, and social distance. A complex network of relationships—ties of friendship, family, politics, and gender—provide the necessary legitimacy for the witch hunt to take place. At the height of the conflict, the exploitative relationship between the plantation management and the *adivasi* migrant workers often gets hidden, and the *dain* (witch) becomes a scapegoat for the malice of the plantation economy.



Roksana Badruddoja. 2013. *Eyes of the Storms: the Voices of South Asian-American Women* (2nd edition).

Eyes of the Storms explores second-generation South-Asian American women and their perceptions of daily social practices in the United States. The book is a blend of theoretical critique, political analysis, and young peoples' stories, based on a year-long feminist ethnography with a cross-national sample of twenty-five women. Spending a day in the life of each woman, the author ate and drank with them, and talked at length about issues including work, families, food, clothing, partners, and the feelings associated with being a child of immigrants. This research is the sustaining foundation of *Eyes of the Storms*, and addresses the meaning of national belonging, and lack of belonging. *Eyes of the Storms* focuses on both conceptual and theoretical perspectives of the social, economic, cultural, aesthetic, and political dimensions of transnational migration. It links the experiences of young people to theoretical analysis, and engages readers through personal, readable essays. The topical focus of the work lends itself to clear-sighted examination of pressing contemporary issues. Suitable for undergraduate and graduate-level students, *Eyes of the Storms* can be used in courses in anthropology, sociology, Asian-American studies, and feminist studies.

Members Bookshelf

QUEERING MARRIAGE

Challenging Family Formation
in the United States



KATRINA KIMPORT

Katrina Kimport. 2014. *Queering Marriage: Challenging Family Formation in the United States*. Rutgers University Press.

Over 4000 gay and lesbian couples married in San Francisco in 2004. The first large-scale occurrence of legal same-sex marriage, these unions galvanized a movement and reignited the debate about whether same-sex marriage, as some hope, challenges heterosexual privilege or, as others fear, preserves that privilege by assimilating queer couples.

In *Queering Marriage*, Katrina Kimport uses in-depth interviews with participants in the San Francisco weddings to argue that same-sex marriage cannot be understood as simply entrenching or contesting heterosexual privilege. Instead, she contends that these new legally sanctioned relationships can both reinforce as well as disrupt the association of marriage and heterosexuality.

Kimport finds that the majority of respondents did characterize their marriages as an opportunity to contest heterosexual privilege. Yet, in a seeming contradiction, nearly as many also cited their desire for access to the normative benefits of matrimony, including social recognition and legal rights. Kimport's research revealed that the pattern of ascribing meaning to marriage varied by parenthood status and, in turn, by gender. Lesbian parents were more likely to embrace normative meanings for their unions; non-parents were more likely to define their relationships as attempts to contest dominant understandings of marriage.

By posing the question—can queers “queer” marriage—Kimport provides a nuanced, accessible, and theoretically grounded framework for understanding the powerful effect of heterosexual expectations on both sexual and social categories.

Birth Ambassadors

Doulas and the Re-Emergence of
Woman-Supported Birth in America

Christine H. Morton, Ph.D.
with Elaine G. Clift, MA

Foreword by Holly Kennedy, Ph.D., CNM, FACNM, FAAN
Approved by Mark Sloan, MD

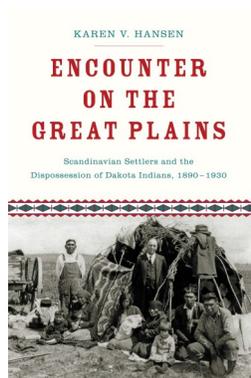


Christine H. Morton. 2014. *Birth Ambassadors: Doulas and the Re-Emergence of Woman-Supported Birth in America*. Praeclarus Press.

With a foreword by past president of American College of Nurse Midwives Holly Kennedy and afterword by pediatrician/author Mark Sloan, *Birth Ambassadors* is a scholarly investigation of the emergence and experience of doula care in the United States. It documents the development of the doula role as a newly emerging occupational niche within maternity care and examines how the doula role evolved from a cultural practice of women-attended childbirth to a largely paid care-giving occupation. It describes why women become doulas, the meanings they give to their experiences, and how they negotiate the dilemmas embedded within doula practice.

Morton analyzes the meanings and dilemmas of the doula role for doulas and their organizations from the stories that doulas told her during her research. The main goals of the book are to provide a history of doulas, capture current experience and meaning of doula care, and to encourage critical reflection on the doula's place in maternity care, today and in the future. *Birth Ambassadors* is designed to be a user-friendly sociological overview of the philosophy and practice of doulas in the U.S., illuminated by real-life stories, for a wide audience ranging from current and aspiring birth professionals, reproductive scholars and students in a variety of academic disciplines as well as a unique resource for pregnant women contemplating childbirth.

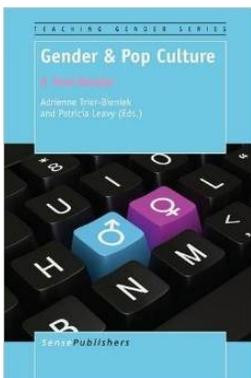
Members Bookshelf



Karen V. Hansen. 2014. *Encounter on the Great Plains*. Oxford University Press.

Encounter on the Great Plains (Oxford University Press) brings into the same frame two dominant processes in American history: the unceasing migration of people to North America, and the protracted dispossession of indigenous peoples. In focusing on the collision between immigrants and Indians on the Spirit Lake Dakota Indian Reservation, the book encapsulates the story of conquest and white settlement of North America. It demonstrates the consequences of offering land to peasants from abroad in order to recruit laborers for the U.S. mission of development. It explores the less publicized but equally important story of the dispossession and survival of Native Americans.

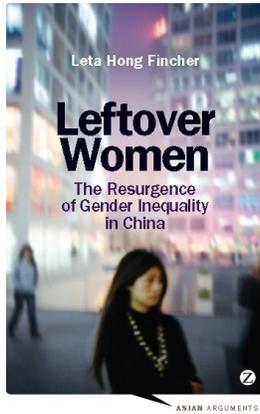
Hansen reveals how the U.S. government opened the door for Scandinavians to homestead land on the reservation at the turn of the 20th century. Bound together by place, immigrants and Indians were rarely violently at odds, but they found limited common ground. Facing anti-immigrant sentiment, trenchant racial hierarchies, and hostile English-only campaigns, each group followed a distinct path to citizenship. In this extraordinary intersectional analysis, Hansen unearths the deeply gendered dimensions of dispossession, landtaking, and citizenship. Resourceful Dakota women gained autonomy in the use of their allotments, while Scandinavian women staked and “proved up” their own claims. Drawing on fifteen years of archival research and 130 oral histories, Hansen weaves a tapestry of everyday life, co-existence, and radical inequality that illuminates how both Dakotas and Scandinavians resisted assimilation and used their rights as new citizens to combat attacks on their cultures.



Adrienne Trier-Bieniek & Patricia Leavy (eds.) 2014. *Gender & Pop Culture*. Sense Publishers.

Gender & Pop Culture provides a foundation for the study of gender, pop culture and media. This comprehensive, interdisciplinary text provides text-book style introductory and concluding chapters written by the editors, seven original contributor chapters on key topics and written in a variety of writing styles, discussion questions, additional resources and more. Coverage includes: Foundations for studying gender & pop culture (history, theory, methods, key concepts) Contributor chapters on media and children, advertising, music, television, film, sports, and technology Ideas for activism and putting this book to use beyond the classroom Pedagogical Features Suggestions for further readings on topics covered and international studies of gender and pop culture *Gender & Pop Culture* was designed with students in mind, to promote reflection and lively discussion. With features found in both textbooks and anthologies, this sleek book can serve as primary or supplemental reading in undergraduate courses across the disciplines that deal with gender, pop culture or media studies.

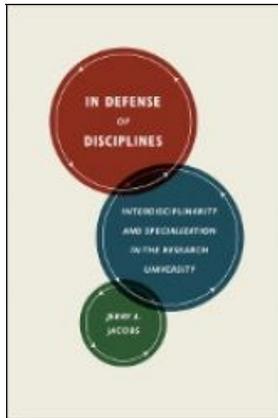
Members Bookshelf



Leta Hong Fincher. 2014. *'Leftover' Women: The Resurgence of Gender Inequality in China*. Palgrave MacMillan.

After the 1949 revolution in China, Chairman Mao famously proclaimed that “women hold up half the sky.” In the early years of the People’s Republic, the Communist Party sought to transform gender relations with expansive initiatives. Yet those gains are being eroded in China’s postsocialist era. *Leftover Women* lays out the structural discrimination against women and speaks to broader problems with China’s economy, politics, and development.

“A brilliant, compelling, and innovative study of contemporary China and one of the most important sociological inquiries into the political economy of gender. Leta Hong Fincher's richly detailed research and critical analysis of gender politics in *'Leftover' Women* provide an indispensable resource for anyone who wants to understand the key socioeconomic transformations in postsocialist China.” — Lydia H. Liu, Columbia University

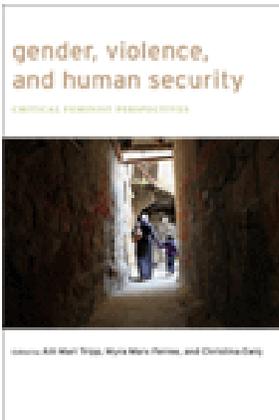


Jerry A. Jacobs. 2013. *In Defense of Disciplines: Interdisciplinarity and Specialization in the Research University*. The University of Chicago Press.

Calls for closer connections among disciplines can be heard throughout the world of scholarly research, from major universities to the National Institutes of Health. *In Defense of Disciplines* presents a fresh and daring analysis of the argument surrounding interdisciplinarity. Challenging the belief that blurring the boundaries between traditional academic fields promotes more integrated research and effective teaching, Jacobs contends that the promise of interdisciplinarity is illusory and that critiques of established disciplines are often overstated and misplaced.

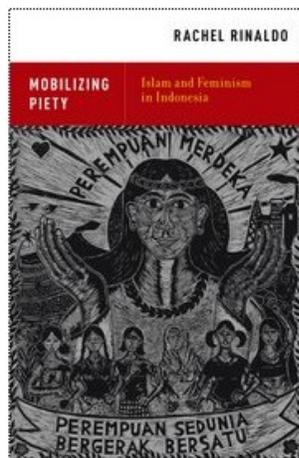
Drawing on diverse sources of data, Jacobs offers a new theory of liberal arts disciplines such as biology, economics, and history that identifies the organizational sources of their dynamism and breadth. Illustrating his thesis with a wide range of case studies including the diffusion of ideas between fields, the creation of interdisciplinary scholarly journals, and the rise of new fields that spin off from existing ones, Jacobs turns many of the criticisms of disciplines on their heads to mount a powerful defense of the enduring value of liberal arts disciplines. This will become one of the anchors of the case against interdisciplinarity for years to come.

Members Bookshelf



Aili Mari Tripp, Myra Marx Ferree, & Christina Ewig (eds.). 2013. *Gender, Violence, and Human Security: Critical Feminist Perspectives*. NYU Press.

The nature of human security is changing globally: interstate conflict and even intrastate conflict may be diminishing worldwide, yet threats to individuals and communities persist. Large-scale violence by formal and informal armed forces intersects with interpersonal and domestic forms of violence in mutually reinforcing ways. *Gender, Violence, and Human Security* looks at notions of human security and violence through a feminist lens, drawing on both theoretical perspectives and empirical examinations through case studies from a variety of contexts around the globe. By going beyond existing feminist international relations engagements with security studies, it identifies not only limitations of the human security approach, but also possible synergies between feminist and human security approaches. Case studies are interdisciplinary (sociology, law, anthropology, political science) and range from post-conflict security in Croatia to the relationship between state policy and gender-based crime in the United States.



Rachel Rinaldo. 2013. *Mobilizing Piety: Islam and Feminism in Indonesia*. Oxford University Press.

Islam and feminism are often thought of as incompatible. Through a vivid ethnography of Muslim and secular women activists in Jakarta, Indonesia, Rachel Rinaldo shows that this is not always the case. Examining a feminist NGO, Muslim women's organizations, and a Muslim political party, Rinaldo reveals that democratization and the Islamic revival in Indonesia are shaping new forms of personal and political agency for women. These unexpected kinds of agency draw on different approaches to interpreting religious texts and facilitate different repertoires of collective action - one oriented toward rights and equality, the other toward more public moral regulation. As Islam becomes a primary source of meaning and identity in Indonesia, some women activists draw on Islam to argue for women's empowerment and equality, while others use Islam to advocate for a more Islamic nation. *Mobilizing Piety* demonstrates that religious and feminist agency can coexist and even overlap, often in creative ways.

Where Is She Now? Winner of the 2011 Barbara Rosenblum Award

By Gayle Sulik



Ana Porroche Escudero has two Bachelor's degrees, one in Social Work from The University of Zaragoza, Spain (2001) and one in Social Anthropology from Barcelona University (2003). She received a Master's degree in Women's Studies at The University of York in 2006 and a PhD in Anthropology from the University of Sussex in 2012. Ana's dissertation, "Political Ethnographic Narratives of Breast Cancer in Spain," won the Barbara Rosenblum Award in 2011. Her winning proposal was original, thorough, compelling, evidence-based, and clearly articulated, as was her capacity for continued work on the intersections of medicine and culture. Grateful for how much the Rosenblum Award served as springboard for her current work, Ana enthusiastically agreed to be on the selection committee.

From an interdisciplinary perspective that lends itself well to exploring the multi-dimensional aspects of illness experience, Ana's research focuses on narratives that are typically excluded from public discourse (such as non-dominant coping strategies, constraining support networks, post-treatment sexuality, and issues of women's embodiment that are not limited to body image). Based on a narrative framework her research also provides insight into the structural factors that shape individual illness experiences for Spanish women. Differential access to resources and the production of expert and lay knowledge in the biomedical arena cuts across varied gendered and cultural scenarios. Such insights have the capacity to improve medical care and social support for those diagnosed with breast cancer and other illnesses.

Extending her dissertation research, Ana wrote two academic articles on the medicalization of breast cancer patients' sexuality, which were presented at academic conferences in Salzburg, Vancouver, Sussex and Manchester. Notably, she was one of seven expert panelists invited to the Spanish Network of Female Health Professionals' annual meeting in Barcelona (2012), where she co-presented a paper on empowerment and body mapping as a methodological tool for health practitioners. The collection was to be published as a book by the Spanish Women's Institute, but this has been cancelled due to lack of funding. Ever persistent, Ana and her coauthor will now submit the piece to journals for publication. With research interests in social pedagogy, community involvement in research, sexuality, and gender violence, Ana published an article in *Clepsidra*, a Journal of Gender Studies and Feminist Theory, where she examined social, legal and scientific definitions of sexuality and the mythologies surrounding men's predatory sexual aggressiveness and women's victimhood. She concluded that more sex-positive approaches to education would enable society to rewrite unhealthy and unjust social scripts. She is currently working on an article, "Empowerment: the holy grail of breast cancer awareness campaigns," demonstrating how the concept of empowerment has been stripped of its political meanings and envisioning how public health policies could be revised to promote critical consciousness and self-empowerment processes.

Well known on her campus for her passion for health justice and lively interactive seminars, Ana has taught six courses on health, gender and development multiple times at Sussex since 2009, and convened a course on global health at the Sussex International Summer School (2012, 2013, 2014). Teaching is an important part of Ana's commitment to public engagement.

Ana's efforts to bridge academic and other communities transnationally are commendable. After having co-organized the production of "The Vagina Monologues" and concurrent workshops in her home village in Spain from 2007 to 2010, she was invited to lead its production at Sussex in 2012 in conjunction with the VDay worldwide campaign. They will be back by popular demand in 2014. She is also involved in Sussex Anthropology, a student led group creating audio and video podcasts of interviews, debates and seminars for students and faculty. And Ana serves as an international partner, writer, and organizer for the Breast Cancer Consortium, an international network I founded in 2012 that is committed to energizing the scientific and public discourse about breast cancer and promoting collaborative initiatives among researchers and advocates.

In her work with the Breast Cancer Consortium, Ana strategizes with critical Spanish and European activists, scholars, and practitioners to promote public engagement. A consummate collaborator and (continued on pg. 40)

(continued from pg. 39) organizer, Ana has developed programs around critical breast cancer issues with the University of California Davis, EHESS (France), Universidad CEU (Spain), Universidad de Valencia (Spain), and Sussex University (UK) as well as activist groups such as Marimachos Cancerosas (Spain), the Alliance for Cancer Prevention (UK), Au Sein de sa Difference (France), Oncogrrls (Spain), and the Spanish Network of Women's Health Workers. She also organized two screenings of the acclaimed Canadian documentary *Pink Ribbons, Inc.* followed by a public discussion in Brighton and at the University of Sussex (UK, 2013); participated in an interactive tour of London on environmental links to cancer organized by Alliance for Cancer Prevention and co-organized two public events on *Breast Cancer and Dissident Corporealities* in Barcelona and Alicante (2013), firsts of its kind in Spain, seeking to challenge heteronormativity and biomedical authority in breast cancer discourses and practices.

Ana Porroche Escudero is a promising researcher and scholar-activist who is already doing her part to advance scholarship while building strong and equitable communities. She is currently seeking faculty positions in public health, medical anthropology, sociology and social pedagogy. Ever-ready to experience new settings and perspectives, she wouldn't mind moving for some years to North America or Spain and would love working in Latin America. It is indeed a pleasure to have the opportunity to work with a past award recipient in multiple realms and witness her successes firsthand. On behalf of SWS, I know we all wish her the "perfect fit" as she continues along her professional and transformative path.

Registration is now open for the:

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Details and application at: <http://www.uccs.edu/~knapsack/>

Questions? Please contact Abby Ferber afferber@uccs.edu<<mailto:afferber@uccs.edu>>

Announcements, Celebrations, Accomplishments, and More!

Chloe E. Bird was very pleased to have been quoted in the winter/spring issue of *Ms. Magazine* regarding gender gaps women face in the quality of routine care they receive for cardiovascular disease – the issue is on newsstands now!

Stacy Marlena Torres (a PhD candidate at NYU) recently published an op-ed in *The New York Times*, which discusses her current dissertation research on older adults in New York City building social ties and support in neighborhood public places:

<http://www.nytimes.com/2014/01/22/opinion/old-mcdonalds.html>.



Afshan Jafar has been tenured and promoted at Connecticut College this spring!

Jenny Korn seeks collaborators on gender and/or race on the Internet for future conferences and publications. Please feel free to email JenKorn@uic.edu if you would like to be contacted about upcoming paper/panel opportunities. Thank you!"

NOTES from NASHVILLE: *Institutional Nexus of Welfare, Work and Family*

Thank you to Youngjoo Cha for sharing this with *Network News*!

This session focused on work, family, and state policies to explore questions such as: what changes have been successfully made in work, family, and state policies, what remains to be done, and what challenges stand in the way of making further changes. Three great speakers spoke about these issues in relation to their areas of expertise.

First, Shelley Correll discussed the micro-processes that slow down progress toward gender equality. In particular, she suggested that while blatant forms of discrimination have diminished, gender stereotypes and beliefs about “good workers” and “good parents” are still deeply embedded in organizational policies and norms (e.g., the expectation that employees be available 24/7, and that parents will engage in “intensive parenting”) and reproduce gender inequality. She suggested that these gender beliefs can be reduced by national-level laws that reset expectations, and workplace policies that set the stage for flexibility as the norm.

Second, Ann Orloff discussed the impact of political-economic environments by which each country’s labor policies are shaped. In particular, she argues that “America can’t be Sweden” because the world system relies on U.S. hegemony in economic and political order, which increases the U.S.’s military spending but limits its spending on social provisions for labor policies that promote gender equality. She suggested that the feminist vision should be incorporated in restructuring paid and unpaid work and institutionalizing political economy.

Third, Rhacel Parreñas argued that changes in domestic work have been particularly slow. This is largely due to the “culture of maternalism” (i.e., anti-commodification/de-familialization), which leads to a failure to recognize migrant domestic workers as employees. As a result, these workers lack legal protection, and their legal status is largely dependent upon the sponsorship of an employer. She suggested embracing these workers within the legal boundary by eradicating the notion of maternalism across the nations.

After hearing three speakers, discussant Nancy Naples suggested that a common theme across panelists was the persisting conception of “separate spheres,” which is deeply embedded in the organization of work and family, state policies, and the notion of worker and citizenship, and slow progress toward gender equality.

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Introducing New Media Specialist for SWS

Andreea Nica is the Media Specialist for Sociologists for Women in Society. She is a freelance writer, media strategist, and egalitarian. She holds a M.S. from the London School of Economics and Political Science in Gender and Media Studies, and a B.A. in Psychology from Northern Arizona University. Andreea contributes to *Feminism and Religion*, *Huffington Post*, and other online publications. She is a featured expert on [SheSource](#), Women's Media Center, and the Founder of [OrganiCommunications](#), a consultancy that empowers organizations and enterprises in their content development and media strategy. You can find Andreea hiking throughout the Pacific Northwest with her better half and kitty. Follow her [@integratedcom](#) and connect on [LinkedIn](#).

