

SEX & GENDER NEWS

MESSAGE FROM THE CHAIR

By Abigail Saguy



I am honored and humbled to write to you all in my new role as chair of the Sociology of Sex and Gender Section—the largest section of the American Sociological Association (ASA). The ASA meetings in Philadelphia already feel like a distant memory now that my teaching quarter is in full swing. Still, I smile as I remember all of you who turned out for the section business meeting—to celebrate the winners of our scholar-activist award, book award, and paper awards and to brainstorm about ideas for next year’s meeting—presented and attended our amazing panels, and danced and socialized at our cosponsored reception with the Race, Gender and Class Section. I am grateful to all of you who volunteered to serve on section committees. Thanks to you, we have a vibrant and dynamic section.

As scholars and teachers of sex and gender, we have our work cut out for us right now. Just last month, Brett Kavanaugh—who opposes abortion and was accused of sexual misconduct by multiple women—was confirmed as a Supreme Court Justice. Meanwhile, President Donald Trump—whom multiple women have also accused of sexual assault—has publicly ridiculed Dr. Christine Blasey Ford for sharing, with the Senate in a public testimony, her experience of having been sexually assaulted by Kavanaugh in high school. This is not an easy climate in which to discuss sexual assault, sexual harassment, or women’s subordinate position in society more generally. But we are sociologists of gender; this is what we do.

One thing that came through strongly in the Kavanaugh hearings is how some men bond with each other at women’s expense. Dr. Blasey Ford spoke about how she will never forget “the uproarious laughter between the two” men who pinned her down on a bed while stroking her body and trying to remove her clothes and them “having fun at my expense.” When Senator Leahy commented that the boys were laughing at Blasey Ford, she clarified that “they were laughing with each other.” Leahy then asked, “And you were the object of that laughter,” to which Blasey Ford—ever careful to get it right—corrected: “I was underneath one of them, while the two laughed.” It was as if Dr. Blasey Ford was not even there. She was but a prop. The real relationship was between the two men. This ability to not see another human being as a person, as opposed to an object, is at the root of violence and indifference to women and other people whom are othered.

Sociologists of sex and gender have a lot of work to do to educate people and to develop best practices around sexual harassment and assault; masculinities; representation of women and nonbinary people of varied ethnicities in politics; and gender and racial equity at work—among other topics. The mini-symposium in this newsletter, organized by Publication Committee Co-Chairs Katie Acosta and Jenny Carlson, on the MeToo movement and related issues is testimony to how our section members can help make sense of recent events in light of our research on sex and gender.

We have the opportunity and responsibility—in our classrooms—to educate the next generation on these issues and, through our written work, to shape public discussions on these topics. It can often feel overwhelming, which is precisely why it is so important to have intellectual communities such as the Sex and Gender Section to talk with like-minded others, get ideas, and support each other.

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As section chair, I have been thinking about ways to improve and expand communication among section members. In our section, the Publications Committee primarily handles this important work. This committee produces (with the essential and able work of our newsletter editor, Eli Alston-Stepnitz) the newsletter you are reading three times each year. It also helps put out (with the amazing assistance of our webmaster—Jen Carter) email announcements twice a month. These communications are essential, but we can do more. This year, the Publications Committee will be exploring new ways for our section to facilitate communication among members, including via social media. The committee will be developing a section policy for social media postings.

Reflecting the expansion of this committee beyond publications to communication more broadly, at the August 2018 meetings in Philadelphia, the ASA Sex and Gender Section voted to change the committee name from “Publications Committee” to “Communications Committee.” Because all committee names are in the section bylaws, this change needs to be approved by you. Keep your eye out for this ballot measure and let me know if you have any questions or concerns.

The Sex and Gender Section has been actively planning for the 2019 meetings in New York City on August 10-13. Save the date! As section chair, I have the pleasure of chairing the Program Committee this year. I am grateful to committee members—including Sara Crawley (chair elect), James Dean, Kjerstin Gruys, and Samantha Wallace—for the creativity and energy they brought to the work of planning the program. I am excited for the panels we have planned, which will cover topics including gender and racial diversity in contemporary U.S. politics; masculinities in the #MeToo era; transnationalizing gender and sexuality studies; intersex studies; gender, race, and sexuality in the virtual moment; and our refereed roundtables. We will also have two cosponsored panels—one with the Section on Medical Sociology and another with the Section on Disability in Society. In addition, we are planning a reception with the Sexualities Section. I look forward to seeing many of you there and to being in touch between then and now.

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SECTION LEADERSHIP

Chair: Abigail Saguy

Chair-Elect: Sara Crawley

Section Secretary/Treasurer: Laurel Westbrook

Council Members: Katie Linette Acosta, Kristen Barber, Enobong (Anna) Branch, Jennifer Carlson, Erin A. Cech, Caitlyn Collins, Georgiann Davis, Sanyu A. Mojola, Fareen Parvez

Student Representatives: LaToya Council, Praveena Lakshmanan

Website and Announcement Coordinator: J.A. Carter

Newsletter Editor: Eli Alston-Stepnitz

ASA 2018: AWARD WINNERS

SALLY HACKER GRADUATE STUDENT PAPER AWARD

Winner: Stephanie Bonnes (University of Colorado, Boulder) for "The Bureaucratic Harassment of U.S. Servicewomen"

This empirically rich, analytically sophisticated, and politically important paper makes an original contribution to gender and workplace harassment by looking at an understudied and inaccessible group—of American servicewomen and their experiences of gendered (and racial) harassment. Bonnes uses the concept of “bureaucratic harassment” to help illustrate how women in different fields are systematically barred from promotion and undermined through bureaucratic processes that men in power exploit. The paper shows how gender, race, and bureaucracy together intimidate and control women in the military.



Honorable Mention: Jessica Pfaffendorf (University of Arizona) for "Sensitive Cowboys: Privileged Young Men and the Mobilization of Hybrid Masculinities"

Drawing on interviews and fieldwork at therapeutic boarding schools, the paper shows how elite young men develop “hybrid masculinities,” or qualities often associated with femininities and subordinated masculinities, and ultimately reproduce gendered privilege.

Honorable Mention: Heidi Gansen (University of Michigan) for "Reproducing (and Disrupting) Heteronormativity: Gendered Sexual Socialization in Preschool Classrooms"

Drawing on intensive fieldwork, this socially relevant and cutting-edge paper shows how, through their play and social interactions with teachers and peers, preschool children reproduce but also disrupt gender norms.

FEMINIST SCHOLAR ACTIVIST AWARD

Rhacel Parreñas (University of Southern California)

Dr. Rhacel Parreñas’ scholarly work itself has revolutionary implications in calling attention the plight of women as domestic and sex workers – often victims of global human trafficking. She has provided political testimony on the work, nationally and internationally, which has appeared in major national and international news outlets and documentaries. Her edited volume on sex trafficking has been distributed for free to over 3,000 high schools in the US. Dr. Parreñas always volunteers at her sites and with their community organizations. Finally, she is an effective and passionate advocate for increasing racial and ethnic diversity, especially of minority women, in social science.

ASA 2018: AWARD WINNERS

DISTINGUISHED ARTICLE AWARD

Winner: Angela Frederick, "Risky Mothers and the Normalcy Project: Women with Disabilities Negotiate Scientific Motherhood" (*Gender & Society* 2017)

Frederick brilliantly shows how mothers with disabilities experience increased surveillance and invisibility and how modern mothering ideologies are based on an assumption of "normalcy" that excludes women with "abnormal" bodies. This article makes an exceptional contribution to the gender scholarship by drawing innovative connections between the literatures on gender, mothering, and disabilities.

Honorable Mention: Susila Gurusami, "Working for Redemption: Formerly Incarcerated Black Women and Punishment in the Labor Market" (*Gender & Society* 2017)

Advancing a theory of intersectional capitalism, Gurusami uniquely contributes to our understanding of how capitalism is both gendered and racialized. The article powerfully theorizes state efforts to transform "criminals" into "workers" and how this legitimates the surveillance and continued punishment of formerly incarcerated Black women.

DISTINGUISHED BOOK AWARD (CO-WINNERS)



Hector Carrillo's *Pathways of Desire* provides an innovative framework for thinking about sexuality and globalization through the lives of gay men who have left Mexico to pursue greater autonomy and sexual freedom in the United States. This pathbreaking ethnography brings our attention to the bidirectional processes of globalization by looking at these men's migration experiences from their lives pre-migration in Mexican cities and towns, to their journey across borders, to their process of incorporation in American cities. This book knits together questions of migration, sexuality, health, family, and urban social life across cities.

Carla Pfeffer's *Queering Families* is a methodological tour de force that brings together an array of rich preexisting data alongside thick descriptions through interview data to nuance the lives of transmen and their cisgender women partners. Through an intersectional and relational lens this book offers deep narratives about how race, class, gender, size and nationality shape transgender people and their partners familial, institutional, and social intelligibility. This book forces us to reevaluate our assumptions regarding gender, sexuality, and family relations. By breaking down simple binaries, this book enables us to rethink the meaning of family in its diverse forms.



ESSAYS: #METOO & SOCIOLOGY

#METOO & SOCIOLOGY: THREE SCHOLARS SHARE THEIR PERSPECTIVES IN 500 WORDS

For the November 2018 issue, the Publications Committee asked several section members to share their thoughts on sexual assault and harassment as an issue we face within our discipline and/or in society at large. Many of us have been disappointed to hear the allegations made against some of our colleagues. Hearing the stories of survivors has forced us to consider the ways we as scholars contribute to the power dynamics that make #Metoo possible. As we go to press, we have just learned of more allegations of sexual assault and misconduct, this time, against Dr. Amy Wilkins, a long-time feminist, sexualities scholar. As with all cases, we endorse a full, evidence-based investigation of all allegations of misconduct. Our hope is that these essays will be the start of on-going discussions and some much-needed self-reflection for all of us within Sociology.

“Harmless Flirtation” by CJ Pascoe

A bell rang signaling the end of lunch at Hoover High School as students gathered up their backpacks, put in their earbuds and said their goodbyes as they walked to class. One tall, lanky boy remained sitting on the planter in the middle of the student lounge, holding the wrists of a girl who stood in front of him. Jani said to him, semi-smiling and laughing, “I got to get to class.” He didn’t respond but kept holding her wrists, swinging them in and out. She said again, “I’ve got to get to class.” The boy, with a very slight smile, looked up at her and asked “Why?” Jani, again laughing responded loudly with a bit more urgency, “Anthony, you’re hurting me!” as he continued to maintain a hold on her hands, “I’ve got to go to class!” A female friend walked by and Jani called out to her, “Tell him to let go of me.” The friend laughed, shook her head, and responded, “No way” as she continued to walk down the hallway. Jani looked at Anthony, still partially smiling, but clearly sounding frustrated as she said, “This is literally the first time I have missed class.” Anthony responded, challenging her seemingly playfully, “Oh now you are skipping class?” as if this is what he had been trying to get her to do before. Jani, resigned, and said, “Well now I am. I hate you.”

I documented this seemingly innocuous interaction at my current field site, a working class, primarily white, high school in Oregon. This interaction and others like it that are, to me, a quintessential part of understanding the story of #metoo. This interaction is an example of the that way violence and dominance become understood as romance. It is the story of the way gender inequality is rendered as harmless flirtation. It is a story of a young woman who says no, a young man who ignores her, physically confines her, and a story of a friend who ignores her plea for help. It is a story in which a young women’s ability to set a boundary is obfuscated by heterosexual flirting and laughter.

We have all read with heartbreak, shock and perhaps too much familiarity, #metoo stories that feature clearly identifiable bad guys: serial sexual assaulters and sexual harassers. We can easily see those guys as bad men, as other men, as men who are not part of our social circles or friendship networks. These powerful, important, horrific experiences are layered upon the more mundane dynamics of sexual harassment and assault that are instantiated in our everyday lives and in our most intimate relationships. Common instances like the one between Jani and Anthony provide the template for gendered interactions out of which sexual harassment, assault and violence emerge. Attending to the everyday, mundane, perhaps less pathological expressions of sexual dominance that normalized as a part of heterosexual romantic and flirtation practices among young people can provide a way to think through paths to systemic change.

Pedagogy After #MeToo by Evren Savci

#MeToo seems to mark a watershed moment in contemporary US: powerful, indeed hitherto untouchable public figures have been taken down. Some others, as in the case of Kavanaugh, have proven impervious despite allegations by women who belong to the most privileged, and thus the most credible in the US national imagination. Yet, even his confirmation does not change the fact that many women, and in some cases men and nonbinary folks, have felt encouraged to come forward with stories of abuse, harassment, and intimidation in the past year and a half.

The movement has also had its (rightful) effect on the academy, and asks us to think carefully about our pedagogy in and out of the classroom. I say in and out of the classroom, because despite what we may wish, systems of oppression outside of the classroom and their microphysics of power inevitably make their way in. Yet I do not say this in order to portray the classrooms, our offices or the campus as “safe spaces” under “normal circumstances.” The academy and the campus are no different and no more special than the larger social and political world they are located in. I find that the historical “exceptionalization” of the campus and the classroom, even the feminist or queer classroom, has done more harm than helped.

Especially at a time when the #metoo movement can and will be taken as an invitation to securitize the campus further, and to seek individual culprits to punish and criminalize, we need to carefully rethink the concrete ways power operates in our own lives. In our case, the structure of higher education produces various vulnerabilities that are often rendered invisible. We need to be bold in this endeavor, and recognize that structural positions fundamentally affect but do not overdetermine how precarities are distributed in practice by a particular university and department at a specific moment in time. We need to be brave in our ability to recognize together, faculty and students, the ways in which we all, even those of us who feel like the most powerless members of academic communities, can participate in some capacity in some of these systems that produce vulnerabilities, such as the academic star system that at times seems to render the way beloved queer feminist ‘star scholars’ handle their power immune to criticism. Only with radical honesty in recognizing our participation in systems that distribute privilege and vulnerability, we will be able to rethink and reimagine our teaching and learning environments.

We Can Do Better by Abigail Saguy

We are in the midst of what some are calling the #MeToo era. Any illusions that this is about the outside world—what happens in Washington or in Hollywood, rather than in our very own universities and professional organizations—were dispelled during the American Sociological Association (ASA) meetings in Philadelphia last August. Of course, I am referring to the allegations of sexual harassment and discrimination against women and transgender students leveled against a leading masculinities scholar, Michael Kimmel.

The accusations against Professor Kimmel went well beyond sexual harassment to raise broader issues about how faculty should interact with their graduate students. While I think most of us agree that we should not view our students as potential dating partners and respect personal boundaries around their bodies and their sex lives, I expect there is disagreement about the situations in which faculty can ask favors of students. Is it appropriate for a faculty member to, say, ask a graduate student to return a book to the library? What about picking up dry cleaning? Doing unpaid research assistance? Unpaid clerical work?

It is time that we have these conversations. Early in my career, a promising young graduate student eagerly offered to help me balance my personal life—which included two young children—and professional obligations. The student generously offered to do tasks, such as the ones mentioned above, to make my life easier. While I was grateful for the offer and not a little tempted by the idea of having a personal assistant, I firmly declined, explaining that it would be exploitative for me to accept. Instead, I limited this and other students’ work to research assistance, from which they would learn and for which they would be compensated financially or with professional recognition such as co-authorship, or—whenever possible—by both. A simple principle guided me: my job is to advance my students’ careers, not the other way around. My own mentors had modeled this for me when I was a graduate student and had instructed me to “pay it forward.”

This is not to say that I am perfect. Indeed, reading some of the essays published about Professor Kimmel in August 2018, I was taken aback to learn that Professor Kimmel was criticized for using the term “FTM” (female to male) to describe transmen. I realize that the argument was that this was part of a broader pattern of harassment and should not be taken out of context. Still, this charge caused me to question my own pedagogy. This is a term that I have used—following a guest lecture from a leading sociologist expert on transgender—in lectures as recently as 2016; I had not realized it was now considered offensive. I suspect I am not alone to struggle to keep up with changing vocabulary.

While I do not intend to offend, that does not mean I always succeed. I once lectured about how conversion therapy does not make gay people straight in that it cannot create opposite-sex desire. Yet, I noted, it can have the very negative impact of inhibiting the expression of same-sex desire, so that the people who undergo it become incapable of sexual intimacy. I referred to this as becoming *asexual*. After class, an undergraduate student informed me that what I said was offensive since asexuality is a sexual orientation. I thanked the student for educating me and used different vocabulary in that lecture going forward.

In the present moment of increased attention to the problem of sexual harassment, I think it is important to acknowledge that we will all make mistakes despite our best intentions. I would like to see us create an environment where those with relatively little power can come forward with their concerns. I believe this will require restructuring our organizations so that power inequalities are muted and checked. I would also like to see us create an environment where we all can learn from our mistakes, apologize, and make amends. If and when repentance and atonement are authentic and meaningful, they should help provide a way forward.

Rather than holding up perfection as the goal, I hope we can strive for reflexivity, humility, and compassion for others and ourselves. The current political climate makes this difficult. Still, I hope that within our own institutions, and our own profession, we can do better.



CJ Pascoe is an Associate Professor of Sociology at the University of Oregon. Her current research focuses on masculinity, youth, homophobia, sexuality and new media. She is the author of *Dude, You’re a Fag: Masculinity and Sexuality in High School*.

Evren Savci is an Assistant Professor of Women’s, Gender and Sexuality Studies at Yale University. She is a scholar of transnational sexualities, whose work is informed by feminist and queer theory and ethnographic methodology. She is currently finishing her first book *Queer in Translation: Sexual Politics under Neoliberal Islam*.



GRADUATE STUDENT SPOTLIGHT

REBECCA A. DIBENNAUDO, UNIVERSITY OF CALIFORNIA, LOS ANGELES



Rebecca is a PhD candidate in sociology at the University of California, Los Angeles. Her research explores how the evolving regulation of sexualities contributes to expanding incarceration in the United States. DiBennardo's dissertation project, "From Pervert to Predator: Law, Medicine, Media, and the Construction of Contemporary Sexual Deviance," investigates how legal, medical, and cultural institutions construct the meaning of "sexual predators" in California's 1996 Sexually Violent Predator Act, which defines and regulates sexual predation as a pathological mental illness. Drawing on three years of fieldwork; interviews with experts working in adjacent fields of law, medicine, politics, and advocacy; and legal and media content analysis, the project paints a vivid picture of how social and institutional mechanisms work in tandem to define and regulate sexually predatory behavior. This dissertation contributes to growing critical feminist legal literature exploring the productive and symbolic functions of law, cultural sociological studies on the relationship between institutions and social meaning, and literature on the relationship between state power and the regulation of sexualities.

SONNY NORDMARKEN, UNIVERSITY OF MASSACHUSETTES, AMHERST

Sonny is a doctoral candidate at the University of Massachusetts, Amherst. A feminist sociologist of transgender studies, his research focuses on inequality, resistance, and social change. Most of his published and forthcoming work (*Feminist Studies*, *Qualitative Inquiry*, *Transgender Studies Quarterly*, *the Journal of Lesbian Studies*, *Health Care Disparities and the LGBT Population*, *The Oxford Handbook of the Sociology of Bodies and Embodiment*, and *The Research Companion to Transgender Studies*) examines the relational processes that generate inequalities in the lives of transgender people and the strategies trans people use to manage and resist these mechanisms of power. Sonny is currently finishing his dissertation, which investigates how trans people make social change as they create new meaning systems and social practices that facilitate their recognition. Look out for his forthcoming article in *Feminist Studies*: "Queering Gendering: Trans Epistemologies and the Disruption and Production of Gender Accomplishment Practices."



MOLLY M. KING, STANFORD UNIVERSITY



Molly is a PhD candidate at Stanford University. She is a sociologist who studies inequalities in knowledge. Her recent article in *Socius* focuses on connections between gender and academic authorship, finding that men are 57% more likely to cite their own previous academic work than women. Molly's collaborative research on this topic has also found that women academics are underrepresented in the prestige positions of first and sole author. Her dissertation assesses demographic groups' command over factual knowledge in a wide variety of domains. By collecting data on factual knowledge from 48 nationally representative surveys fielded over 10 years, Molly investigates many domains of factual knowledge (e.g., health, religion, sports, history, politics, science) to ask: What do people know and how is that knowledge structured by the demographic characteristics of gender, race/ethnicity, political affiliation, and income? Furthermore, do certain demographic groups have more certainty in their knowledge? Her research advances inequality and gender scholarship by showing that differences in the amount of information that individuals have and their confidence in that knowledge are influenced by unequal social positions in society across a wide variety of content domains.

RESEARCH: TRANS JUSTICE

SOCIOLOGISTS FOR TRANS JUSTICE

Advancing Transgender, Non-Binary, and Intersex Justice *In and Through Sociology*

**By Laurel Westbrook (Co-Founder and Co-Chair), Daniel Laurison (Co-Chair),
and Eric Anthony Grollman (Co-Founder and Past Co-Chair)**

Sociologists for Trans Justice (S4TJ) was launched in 2016 as an independent initiative to advance transgender, non-binary, and intersex justice in and through sociology. Inspired by the work of Dr. Judy Lubin on Sociologists for Justice – an initiative that aims to use sociology to promote racial justice – we developed a threefold mission for the organization: 1) to support trans, non-binary, and intersex scholars in sociology; 2) to advance trans, non-binary, and intersex studies in sociology; and, 3) to increase public understanding of trans, non-binary, and intersex issues.

In the past two and a half years, we have worked to raise public awareness about transgender, non-binary, and intersex communities, drawing upon sociological insights in trans, non-binary, and intersex studies. We have also pushed the discipline of sociology to take seriously and advance scholarship on trans, non-binary, and intersex communities, and to include and support trans, non-binary, and intersex sociologists (no matter their research interests).

Supporting Trans, Non-Binary, and Intersex Scholars

For years, LGBTQIA and ally sociologists have expressed concern about discrimination against trans, non-binary, and intersex people in sociology, including on the sociology job market. Thus, one principal aim of S4TJ is to support trans, non-binary, and intersex people within sociology, including in classrooms, in graduate school, on the job market, as faculty, in employment outside of academia, at conferences, and in American Sociological Association (ASA) sections.

To achieve these goals, S4TJ has launched numerous initiatives, including a successful mentorship program to contribute to the professional development of trans, non-binary, and intersex sociologists, as well as trans, non-binary, and intersex studies scholars. In addition, we have worked to make sociology conferences safe and empowering for trans, non-binary, and intersex people by working with conference organizers to ensure that there are accessible gender inclusive restrooms, that attendees' pronouns are printed on their conference badges, and that there are hospitality suites and social events for trans, non-binary, and intersex attendees.

In order to support the newest generation of scholars who are trans, non-binary, and intersex, S4TJ is currently conducting a survey to capture the experiences of trans, non-binary, and intersex graduate students in all disciplines. The data collected will be used to report on the current climate experienced by trans, non-binary, and intersex grad students and to propose appropriate initiatives to best support them. If you would like to participate in the survey, please do so [here](#).

Finally, we created "[Trans Affirmation 101](#)," a short primer on trans issues. This document provides an overview regarding trans identity, inclusion, justice, and resources. The Affirmation sheet has, and will continue to be, distributed and advertised at regional and national sociology conferences. Moving forward, we will be continuing all of these initiatives, as well as developing a "best practices" guide for sociology departments to better support trans, non-binary, and intersex students and faculty.

Advancing Trans, Non-Binary, and Intersex Scholarship

Trans, non-binary, and intersex studies are relatively young and small fields that are further hampered by their marginal status in academia (even in sociology). Thus, the second goal of S4TJ is the advancement of sociological research on trans, non-binary, and intersex people and communities.



Over the past two years, S4TJ members have been working to eliminate barriers to conducting trans, non-binary, and intersex studies research. For example, members raised concerns that many sociology journal editors seemed unaware of the large number of sociologists qualified to review manuscripts in trans, non-binary, and intersex studies. As such, many editors either were asking non-experts to review articles or tended to only ask people from a small pool. To diversify the peer-reviewers for research in trans, non-binary, and intersex studies, S4TJ developed a list of potential reviewers to provide to sociology journal editors, easing the difficult task of finding appropriate reviewers within this relatively small subfield. To be added to the list of potential reviewers, please email us at sociologistsfortransjustice@gmail.com.

S4TJ has also looked for ways to create professional opportunities and resources for trans, non-binary, and intersex studies scholars. We developed a list of resources that capture opportunities for funding, training, and networking that is available [here](#). Our grants coordinators have created an index of funding opportunities for trans, non-binary, and intersex identified scholars and those who study trans, non-binary, and intersex issues and communities. In the future, we plan to offer a conference workshop on successfully obtaining funding for these scholars and subfields.

To increase opportunities to present trans, non-binary, and intersex studies scholarship at conferences, we successfully proposed the creation of a regular session on Trans Studies at American Sociological Association (ASA) annual meetings. The first of these sessions, held at the 2018 ASA annual meeting in Philadelphia, PA, drew a standing-room only audience. We have also worked with ASA sections to co-sponsor conference sessions, including a session on “Trans and Non-Binary Sexualities” in 2018 with the Section on the Sociology of Sexualities and an invited session on “Intersex Studies” in 2019 with the Section on the Sociology of Sex and Gender.

To encourage more utilization of trans, non-binary, and intersex studies scholarship, S4TJ has published a #TransJusticeSyllabus. This publicly accessible syllabus of recommended sociological articles and books can be viewed [here](#). The committee will continue to publicize the syllabus, particularly ahead of new semesters/quarters as instructors are developing their courses. Future iterations of the syllabus will include additional articles and books that the committee identifies, as well as potential classroom activities for trans, non-binary, and intersex studies.

In addition to the syllabus, we have compiled an archive of datasets, print matter, visual arts, conferences, organizations, and other academic resources related to research on trans, non-binary, and intersex communities; this compendium of resources is available at TransJusticeSyllabus.com. We have also offered, and will continue to offer, conference workshops on teaching trans, non-binary, and intersex topics. This year, we will compile additional materials that will encourage people to teach trans, non-binary, and intersex studies scholarship across the discipline.



If you are a trans, non-binary, and/or intersex graduate student and you would like to participate in the S4TJ survey please [click here](#).

Advancing Public Understanding of Trans, Non-binary, and Intersex Issues

The final aim of Sociologists for Trans Justice is to advance public understanding of trans, non-binary, and intersex issues – in particular, to add sociological insights to the national conversation about the status of trans, non-binary, and intersex people and communities.

To ensure that sociologists are part of the national conversation on these issues, we developed directory of experts on trans, non-binary, and intersex studies who are available to speak to the media. This makes it simple for members of the press to find sociologists to quote or interview for news coverage of trans, non-binary, and intersex issues. If you are an expert in trans, non-binary, an/or intersex studies, please add yourself to our directory [here](#). Please direct journalists writing on trans, non-binary, and intersex topics to our directory [here](#).

In addition to our website (TransJusticeSyllabus.com), we also share sociological insights with the public through our Twitter account ([@TransSyllabus](#)) and [Facebook](#). The #TransJusticeSyllabus, like prior accessible syllabi (e.g., #CharlestonSyllabus, #PulseOrlandoSyllabus), aims to raise awareness about how the social structures of gender, race, sexuality, etc., shape trans, non-binary, and intersex people's lives. This year, we will launch a blog where trans, non-binary, and intersex studies scholars can regularly write short, accessible, timely pieces for public audiences.

How to Join S4TJ

If you are interested in advancing these goals, we ask that you please join the listserv (sign up [here](#)). If you will be at ASA 2019, please also attend our annual meeting (day and time TBD). We welcome your support to put sociology in action to improve the lives of trans, non-binary, and intersex people.



Laurel Westbrook is an Associate Professor of Sociology at Grand Valley State University. Their research interests include gender, sexuality, violence, transgender studies, social movements, the media, methods, and poststructuralist theory. They are co-founder and current co-chair of Sociologists for Trans Justice.

Daniel Laurison is an Assistant Professor of Sociology at Swarthmore College. His research interests include politics, inequality, and the way social position shapes how people understand and relate to the social world. He is currently co-chair of Sociologists for Trans Justice.



Eric Anthony Grollman is an Assistant Professor at the University of Richmond and a Black queer non-binary scholar-activist. They are a scholar, broadly defined, placing importance on research, teaching, and service, as well as the connections among these domains of the academy. They are co-founder and former co-chair of Sociology for Trans Justice.

NEW PUBLICATIONS BY SECTION MEMBERS

Blum, L. M., & Mickey, E. L. (2018). Women Organized Against Sexual Harassment: A Grassroots Struggle for Title IX Enforcement, 1978–1980. *Feminist Formations*, 30(2), 175-201.

Darwin, H. (2018). Redoing Gender, Redoing Religion. *Gender & Society* 32(3):348–70.

DiBranco, A. (2018). The Right Revisits Their Misogynist Playbook. *Political Research Associates*.

Eggers, T., Grages, C., Pfau-Effinger, B., & Och, R. (2018). Re-conceptualising the relationship between de-familialisation and familialisation and the implications for gender equality—the case of long-term care policies for older people. *Ageing & Society*, 1-27.

Garrison, S. (2018). On the Limits of ‘Trans Enough’: Authenticating Trans Identity Narratives. *Gender & Society* 32(5):613–37.

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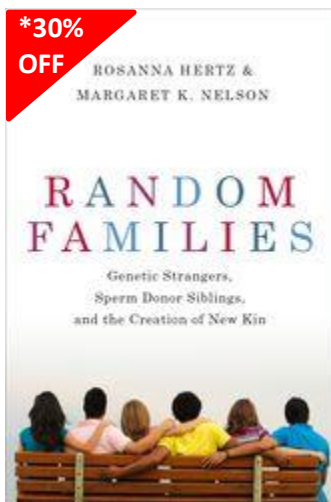
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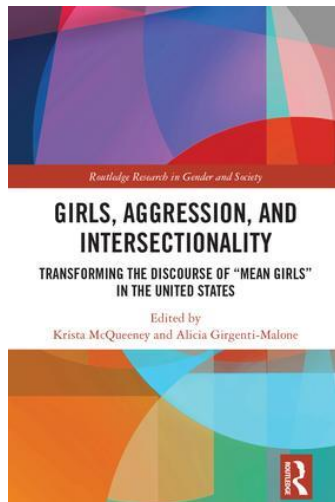
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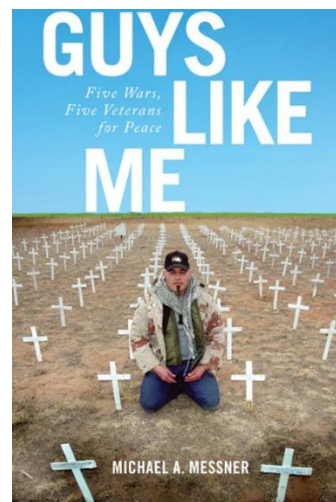
NEW BOOKS BY SECTION MEMBERS



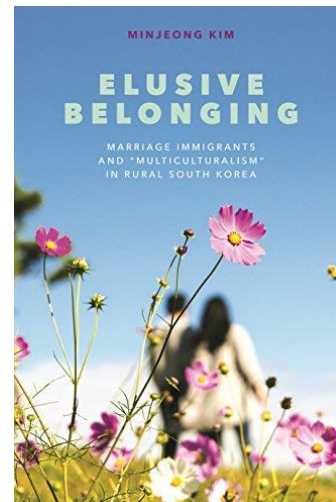
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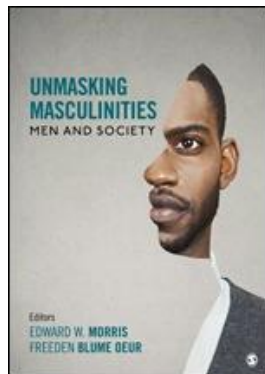
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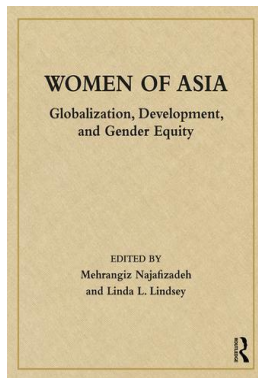
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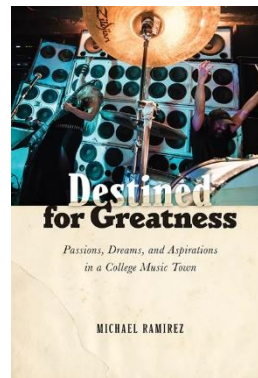
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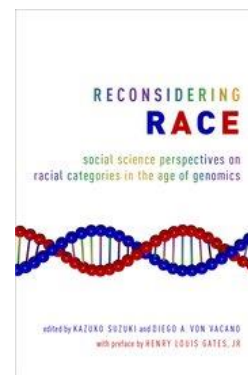
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MEMBER NEWS & ACCOMPLISHMENTS

2018 GENERAL SOCIAL SURVEY

Brian Powell, member of the General Social Survey Board of Overseers, is delighted to announce that the 2018 GSS will include, for the first time, a two-step method of assessing current gender identity and assigned sex at birth. Special thanks to **D’Lane Compton, Shelley Correll, Cecilia Ridgeway, Aliya Saperstein, Kristen Schilt, and Laurel Westbrook** for offering guidance regarding this change. For more information, you can contact Brian at powell@indiana.edu.

CONGRATULATIONS

Ophra Leyser-Whalen received tenure and was promoted to Associate Professor in the Department of Sociology & Anthropology at the University of Texas at El Paso.

THE SOCIETY PAGES CONTEST

Do you teach with The Society Pages (TSP)? Tell us how you use TSP content in your classroom. Any content from thesocietypages.org is fair game. To submit your nomination, send a short, one-page overview on how you have used TSP materials in an assignment, classroom activity, or lecture to tsp@thesocietypages.org with the subject line “Teach with TSP Submission.”

CALL FOR PAPERS

Special Issue of *Sociological Inquiry* (Transgender Studies)

The goal of this special issue is to build on this scholarship and illuminate the importance of continued integration of transgender studies into sociology and broader social science as a whole. In this special issue, we invite contributions from sociologists doing transgender studies in varied social contexts and in relation to differential social structures, issues, and subfields. Specifically, this special issue seeks to highlight emerging studies of transgender populations, experiences, and outcomes throughout contemporary social spheres. To contribute, please submit abstract of 200 – 250 words and a CV to Guest Editor, J.E. Sumerau at jsumerau@ut.edu by December 15, 2018. Acceptance notifications will be sent by January 15, 2018, and completed manuscripts are due April 1, 2019.

INAUGURAL CONFERENCE ON RIGHT-WING STUDIES

The Berkeley Center for Right-Wing Studies (CRWS), an academic research institution located at the University of California, Berkeley, is pleased to announce a general call for papers for its Inaugural Conference on Right-Wing Studies. We invite proposals for panels and paper presentations from tenured and untenured faculty, graduate students, independent scholars, and others whose work addresses the study of the Right. Individual paper proposals should consist of a title, a 500-word abstract, and a CV from the proposer. Panel proposals should include a title and a 500-word panel abstract, as well as titles, brief abstracts, and CV’s for all participants; discussants and chairs are welcome, but not mandatory. Paper and panel proposals should be emailed to crws@berkeley.edu and are both due by December 10, 2018, and decisions will be sent by mid-February. For more information, send an email to crws@berkeley.edu, or visit the CRWS website at <https://crws.berkeley.edu>.