

SBPC

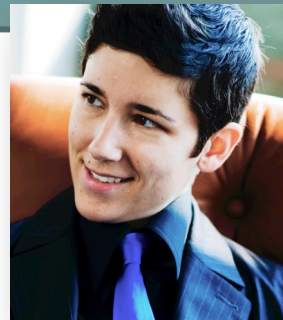
Sexual Behavior, Politics, and Communities Division of SSSP Spring Newsletter

NOTES FROM THE DIVISION CHAIR ELROI WINDSOR

Hello SBPC members and, for those of us in the northern hemisphere, happy spring! I thought I'd write this season's "Notes from the Chair" with more of a personal-as-political theme.

I write to you from a small city in the southeastern United States: Winston-Salem, North Carolina. This part of the country is pretty conservative. Although the area has a lot going for it, my queer family usually sticks out here. My partner and I and our two small children just returned from traveling to Atlanta over spring break. We lived there for years before my job brought us to North Carolina. Walking around Atlanta and visiting our favorite food spots, I realized just how much I miss seeing queer visibility all around town. Fitting in was a taken-for-granted privilege we enjoyed while living in a large urban environment with a rich cultural history.

So, in my local conservative context, I have become keenly aware of how national sexual politics affect me. I live in a state that recently discontinued second-parent adoptions for partners in same-sex relationships and voted to amend its Constitution to support only one-man-one-woman marriages. This means that the cases related to same-sex marriage that have come before the Supreme Court of the United States (SCOTUS) feel a bit high-stakes for me and many other LGBTQ families in this country. I am well aware of the critiques of mainstream gay politics (e.g., assimilationist, heteronormative, class-privileged, etc.). But as a teacher of sociology of sexualities classes, I know how changes in the national politics landscape often correlate with changes in public attitude (see the graph at <http://psychology.ucdavis.edu/rainbow/html/gal3.html> for an example). Like many others, I will be watching how these SCOTUS cases unfold and how the associated sexualities discourses will affect my family. This is an important time for sexual for an illustration). As we prepare for the upcoming meetings of the SSSP, I suspect these and other sexual politics will be on the minds of many SBPC division members. *(Continues on following page)*



SBPC Division Chair

Elroi J. Windsor, Ph.D.
Assistant Professor of
Sociology
Salem College
601 South Church Street
Winston-Salem, NC 27101
Office: 308 Main Hall

In This Edition:

Notes from the Division Chair Elroi Windsor _____	Pg. 1
Graduate Student Paper Competition _____	Pg. 2
Member News and Notes _____	Pg. 3
NEW! Featured Members _____	Pg. 3
New Publications _____	Pg. 5
Notes on Teaching _____	Pg. 6
Call for Reviews _____	Pg. 7
Job / Prof. Opportunities _____	Pg. 8
Editor's Note _____	Pg. 11

(Notes from Division Chair continued)

With that, I encourage you to register for the annual SSSP meetings. The preliminary program will be available on May 15, and program participants must pre-register by July 1. Over the past few months, I have seen some great sessions come together that our division is sponsoring. The schedule looks promising! I am already excited to visit New York City, my post-undergraduate home of four years where I lived in a radical queer performance collective, worked at a feminist bookstore, and did all sorts of street activism before deciding to pursue graduate school. There is so much to see and do in New York. To entice you, here is one prospective tour stop in which our members share an interest: the Museum of Sex (www.museumofsex.com/). I hope you'll join me!

Graduate Student Paper Competition

The winner of the 2013 graduate student paper competition for the Sexual Behavior, Politics, and Communities Division is Brian Soller, a doctoral student at The Ohio State University. His paper, "The Sexual Double Standard, Sexual Relationship Contexts, and Adolescent Mental Health," will be presented at the 2013 meetings. Congratulations Brian! Thanks to everyone who submitted papers to this competition. I would also like to extend sincere gratitude to the people who put time into the competition, especially the awarding committee, chaired by Dawn Baunach: Ryan Caldwell, Jason Crockett, Long Doan, Danielle Hidalgo, Lloyd Klein, Annalise Loehr, Melinda McCormick, Sara Jean Mertel, Lisa Miller, Demetrios Psihopaidas, Lauren Sardi, and David Steele.

ABSTRACT: Few studies have tested whether features of adolescent contexts alter the association between sexual intercourse and psychological well-being. This study considers whether school-based sexual double standards alter the association between sexual intercourse, gender, and adolescent mental health. Using two waves of Add Health data, I measure the sexual double standard by quantifying within-school differences in boys' and girls' perceptions of the social benefits of sexual intercourse. I find that girls who had sexual intercourse are more likely to report severe depression as the sexual double standard increases. Conversely, boys who engaged in sexual intercourse with one or more non-romantic partners are more likely to report high self-esteem as the sexual double standard increases. Results demonstrate the importance of culture in determining how sexual activity affects subsequent well-being.

Save the Date! 2013 Annual Meeting

Remember to Register!

The Society for the Study of Social Problems,
63rd Annual Meeting
August 9-11, 2013
The Westin New York at Times Square
New York City, NY



SBPC IS NOW ON FACEBOOK!

This page is intended as a space for information sharing, discussion, debate and dialogue around issues pertaining to sex and sexuality. Please feel free to post academic articles, news stories, calls for papers, upcoming events, announcements, and new research. We encourage people to 'like' the page, and share widely. You can find it at: <http://www.facebook.com/pages/SSSP-Sexual-Behavior-Politics-and-Communities-Division/343457819083988>

Members News and Notes

Dr. Melissa Lavin recently accepted a tenure-track position for crime, stratification and inequalities at SUNY College at Oneonta in Oneonta, New York. Along with two additional incoming criminologists, Melissa looks forward to building the crime and deviance portion of the school's sociology program.

Siri Suh, a PhD candidate in Sociomedical Sciences at Columbia University, recently received a Mellon/ACLS Dissertation Completion Fellowship for the 2013/2014 academic year. Her dissertation is titled "Boundaries at work: practicing abortion care at the intersection of medicine and law in Senegal."

The Mellon/ACLS Dissertation Completion Fellowship carries a stipend of \$25,000, plus \$3000 for research costs and up to \$5000 for university fees. I am one of seventy awardees selected from a total of nearly 1,000 completed applications from advanced graduate students at 115 universities. This year's awardees represent thirty-two universities, and seventeen disciplines: American studies, anthropology, art history, communications, comparative literature, English, ethnomusicology, film, geography, history, linguistics, media studies, musicology, philosophy, political science, religion, and sociology.

FEATURED MEMBERS

This edition's featured member: Verta Taylor

Jennifer J. Reed, MA
Sociology PhD Student
University of Nevada, Las Vegas

I had the amazing opportunity to interview the remarkable Verta Taylor for an introductory "featured members" section of this newsletter. Dr. Taylor is Professor and Chair of Sociology at the University of California, Santa Barbara. Her areas of research are sexuality, gender, and social movements. In addition to her wide range of awards, including the Simon and Gagnon Award for her lifetime of scholarship on sexuality, she is author or coauthor of 15 books and edited volumes and over 100 articles. With all her accomplishments, Dr. Taylor was gracious enough to agree to answer my questions while on spring break in Key West, Florida. This is a testament to her continued mentorship of graduate students and junior scholars. I hope that you find our interchange as insightful as I did.

1) What led you to your interest in the fields of social movements, sexualities and gender? What is your current focus?

I trace my passion for the study of social movements to my experiences growing up in Jonesboro, Arkansas, during the height of the civil rights movement. My father was a local political figure and outspoken anti-racist, and I marched in Dr. King's memorial in Memphis after he was assassinated. By that time, I was involved in the antiwar, student, and civil rights movements at Indiana State University, where I studied social movements and Black Studies with two former classmates of Dr. King. *(Continues on Following Page)*

(Continued from previous page)

Participating in these movements led me to feminism in much the same way that it did many women in this period, because of the gender inequities and sexual oppression women suffered in New Left movements and the opportunities these movements gave us to form solidarity with other women around our common grievances. I spent the 1970s as a graduate student at Ohio State University in Columbus, which had a thriving women's movement and lesbian community. Although I had had relationship with both women and men growing up in Arkansas, I came out in the women's community in Columbus. Shortly after I was appointed to the faculty at Ohio State, I met the love of my life, Leila Rupp, with whom I have shared a wonderful life and who has inspired me intellectually through our collaborations for more than 34 years. We helped launch the Women's Studies Program at Ohio State.

I attribute my interest in gender and sexuality to my experiences, first, in the heterosexist and male-dominated movements of the 1960s and 70s and, later, in academia, where I was advised not to study gender and warned against writing about sexuality because I would never be tenured. I must confess that these admonitions made me all the more determined to do both. And that is how I have spent my career, first studying women's movements, then lesbian and gay movements. Fortunately, over the years I found supportive colleagues through Sociologists for Women in Society and the Sex and Gender and Collective Behavior Sections of the American Sociological Association who provided intellectual and emotional support for my work, and I kept researching and writing until I found an audience for my ideas. My graduate students have also been an important source of intellectual inspiration, and I have been proud of their achievements over the years. In the 1990s, I was told by a graduate student on another campus that I had apparently earned the nickname "Lesbian Den Mother of Sociology" for my strong mentoring of lesbian graduate students in a period when they had only a handful of opportunities to work with openly LGBT scholars in Sociology departments.

My current research is on LGBT movements, particularly the same-sex marriage campaign and queer identity among college women. I have recently co-edited a book with Mary Bernstein (forthcoming in May from the University of Minnesota Press) titled *The Marrying Kind: Debating Same-Sex Marriage within the Lesbian and Gay Movement* that examines how the LGBT movement's debate over the viability of same-sex marriage influenced both the nature and the successes and failures of marriage equality movements in state-level campaigns. We also bring

empirical data to bear on the question, raised by queer theorists, of whether same-sex marriage represents an assimilationist turn in the LGBT movement that may very well result in the end of a distinctive queer identity and community. In addition, Leila Rupp and I are working on a book on queer identity formation among college women, which we think of as a series of new coming out stories based on the various new pathways women are using to embrace non-heterosexual, fluid, and queer identities.

2) You have an impressive scholarly publishing career. What advice can you offer to graduate students and junior scholars aspiring to publish and to maintain a successful publishing career?

I would offer graduate students and junior scholar two pieces of advice if they want to maintain a successful publishing career. First, it helps if you are passionate about your research. Often graduate students and young faculty get pressured to work in particular areas and to adopt particular theories and methods by faculty advisors and local departmental norms. But I have often told my graduate students, quoting poet Audre Lorde, that "if you don't define yourself for yourself, you will be crunched into other people's fantasies of you and eaten alive." Writing is solitary and lonely work, and publishing can be challenging. If you are not deeply passionate about the subject matter of your research, it will be a challenge to devote the time it takes to publish. The second piece of advice I learned from one of my mentors at Ohio State. A successful publishing career requires learning to juggle the demands of research, teaching, and service, but at the same time, most of us hope to achieve balance between work, family, and leisure. Shortly after I was tenured, one of my colleagues advised me to set aside non-negotiable time to write almost every day, and to write during my best hours. I try to write 1-2 pages almost every day, and it is amazing how much more productive I became when I did not confine my writing to breaks, sabbaticals, and week-ends.

*3) Now I would like to address some of your work more specifically. In your lively book *Drag Queens at the 801 Cabaret* co-authored with Leila Rupp, one of the informants describes drag as a "third gender." This seems to open up an incredible amount of room for discussions on gender performativity and, perhaps, spatial productions. Since many sexualities scholars also study sex work, would you be willing to speak about this as it may relate to sex work? Why, for example, do you think many feminist scholars recognize drag performance as a third gender but are reluctant to... (Continues on pg. 9)*

New Division Member Publications

Lavin, Melissa F. 2013. "Rule-Making and Rule-Breaking: Strip Club Social Control Regarding Alcohol and other Drugs." In *Deviant Behavior*, 34:5. 361-383.

Meyer, Doug. 2012. "An Intersectional Analysis of Lesbian, Gay, Bisexual, and Transgender (LGBT) People's Evaluations of Anti-Queer Violence." *Gender & Society* 26(6): 849-873.

Orne, Jason. 2013. "Queers in the Line of Fire: Goffman's Stigma Revisited." *The Sociological Quarterly*. 54(2): 229-253.

New Book!

The Marrying Kind?

Debating Same-Sex Marriage within the Lesbian and Gay Movement

2013 • Mary Bernstein and Verta Taylor, Editors



**** A look inside the lesbian and gay movement's disagreements over same-sex marriage ****

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.

Notes on Teaching

To Out or Not to Out?

Reflections on Being an Out Gay Man in a Deep South Classroom

Shawn Trivette (Louisiana Tech University)

When I was offered a job in Louisiana a year ago, one of the first questions I asked was how I would be received as an out gay man. Though I did not directly come out during the interview, I was fairly confident no one in my department would have any issues. But I wasn't sure how people outside my department would respond, particularly when I come up for tenure a few years down the road. While no one can predict the future, I was reassured that this was not likely to be an issue with upper-level administration. Negotiations continued and I eventually accepted the job.

But a few days before the start of the term I realized there was another group I had to consider: my students. Being in grad school in Massachusetts, I came out as a matter of course in nearly every class I taught; it was simply part of the identity package I presented to students (along with being a white male from Tennessee, an upper-middle class upbringing, attending church regularly, and a fondness for baking), in part because it typically tied to the course content in some way and in part because I believe a bit of personal connection gives me better rapport with my students. In four years of doing this I never had a problem from students, and sometimes even received positive feedback. But now I was a far cry from Massachusetts, in a conservative town, in a conservative state, and at a school that seemed only slightly less conservative than the surrounding area. Yet to not come out seemed somehow dishonest, and after years of not being closeted, I wasn't sure I could play the game anyway.

After a good bit of thinking and writing (and consulting with my department head), I decided coming out was the best course of action. While I had a variety of reasons, they really boiled down to three pedagogical and one personal:

1. My experience has been that students often appreciate and can connect to personal experiences shared by an instructor. While personal experience is never the final authority in sociology, it can be a useful illustrative tool, especially in helping students to grasp the real-world experience of sometimes abstract concepts and trends.
2. One of the roles of a university is to foster receptivity to diversity. We often think of diversity in terms of gender and race, which are usually easily recognizable traits (though not always). But diversity occurs in less-obvious ways as well. Knowing that their instructors are a diverse crowd (in multiple ways, including sexuality, politics, and background, among others) is valuable for students.
3. Related to fostering an awareness of diversity, part of our role as educators is offering support and empowerment to students, particularly marginalized students. Even in rather open and receptive environments, our GLBT students are in many ways a marginalized population; I view self-disclosure as a way of offering encouragement to these students by providing a successful role model who is in some way "like them". It also shows these students that I am a faculty member who may offer support or other resources to help ensure their own success.
4. On a personal level, straight people implicitly out themselves all the time, often without thinking about it. Not only do I not find this fair, I simply did not want to be assumed to be straight. (I find that students make enough assumptions about me as it is.)

My department head supported me, but also said I should be prepared for possible backlash from students. In the end, though, the response was rather underwhelming. I later learned from several students that they missed my identifying as gay (other students had to fill them in) because they were too shocked at hearing that I also hold a degree in chemical engineering. A few were curious about my experiences as an out gay man in two very different states. And a handful of LGBT students did let me know (sometimes in person, sometimes in written comments) that they appreciated what I had done and were encouraged by it. Three quarters and 650 students later, I have received only two negative comments, both on the end-of-term course evaluations.

(Continues on following page)

(Notes on Teaching' cont.)

There was a little bit of rockiness when I lectured about sexual minorities one day in my Introductory course, but I suspect that would have happened even if I had identified as straight. I assigned the Heterosexual Questionnaire as a reading and several students thought it a veiled attempt to "turn them gay". Still, this lecture generated considerably less controversy than the day I talked about workplace gender inequality.

It is, of course, very likely that part of what "protects" me here is race and gender privilege (I am a White man and I present rather normatively as such), as well as simply the cultural respect accorded to those in positions of great authority (i.e., university professors). Students may read openly gay faculty as advancing a particular agenda when teaching about sexual politics. What continually fascinates me is that they clearly do not read me in this light when I teach about gender and racial inequality (and to a point class inequality, but not entirely). Even when they are challenged by what I say and have difficulty accepting it, I don't encounter the sexist and racist comments women and minority colleagues have shared with me when they cover the same material.

At the SSSP meeting in August (in the session on Teaching Sexuality) I will team up with my good friend and former colleague Kristy Watkins (currently back at UMass Amherst) to share more about our experiences of being out in the classroom. Together we will compare notes on our reasons for coming out, when and how we do so, and the pedagogical purposes we serve in this process. We will also reflect further on how our students have responded and the ways in which our gender presentation likely impacts both our coming out and their responses, as well as how we have weighed the various institutional constraints at the different places we've taught (and Kristy has a wider range of experiences here than I do). We hope to open up a wider conversation with other LGBT faculty (as well as straight allies) about the opportunities and challenges of being out in the classroom.

** In the interest of continuing dialogue in this area, we welcome any and all submissions on this or related topics, including responses to Shawn's piece, as well as other perspectives, insights, contributions, or strategies that you have developed and would like to share!

Call For Reviews

Call For Media Reviews: Humanity and Society

Recognizing the multiple modalities of communication and how these presentations enhance our sociological understanding of the complex realities of the 21st century, *Humanity and Society*, the journal of the Association for Humanist Sociology, announces the introduction of media reviews. We invite reviewers of sociological messages in photography, web-based art, websites, popular films and documentaries, radio broadcasts, and multimedia presentations. We also invite suggestions for media reviews. Please note that book reviews can be sent to our book review editor at RJ-Hironimus-Wendt@wiu.edu.

As a generalist journal, *Humanity & Society* publishes media reviews on a wide variety of topics. We are particularly interested in media presentations that are relevant to humanist sociology. Humanist sociology is broadly defined as a sociology that views people not only as products of social forces but also as agents in their lives and the world. We are committed to a sociology that contributes to a more humane, equal, and just society.

The journal welcomes reviewers from diverse backgrounds and with diverse perspectives, including activists, graduate students, and practitioners in fields other than sociology. Potential reviewers are also encouraged to contact the Editor with suggestions for reviews in their areas of interest and expertise.

Agreement to prepare a review for *Humanity & Society* assumes that the reviewer has no substantial material or personal connection to the material or to the producer. Reviews in violation of this guideline will not be published.

(Continues on following page)

(Call for Media Reviews continued)

Written submissions should not exceed 1000 words. Reviews should also include your:

Name:

Position:

Media Outlet:

Mailing Address:

Email Address:

And the titles and dates published, along with URLs for electronic and multimedia presentations. If you think any additional contextual information would be useful, please include it with your submission/review.

To review for *Humanity & Society*, or to offer suggestions for reviews, please contact our Media Editor, Pamela Anne Quiroz, with a brief summary of your chosen review (paquiroz@uic.edu). We look forward to hearing from you and Thank You for your contributions!

JOB / PROFESSIONAL OPPORTUNITIES

TENURE TRACK ASSISTANT PROFESSOR POSITION

The Department of Sociology at the University of Nevada Las Vegas invites applications for a full-time, tenure-track position at the rank of Assistant Professor. Areas of specialization are open, although particular consideration will be given to candidates whose qualifications and interests build upon departmental strengths in various aspects of urban sociology. We invite applicants with active research agendas and teaching expertise that intersect with current faculty research. The successful candidate will seek extramural research funding, train graduate students, and teach at least one core theory or methods course at both the undergraduate and graduate levels. Preference will be given to candidates with the ability to build interdisciplinary alliances and conduct collaborative research with scholars from other university divisions, such as the School of Community Health Sciences, the Women's Research Institute of Nevada, the Urban Sustainability Initiative, the International Gaming Institute, the Center for Gaming Research, the Center for Democratic Culture, the Lincy Institute, and Brookings Mountain West.

Qualifications:

Candidates must have a Ph.D. in Sociology from a regionally accredited college or university at the time of appointment and demonstrate the achievement or strong promise of scholarly productivity and the ability to acquire extramural research funding.

ONE-YEAR VISITING PROFESSOR POSITION

The Department of Sociology at the University of Nevada Las Vegas invites applications for a Visiting Assistant Professor position to begin Fall 2013. The successful applicant will teach four courses per semester, which should include at least one course in sociological theory and/or statistics, plus one or more of the following: social research methods, statistics, gender, race and ethnicity, or marriage and family. Other areas of teaching specialization are open. We seek candidates with an effective teaching record at the undergraduate level, including the use of web-based learning platforms, innovative teaching methods, and the ability to create inclusive learning environments for an increasingly diverse student body.

Qualifications:

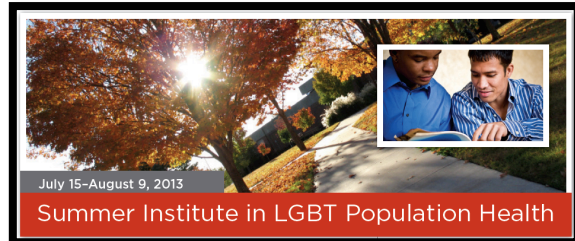
Candidates should have a Ph.D. in Sociology at the time of appointment.

Shannon M. Monnat, PhD Assistant Professor Department of Sociology University of Nevada Las Vegas 4505 S. Maryland Parkway Box 455033 Las Vegas, NV 89154 [702-895-5807](tel:702-895-5807)

<https://sites.google.com/site/shannonmonnat/>

Call for Applications: Summer Institute in LGBT Population Health

On July 15-August 9, 2013, The Center for Population Research in LGBT Health at the Fenway Institute and the Department of Community Health Sciences at Boston University School of Public Health are hosting a Summer Institute in LGBT Population Health in Boston, Massachusetts. We invite you to apply.



The Institute will provide participants with foundational training in interdisciplinary theory, knowledge and methods for conducting population research in sexual and gender minority health. We expect to select 12-16 graduate students and 3-6 early career scholars for inclusion in the program.

To be held over four weeks at Boston University and Fenway Health, the Summer Institute will include several components:

1. a dynamic *Cornerstone Seminar in LGBT Health and Social Life* that will overview key topics, methods, and perspectives in the interdisciplinary study of LGBT Health
2. an intermediate-level statistics and quantitative *Data Analysis Course*; and
3. hands-on training in analysis of LGBT population health data in the *Interactive Data Lab*.

There is **no cost for tuition** and slots are available for **free housing*** in Boston University dormitories during the Institute. The Summer Institute is funded by a grant (pending) from the *Eunice Kennedy Shriver* National Institute of Child Health and Human Development (grant number R25HD064426).

Contact:

summerinstitute@lgbtpopcenter.org
or call 617.927.6319 to learn more

Applications will be accepted until April 15, 2013. For more information, please visit www.fenwayhealth.org/populationcenter, call 617-927-6319 or email summerinstitute@lgbtpopcenter.org.

*There are a limited number of slots for free housing available. Per grant funding guidelines, free housing is only available to U.S. citizens, non-citizen nationals of the US, or those with legal permanent resident status. No temporary or student visas allowable. Non-citizens may apply for the program, but must cover their own housing and transportation costs.

What:
4-week residential program in sexual and gender minority population health research

Where:
Fenway Health and Boston University

Who:
Up to 18 trainees interested in incorporating LGBT population health research into their careers

When:
July 15-August 9, 2013

THE FENWAY INSTITUTE
ANSEN BUILDING
1340 Boston Street
Boston MA 02215
TEL: 617.267.0900
www.fenwayhealth.org

BU
Boston University School of Public Health
www.sph.bu.edu

ICPSR INTER-UNIVERSITY CONSORTIUM FOR POLITICAL AND SOCIAL RESEARCH
A PARTNER IN URBAN, GLOBAL LEADERSHIP

Sponsored by: The Center for Population Research in LGBT Health and the Department of Community Health Sciences at Boston University School of Public Health.

(Continued from pg. 4)

...acknowledge sex worker performance – which certainly shares many aspects of drag – as a third gender?

The parallel I see in these two cases (sex work and drag performances) is in the similarity of feminist debates over how to understand the relationship of both of these practices to gender hierarchy. Some feminists have argued that drag, like sex work, perpetuates gender oppression because cross-dressers and some drag queens reify hegemonic femininity in their performances. Similarly, some feminist scholars hold that the very logic of sex work is sexual objectification, which depends on performances associated with hegemonic femininity, such as pleasuring others, providing emotional care, etc. But new interpretations of both phenomena by scholars of gender challenge these one-sided formulations. Butler, Rupp and Taylor, Shapiro and others find that drag queen and king performances have the potential to reveal both the socially constructed nature of sexuality and to challenge dominant sexual and gender binaries both through the actors' performances and the audience's responses. Similarly, sex worker activists and scholars hold that to view sex work as gender oppression is overly simplistic and ignores the variety of different kinds of intimate labor that women perform. This position also overlooks the fact that some sex workers are men, and others are transsexual and transgender men and women. You mention our reference to drag as a "third gender." I would not go so far as to describe sex workers in general as a "third gender," although it is conceivable that some may adopt hybrid or fluid gender identities. While I think that early work by feminists misunderstood the gender performances of both drag queens and sex workers by labeling them exclusively as gender conformists, drag queens are different in that they explicitly distinguish themselves from cross-dressers and other sex workers by their intentional desire to expose and challenge dichotomous and hierarchical gender categories and to embrace more fluid gender expressions that frequently combine elements of femininity and masculinity in their public performances.

4) How do you see social movements changing, particularly those pertaining to social arrangements based on sexualities and gender, as we become an increasingly global society? For example, how do abeyance cycles apply? What do you believe is some of the most needed research now in this field?

Over the past two decades, I have argued that social movements are increasingly becoming less state-centered, more transnational, more decentralized in structure, less

likely to rely exclusively on street protest, and more likely to target identity, culture and a broader range of institutions in addition to the state, such as higher education, the media, religion, medicine, and the workplace. Gender and sexuality movements reveal these trends, as well as the importance of intersectionality and the politics of identity in multicultural societies. While popular opinion assumes that the women's movement is dead, considerable recent work both in the U.S. and elsewhere (e.g. Australia, England) suggests that the movement has moved into an abeyance phase, or a period of repression that forces feminists to shift their targets, tactics, mobilizing structures, and collective identities. Internet organizing and institutional feminism, for example, are thriving not only in the United States, but in many parts of the world. The LGBT movement is becoming a global movement, and Rupp's research makes it clear that there are continuities from the early movement in Germany at the end of the 19th century through an abeyance phase of transnational homophile organizing in the 1950s into the present. The concept of abeyance has proved fruitful for understanding a variety of movements in different regions of the world, in part because it allows us to see social movement activity in its varied forms and to recognize the continuity of challenges based on fundamental cleavages, such as gender, sexuality, class, nationality, and race/ethnicity.

With respect to future directions in research, I would have to acknowledge that we still know considerably less about the LGBT movement than about other movements that have played a central role in U.S. politics. What research has been done has had considerable impact in expanding the dominant political process and contentious politics models of social movements to incorporate attention to the role of identity in mobilization, as well as to suggest a more multi-institutional and less state-centered approach. As a student of social movements, I attribute the shift in public opinion favoring same-sex marriage, at least in part, to collective action and social movements. As someone who came of age during the "era of the closet" and has written extensively about the negative career consequences for working on LGBT research, I am encouraged to see that the Sexualities Section is one of the fastest growing sections of the American Sociological Association. More and more young people are coming to sociology because of an interest in sexuality, yet still only a handful of articles have been published on LGBT movements in the major general journals.

Recently, I had an opportunity to visit one of the great mentors of my career, Joan Huber, who always encouraged my work on lesbian and gay topics.

(Continues on following page)

(Continued from previous page)

She reminded me that when the women's movement sprang onto the scene, it gave her the courage to study gender. Then she said how thrilled she was to see that I will be able to end my career proud to be conducting research on LGBT topics. I began the same-sex marriage book in earnest in 2008, the same year that my mother died. She was a staunch Democrat and one of the first women to hold political office in rural politically conservative northeastern Arkansas, having been appointed, as with so many women at that time, on the death of my father. She whispered shortly before she died that she believed that Leila and I would have the chance to marry during my lifetime. Like many lesbians who came of age during second wave feminism, marriage was not something we aspired to because of its fundamental role in women's subordination. We had chosen not to rush to San Francisco in 2004 when more than 4000 couples married on the steps of City Hall over a month-long period. But we finally married in 2008 at the Santa Barbara Courthouse during what came to be known in lesbian and gay circles in California as the "summer of love," when more than 18,000 couples tied the knot between the time the California Supreme Court ruled it unconstitutional to exclude same-sex couples from marriage and Proposition 8, banning same-sex marriage in California, went into effect. We married on our thirtieth anniversary as part of the collective effort to halt the religious right's campaign to overturn marriage equality in California. Present at the ceremony were two witnesses, my colleagues Beth Schneider and France Winddance Twine. I am fairly certain that I might never have written a book on same-sex marriage without the support of Beth. She encouraged my work on sexuality over the years when I felt so isolated at Ohio State, and I was fortunate to join Beth and a thriving faculty in gender and sexuality at the University of California, Santa Barbara in 2002.

Select References:

- Butler, Judith. 1990. *Gender Trouble: Feminism and the Subversion of Identity*. New York and London: Routledge.
- Rupp, Leila J. and Verta Taylor. 2003. *Drag Queens at the 801 Cabaret*. Chicago, IL: Chicago U Press.
- Shapiro, Eve. 2007. "Drag Kinging and the Transformation of Gender Identities." *Gender & Society* 21(2):250-271.

****We are looking for volunteers who are interested in interviewing and/or being a "Featured Member" for the next SBPC Newsletter. Please contact Elroi Windsor if you are interested****

Editor's Note:

I'm very excited to be continuing my role as the editor for the SBPC Division newsletter! The next call for submissions will be in the summer of 2013 and I will be looking for more interesting, current, noteworthy, and thought-provoking materials for the next issue. I still welcome any and all relevant information and/or suggestions for innovative sections that can help foster continued growth and enthusiasm within this Division of SSSP. Feature articles are also welcome, including:

- ✘ A "featured members" page, where a member of the section is profiled in a short Q&A format. To do this, ***we need volunteers for both interviewers and interviewees.***
- ✘ Articles devoted to **teaching about sexuality**. Submissions related to developing this section are especially encouraged.

Please feel welcome to contact me at any time.



All Best, Karen E. Macke
Email: kemacke@maxwell.syr.edu