Here at IU South Bend, we are just days away from spring break. And, wow, do we need a break! We started classes on January 7, which seems but a dim memory right now as I keep digging myself out from what feels like a never-ending avalanche of grading.

I’m teaching a writing-intensive contemporary theory course on The Social Construction of Reality this semester and it feels like every time I finish one stack of grading, two more take its place! Both that class and my Sociology of Men and Masculinities students wrote their first papers about the Manti Te’o hoax. If you haven’t heard about it (and I hear there are places where college football is not front-page news...), the scandal involves highly decorated Notre Dame linebacker, Manti Te’o, and the recent revelation that his now-dead girlfriend did not actually exist outside of cyberspace. The story broke just in time for my students to apply Berger & Luckmann and Thomas (in the theory course) and Connell, Collins, Hennen and Grindstaff & West (in the masculinities course) to analyze the story.

I have just a few months left in my term as chair and, as my responsibilities slowly begin to wind down, I look forward to turning my focus back to teaching—which I love except for the grading. You’d think I’d have been able to convince myself by now (after 20 years of teaching) that grading papers is the opportunity to find out how much my students have learned. And I certainly do appreciate those moments when I get to feel proud of that. But, sometimes? Oooh, sometimes I just can’t wait to finish and move on to something else. Lately, however, that’s meant moving on to more grading, which doesn’t exactly have the same liberating effect.

My thanks to all of you who are out there hard at work on behalf of our section, especially since you do so as volunteers. I know our awards committees are sifting through nominations. Our session organizers have already done their work; now it falls to the scholars to develop their scintillating presentations. Thanks to the Nominations Committee for recruiting a strong slate of candidates for the ASA election that begins in late April. If you are interested in serving the section, keep in mind that we recruit volunteers at the annual meeting and right after it.

Thanks also to Chair-Elect, CJ Pascoe, for getting our Sex & Gender Section Facebook page up and running. Please “Like” our page! With that advice, I have exhausted my knowledge of Facebook, which is why I am grateful to CJ for moving us ahead on that front. (Yes, it is true: I am a proud Facebook refuser!) Our section will soon have a Twitter presence as well, also thanks to CJ. We will let you know in the Announcements when she starts tweeting on our behalf.
Letter from the Chair, continued from page 1

CJ is also working with the sections on Race, Gender & Class, Sexualities, and Bodies & Embodiment to plan our joint reception in NYC. The reception will take place Monday, August 12. If you live in the NYC area and would like to help plan and organize the reception, please get in touch with CJ (C.J.Pascoe@coloradocollege.edu). As you either witnessed or heard, our joint reception with Race, Gender & Class and Sexualities was the place to be at the Denver meeting, so make plans now to join us for our next round of revelry. (Please note that section awards will be given out at the business meeting this year rather than at the reception to ensure that the atmosphere is conducive to award giving and receiving.)

Finally, I thank Jennifer Carter, our Section Web Coordinator, for all of her work. Jen has updated our web page, something it sorely needed. Jen has also helped me by coordinating our semi-weekly Announcements. As a reminder, if you have an announcement, please send it to our section email address: asasexandgender@gmail.com.

Enjoy this latest issue of our section newsletter, put together by our veteran editorial team of Rasha Aly and Danielle Giffort. Rasha and Danielle have been doing a great job putting out an informative and polished newsletter; I thank them, again, for their continued efforts on our behalf. If you like what you see, send them your appreciation. If you'd like to see something else, let them know. Better yet, volunteer to write it for them.

Best wishes for a speedy dig out of your personal equivalent of the grading avalanche!

Betsy Lucal

ANNOUNCEMENTS

Transitions

Leslie K. Wang has accepted a tenure-track position in the Department of Sociology at the University of Massachusetts Boston, beginning in fall 2013. The position is focused on family and gender.

Kelsy Burke has accepted a position as assistant professor of Sociology at St. Norbert College starting fall 2013.

Media Appearances

Anne Lincoln, Associate Professor of Sociology at Southern Methodist University, was interviewed on CNN’s Anderson Cooper 360 on February 7 regarding the feminization of veterinary medicine and women’s growing presence in many other occupations and professions. The interview will air again at a later date as part of a lengthier program, American Journey.

Use the following link to view the video:
http://vetmed.iastate.edu/sites/default/files/about/CNN_02-07-2013_23.53.46.mp4
CALL FOR ABSTRACTS

We are in the initial planning stages of an edited volume to mark the 100-year anniversary of passage of woman suffrage in the United States. We would like to craft a volume with a series of chapters that as a group demonstrate how U.S. women’s political action has changed since 1920. We envision chapters considering the variety of ways in which U.S. women have engaged in political efforts in the last 100 years, including:

- Institutionalized and extra-institutional politics
- Collective and individual action
- Efforts to broaden women’s rights/roles and to address additional social issues
- Feminist activism by groups with a variety of racial, ethnic, sexual, class, and generational identities
- U.S. women’s mobilizations at all levels – locally, nationally and globally

We invite you to submit a one-page abstract for consideration for the volume. We would appreciate receiving your abstract by April 1, 2013.

Contact Holly McCammon (holly.mccammon@vanderbilt.edu) and Lee Ann Banaszak (lab14@psu.edu) if you have any questions and feel free to forward this invitation to other interested scholars.

New Articles by Section Members


Bradley, Kym. 2013. “(Mis)Representation of (Herero)sexualized Gender in Two and a Half Men: A Content Analysis.” *Journal of Gender Studies*.


Chow-Green Women of Color Dissertation Scholarship Award

We invite applications for the 2013 Esther Ngan-ling Chow and Mareyjoyce Green Scholarship, formerly known as the Women of Color Dissertation Scholarship. All applications are due no later than April 1, 2013.

Scholarship Purpose:

Sociologists for Women in Society, has worked hard to build a coalition of women scholars who share concerns about the status of women both domestically and internationally. In keeping with that mission, SWS established a Women of Color Scholarship at its annual meeting in February 2007. The primary purposes of the scholarship are:

- To offer support to women scholars who are from underrepresented groups and are studying concerns that women of color face domestically and/or internationally.
- To increase the participation of students of color in SWS.

Selection Criteria:

- Student must be a woman from a racial/ethnic group facing racial discrimination in the United States.
- Dissertation must be sociologically relevant scholarship that addresses the concerns of Women of Color, domestically and/or internationally. Student must be in the early stages of writing a dissertation.
- Student must be "All But Dissertation" (ABD) by the time the term of the award begins. (Must be certified by the student’s advisor or Graduate Director)
- Applicant must demonstrate a financial need for the award.
- Domestic and international students are eligible to apply.

Funding:

The winner will receive a $15,000 scholarship, a plaque and SWS membership for one year. In addition, the recipient will receive free registration for both the summer and winter meetings, along with an additional $500 grant to enable attendance at the winter meeting.

Please email Kris De Welde (kdewelde@fgcu.edu) AND Gail Wallace (gwallace@uab.edu) with completed applications or questions. Letters of reference can be sent under separate cover.

See also: http://www.socwomen.org/web/about/committees/sister-to-sister.html
Beth B. Hess Memorial Scholarship

The Beth B. Hess Memorial Scholarship is awarded to an advanced sociology Ph.D. student who began her or his study in a community college or technical school. A student advanced to candidacy (ABD status) in an accredited Ph.D. program in sociology in the U.S. is eligible to apply if she or he studied at a U.S. two-year college either part-time or full-time for the equivalent of at least one full academic year that was not part of a high-school dual-enrollment program.

The Scholarship will be awarded at the summer meetings of SWS and SSSP. Recognizing Beth Hess’s significant contributions to the American Sociological Association (ASA), ASA joins SWS and SSSP in supporting and celebrating the awardee at their Annual Meetings, August 10-13, 2013 in New York City. The awardee’s economy-class airfare, train fare or driving mileage/tolls will be paid by SWS. Each association will also waive its meeting registration and provide complementary banquet and/or reception tickets for the awardee.

All applications are due no later than midnight on April 1, 2013.

To honor Beth Hess’s career, the committee will be looking for:

- High quality research and writing in the proposal and letter of application.
- Commitment to teaching, especially at a community college or other institution serving less-privileged students.
- Research and activism in social inequality, social justice, or social problems, with a focus on gender and/or gerontology being especially positive.
- Service to the academic and/or local community, including mentoring and activism.

Scholarship Funding:

The Scholarship carries a stipend to be used to support the pursuit of a Ph.D. in the amount of $15,000 from Sociologists for Women in Society (SWS) and an additional $300 from the Society for the Study of Social Problems (SSSP), as well as a one-year membership in SWS (including a subscription to Gender & Society) and SSSP (including a subscription to Social Problems).

For more information, contact Densire Copelton (The College at Brockport, SUNY) at dcopelto@brockport.edu.

See also: http://www.sssp1.org/index.cfm/m/336
New Books by Section Members


"The Marrying Kind? draws on empirical research to examine same-sex marriage debates within the LGBT movement and how they are affecting marriage equality campaigns. The contributors analyze the rhetoric, strategies, and makeup of the LGBT organizations pushing for same-sex marriage, and address the dire predictions of some LGBT commentators that same-sex marriage will spell the end of queer identity and community."


"This best-selling anthology provides excellent coverage of key concepts in sociology including culture, socialization, deviance, social structure, social institutions, and social inequality. Drawing from a wide selection of classic and contemporary works, the 58 selections represent a plurality of voices and views within sociology. Students will be introduced to cutting edge scholarship and perspectives through classical readings from great thinkers like C. Wright Mills, Karl Marx, Howard Becker, and Max Weber and contemporary articles on current issues like gender socialization, healthcare reform, and minorities in the power elite."

**Family Policy and the American Safety Net** by Janet Zollinger Giele (Sage Publications, 2013)

"This book shows the connections between changing family structure and gender roles and the emergence of a broad range of social programs that represent the American social safety net. Family structure has changed in response to growing specialization in the economy, and families are thus less self-sufficient than on a farm or in a small business. The basic family functions of caregiving, economic provision, shelter, and transmission of heritage require outside help from the community or from government programs. Social programs help families and are needed and accepted even as big government is rejected by some. The ideological tug of war between rugged individualists and those who believe in collective responsibility can in part be explained by their particular family experience and urban or rural location."

“Homeschooling mothers constantly face judgmental questions about their choices, and yet the homeschooling movement continues to grow, with an estimated 1.5 million American children now schooled at home. These children are schooled largely by stay-at-home mothers who must tightly manage their daily schedules to avoid burnout and maximize relationships with their children. In addition to these daily stressors, homeschooling mothers must simultaneously sustain a desire to sacrifice their independent selves for many years in order to savor the experience of motherhood. Drawing on rich data collected through eight years of fieldwork and dozens of in-depth interviews, Home Is Where the School Is provides the first comprehensive look into the lives of homeschooling mothers. Lois reveals that at the root of this trend lies the American belief that motherhood ends when children grow up, an understanding that leads most mothers to experience emotional conflict over how they use their time. Homeschooling provides a way for some mothers to relieve this conflict by devoting the bulk of this precious time to nurturing their children.”

Citizenship and Governance in a Changing City: Somerville, MA by Susan Ostrander (Temple University Press, 2013)

“In Citizenship and Governance in a Changing City, Susan Ostrander shows how beneath current high levels of engagement by Somerville residents lies a struggle about who should be the city’s elected leaders and how they should conduct the city’s affairs. It is a struggle waged between diverse residents—relatively new immigrants and a new middle class—trying to gain a foothold in democratic participation, and the city’s political "old guard." Citizenship and Governance in a Changing City informs current debates about the place of immigrants in civic and political life, and the role of voluntary associations in local politics and government.”

What’s Wrong with Fat? by Abigail Saguy (Oxford University Press, 2013)

“What’s Wrong with Fat? presents each of the various ways in which fat is understood in America today, examining the implications of understanding fatness as a health risk, disease, and epidemic, and revealing why we’ve come to understand the issue in these terms, despite considerable scientific uncertainty and debate. Saguy shows how debates over the relationship between body size and health risk take place within a larger, though often invisible, contest over whether we should understand fatness as obesity at all. Moreover, she reveals that public discussions of the "obesity crisis" do more harm than good, leading to bullying, weight-based discrimination, and misdiagnoses. Showing that the medical framing of fat is literally making us sick, What’s Wrong with Fat? provides a crucial corrective to our society’s misplaced obsession with weight.”
One of my favorite sociologists is Bill Watterson. He’s not read in most sociology classrooms, but he has a sociological eye and a great talent for laying bare the structure of the world around us and the ways that we as individuals must navigate that structure—some with fewer obstacles than others. Unlike most sociologists, Watterson does this without inventing new jargon (or much new jargon), or relying on overly dense theoretical claims. He doesn’t call our attention to demographic trends or seek to find and explain low p values. Rather, Watterson presents the world from the perspective of a young boy who is both tremendously influenced by—and desires to have a tremendous influence on—the world around him. The boy’s name is Calvin, and I put a picture of him (often in the company of his stuffed tiger, Hobbes) on almost every syllabus I write. Watterson is the artist behind the iconic comic, “Calvin and Hobbes,” and he firmly believed in his art form and in the power of art to promote social consciousness and change.

The questions and perspectives of children are significant to sociologists because children offer us an amazing presentation of how much is learned, and how we come to take what we’ve learned for granted. In many ways, this is at the heart of the ethnographic project: to uncover both what is taken for granted and why this might matter. Using the charm and wit of a megalomaniacal young boy, Watterson challenges us on issues of gender inequality, sexual socialization, racism, classism, ageism, deviance, the logic of capitalism, education, academic inquiry, family forms and functions, the social construction of childhood, environmentalism, and more.

Watterson depicts the world from Calvin’s perspective. He illustrates how odd this perspective appears to others around him (his parents, teachers, peers, even Hobbes), but also the tenacity with which Calvin clings to his unique view of the world despite the fact that it often comes into conflict with his social obligations as a child (school, chores, social etiquette, and norms of deference and respect, etc.) and the diverse roles he plays as a social actor (both real and imaginary). Calvin is a wonderful example of the human capacity to “play” within the social institutions that frame and structure our lives.

Quite simply, Calvin refuses to play the roles he is socially assigned in precisely the way they were designed. Social behavior is based on a series of structured negotiations with the world around us. This doesn’t have to mean that we can act however we please—Calvin ritualistically bumps into social sanctions for his antics. But neither does it mean that we only act in ways that were structurally predetermined. The world around us is a collective project, one in which we have a stake. We play a role in both social reproduction and change.

Understanding the ways in which our experiences, identities, opportunities, and more are structured by the world around us is a central feature of sociological learning. Calvin is one way I ask students to consider these ideas. Kai Erikson puts it this way:

“Most sociologists think of their discipline as an approach as well as a subject matter, a perspective as well as a body of knowledge... So it is not only what sociologists see but the way they look that gives the field its special distinction.” (Erikson, 1989: 531)
Erikson concludes his treatise on sociological writing with a description of an interaction between Mark Twain and a “wily old riverboat pilot.” Researching life on the Mississippi, Twain noticed that the riverboat pilot deftly changes course, dodging unseen objects below the water’s surface. Twain asks the pilot what he’s noticing to make these decisions and adjustments. The riverboat pilot is unable to explain, offering a sort of “I know it when I see it” explanation (interviewers know this explanation well). The pilot’s eyes had become so skilled in this navigation that he no longer needed to know how he knew what he knew. But both he and Twain were confident that he knew it. Twain gradually comes to learn more about and to articulate what exactly the riverboat pilot is able to see. This, explains Erikson, is the project of good sociology—“to combine the eyes of a river pilot with the voice of Mark Twain” (Erikson, 1989: 538). Through Calvin, Watterson accomplishes just this.

Calvin offers us a glimpse of wonderful array of sociological ideas and perspectives in an accessible way. Watterson seamlessly calls our attention to the taken for granted throughout social life and his work is a great introduction to sociological thinking. I used the following cartoon on my Sociology of Gender syllabus this semester:

![Cartoon of Calvin] very small

It enables students to participate in poking fun at sociologists' passion for inventing new language, while also illustrating the power of language to make something familiar understood in a new light. “Verbing” gender produced one of the most revolutionary transformations in the field. Posting it online before the semester began, Mike Messner commented, “Perhaps I should ‘Calvin’ my syllabus too.” Perhaps there is not enough “Calvining” going on in sociology. Calvin’s life, perspectives, antics, and waywardness help students call the systems of social inequality and the world around them into question. Calvin helps students question the unquestionable and problematize issues that might lack the formal status of “problems.” And he helps all of us learn to see the ordinary as extraordinary—a worthy task for any sociology course.

References

Tristan Bridges regularly blogs at “Inequality by (Interior) Design” where he keeps a running account of the ideas concerning research and teaching on the relationship between gender and sexuality inequality and space. The full-length version of this essay appeared as a blog post at [http://inequalitybyinteriordesign.wordpress.com/2013/02/01/calvin/](http://inequalitybyinteriordesign.wordpress.com/2013/02/01/calvin/).
A Message from Our Section Graduate Student Representatives

JOIN THE FACEBOOK PAGE

There is a Sex and Gender Section graduate student Facebook group, ASA Sex and Gender Grads, that currently has 84 members. There is not typically much activity on the group, but it should be a useful tool the closer we get to the ASA meetings in August. We are currently considering whether or not to replace the group page with a public page; any thoughts on the matter are welcomed!

DO YOU LIVE IN NYC? WE NEED YOUR HELP!

The graduate student committee would like to organize a happy hour in New York City during the ASA annual meeting and we could really use one or two local folks to help us find a suitable location. If you are interested in helping in this endeavor, please email us.

CONCERNS, IDEAS, OR SUGGESTIONS FOR OUR SECTION?

Last summer the section formed a graduate student concerns committee to serve as a conduit between graduate students and the section. Please share your concerns, thoughts, ideas, or constructive criticism with your graduate student representatives by May 1, 2013, so that we may take them to the concerns committee and address them in some manner at the meeting in August.

Your 2012-13 graduate student representatives are:

Alison Crossley (acrossley@umail.ucsb.edu)
Mary Robertson (Mary.Robertson@colorado.edu)

Send information about new books, articles, upcoming conferences, awards, and any other news about our Section Members that you would like to have appear in the next newsletter to Co-Editors Rasha Aly (alyrh@mail.uc.edu) and Danielle Giffort (dgiffo2@uic.edu).
2012-2013

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Mary Robertson, University of Colorado, Boulder (Graduate Student Representative)

Visit the Sex & Gender Section on the Web!

www2.asanet.org/sectionsexgend/

Next Issue

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