The 2016 Winter Meeting in Memphis was a huge success thanks to all who attended and participated. Some of our sessions were standing-room only. And many of you have told me how meaningful your visit was to the National Civil Rights Museum. Now plans are underway for the 2016 Summer Meeting in Seattle. We hope to see you there.

Meanwhile, it is a busy year for Council Members, Committees, and the Executive Office. President-Elect Abby Ferber is working on the 2017 Winter Meeting. Our Treasurer, Mangala Subramaniam, and the Executive Office are paying bills, updating financial reports, and working with our CPA to prepare and file tax reports. Committees are working on everything from nominations, research and teaching awards, scholarships, mentoring, and anti-discrimination efforts.

Periodically Council responds to requests from members and our colleagues in other organizations to weigh in on public issues involving research funding, diversity programs, or discrimination. As part of our on-going efforts to affirm social justice and institutional diversity in our communities we write letters expressing support for various initiatives. Last year we wrote Congress urging the restoration of funds for sociology in the National Science Foundation budget. We wrote officials in Arkansas decrying passage of legislation which permitted denial of public services to gay, lesbian and transgender people, and informing business and political leaders of our decision to drop discussions of holding the 2016 Winter Meeting in Little Rock. This year our colleagues at the University of Tennessee have asked us to write legislators and university officials on behalf of the Office of Diversity and Inclusion now being threatened with defunding. And based on new North Carolina legislation blocking local governments from passing anti-discrimination measures protecting LGBT people from discrimination, we may have opportunities to support our colleagues who oppose the law, and stand in solidarity with the Southern Sociological Society as they review contracts to hold future meetings in the state.

We want state and federal officials to support diversity and inclusion programs and reject anti-discrimination legislation because it is the right thing to do. It helps for us to let them know – both individually and collectively-- that they are being monitored as part of our on-going efforts to affirm social justice and institutional diversity in our communities. It also helps when we inform them about the economic impact of injudicious decisions. We are happy to report to Tennessee legislators that SWS spending at conference sites in Nashville (2014) and Memphis (2016) of $90,000 each, with industry estimates of a multiplier effect of $2.7 for each dollar spent created a local economic impact of about $250,000 each year. It does not pay to discriminate, especially in states like Tennessee and Arkansas that sorely need to strengthen local economies.

As Dr. Martin Luther King Jr. reminded us: “The arc of the moral universe is long, but it bends towards justice.” Looking ahead, we have many opportunities for continuing the work of SWS, ending race and gender discrimination, and supporting social justice initiatives in our communities. We are grateful to our founders and on-going supporters for sustaining SWS, a feminist organization that nurtures and raises us all.
A Model for SWS: Politically Empowering Our Members

While our organization has been very good at fostering feminist scholarship in the academy, we have been less successful in supporting structural change, either in the academy or in the broader society. We must continue the important work we already do but our mission calls us to be effective in promoting social justice. In the next few issues, I will sketch some models— not to be definitive but rather to open our imagination to our possibilities.

In an “Empowering Individuals” model, SWS makes a major organizational commitment to building the political skills of our members.

I’m probably not the only sociologist who has been driven to the brink by those outside our discipline who seem to think that anyone can design a survey or do a great interview, that there are no special skills or knowledge involved. I wonder how often those with politically relevant skills feel the same way when they observe mistakes by well-intentioned scholars.

Effective political engagement can draw on a wide range of skills, including but not limited to communicating with broader publics about research findings, collaborating with community groups, and changing organizational structures. What if each year we focused on developing one of these skill sets? A lynchpin of this effort would be to organize biannual meetings as training camps for effective feminist engagement.

For example, one year we could focus on public communication. There is a lot to learn here. Accumulating social science research demonstrates the relative impact of different approaches to framing an issue and effective strategies vary with both the topic, the nature of the audience (journalists, community groups, high school students, legislators), and with the times. We might want to learn about current findings. As teachers we know that learners need guided practice. Thus we might want to organize trainings as a sequence of sessions, moving from lectures in which we learn about the research findings to small workshops in which we develop our skills through practice and peer evaluation.

Successful advocacy organizations are aware of the importance of effective communication skills so the best trainers are in demand. Bringing them to participate in a two day meeting will cost a few thousand dollars each. However, if we organize multiple sequences of sessions we will maximize the number of attendees who can benefit. If we construct the winter meeting schedule so that training sessions parallel dispersed committee meetings, everyone would have time to participate in both organizational work and training sessions.

Winter Meeting would be the kickoff for a year of skill development. Members could share reflections on their efforts. Our website could provide a page or Wiki on which to store training videos or other materials and discussion boards for members to help each other address a specific question or challenge.

Multiplying the number of feminist sociologists prepared to engage effectively in every level of public discourse is an investment that would pay huge dividends over time!
From Your Investment Committee: An Update

Who serves on the Investment Committee? The Committee includes SWS’s Past Treasurer Becki Bach, and appointed members Kate Berheide (Chair), Sharon Bird, Chris Bose, and Don Ferree chosen for their experience and interest in financial/investing matters, along with Executive Officer Joey Sprague. What does the Committee do? It is responsible for overseeing the management of our long-term resources (just under two million dollars at the close of 2015), and providing advice to the elected leadership on prudent financial stewardship in our annual operating budget of approximately one half million dollars. Its mission is NOT to determine how money is to be spent. That is for Council and the organization more broadly to decide. Rather we seek to safeguard and grow the resources that will ensure SWS’s future ability to pursue its mission to its members, the intellectual community and society more broadly.

SWS is fortunate to have funds “in the bank” (or more properly in investments of various types) amounting to almost four times our current annual budget. By comparison, the American Sociological Association, which has annual expenditures of some 6.5 million, has investments which only totaled 7.7 million in the middle of 2015, before the turmoil and recent downturn in stock markets). Moreover, a substantial proportion of their portfolio is designated as an emergency reserve.

In some ways, the Committee’s task is similar to what members seek to do individually with the savings and retirement funds we count on for own financial security once we can no longer depend on regular salary income or as “insurance” against unexpected expenses or disruptions in income. In the short run, SWS is quite healthy financially, thanks largely to the income generated from Gender & Society, which --- beyond its important intellectual role -- generates a very large proportion of our current budget. But the importance of the G&S revenue also leaves us vulnerable in the long term. It would be irresponsible to assume this income stream can continue indefinitely, granted changes in the publishing world, and the fiscal pressures affecting higher education and not-for-profit institutions.

As individuals, we hope to have decades in retirement after regular salaries cease, and common wisdom has suggested increasing focus on safer investments as we age. But SWS as an organization is (we hope) immortal and seeks to be financially secure well beyond our lifetimes. We are by no means there yet, however. We need substantially to grow our resources so that we can, if necessary, replace much of the G&S revenue which now supports the budget. We can do so either through increased revenues, increased donations to the Feminist Futures Fund in particular, or through growth in our investments or some combination of all three. Our long time horizon makes it appropriate to pursue growth with a higher risk tolerance than many of us would feel appropriate in our own lives. Further, our values as an organization require “socially responsible” investing. We collectively want to put our money where our mouths are to further the goals we share and to avoid depending on investments that might contradict them. The Committee is working with our financial advisors better to understand how our money actually works directly to “do well by doing good.”

Fortunately, our long time horizon means that we easily weather short term trends that can terrify people in or close to their own retirement. As was the case for almost everyone involved in the stock market, SWS investments declined in value over the past months: the total value of our investments at the end of 2015 was only .6% lower than it was one year earlier. Overall, though, we have done comparatively well against a variety of broad based benchmark measures, and we are confident that our long-term outlook is good.

Over the next year, the Committee will continue to work to safeguard and grow our assets for the future mission of SWS and to assist Council in its current management. We will also endeavor to inform the broader membership about how our financial resources can safeguard our future. It is, after all the organization’s money, and you are entitled to both responsible stewardship and transparency. Watch this space!
SWS at the UN Commission on the Status of Women (CSW60)

By Hara Bastas, Susan Lee, and Kristy Kelly

The 60th Session of the Commission on the Status of Women (CSW60), on the theme of “Women’s empowerment and its link to sustainable development”, started on March 14th with sessions ongoing at the United Nations in New York City until March 24th.

The International Committee is excited to share some details of how we are participating on behalf of SWS.

SWS Supports Members to Attend

We have 20 representatives who are attending the CSW this year -- our 5 ECOSOC (see below) and 2 DPI delegates (Jennifer Brown and Diana Papademas) along with Christina Bobel, Natascia Boeri, Stephanie Deodat, Heather Hurwitz, Susan Lee, Namita Manohar, Heather Parrott, Mollie Pepper, Kentse Radebe, Anna Rivera Gonzalez, Firuzeh Shokooh Valle, Elizabeth Sternke and Lua Xua Doan. We are very excited to have new attendees, and several undergraduate students representing SWS, and we look forward to their sharing of their experiences in the next newsletter.

SWS Advocates on Behalf of Women

SWS is a registered ECOSOC organization with the UN. We support an SWS delegation – hara bastas (lead delegate), Vicky Demos, Lyndi Hewitt, Kristy Kelly and Solange Simoes – who work throughout the year to bring feminist sociological analysis to the UN on behalf of SWS.

As part of our advocacy, we prepare a formal statement to the CSW. This year, we called for a minimum level of income as a social protection, food security, land rights, and cash transfer programs. Those interested in learning more can read the full submission, along with submissions from other ECOSOC member organizations, here: http://prod.unwomen.org/en/csw/csw60-2016/official-documents (SWS is #5 on the list of NGO Statements).

SWS Shares Sociological Research Relevant to the CSW

Each year, SWS hosts a Parallel Event on the theme of the CSW for that year. At CSW60, we hosted an event on Tuesday, March 15th at the Church Center of the United Nations (777 United Nations Plaza).

Title: Feminist Sociological Research and Economic Sustainable Development

With the inauguration of the Sustainable Development Goals, Sociologists for Women in Society advocates for a sustainable approach, and recognition that all development is gendered and no program can be successful without the integration of women from conceptualization to implementation. Women and girls are seen properly as equal partners and participants in development efforts. Integrating women into development is not only giving women their rightful place but also the necessary first step in successful development. Poverty eradication and food security cannot be achieved without gender equality and the empowerment of women and girls.
Presenters at this event included:

"Beyond Counting: Qualitative Social Scientific Methods and Women’s Empowerment" - Vicky Demos, Professor Emerita (University of Minnesota, Morris and Co-Editor, Advances in Gender Research)

"Inequality Inside Out: Gender, Land, and Corruption in Africa and Asia" - Kristy Kelly, PhD (Drexel University and Columbia University)

"The role of gender and social security in shaping the uptake of mobile banking in Kenya and South Africa" - Kentse Radebe (Mississippi State University)

"Efficiency, Embodiment and [unintended] Effect: Supporting Girls’ Menstrual Health in the Global South" - Chris Bobel, PhD (University of Massachusetts, Boston)

The CSW is still ongoing, so stay tuned for follow up reporting in the next newsletter!

SWS selfie at Commission on Status of Women 2016
Undergraduate Social Action Award Winners

The Undergraduate Social Action Award is given annually to recognize a student or team of students making a substantial contribution to improving the lives of women in society through activism. SWS initiated this award in 2003. The work honored by this award is central to the SWS goal to foster activism for women. SWS recognizes that action “for women” does not mean that the work was done “with women” or even “by women.” Substantial need exists for social action working with men, boys, LGBTQ communities and other groups where change will benefit women and can be understood as feminist action. Therefore, SWS recognizes work done in this spirit regardless of applicant gender identity.

Irate 8 (specifically Ashley Nkadi, Brittany Bibb, and Alissa Snoddy), University of Cincinnati: For their social media activism work as part of the #BlackLivesMatter movement and for making a critical difference for students of color at the University of Cincinnati.

Congratulations to this year’s winners!
Mikka Mills, St. Ambrose University: For being an inclusive feminist leader on her campus and supporting women in the larger community, which includes raising funds for the local domestic violence shelter.

Itzel Padron Zuniga, Iowa State University: In recognition of her solidarity activism with survivors of sexual assault on her college campus at Iowa State University.

For a list of SWS local and regional chapters, SWS committee chairs, and current officers of SWS, please visit the SWS website:

www.socwomen.org
NEW SWS FUNDING OPPORTUNITY: 
Social Actions Initiative Awards [SAIA]

Current SWS members can apply for social action funds in the amount of $500 to $1000 to support efforts to undertake social action broadly defined (e.g., advocacy, public education, organizing, movement-building). Funds can be used, for instance, to sponsor a teach-in on reproductive justice or pay the stipend of a campus speaker. Be creative!

There are two 2016 funding cycles with the following deadlines:
   April 1, 2016
   September 1, 2016

*Please note that applications will be reviewed after the deadline. No extensions granted.*

Please go to the website for more information and to submit application online: http://www.socwomen.org/social-actions-initiative-awards/

Remember that 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/
Older SWS members may remember Ruth Wallace who was an early and long-time SWS member. Ruth passed away on Wednesday, March 2, 2016. She had Alzheimer’s in recent years. Ruth was a faculty member in the Sociology Department at George Washington University for 31 years, starting around 1970. Greg Squires describes her as “a giant in the field of sociology in the U.S. and around the world.” And, Cynthia Deitch remembers Ruth as always a steadfast feminist and generous colleague. Her outstanding contributions as a sociologists and a community member were recognized with multiple awards including the American Sociological Association’s Jessie Bernard Award for scholarly work on the role of women in society, the District of Columbia Sociological Society’s Stuart Rice Award for Outstanding Contributions to Sociology, the Religious Research Association’s H. Paul Douglass Lecturer, Marquette University’s Joseph McGee Lecturer, and Santa Clara University’s Distinguished Visiting Scholar.

When Ruth was awarded the Jessie Bernard Award, the ASA award statement noted: "Ruth Wallace has spent her career working for the inclusion of women as subjects of sociological study, as leaders in religious organizations, and as scholars within the profession."

In Ruth's book (Kathryn P. Meadow Orlans and Ruth Wallace eds., Gender and the Academic Experience: Berkeley Women Sociologists, Lincoln: University of Nebraska Press, 1994) there is a fascinating chapter reflecting on her experience as the only Catholic nun doctoral student at Berkeley and her transition to lay person. Other books with a gender focus include Feminism and Sociological Theory, a 1989 edited collection, and They Call Her Pastor: A New Role for Catholic Women (1992).

A Memorial Mass was held to celebrate Ruth’s life at the Shrine of the Most Blessed Sacrament in Washington, DC on Saturday, March 12th.
Title IX, as part of the 1972 Educational Amendments, prohibits educational programs that receive federal funds from discriminating on the basis of sex (U.S. Department of Education). Title IX also includes protective regulations for pregnant and parenting students, enacted in 1975 by President Nixon. Title IX applies to students in K-12, college, and graduate school. When teen pregnancy was considered a moral issue, schools expelled pregnant students or sent them to subpar schools (Fershee 2009). The protective regulations from Title IX for pregnant and parenting students sought to counter this discrimination. This fact sheet examines the goals of these protective regulations for pregnant and parenting students, the violations of Title IX by educational institutions, and limitations of the policy.

Legislative History

In 1970, Representatives Martha Griffins and Edith Green spearheaded a Congressional discussion about discrimination against women in education. Rep. Green began drafting legislation to prohibit sex discrimination in education and employment (Valentin 1997). Originally, proposals sought to amend Title VI and VII of the Civil Rights Act to cover sex discrimination in federally assisted programs and to cover employees in educational institutions, respectively, and the Equal Pay Act to cover administrators, executives and professionals (Valentin 1997). However, upon the request of African American leaders who thought amending Title VI would weaken it, Rep Greene proposed creating a new title – Title IX – based on Title VI of the Civil Rights Act. Title IX went into effect on July 1, 1972. Despite the lasting impact of Title IX, particularly in regards to sports, little attention was given to the bill at the time.

Legal Mandates & Policy Goals

The U.S. Department of Health, Education, and Welfare (HEW) administered Title IX initially, though the U.S. Department of Education’s (DOE) Office of Civil Rights (OCR) has been administering Title IX since 1980. By 1975, HEW established additional regulations to augment aspects of Title IX in terms of both administration and mandates. These regulations include the following (Valentin 1997):

- School systems receiving federal funding must appoint a Title IX coordinator.
- All students and employees must be provided with the contact information for the Title IX coordinator and information about grievance procedures.
- A recipient cannot exclude a student from education programs or activities based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery unless the student voluntarily asks.
- Pregnancy and the related conditions must be treated the same as other temporary disabilities.
- Leave for pregnancy and related conditions deemed by a physician for a specific period of time constitute a justified absence.

These regulations provide pregnant and parenting students the several legal protections and resources (Wolf 1998). For example, a student must be able to voluntarily choose to remain in their current school or elect to attend an alternative school. If they enroll in an alternative school, it must be the same quality of instruction as
the mainstream school. Furthermore, parenting education cannot be mandated for female teen parents unless such education is also required for male teen parents. Lastly, pregnant and parenting students: a) cannot be prevented from attending class because they are pregnant; b) cannot be penalized for absences during childbirth; c) cannot be required to be absent a prescribed time following childbirth; d) must be given make up assignments if other students with medical excuses are given this opportunity; and e) must be provided tutoring or homebound instructors if provided to other students with medical conditions or temporary disabilities.

The main goal of Title IX regulations for pregnant and parenting students is to protect their right to education through (a) access (i.e., schools cannot expel pregnant students), (b) choice (i.e., pregnant girls get to choose what school they attend), and (c) equality (i.e., alternative schools have to provide the same education as mainstream ones) (Fershee 2009). In facilitating these students’ ability to obtain an education, the latent goals include increasing the students’ self-sufficiency and ability to obtain employment, decreasing reliance on public assistance, and improving their children’s lives (CDC 2015; NWLC 2012b).

Problems the Policy Addresses

Feminist scholars are concerned about the construction of teenage pregnancy as an epidemic, including notions of negative outcomes for the parent and child (SmithBattle 2007; Cherry et al 2015). Research suggests some of the negative stigmas may be linked to the social class of the teen and her family rather than teen pregnancy itself (Luker 1996). Teens may feel like they are contributing to society through motherhood, even though their age and marital status conflicts with a middle-class heteronormative model of parenting (Wilson & Huntington 2005). More importantly, research on pregnant teens shows that having a child can be a motivational factor to finish school and start a career, but structural barriers prevent their educational achievements (SmithBattle 2007). Statistics confirm that pregnancy and parenthood remain significant contributing factors leading to high drop-out rates, and teen parents still face stigma and their children may face negative health and educational outcomes.

- Sources report the following statistics: 70% of teens who give birth leave school (Manlove et al 2010) and only 40% of teen moms finish high school (Shuger 2012); only 19% of teen moms who have a child before age eighteen earn a GED (Azar 2012); and only 2% of teen moms complete their college diploma by age 30 (NWLC 2012b).

- Teen moms without a diploma are more likely to live in poverty and rely on public assistance, which may have consequences for their children’s health and education (NWLC 2012b; CDC 2015).

Title IX mandates teens have the same access to education, however access alone may be insufficient since many teen moms require greater support to finish school.

Recent Cases Violating Title IX in Relation to Pregnant & Parenting Students

Despite the legal mandates of Title IX in terms of pregnant and parenting students, violations still occur in secondary and higher education.

- In 2002, a Texas pregnant high school student was explicitly told she had to attend an alternative school or not graduate. The student reached a settlement with the local school board (FMF N.d.).

- Until 2007, the NYC school district operated separate schools for pregnant teens. These schools had a subpar curriculum and a 43% attendance rate, and only one-half of the students transitioned back into the
school district (NWLC 2012b).

- In 2012, a pregnant community college student, who notified her professor of her pregnancy and gave appropriate documentation, was penalized for her pregnancy related absences. When she filed a complaint, she not only experienced retaliation by her professor, but the college also did not support her claims. The NWLC filed a complaint on her behalf to the DOE OCR local office (NWLC 2012c, Administrative Complaint).

- In 2013, a pregnant chiropractic graduate student was not allowed to make up work or have her absences related to pregnancy and childbirth excused. The university’s attendance policies did not excuse pregnancy, in violation of Title IX. The NWLC filed a complaint on her behalf to the DOE OCR local office (NWLC 2013a, Administrative Complaint).

**Title IX Limitations**

*Lack of Administration, Enforcement & Knowledge*

Despite the regulation that each institution receiving federal financial assistance designates a Title IX coordinator, it is often difficult to find the Title IX coordinator and the DOE OCR does not maintain a list of coordinators (Alveshere 2013). Furthermore, students are unlikely to file complaints with the local DOE OCR because of their lack of knowledge of their rights under the law, their vulnerable state, and lack of resources and guidance in doing so. This also reduces the likelihood that pregnant students will file a lawsuit (Ducker 2007).

*Support, Higher Education, & Parenting Students*

Beyond the protections Title IX provides to keep pregnant and parenting students in school, this is not always enough. Stigma and barriers, including social, emotional, and financial, still exist which often prevent these students from completing their education (Cherry et al 2015; SmithBattle 2007). Furthermore, much of the attention and research has been on pregnant and parenting teens, but fails to address these students’ needs in higher education. The support needed to graduate high school is important, but adequate support in college is also necessary. This also relates to the need to support parenting students in both secondary and higher education. For example, one quarter of undergraduate students care for a dependent child (NCWGE 2012). Even though parenting students – not just pregnant students – are covered under Title IX, narrow legal interpretation has been limited to only protect parenting students from discrimination as a protected class. Title IX does not provide for excused absences when a parent has to miss school to take care of a sick child and related parental duties (Copeland 2015).

**Pending Legislation & Continued Advocacy Efforts**

Work still needs to be done to increase pregnant and parenting students’ educational attainment, especially dismantling barriers and providing support to these students. The Pregnant and Parenting Students Access to Education bill introduced at the federal level in 2011 and 2013 subsequently failed to be adopted by the U.S. Congress (H.R. 2617; H.R. 1835/S. 870). The bill has been reintroduced in February 2015 and is currently in committee for review (S. 416). This legislation would provide grants to states to increase pregnant and parenting students’ high school graduation rates, career readiness, and access to post-secondary education (NWLC 2013b). Sub-grants would be used to provide pregnant and parenting students with academic support, assistance in finding daycare, transportation, excused absences for parental duties, dedicated time and space for lactating mothers, and outreach efforts to recruit and retain these students. Furthermore, funds could be used for
case management and referrals for childcare, emergency assistance, and help with other basic needs to both provide support and to remove specific barriers that prevent pregnant and parenting students from completing their education. Monitoring and supporting this type of legislation is an important advocacy step.

While Title IX provides protections for pregnant and parenting students, there is still a lack of knowledge about the policy among educators and students, which leads to violations and inadequate enforcement. As noted, shortcomings of the policy include a failure to address specific barriers or provide the necessary support to improve the chances for these students to achieve their educational goals. Insufficient attention has also been paid to pregnant and parenting students in higher education. Several actions can address some of these limitations and support the educational success of pregnant and parenting students. For example, information about Title IX regulations applying to pregnant and parenting students can be shared with colleagues and students by disseminating NWLC’s Fact Sheets on pregnant and parenting students’ rights from their website. Ensuring institutional compliance, including verifying Title IX coordinators and public posting of Title IX mandates, is another step. Confirm that institutional and individual instructors’ attendance policies are in compliance with Title IX; if not in compliance, inform the Title IX coordinator so that pregnant students are safeguarded from being illegally penalized. Lastly, additional research is needed on pregnant and parenting students in higher education along with parenting students in both secondary and higher education.

**References**


CALL FOR PAPERS

Special Issue: Gender-Typed Toys and Play in Children’s Development

Guest Editors: Erica S. Weisgram (University of Wisconsin-Stevens Point)
Lisa M. Dinella (Monmouth University)

Deadline for Manuscript Submissions: October 1

Sex Roles: A Journal of Research would like to invite manuscripts for a Special Issue on gender-typed toys and play in children’s development. Gender differences in toy interests and play styles are large and have been found to have important effects on the cognitive and social skills that children develop. Numerous factors across many domains of psychology have been shown to influence gender differences in toy interest. Because mainstream media interest in these gender differences has increased (for example the media attention given when major retailers announce they are no longer labeling toys by gender), high-quality scientific work on the causes and consequences of gender-typing of toys and play is increasingly important.

In this Special Issue, we invite manuscripts from a variety of different perspectives that examine the complex causes and consequences of gender-typed toy interests and play styles. Manuscripts for this Special Issue should be submitted by October 1, 2016 for consideration. Questions or inquiries about this Special Issue should be directed to Erica Weisgram at Erica.Weisgram@uwsp.edu or Lisa Dinella at ldinell-

Good times in Memphis!

Thanks again for the great pictures, Tracy Ore!

In *Power Interrupted*, Falcón redirects the conversation about UN-based feminist activism toward UN forums on racism. Her analysis of UN antiracism spaces, in particular the 2001 World Conference against Racism, Racial Discrimination, Xenophobia, and Related Intolerance in Durban, South Africa, considers how a race and gender intersectionality approach broadened opportunities for feminist organizing at the global level. The Durban conference gave feminist activists a pivotal opportunity to expand the debate about the ongoing challenges of global racism, which had largely privileged men's experiences with racial injustice. When including the activist engagements and experiential knowledge of these antiracist feminist communities, the political significance of human rights becomes evident. Using a combination of interviews, participant observation, and extensive archival data, Falcón situates contemporary antiracist feminist organizing from the Americas—specifically the activism of feminists of color from the United States and Canada, and feminists from Mexico and Peru—alongside a critical historical reading of the UN and its agenda against racism.

To order visit:  [http://www.washington.edu/uwpress/search/books/FALPOW.html](http://www.washington.edu/uwpress/search/books/FALPOW.html)


While the practice of surrogacy has existed for millennia, new fertility technologies have allowed women to act as gestational surrogates, carrying children who are not genetically their own. While some women volunteer to act as gestational surrogates for friends or family members, others get paid for performing this service. The first ethnographic study of gestational surrogacy in the United States, *Labor of Love* examines the conflicted attitudes that emerge when the ostensibly priceless act of bringing a child into the world becomes a paid occupation. Heather Jacobson interviews not only surrogate mothers, but also their family members, the intended parents who employ surrogates, and the various professionals who facilitate the process. Seeking to understand how gestational surrogates perceive their vocation, she discovers that many regard surrogacy as a calling, but are reluctant to describe it as a job. In the process, Jacobson dissects the complex set of social attitudes underlying this resistance toward conceiving of pregnancy as a form of employment. Through her extensive field research, Jacobson gives readers a firsthand look at the many challenges faced by gestational surrogates. *Labor of Love* also demonstrates the extent to which advances in reproductive technology are affecting all Americans, changing how we think about maternity, family, and the labor involved in giving birth.

Order online at [rutgerspress.rutgers.edu](http://rutgerspress.rutgers.edu) to save 30% plus free shipping using discount code **02AAAA16**

Based on ethnographic research of three subaltern movements -- of adivasis (indigenous people), Muslim fishers, and lower-caste farmers -- in Gujarat, India, Desai looks at how and why these movements against neoliberal development succeeded to varying degrees. Her main argument is that these movements succeeded due to the deepening of democracy evident in the changing legal architecture and social movement infrastructure that enabled legalism from below and translocal solidarities to successfully challenge the state and corporations. But gender remains an issue leading to a gendered geography of struggle whereby subaltern women are visible in the public spaces of the struggle such as rallies and meetings with government officials but not in the private spaces of decision making and collective dialogues and where women's issues are to be addressed not within the movements but outside it by women's movement organizations rather the movements themselves. To order visit: https://www.routledge.com/products/9781138938298


Christians under Covers shifts how scholars and popular media talk about religious conservatives and sex. Moving away from debates over homosexuality, premarital sex, and other perceived sexual sins, Kelsy Burke examines Christian sexuality websites to show how some evangelical Christians use digital media to promote the idea that God wants married, heterosexual couples to have satisfying sex lives. These evangelicals maintain their religious beliefs while incorporating feminist and queer language into their talk of sexuality—encouraging sexual knowledge, emphasizing women’s pleasure, and justifying marginal sexual practices within Christian marriages. This illuminating ethnography complicates the boundaries between normal and subversive, empowered and oppressed, and sacred and profane. To order visit: http://www.ucpress.edu/book.php?isbn=9780520286320
“New Maternalisms”: Tales of Motherwork (Dislodging the Unthinkable), Dr. Roksana Badruddoja & Dr. Maki Motapanyane, editors. Demeter Press, 2016.

This text explores the perceptions of those who engage in and/or research motherwork or the labour of caregiving and how mothers view themselves in comparison to broader normative understandings of motherwork. The selections are written by individuals from a multitude of vantage points ranging from academia to art to medicine. The authors featured here explore the meanings of mother, mothering, and motherwork within a variety of cultural and national spaces. The contributors investigate the intimate boundaries of motherhood. The anthology further contributes to the research on the complex construct of maternal practice begun by such notable scholars as Andrea O’Reilly, Barbara Katz Rothman, Sara Ruddick, and Ann Crittenden, illuminating “the fissures and cracks between the ideological representation of motherhood and the lived experiences of being a mother” (Klein, 2012). The purpose of this collection lies in focusing on “new maternalisms” by exploring motherwork or the (invisible) labour of caregiving in our everyday lived experiences. Here, it serves to deconstruct motherwork by highlighting and dislodging it from maternal ideology, the socially-constructed “good mom” (read as “sacrificial mom”) and feminized hegemonic discourse. The objective is to critically explore how we experience motherwork, what motherwork might mean, and how motherwork impacts and is impacted by the communities in which we live. Such as examination involves contesting dominant ways of thinking about motherwork.

To order visit: www.demeterpress.org

Banquet fun at the winter meeting!

Thanks for the pictures, Tracy Ore!
SOCIOLIGISTS FOR WOMEN IN SOCIETY
(785) 864-9405  www.socwomen.org  swhelp@ku.edu

CONTACT INFORMATION
(if this is a Gift Membership, please complete this form with Recipient's information)

Name: ____________________________________________________________

Address: _________________________________________________________

Email: ___________________________________________________________

Phone: ___________________________________________________________

Occupation or Academic Rank: ______________________________________

MEMBERSHIP DUES

How Long Have You Been a Member?
• New Member  Referred By: ____________________________
• 1-2 years
• 3-5 years
• 6-10 years
• 10+ years

Gift Membership Dues:
$20 = Gift (Student Recipient)
$45 = Gift (Professional Recipient)

Fixed Dues:
$20 = Student
$20 = Retired

Regular Dues:
$30 = Income less than $24,999
$45 = Income $25,000 - $39,999
$60 = Income $40,000 - $54,999
$75 = Income $55,000 - $69,999
$90 = Income $70,000 - $84,999
$105 = Income $85,000 - $99,999
$120 = Income $100,000 - $119,999
$135 = Income $120,000+

Sustaining Dues:
$200 = Sustaining Membership
$2,000 = Lifetime Membership
$1,000 = Lifetime 1/2 Installment
$500 = Lifetime 1/4 Installment

PAYMENT

Dues  $____
Contributions  $____
Total  $____

Visa, Mastercard, and Discover only

Name on Card: ________________________________

Card Number: _______________________________

Billing Address: ______________________________

City/State/ZIP: ______________________________

Expiration Date: ______________________________

Signature: ________________________________

Please return by fax or mail; DO NOT EMAIL
FAX: (785) 864-5280

CHECKS MUST BE IN USD ONLY
Please make checks payable and mail to:
Sociologists for Women in Society
1415 Jayhawk Blvd., Rm. 716
Lawrence, KS 66045

Would you like to make a contribution?
(enter amount)

$____ SWS Operations
$____ Natalie Allon Fund for discrimination support
$____ Rosenblum Award Fund
$____ Beth B. Hess Scholarship
$____ Distinguished Feminist Lectureship
$____ Mentoring Award
$____ Undergraduate Social Action Award
$____ Chow-Green Dissertation Scholarship
$____ SWS-MFP ASA Minority Fellowship Program

Please complete information on back:
**Please tell us about yourself!**  
( optional )

**Racial/Ethnic Identification**  
( please select all that apply )
- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White
- Self-Identification: ____________________________

**Gender Identification**
- Female
- Male
- Self-Identification: ____________________________

**ACADEMIC INTERESTS**  
( please select all that apply )
- Application and Practice
- Comparative and Historical Approaches
- Family, Life Course, and Society
- Gender and Sexuality
- Inequalities and Stratification
- Medicine and Health
- Place and Environment
- Politics and Social Change
- Population and Ecology
- Race and Ethnicity
- Social Control, Law, Crime, and Deviance
- Social Psychology and Interaction
- Sociology of Culture
- Theory, Knowledge, and Science
- Work, Economy and Organizations
- Qualitative Approaches
- Quantitative Approaches

**Which of the following are most important to you?**  
( please select all that apply )
- Fighting discrimination against feminists in the academy
- Helping make feminist change in society more broadly
- Fostering real conversations about race
- Helping feminist sociologists have successful careers
- Recognizing outstanding scholars with awards
- Supporting the publication of feminist scholarship
- Networking, supporting, and mentoring feminists of color
- Supporting global feminist scholarship and gender justice
- Building a strong and diverse pool of candidates for elected positions within SWS
- Helping increase our numbers and the inclusion of our members

**How would you like to receive your SWS publications?**

<table>
<thead>
<tr>
<th>Publication</th>
<th>Hard Copy</th>
<th>Digital</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender &amp; Society</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Network News</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Announcements, Celebrations, Accomplishments, etc!


Christine H. Morton’s book, *Birth Ambassadors: Doulas & the Re-emergence of Woman Supported Birth in America* (Praeclarus Press, 2014) was recently added to the birth doula certification required reading list for DONA International, the largest doula certifying organization in the world. Getting the book into the hands of doulas (aspiring or current) was a goal of Morton’s from the start, and one of the reasons she chose to publish with an independent, women’s health publisher. She wanted the book to be accessible and affordable from the start. She’s very gratified that aspiring doulas have the option to read a sociologically-informed analysis of their occupation in order to become certified.

Chloe Bird was elected as a fellow to the American Association for the Advancement of Science.

Knapsack Institute
TRANSFORMING TEACHING & LEARNING

Are you interested in building inclusive learning environments?

The Matrix Center is now accepting applications for the 2016 Knapsack Institute: Transforming Teaching and Learning (KI)! Fill your "knapsack" with much-needed tools and strategies for building inclusive classrooms, workshops, and organizations at our intensive three-day institute at the University of Colorado-COLORado Springs. This year’s institute is scheduled for May 25-27th.

Participants say that KI is "a wonderful Institute with small focused groups and lots of small group work where you get the entire focus of the faculty."

KI offers innovative and collaborative workshops that take participants from "a place of quiet resistance to being moved to action."

To learn more or to apply to be a participant of the 2016 KI visit www.uccs.edu/knapsack.

Summer 2016 meetings are in Seattle!
Stay tuned for more information.
Can’t wait to see you there!
Call for Book Chapters: *Women in Sports: Breaking Barriers, Facing Obstacles*

Dear Colleagues,

I am developing a two-volume book project to be published by ABC-CLIO-Praeger addressing women’s sport involvement in contemporary society. The volume highlights both individual sportswomen as well as general empirical trends surrounding women’s sports participation.

Women’s inclusion and exclusion and equitable and inequitable treatment in sports have large scale social, legal, health, and economic consequences. Furthermore, women are continuing to break barriers in all aspects of sports, and scholars and the general public are beginning to recognize sex disparities in sports as a social problem. This project provides a comprehensive overview of the “the state of women in sports,” by including both current events and qualitative and quantitative research. The volume also utilizes a sociological approach to discussing women in sports by questioning dominant ideology surrounding biological notions of athletic inferiority and by examining other social constructs which affect women’s experiences in sports, such as race/ethnicity, socioeconomic status, and sexual orientation.

Submissions from current and former sports participants and professionals are welcome. Possible topics for book chapters include the following, but are not limited to:

The 2015 Women’s World Cup and the 2015 U.S team; Serena and Venus Williams; new NFL interviewing requirements; Mo’Ne Davis; Ronda Rousey; Kacy Catanzaro; Jen Welter; Noora Räty; The 2016 NCAA Basketball Tournament changes in regulations; Cassandra Brown; Sam Gordan; Pat Summit; Diane Nyad; Lindsey Vonn; Shelby Osborne; Sarah Hudek; Michele Roberts; Becky Hammon; Brittany Griner; Hope Solo; Lakatriona “Bernice” Brunson; The 2012, 2014, and 2016 Olympic Games; pay inequality; roller derby; bob-sled; motorsports; female sports journalism; sex integration in athletics; abuse; eating disorders; sex-typed sports and biological assumptions; female athletes of color; LGBT athletes; extreme female athletes; women in leadership roles (e.g., coaches, owners, and committee members); injury risk; and sexed uniforms.

Please submit abstracts as Microsoft Word documents no longer than 500 words to amilner@uab.edu by May 1, 2016 for feedback and further submission information. Full drafts of papers will be submitted by July 1, 2016 for review although final revisions will not be due until October 15, 2016.

Please feel free to contact me about submission details or with any questions.

Sincerely,
Adrienne Milner, PhD

---

**SUPPORT THE UNITED NATIONS CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN (CEDAW)**

The United States is one of six countries and the only western nation NOT to ratify CEDAW. Please help raise knowledge and awareness by educating your students and communities about this UN Convention.

— The CEDAW Subcommittee of the SWS International Committee
A grand time was had by all!

Thanks again for all the wonderful pictures, Tracy!
The members of **SWS-South** are excited to see you soon in Atlanta for the Southern meetings (April 13-16). We have a great set of workshops and sessions we hope you’ll attend. Here are a few brief scheduling and recruitment notes.

1. Please plan to attend our annual coffee-for-a-cause reception and silent auction, Thursday at 5:15. Proceeds from the auction will be given to Lost N Found, an Atlanta-based organization dedicated to helping homeless LGBTQ youth find permanent housing ([http://lnfy.org/mission-and-history/](http://lnfy.org/mission-and-history/)). Also, auction items are needed! Pack that extra copy of your favorite book, a knick-knack you want to get rid of, and/or offer to take a selfie with the winning bidder! If you have questions, please contact Vision Committee Chair, Denise Bissler ([dbissler@rmc.edu](mailto:dbissler@rmc.edu)).

2. A panel session involving the organization immediately precedes the auction: “Lost and found: The LGTBQ homeless population and how your research can make a difference” (Thursday 3:45-5:00). The session asks scholars and activists to consider the role that scholars should have in local community work and focuses on the work that Lost N Found does in the local community. It is sure to be inspiring.

3. Finally, at the business meeting (8am Saturday), we will announce the winner of the Early Career Gender Scholar Award and have elections for Newsletter Editor, Membership Chair/Treasurer, and President. Please consider serving in these important positions, and contact current President Emily Fairchild with questions: [efairchild@ncf.edu](mailto:efairchild@ncf.edu).

If you are not yet a member, you can sign up at the meetings or on our website: [http://swssouth.org/](http://swssouth.org/). We welcome all feminist scholars and look forward to your getting involved.