

***37th Wisconsin Women's Studies
and 8th LGBTQ Studies Conference***

Knowledge in the Making in Women's, Gender, and LGBTQ Studies



October 18-20, 2013

Pyle Center, Red Gym, and Chazen Museum
Madison, Wisconsin

#WIGender

continuingstudies.wisc.edu/conferences/wslgbtq/



Continuing Studies
UNIVERSITY OF WISCONSIN-MADISON

Conference At A Glance

Friday Oct 18

- 8am **Registration, coffee, exhibits and posters**
- 9:00-10:15am **Session 1 (concurrent sessions)**
- 10:30-11:45am **Session 2 (concurrent sessions)**
- Noon-1:30pm **Luncheon and Plenary Session (Pyle Center Alumni Lounge)**
- 1:45-3:00pm **Session 3 (concurrent sessions)**
- 3:00-3:30pm **Break and Refreshments**
- 3:30-4:45pm **Session 4 (concurrent sessions)**
- 4:45-6:45pm **Conference break, enjoy Madison's State Street**
- 5:00-6:45pm **Our House!! Unsettling the Domestic, Queering the Spaces of Home**
Art Installation, Curatorial Lab Space, Conrad A. Elvehjem Building, first floor
- 7:00-9:00pm **Keynote and P.B. Poorman Awards Ceremony (Chazen Museum, Elvehjem Hall L160)**

Saturday Oct 19

- 7:30am **Registration, coffee, exhibits, and posters**
- 8:30am-5:00pm **Student Hospitality Room - LGBT Campus Center Red Gym 123**
Students are invited to the LGBT Campus Center to enjoy light snacks and free coffee, meet people, do crafts, and check email.
- 8:30-9:45am **Session 5 (concurrent sessions)**
- 10:00-11:15am **Session 6 (concurrent sessions)**
- 11:30am-1:30pm **Conference Luncheon for Outstanding Women of Color in Education Awards (Pyle Center Alumni Lounge)**
- 1:45-3:00pm **Session 7 (concurrent sessions)**
- 3:00-3:30pm **Break and Refreshments**
- 3:30-4:45pm **Session 8 (concurrent sessions)**
- 4:45-6:45pm **Conference break, enjoy Madison's State Street**
- 4:45-6:00pm **Student Campus Strategy Sessions**
- 7:00pm **Evening Entertainment To Be Announced**

Sunday Oct 20

- 8:30-9:45am **Session 9 (concurrent sessions)**
- 10:00-11:15am **Session 10 (concurrent sessions)**

WELCOME

Welcome to the 37th Wisconsin Women's Studies and 8th LGBTQ Studies Conference: Knowledge in the Making in Women's, Gender, and LGBTQ Studies. Thank you for being a part of the Wisconsin Gender and Women's Studies Learning Community that we are both re-creating and maintaining when we bring together academics, teachers, students, community members, artists, activists, and others, to consider how knowledge is formed and experienced at the intersections of class, gender, sexuality, race, ability, and other axes of identity. I look forward to joining in the dialogues as we consider how this informs our current and future work.

There are too many people who made this gathering possible to thank here (but look elsewhere in the program for acknowledgement of our conference co-sponsors and planning committee). However, we also extend particular appreciation to the UW-Madison Department of Gender and Women's Studies, and the Division of Continuing Studies for providing the Women's Studies Consortium a new foundation from which to carry on this important work; and to the Pyle Center staff for their help making this conference possible. The Madison Pride Center also deserves special appreciation for their work to provide a new track which focuses on student strategy and coalition-building sessions designed to address critical issues facing LGBTQ and ally communities on home campuses. Let's have a conference!!!!

-- Helen Klebesadel, Director,
Women's Studies Consortium

COSPONSORED BY

UW-Madison Division of Continuing Studies

University of Wisconsin Women's Studies Consortium (WSC)

(The WSC is made up of the Office of the Women's Studies Librarian, the Women & Science Program, and representatives from UW-Extension and the 14 UW-System Women's and Gender Studies programs and departments)

UW System Inclusivity Initiative for LGBTQ People

UW-Madison LGBT Campus Center

Alverno College

Beloit College

Edgewood College

Lawrence University

Marquette University

St. Norbert College

Conference Program Committee

Many thanks to our 2013 Conference Program Planning Committee:

Gabriel Javier, UW-Madison

Katherine Charek Briggs, UW-Madison

Camden Hargrove, UW-Madison

Tiffany Lee, UW-Madison

Phyllis Holman Weisbard, UW-Madison

Helen Klebesadel, UW-Madison

Eilene Hoft-March, Lawrence University

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Susannah Bartlow, Marquette University

Sayeeda Mamoon, Edgewood College

Susan Pastor, Edgewood College

Michelle Parkinson, UW-River Falls

Thanks also to:

Dace Zeps, Women's Studies Research Center, UW-Madison

Kathryn Sweet, Division of Continuing Studies, UW-Madison

Plenary Panel, Friday October 18th, 2013 12:30-1:30pm Pyle Center

Knowledge in the Making in Women's, Gender, and LGBTQ Studies

Karma R. Chávez, Ellen Samuels, and Ramzi Fawaz, Assistant Professors, UW-Madison

Karma R. Chávez is an assistant professor in the Department of Communication Arts and affiliate faculty in Chican@ and Latin@ Studies at the University of Wisconsin, Madison. She is co-editor of *Standing in the Intersection: Feminist Voices, Feminist Practices* (SUNY Press, 2012), editor of a special issue of the *Journal of International and Intercultural Communication* on "Queer Intercultural Communication" (2013, vol 6. iss. 2), and author of several articles on feminism, queer theory and politics, migration, and social movements. Her book manuscript titled *Queer Migration Politics: Activist Rhetoric and Coalitional Possibilities* will be out with University of Illinois Press in the fall of 2013.

Ellen Samuels is Assistant Professor of Gender & Women's Studies and English at the University of Wisconsin at Madison. She has published numerous articles on intersections of disability, gender, and race, most recently in *Signs: Journal of Women in Culture and Society*, *The Oxford Handbook of Nineteenth-Century American Literature*, *Amerasia Journal*, and *Feminist Disability Studies*. Her awards include the Catherine Stimpson Prize for Outstanding Feminist Scholarship and two Lambda Literary Awards. Her first book, *Self Evident: Disability and the Fantasy of Identification*, is forthcoming from NYU Press in 2014, and she is working on a new book, *Double Meanings: Representing Conjoined Twins*.

Ramzi Fawaz joined the faculty of UW-Madison as an Assistant Professor of Gender & Women's Studies and English in the fall of 2013 after serving as a Postdoctoral Fellow of American Studies at George Washington University and a Visiting Professorial Lecturer of American Studies at Georgetown University. His current book project, *The New Mutants: Comic Book Superheroes and Popular Fantasy in Postwar America*, explores how the American superhero became a cultural embodiment of the political aspirations of sexual, gendered, and racial minorities in the post-WWII period. This project recently won the Center for Lesbian and Gay Studies Fellowship Award and is forthcoming with NYU Press as part of their new series "PostMillennial Pop". Fawaz's research interests include queer and feminist cultural politics, the culture of social movements, critical race and queer theory, and fantasy and enchantment in modern America. His work has appeared in a number of journals including *American Literature*, *Callaloo*, and *Anthropological Quarterly*.

Keynote

Keynote, Friday, October 18th, 2013 7:00 pm
Chazen Museum, Elvehjem Hall L160

Knowledge in the Making

Mara Keisling, Executive Director, National Center for Transgender Equality

Mara Keisling is the founding Executive Director of the National Center for Transgender Equality. Mara is a transgender-identified woman and a parent. As one of the nation's leading voices for transgender equality, Mara has appeared on news outlets and is regularly quoted in hundreds of national and local print and broadcast media. Mara is a graduate of Penn State University and did her graduate work at Harvard University in American Government.

Outstanding Women of Color in Education Awards Speaker
Saturday, October 19th, 2013 11:30am-1:30pm
Pyle Center Alumni Lounge

Patty Loew, Professor, UW-Madison

Patty Loew, Ph.D., is a professor in the University of Wisconsin-Madison Department of Life Sciences Communication, documentary producer, and former broadcast journalist in public and commercial television. A member of the Bad River Band of Lake Superior Ojibwe, Dr. Loew is the award-winning author of *Indian Nations of Wisconsin: Histories of Endurance and Renewal*, which won the Wisconsin Library Association's 2002 Outstanding Book Award, and *Native People of Wisconsin*, which won the 2003 Best Juvenile Non-fiction Award from the Wisconsin Writers Council. A second edition of *Indian Nations* was published in summer 2013. A new book, *Seventh Generation Earth Ethics* is scheduled for publication in spring 2014. Her documentary, "Way of the Warrior", which received the 2008 Unity Award from the Radio and Television News Directors Association, aired on PBS stations across the country in the fall of 2007.

P. B. Poorman Award

Friday, October 18th, 7:00 PM

Chazen Museum, Elvehjem Hall L160

P.B. Poorman award recipient: **Dejan Kuzmanovic**, Associate Professor, English, UW-Stevens Point.

The UW System P.B Poorman Award was initiated in 2006 to recognize a UW System faculty, academic or classified staff, or registered UWS student for their excellence in advocacy, research, teaching, or service on behalf of the LGBTQ communities. The award recognizes outstanding achievement as evidenced by consistent and significant contributions to the LGBTQ communities within the UW System beyond job responsibilities.

The award is named after the late Professor P.B. Poorman who played an instrumental role in the foundation of the UW System Inclusivity Initiative for LGBTQ People. Her contributions to improving the lives of LGBTQ students, faculty, and staff through research, teaching, service and advocacy all served to define the system-wide Inclusivity Initiative. Dr. Poorman used her boundless energy, humor, and determination foster action and to help the organizing effort gain recognition from the wider university community. To honor Dr. Poorman's legacy to the state of Wisconsin, the University of Wisconsin System and the LGBTQ communities, the UW System LGBTQ Inclusivity Initiative established this annual award in her name.

UW System Outstanding Women of Color in Education

Lowell Center Dining Room

Saturday, October 19th, 12:00 PM

The UW System Outstanding Women of Color in Education Awards were initiated in 1994 to acknowledge the ties and shared concerns among administrators, faculty, staff, and students within Women's Studies and Ethnic Studies, and to uphold a continuing commitment to Plan 2008: Education Quality through Racial and Ethnic Diversity. That commitment continues through support for multiple accessibility and diversity efforts throughout the UW System.

Annually each UW system institution is asked to identify a recipient of award. The honorees can be faculty, students, staff or community members who meet the award criteria. In addition to acknowledgements by their home campus or institution, the honorees are invited to the annual UW System Outstanding Women of Color in Education Awards ceremony and for statewide recognition. This event is co-sponsored by the UW System Women's Studies Consortium and the UW System Office of Diversity Equity, Diversity and Inclusion.

2013 Outstanding Women of Color in Education Award Recipients:

PaFoua Kue, UW-Colleges

Fabiola Diaz, UW-Extension

Catherine Emmanuelle, UW-Eau Claire

Margaret (Toni) Lardinois, UW-Green Bay

Dorothy Her, UW-La Crosse

Roberta Hill, UW-Madison

Carmen Valdez, UW-Madison

Sharon Adams, UW-Milwaukee

Raazia Riffat, UW-Oshkosh

Louise Loud, UW-Parkside

Yuanyaun Hu, UW-Platteville

Andriel M. Dees, UW-River Falls

Elia J. Armacanqui-Tipacti, UW-Stevens Point

Maleka (Polly) Hashmi, UW-Stout

Nathalie Isis Crowley, UW-Superior

Christina N. Outlay, UW-Whitewater

Heather Kim, UW System Administration

Concurrent Sessions

Friday, October 18

	Pyle 106 - AT&T Lounge	Pyle 111	Pyle 112	Pyle 121 - Auditorium
8:00 AM	Registration, coffee, exhibits, and posters			
Session 1: 9:00-10:15 AM		A Reproductive Justice Analysis of Long-Acting Reversible Contraception	The Struggle for Transgender Identity in Aaron Raz Link and Hilda Raz's "What Becomes You"	Safe Space: Creating Inclusive Educational Environments
Session 2: 10:30-11:45 AM		Beyond Miss Representation: Teaching "Women in Media"	Queering Cultural Norms about Sexual Relationships: A Sex Therapist's Perspective	Digital Feminist Pedagogy: Student Blog Projects in the Women's Studies Classroom
12:00-1:30 PM	Luncheon and Plenary Session in Pyle Center Alumni Lounge			
Session 3: 1:45-3:00 PM		WI Adolescent Health Care Communication Program	The Sacagawea Collection: Art Made FOR Women BY Women ABOUT Women	Reel to Real: Engaging Communities with Women & Girls Lead Films
3:00-3:30 PM	Break time in Pyle 106 (AT&T Lounge)			
Session 4: 3:30-4:45 PM	Poster Sessions	Who Isn't in the Room? LGBTQ Leadership & Social Justice	An Inclusive Excellence Inventory of Instructor Practices	Art, Activism, and Media: Project Girl
5:00-6:45 PM	Art Installation in Conrad A. Elvehjem Building			
7:00-9:00 PM	Keynote and P.B. Poorman Awards Ceremony in Chazen Museum			

Concurrent Sessions

Friday, October 18

Pyle 213	Pyle 220	Pyle 225	Pyle 309	Pyle 325	Red Gym - Masley Media Room
Safety, Access, and Voice: Why the US Must Ratify the CEDAW Treaty	Queer Insights: Thrice-Told Stories from a San Francisco Immersion Course	Campus Women's Center Roundtable	What "Feminized Labor" Reveals About Academic Values		
Art as Feminist Research	Applied Learning in Gender and Women's Studies through Internship	Community Organization Roundtable: the YWCA Working for Justice and Equity	School Psychologists' Attitudes toward Transgender Students	Understanding Gender Studies in the Context of Parenthood	Film Series: It Was Rape
There are Feminists in the Library!	Trans as a Category of Analysis	Visual Media and National Consciousness	Community Organization Roundtable: Rape Crisis Center and the WCASA	Queering Sex Education	Film Series: Wonder Women! The Untold Story of American Superheroines
Transforming Texts: Art, Literature, and Meaning	Institutionalizing Difference	Immigration and Complicating Gender Norms	Women Leading the Fortune 1000: Similarities and Differences		Film Series: Solar Mamas

Session 1 9:00-10:15 am

Session 1A: Pyle Center 111

A Reproductive Justice Analysis of Long-Acting Reversible Contraception (LARC)

This presentation shares insights from an ongoing, two-part reproductive justice analysis of long-acting reversible contraception (LARC) in the United States. LARC, which includes methods such as intrauterine devices (IUDs) and implants, is among the most reliable and cost-effective birth control currently available. As a result, both medical professionals and governments worldwide are vigorously marketing and endorsing LARC. While ensuring that women have access to LARC is essential, concerns exist that LARC will disproportionately be made available to, and its use encouraged among, women of color, women of lower socioeconomic status, women with disabilities, and drug-using women. The presenter will discuss the potential ethical issues associated with long-acting, provider-dependent contraceptive methods; the sociodemographic shifts in LARC use and recommendation throughout the past three decades; and what role directive contraceptive counseling plays in method choice among various groups.

Kristin Ryder, Graduate Student, Department of Gender and Women's Studies, UW-Madison

Session 1B: Pyle Center 309

What 'Feminized Labor' Reveals About Academic Values

The feminization metaphor provides a useful lens through which to critique the way labor is valued in the English Department. Sharing studies tracking women's achievements in the field show and asking why when women are almost equal in numbers to men, they continue to lag behind their male counterparts in almost every way success is measured. Calling for a reconsideration of the way the academy defines 'success' the presenters argue for changing systemic values to acknowledge and reward labor-intensive institutional work as well as embrace excellence in teaching and student learning.

Cassandra Phillips, Associate Professor, English. UW-Waukesha; Jennifer Heinert, Associate Professor of English, UW-Washington County / UW Colleges Online

Session 1C: Pyle Center 220

Queer Insights: Thrice-Told Stories from a San Francisco Immersion Course

The presenters will share a short video that documents a four-year interdisciplinary venture into teaching an immersion course linked to a film festival, Eau Queer followed by a discussion of the project and course. Footage following the course and film festival is to become a feature-length documentary. Their work-in-progress will tell the stories of the course, and illustrate the power of immersion courses to promote engaged learning.

Pamela Forman, Associate Professor, Sociology, Women's Studies Affiliate. UW-Eau Claire; Ellen Mahaffy, Associate Professor, Communication and Journalism, Women's Studies Affiliate, UW-Eau Claire

Session 1D: Pyle 121-Auditorium

Safe Space: Creating Inclusive Educational Environments

• Creating a Safe Space for Bisexual & Pansexual Students

The presenter will share insights gained as a Teaching Assistant in the course, *Introduction to LGBTQ Studies*, discussing how students were comfortable openly identifying as gay or lesbian in discussion section, but not as bisexual or pansexual, and sharing strategies used to change that. Contending that bisexual invisibility and biphobia are real problems even among GWS majors and self-identified gay and lesbian students, recent research indicates the numerous ways in which bisexual people suffer as a result. The presentation is a call for instructors to address these issues head-on and create safe spaces for all students.

Cabell Gathman, Graduate Student (PhD August 2013), Sociology, UW-Madison

• How Beliefs about Disability and Culturally Linguistically Diverse Students Influence Decisions to Stay or Leave

The presenter shares plans for a study on the retention and/or attrition of special education teachers in a large, urban school district. The study examines why special education teacher candidates choose to work in urban settings and how certain personal and/or professional factors influence their decisions to stay or leave their district and/or field. Using a critical feminist disability theoretical framework to examine how beliefs regarding disability and culturally/linguistically diverse learners influences teacher decisions to stay or leave. Literature review and preliminary design features sequential mixed methods study will be discussed.

Saili Kulkarni, Dissertator, Graduate Student, Program Coordinator for Multicultural Graduate Network, Rehabilitation Psychology & Special Education. UW-Madison

Session 1E: Pyle 213

**Safety, Access and Voice:
Why the US must ratify the CEDAW treaty**

This session on the international bill of rights for women - the Convention on the Elimination of All Forms of Discrimination against Women treaty (CEDAW) - will provide background and urgent reasons why NOW is the time to press the U.S. Senate to ratify this treaty and join over 180 other UN member nations working on issues of gender equality. Members of the Women's International League for Peace and Freedom (WILPF) will suggest strategies to push for greater awareness and passage of CEDAW and briefly discuss the US agenda for national action to end violence against women and girls using UNSCR 1325.

Dace Zeps, and Karen Pope, community activists, Madison

Session 1F: Pyle 225

Campus Women's Center Roundtable

This session includes the current directors of several Campus Women's Centers. The participants will introduce themselves and some of the larger issues for their centers and then open the floor for discussion.

Facilitators: Cathy Seashole, Director, Women's Resource Center, UW-Milwaukee, and Pat Foster, Director, Women's Center, UW-Platteville

Geneva Murray, Women's Center Director, UW-Oshkosh, and Teresa Reinders, Women's Center Liaison, UW-Parkside

Session 1G: Pyle Center 112

The Struggle for Transgender Identity in Aaron Raz Link and Hilda Raz's What Becomes You

Published in 2007, *What Becomes You*, by Aaron Raz Link and his mother, Hilda Raz, documents Aaron's Female to Male transition. This memoir provides readers with unique insight into the complex world of transgender identity through Aaron Raz Link, a biologist, and his mother Hilda Raz, a women's and gender studies professor. The memoir is unusual in that it is divided into two sections, one written by Aaron and the other by Hilda, with both reflecting on the intersection between transgender, feminist, and sexual identities, as well as on their own relationship as mother and son. As the two explore Aaron's transition from Hilda's daughter, Sarah, a small town Nebraskan scientist, to Aaron, a gay transgendered man involved in physical theatre, they discuss the difficulties of being transgender in a culture driven by gender binaries. This panel will explore Aaron's and Hilda's response to gender binaries and norms as they both struggle to find language with which to describe his identity and their changing relationship.

Moderator: Karlyn Crowley, Director, Women's/Gender Studies; Associate Professor of English, Women's/Gender Studies, St. Norbert College

Grace Schmitt, Hannah Hankins, and Severina Scott, Women's & Gender Studies undergraduate students, St. Norbert College

Conference Program

Friday, October 18

Session 2 10:30-11:45 am

Session 2A: Pyle Center 213 Art as Feminist Research

• *A Feminist Approach to Making Art*

The presenter will illustrate how feminist theory and beliefs have guided and supported her creative process in making works of art. Covering choice of materials, subject matter and content in works spanning the past 20 years, the artist will include examples of turning points, “aha” moments, and significant biographical information.

Alison Gates, Associate Professor, Art and Visual Design/ Women's and Gender Studies, UW-Green Bay

• *An Artist Draws on Women's and Gender Studies*

As an artist at the beginning of her career, the presenter will reflect upon how her undergraduate work in Women and Gender Studies will be drawn upon as she pursues her graduate work in visual art.

Melanie Treuhaft, Graduate Student, Fine Art, UW-Madison

Session 2B: Pyle Center 121-Auditorium

Digital Feminist Pedagogy: Student Blog Projects in the Women's Studies Classroom

From the search for identity and survival in Suzanne Collins' *The Hunger Games* to the problematic gender roles in Stephenie Meyer's *Breaking Dawn*, to the power and critique of the Cult of True Womanhood in Harriet Beecher Stowe's *Uncle Tom's Cabin*, this professor and her students grappled with using feminist literary analysis to draw important conclusions and create work of their own. This panel highlights public blog projects created in feminist literature courses that feature feminist literary analysis of these popular and literary works. Discussion will also include how to build independent student research projects from class assignments.

Jessica Van Slooten, Professor, English and Women's Studies, UW-Manitowoc; Lindsay Brookshier, Student, UW-Manitowoc/UW-Green Bay; Kimberley Duncan, Student, UW-Manitowoc

Session 2C: Pyle Center 111

Beyond Miss Representation: Teaching 'Women in Media'

This workshop will outline effective pedagogical approaches to mediated representations of gender. The 2011 documentary *Miss Representation* has inspired intense campus interest; it has screened in courses offered through a variety of disciplines, and at special events organized by student groups. As media outlets have proliferated and both feminism and postfeminism have reshaped social institutions and attitudes, the discussion of representations has become more challenging. The popularity of this documentary indicates a desire for a common ground on which to discuss and debate the social impact of representations of femininity in the present day. The workshop will cover strategies for designing courses and class sessions that engage with representations of gendered lives in the media. Attendees are encouraged to bring their success stories to share.

Caryn Murphy, Professor, Communication, UW-Oshkosh

Session 2D: Pyle Center 309

School Psychologists' Attitudes toward Transgender Students

The purpose of this study was to gain a better understanding of the attitudes school psychologists endorse towards individuals whom identify as transgender. In all, 245 participants completed the study materials, which included an attitudes questionnaire and a demographics questionnaire. The results of the study will be discussed in terms of their implications for school psychologists so they can work to be responsive to the needs of this unique population of students.

Todd Savage, Associate Professor, Counseling & School Psychology; Sommer Bowers, M.S.E.; Jennifer Lewandowski, M.S.E.; and Scott Woitaszewski, Ph.D., UW-River Falls

Session 2E: Pyle Center 325

**Understanding Gender Studies
in the Context of Parenthood**

This panel presents research from a variety of methodological approaches to exploring the intersection of gender and parenthood. Presented papers will address such topics as: parenting self-efficacy and problematic representations of the 'good parent'; gendered constructions of work-life balance; interrogation of the intersection of class and ethnicity with motherhood in film paralleling transnational mothering and traditional mothering practices; and, representation of motherhood in empowering-woman narratives in popular television and film. Panelists address the complexity of depictions of motherhood and fatherhood in contemporary culture.

Lara Stache, Graduate Student; Rachel Davidson, Graduate Student; DeAnne Priddis, Graduate Student, and Kristine Nicolini, Graduate Student, Communication, UW-Milwaukee

Session 2F: Pyle Center 112

**Queering Cultural Norms about Sexual
Relationships: A Sex Therapist's Perspective**

How do cultural norms set us up for sexual relationships that don't work? How does the ideal of 'great sex for everyone' let us down? Why isn't it enough just to learn new sexual techniques and tricks? How can we keep long-term relationships hot, and strengthen our sexual identities whether or not we are in sexual relationships with others? How can we experience more intimacy, connection, and sexual pleasure, and why is it so hard to achieve those things when we want them so much? This workshop offers a frank and down-to-earth discussion of sex, sexuality, and sexual pleasure. Exploring how gender-normative, hetero-normative, and mono-normative ideals harm us all, regardless of our gender identity, sexual orientation, relationship structure, or belief system. Gain tools, insight, and inspiration and how to create a solid foundation for intimacy and sexual pleasure. Bring your burning questions about sex, and expect honest, accurate answers.

Martha Kauppi, MS MFT (therapist), n/a. Madison Eastside Family Therapy, LLC

Session 2G: Pyle 220

**Applied Learning in Gender and
Women's Studies through Internship**

Students who have engaged in feminist-based internships and experiential learning via - online, in person seminar, and international experiences - will discuss the impact of applied learning in gender and women's studies on their undergraduate experiences. Panelists will discuss how they build community, contribute to shared learning and peer analysis, and engage in feminist-based work by DOING while growing both personally and professionally.

Nina Valeo Cooke, Director of Internship Programs/Instructor/Advisor, Gender and Women's Studies, UW-Madison; UW internship program alumni. Other panelists TBD.

Session 2H: Pyle Center 225

**Community Organization Round Table:
The YWCA working for Justice and Equity**

YWCA Madison staff discusses the organizations mission and programs. The organization focuses on promoting justice and equity, helping people find jobs and working to end homelessness. As part of their equity work, the session will also cover their women's leadership initiatives and ways to get involved.

Debra Schwabe, YWCA Development & Marketing Director and Kristy Lust, YWCA Development & Marketing Associate

Session 2I: Red Gym,
Masley Media Room

Film Series: It was Rape

Filmmaker Jennifer Baumgardner argues that rape is wrong, illegal, reprehensible – and yet still tragically common. In this film, eight women tell their diverse personal stories of sexual assault, from a Midwestern teenager trying alcohol for the first time to a Native American woman gradually coming to terms with her abusive childhood. Gripping and emotional, this film is an opportunity to empathize with people – not just absorb faceless statistics – and to puncture the silence and denial that allow sexual assault to thrive.

Running time: 60 minutes

Conference Program

Friday, October 18

Luncheon and Conference Plenary 12:00-1:30 pm Pyle Center

Knowledge in the Making in Women's, Gender, and LGBTQ Studies

Karma R. Chávez, Ramzi Fawaz, and Ellen Samuels, Assistant Professors, UW-Madison

Session 3 1:45 -3:00 PM

Session 3A: Pyle 213

There are Feminists in the Library!

• **Audre Lorde:** 'black, lesbian, feminist, mother, poet warrior' was a librarian in the late 1950s, self-identified 'black, lesbian, feminist, mother, poet warrior.' Audre Lorde was a library clerk at the New York Public Library (NYPL) while studying for her master's in library studies at Columbia University. Upon graduation, Lorde worked as a children and young adult librarian while married and raising two young children. In the late 1960s she left librarianship and her husband, and devoted herself to teaching and poetry. The research questions, asked through the lens of Queer and Black Feminist theories, are: What impact did Lorde's multiple identities have on her decision to become a librarian? And why did Lorde leave the profession?

Ethelene Whitmire, Associate Professor, School of Library & Information Studies. UW-Madison

• **Using the Master's Tools? "Online Feminism" and the Women's Studies Librarian's Office Adventures in Social Media**

The presenters offer their experience and research on the intersection of social media and feminism that #FemFuture has called "Online Feminism" and has defined as "harnessing the power of online media to discuss, uplift, and activate gender equality and social justice." With this definition in mind, we will share our recent forays into using the social media platforms Facebook and Twitter in the UW System Women's Studies Librarian's office to promote feminist resources and connect to audiences beyond the UW System.

Heather Shimon, MA Library and Information Studies and Operations Staff; JoAnne Lehman, Editor, Feminist Collections: A Quarterly of Women's Studies Resources; Kelsey Wallner, undergraduate student, Gender and Women's Studies, UW-Madison

Session 3B: Pyle Center 325 Queering Sex Education

• **Creating Inclusive Practice & Policy**

This session will explore how to create both LGBTQ-inclusive and -specific education, providing professionals with the tools necessary to promote healthy sexuality for youth of any gender and any sexual orientation. Concrete best practices, resources, and examples of lessons/activities will be discussed and provided to attendees. Discussion of the impacts of policy 'institutional and legislative' on the ability of professionals to provide comprehensive, inclusive sexuality education and creating safe space for LGBTQ+ youth. Attendees will learn ways to take action to advocate for inclusive and comprehensive sexuality education curricula in Wisconsin schools.

Jay Botsford, Community Outreach Specialist, Community Education, and Victoria Boucher, Campus Organizer, Planned Parenthood of WI, Inc.

Victoria Boucher, Public Affairs Organizer, Planned Parenthood Advocates of WI

• **Rural Sex Educators' Perceptions of Queer Issues**

This study explores how rural sex educators create environments that are inclusive to queer students. Informed by queer theory and performance ethnography the qualitative study examines the implications of policy and curricula on queer students, and teacher responses to the injustice of normalizing practices. There is a specific analysis of queer students and teachers in rural environments, and an evaluation of the silence of rural queerness. Looks at the practices of rural sex educators who create inclusive environments for queer students.

Jennifer deCoste, Assistant Chancellor, Diversity and Inclusion. UW-Platteville

Session 3C: Pyle Center 220

Trans as a Category of Analysis

• ***Trans as a Historical Category of Analysis***

Since the publication of Joan Scott's article, "Gender as a Category of Analysis" (1986), both 'gender' and 'queer' have developed as tools historians use to examine narratives, events, landscapes, and bodies that do – and importantly, do not – carry those particular identity markers. The presenter introduces 'trans' as a tool of analysis, useful for scholars, not just of gender non-conforming people, movements, and communities, but also for the study of historical actors, events, and environments more broadly, and argues for a new 'trans' understanding of the relationship between time, embodiment, protest, and social change.

Simon Fisher, Graduate Student, Program of Gender & Women's History, UW-Madison

• ***"She's a (N-Word) but she's Trapped Inside a Woman's Body"***

Representations of Black Lesbian and Transgender Masculine Identities

Using the lens of Patricia Hill Collins' *Black Sexual Politics*, the presenter's (queer) intervention expands upon Hill Collins' analysis of black masculinity to include black lesbian and transgendered representations. The presentation addresses black lesbian and transgender masculine identities along with broader topics of representations of race, gender, sexuality and multiple marginalized identities.

Tiffany Lee, Graduate student, Gender and Women's Studies Department, UW-Madison

Session 3D: Pyle Center 225

Visual Media and National Consciousness

• ***Digitally Networking Grassroots Feminists in China: The Case of Women's Voice***

During the "16 Days Activism against Gender Violence" of 2012, Women's Voice coordinated a China-based petition for eliminating domestic violence named "10,000 People Signing Up Online for the Legitimation of the Anti-Domestic Violence Act". Activists posted bloody nude pictures of themselves on Weibo as their signatures and to call for more participation. The presenter argues the significance of this online activist campaign as a pioneering model for grassroots social changes in digital China.

Wang Di, Graduate Student, Gender and Women's Studies, UW-Madison

Session 3E: Pyle Center 112

The Sacagawea Collection: Art made FOR women BY women ABOUT women

The presenter shares one of the best-kept secrets of Milwaukee's art scene, the Professional Dimensions' Sacagawea Art Collection housed at Alverno College. Since 1982 Professional Dimensions (PD), a professional women's organization, has showcased the achievements of women with its annual Sacagawea Award, named after the only woman on the Lewis and Clark expedition to the Northwest Passage to the Pacific Ocean in 1803-06. (Award recipients are chosen for their commitment to community, support for the advancement of women, and their embodiment of Sacagawea's trailblazing spirit.) The presenter will lead a tour of the Sacagawea Collection and analyze the commissioned artworks made BY women FOR women ABOUT women.

Dawn Balistreri, Associate Professor, Communication & Technology, Alverno College

Session 3F: Pyle Center
121-Auditorium

Reel to Real: Engaging Communities with Women & Girls Lead Films

Reel to Real works with local partners across the state to combine the power of documentary cinema with community dialogue and action. A part of the Wisconsin Women & Girls Lead Project, Reel to Real helps to initiate forums that can address some of the most critical issues facing women and girls in Wisconsin today, including domestic violence, rape in the military and portrayals of women in cinema. Workshop attendees will learn how to coordinate a Reel to Real screening and discussion in their home communities, from finding a facility to selecting facilitators, as well as view several films available for screenings.

Lynne Blinkenberg, Director of Community Engagement and; Leigh Schmidt Manager, Community Engagement, Wisconsin Public Television, UW Extension

Conference Program

Friday, October 18

Session 3

1:45 -3:00 PM

Session 3G: Pyle Center 111

Wisconsin Adolescent Health Care Communication Program: Bridging the Sexual Health Communication Gap between Teens and Providers

Many communication barriers and social stigmas interfere with the ability of health care providers and teens to talk about sexual health. Teens are the population at most risk for failed doctor-patient relationships. To help combat this problem, the Wisconsin Alliance for Women's Health (WAWH) founded the Wisconsin Adolescent Health Care Communication Program (WAHCCP), designed to bridge the communication gap between teens and health care providers. Recognizing that teens themselves are the population best equipped to offer providers accurate and authentic insight into adolescent experiences, concerns and preferences, this innovative program design allows providers the opportunity to gain privileged access to the perspectives of this population and learn how to better connect with their adolescent patients, while empowering teens to utilize providers as valuable and trusted resources. This presentation will allow attendees to learn about and experience an array of activities from both arms of the program (peer-to-peer and peer-to-provider) and an overview of implementation and evaluation efforts.

Amy Olejniczak, Director, Wisconsin Adolescent Health Care Communication Program. Wisconsin Alliance for Women's Health; Teen Educators (high school students) will assist in the presentation.

Session 3H: Pyle Center 309

Community Organization Round Table: Rape Crisis Center and the Wisconsin Coalition Against Sexual Assault (WCASA)

Representatives from the Rape Crisis Center and Wisconsin Coalition Against Sexual Assault (WCASA) will discuss the organizations mission and programs.

Kelly Anderson, Executive Director, Rape Crisis Center, and Lynn M Johnson MSW, Programs Coordinator, Wisconsin Coalition Against Sexual Assault (WCASA)

Session 3I: Red Gym,
Masley Media Room

Film Series: Wonder Women! The Untold Story of American Superheroines

From the comic book heroine to the blockbusters of today, this film offers a fun and witty look at how popular representations of powerful women often reflect society's anxieties about women's liberation.

Running time: 55 minutes (A film of the Wisconsin Women and Girls Lead Project)

Break 3:00-3:30

Pyle Center,
AT&T Lounge/106

Session 4

3:30-4:45 PM

Session 4A: Pyle Center 213

Transforming Texts: Art, Literature, and Meaning

• Not Your Father's Eighteenth Century: Teaching a Women-Centered Literature Survey

The presenter uses her upper-division eighteenth-century literature seminar *Writing Women, Women Writing* as a model to consider some of the pedagogical advantages and challenges of teaching non-canonical texts by female authors in periods that are traditionally taught as surveys of literature by men. Finding that challenges, such as the need to use web editions of unavailable texts, can become opportunities for a class to reflect on canon-formation and the gender assumptions that underlies it: why do we 'remember' Jonathan Swift but 'forget' Lady Mary Wortley Montagu? Why are there no modern editions of Charlotte Charke's remarkable autobiography in which she chronicles her life living as a man in London? Why do critics continue to worry about the extent to which Samuel Johnson edited or wrote sections of Charlotte Lennox' novel *The Female Quixote*? The course allows consideration of how gender mattered during the period, AND how it matters today, informing the questions scholars are willing, or able, to ask.

Celia Barnes, Assistant Professor, English, Lawrence University

• Digging for Knowledge: Trowels, Brushes, Words, and Images to Unearth and Represent the Truth. Claudia Bernardi and the Massacre at El Mozote

This talk focuses on an analysis of Claudia Bernardi's literary and visual representations of human rights violations at El Mozote, El Salvador, the site of the massacre of a community of Salvadoran farm workers by Salvadoran military forces in 1981; first as a forensic anthropologist in the exhumation of victims and reconstruction of the scene of the massacre, then in the written memoir and paintings, and finally, their reception as a collective 'text' searching for: a poetic of human rights; a cultural denunciation of human rights violations; and a cultural pedagogy of human rights.

Catherine Bryan, Professor of Spanish, Department of Foreign Languages and Literatures, UW-Oshkosh

• ***Doing the Dirty Deed: Steampunk Literature, Women, and Sexuality***

Exploring our simultaneous fascination with and horror of dirt, steampunk literature mobilizes dirt to critique contemporary desire located in urban environments struggling with the consequences of industrial pollution and overpopulation. Transgressing society's rules of grooming and behavior, 'steampunk' women characters must negotiate between societal rules and their desires for the agency. This tension is especially visible in Kady Cross's *The Girl in the Steel Corset* and Karina Cooper's *Tarnished*, both of which feature a heroine who gains power through her association with dirt but must continually reckon with the judgment of society based on that same association. The presenter demonstrates the different ways in which dirt metonymically figures issues of women's agency and sexuality in terms of their class identities in steampunk literature and how this representation speaks to contemporary conversations about women's sexuality.

Lisa Hager, Assistant Professor, English & Women's Studies, UW-Waukesha

Session 4B: Pyle Center 111

**Who Isn't in the Room?:
LGBTQ Leadership & Social Justice**

Most organizations and student/campus groups are structured in ways that unintentionally exclude some individuals and communities. Systems of oppression and privilege including racism, sexism, heterosexism, cissexism, and ableism are often at the root of this. Many leaders and members create justifications for 'or do not notice' this exclusion. Even when groups try to change, addressing exclusion is often confusing and challenging. In this workshop, participations will work together to rethink and restructure leadership opportunities for people from LGBTQ+, QTPOC (queer & trans* people of color) and/or GSD (gender & sexually diverse) communities from an anti-oppression point of view. Attendees will start by determining who ISN'T in their rooms, and then learn strategies to identify the 'why' and plan for the implementation of meaningfully inclusive safer spaces with TRUE access to leadership and empowerment opportunities for ALL individuals who identify as part of LGBTQ+, QTPOC, and/or GSD communities.

Jay Botsford, Community Outreach Specialist, Community Education & Training, Planned Parenthood of WI, Inc.

Session 4C: Pyle Center 220

Institutionalizing Difference

Perhaps ironically, the biblical edict to be "in the world but not of it" is the most apt way to describe how the field of Women's and Gender Studies has seen itself in academia. This roundtable draws on two recent books by Sara Ahmed (*On Being Included: Racism and Diversity in Institutional Life*, 2012) and Roderick Ferguson (*The Reorder of Things: The University and Its Pedagogies of Minority Difference*, 2012) to examine what it means to institutionalize 'diversity' in higher education. We discuss local experiences of "the institutional" as it relates to Women's and Gender Studies like revisiting program name changes that are not additive, intersectional analysis that includes identity categories left out like the spiritual and sacred, and looking at data that purports to connect WGS curriculum to the "subjects of diversity."

Karlynn Crowley, Director, Women's/Gender Studies; Associate Professor of English, Women's/Gender Studies, St Norbert College; Catherine M. Orr Professor of Women's and Gender Studies; and Diane Lichtenstein, Professor of English, Beloit College

Session 4D: Pyle Center 112

**An Inclusive Excellence Inventory
of Instructor Practices**

This workshop focuses on good Inclusive Excellence (IE) teaching practices. IE is a sprawling concept that many faculty struggle to engage with. Knowing that a problem exists does not tell us how to fix it. Most of our PhD programs focused on knowledge and research rather than teaching. Fortunately, research indicates that many proven good practices particularly benefit historically underserved students. An online inventory of good practices organized around each of AAC&U's four goals categories, makes planning possible and change manageable. This workshop will examine the Inventory and discuss ways to use it and improve it, with particular focus on practices that engage students from underserved groups.

Deb Hoskins, Professor, Women's, Gender, and Sexuality Studies. UW-La Crosse

Session 4

3:30-4:45 PM

Session 4E:

Pyle Center
121-Auditorium

Art, Activism and Media: Project Girl

Project Girl was created to empower participants to take action toward becoming more informed critical consumers of mass media advertising and entertainment. Through Project Girl, we learn to support each other, to widen our definition of who we are and what we really care about, and to become leaders in media reform, while using art as a means to reflect, express, and transform. This workshop, curriculum, lectures, and Commercial Land Art Exhibition provide an easy-to-follow roadmap for educators, activists and girl group leaders to use to help girls critically examine our contemporary media-based culture and explore key media literacy themes and issues.

Kelly Parks Snider, Artist and Activist, Project Girl, www.projectgirl.org

Session 4F:

Pyle Center 225

Immigration and Complicating Gender Norms

• **Multicultural Memoirs and Norwegian Feminism: Complicating the National Narrative**

"Is multiculturalism bad for women?" Susan Moller Okin posed this question in a 1999 *Boston Review* article and sparked a debate that has polarized feminist scholarship and sowed the seeds for a debate over multiculturalism vs. feminism that continues to be relevant in Norway today. Norway has simultaneously championed gender equality and experienced the immigration of people from non-Western cultures whose gender values appear to clash with Norwegian values, igniting vigorous debate about the crisis of Norwegian gender equality in the media, in academia, among Norwegian feminists, and among Norwegians of immigrant background. Looking at the non-fiction memoirs by three Norwegian women of Pakistani-Norwegian and Indian-Norwegian immigrant background, the presenter examines how they disrupted and incorporated themselves into the cultural fabric of Norwegian national identity while giving meaning to the present and future of Norwegian feminism.

Marit Barkve, Graduate Student, Department of Scandinavian Studies. UW-Madison

• **Gender, Profession and Family Issues among Immigrants and Titular Nation in Contemporary Russia**

To solve the problem of the depleting Russian population the government has undertaken a number of initiatives among which the new immigration policy stands alone. Under the new immigration law newcomers could gain Russian citizenship easier if they possess not just physical capabilities to work at construction sites but knowledge to work as nurses, teachers, doctors. Many existing economic migrant couples bring wives who possess education superior to their husbands as well as to titular Russians. The women are a needed workforce in schools and hospitals but represent competition for Russian professionals and experience tensions in their families as well. This report will address the issues new immigrants face at work, home and streets in contemporary Russia.

Yuri Kitov, lecturer, Ethnic Studies, UW-Milwaukee; and Svetlana Gertner, Professor, Moscow University of Culture and Arts

Session 4G:

Pyle Center 309

Women Leading the Fortune 1000: Similarities and Differences

In this preliminary study, the authors explore demographic characteristics and career paths of some of the most powerful women of color and white women in the United States, namely chief executive officers (CEOs) of Fortune 1000 firms. In addition to the highest degree obtained, age, ethnicity, race, marital status, and number of children, other information to be gathered about these achievement-oriented women will include socioeconomic status of their families of origin, birth order, their undergraduate majors, and the type of college where they earned their undergraduate degrees. Additional data that may be helpful in identifying common threads in experiences relate to the number of mentors they had, their international business experience, the nature of their first professional positions, types of positions they held, and the number of firms where they were employed before becoming CEOs.

Marge Karsten, Professor, Business and Accounting, UW-Platteville; Dr. Marvee L. Marr, Assistant Professor and Wendy Brooke, Assistant Professor, Department of Business and Accounting, UW-Platteville

Session 4H: Pyle Center,
AT&T Lounge/106

POSTER Session

Where are the Women?: Examining Two Programs for the Advancement of Post-Doctoral and Senior Faculty Women in STEM

Across the U.S., women in academia are less likely than men to hold professorial positions in science, technology, engineering, and mathematics (STEM) fields. This underrepresentation is apparent at several primarily undergraduate institutions (PUIs) in the University of Wisconsin (UW) System where there is only one female associate or full professor in the STEM departments. Such situations could hinder a female faculty member's success and perpetuate the lack of women in professorial positions in STEM. The current study examines two programs: the first where female post-doctoral scholars met with faculty and gave seminars at the PUIs. Before and after participation in the program, these women were asked to assess their interest in, knowledge of, and applications to faculty positions at PUIs. The second program aimed to link senior female faculty in the UW System through a horizontal mentoring program. These women met, participated in workshops, and shared information about their professional experiences, including feelings of isolation and lack of support. This poster will focus on follow-up data from the first cohort of post-doctoral scholars and themes emerging from interviews with the senior faculty women.

Travis Brace, Undergraduate Student, UW-Oshkosh

Subgroup Specific Stereotypes of the LGBTQ Community on the UW Oshkosh Campus

Previous research has shown that there exist strong negative stereotypes towards individuals who identify as a member of the LGBTQ community. There has been less research uncovering specific stereotypes of particular LGBTQ subgroups. This current investigation aims to uncover specific subgroup stereotypes on the University of Wisconsin Oshkosh campus.

Chelsey Wasielewski, Undergraduate Student, UW-Oshkosh Psi Chi Chapter

Women's International League for Peace and Freedom (WILPF) supports passage of CEDAW

This poster will introduce WILPF and explain why the organization is calling for the United States to ratify the CEDAW. The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), adopted in 1979 by the UN General Assembly, is often described as an international bill of rights for women. Consisting of a preamble and 30 articles, it defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination. Poster will explain why its time the USA Passed it.

Dace Zeps and Karen Pope, community activists, UW-Madison

Session 4i: Red Gym,
Masley Media Room

Film Series: Solar Mamas

This documentary tells the story of Jordanian wife and mother Rafea, who is leaving home for the first time to attend a college in India that is training rural women to become solar energy engineers.

Running time: 60 minutes (A film of the Wisconsin Women and Girls Lead Project)

Dinner break 4:30-6:45

Art Installation 5:00-6:45 pm

"Our House!! Unsettling the Domestic, Queering the Spaces of Home"

Curatorial Lab Space, Conrad A. Elvehjem Building, first floor

P.B Poorman Awards and Keynote Presentation 7:00-9:00

Chazen Museum, Conrad A. Elvehjem Building, Elvehjem Hall L160

Keynote: Knowledge in the Making

Mara Keisling, Executive Director, National Center for Transgender Equality

Concurrent Sessions

Saturday, October 19

	Pyle 111	Pyle 112	Pyle 213	Pyle 220
8:00 AM	Registration, coffee, exhibits, and posters			
Session 5: 8:30-9:45 AM	Intersex Experience and the Sociology of Diagnosis	On the Fringes of the Fringe: Queer Kinky and Polyamorous	Expanding the Core of Women's and Gender Studies	Writing Queer
Session 6: 10:00-11:15 AM	Transgender, Trans*, Non-Binary Students: Are Our Campuses Ready?	Asking is the First Thing I Do with My Mouth: Consent Culture and the Pragmatics of Pronouns	Developing a Non-Sexist/Non-Gendered Language Policy at UWEC	Visual Artist Survival Skills in "Wild" West Texas: Maintaining Sanity Under Fire
11:30 AM-1:30 PM	Outstanding Women of Color Awards Luncheon in Pyle Center Alumni			
Session 7: 1:45-3:00 PM	Unpacking Queer, Transman of Color Identities	Representing Women, Women Representing	The Search for the Gay Neighborhood/ Coming Out (Again)	Community Organization: The Demeter Foundation
3:00-3:30 PM	Break time in Pyle 106 (AT&T Lounge)			
Session 8: 3:30-4:45 PM		Health Research in Trans* Communities	Queens of the South Plains: Collected Oral Histories of Drag Queens in Lubbock, Texas	LGBTQ Vulnerability and Resistance
4:45-6:45 PM	Student Campus Strategy Sessions			
7:00 PM	Evening entertainment TBA			

Concurrent Sessions

Saturday, October 19

Pyle 225	Pyle 309	Red Gym - Masley Media Room	Red Gym - Mezzanine A/B	Red Gym - On Wisconsin A	Red Gym - On Wisconsin B/C
Rethinking Lesbian Identity in Rita Mae Brown's "Rubyfruit Jungle"	Community Roundtable: WI Coalition Against Domestic Violence	Film Series: MAKERS: Women Who Make America	Hate Crime and Punishment	Theory Informing Fine Art Practice	Follow-up Conversation with Mara Keisling
Community Roundtable: Feminism on Tap: A Collaborative Model of Engagement		Film Series: Half the Sky: Turning Oppression into Opportunity for Women Worldwide	Risks and Challenges for Elder Latina Lesbians	Critical Masculinities, Inclusion, and Resistance	Uncovering Hidden Histories of Homophobia
ii Lounge					
Stereotypes and Resistance to Dominant Narratives		Film Series: Things We Don't Talk About: Women's Stories from the Red Tent	Feminist Pedagogy, Mindfulness, and Transformation	Representation and Misrepresentation: Countering Islamophobia	Learning through Personal Engagement
Reconciling Identities	LGBTQ Community Outreach in Wisconsin	Film Series: Things We Don't Talk About: Women's Stories from the Red Tent	Student Organizations and Campus Activism	UW-Madison's Crossroads Initiative: Groundwork for LGBT Student of Color Community Building	Why Women's Studies?
		Film Series: The Invisible War			

Conference Program

Saturday, October 19

Saturday, 8:30am-5:00pm

Student Hospitality Room - LGBT
Campus Center Red Gym 123

Students are invited to the LGBT Campus Center to enjoy light snacks and free coffee, meet people, do crafts, and check email.

Session 5 **8:30-9:45**

Session 5A: **Pyle Center 213**

Expanding The Core of Women's and Gender Studies

• Incorporating Indigenous Feminisms within Women's, Gender, and Sexuality Studies Classrooms

Many Indigenous scholars remain cautious about how best to include the experiences of Native American women under the umbrella of Women's, Gender, and Sexuality Studies. One concern is that WGS Studies may consciously or not accept dominant narratives about economic, political, and physical control over land while ignoring the realities of many Native American women's lives and politics. At the same time, non-Native scholars frequently identify Native American women as historic examples of bygone gender parity, rather than looking to their present activism and scholarship for inclusion in the feminist cannon. The presentation will use pedagogical examples from several courses taught about this content to address how settler-scholars can learn from and teach Indigenous feminisms in ways that are reflective, responsible, and non-appropriative.

Meg Devlin O'Sullivan, Assistant Professor, History and Women's, Gender, and Sexuality Studies, State University of New York at New Paltz

• The Invisible Anarcha-Feminist: A Brief Jaunt Through an Under-Recognized Movement

Anarcha-feminism's influence on the past and present has yet to be fully acknowledged or embraced. This presentation focuses on the historical and contemporary implications of anarcha-feminism for feminist academia. Contending that anarcha-feminism not only aligns with, but also advances feminist discourse, and deserves recognition and respect. Contextualizing appropriate background, prominent figures, and significant publications as an introduction to and a synthesis of anarcha-feminism's core concepts, the presenter recommends a meaningful consideration, inclusion, and celebration of anarcha-feminism within feminist academia.

E. Ornelas, Graduate Student, Gender & Women's Studies, UW-Madison

Session 5B: **Red Gym,
On Wisconsin A**

Theory Informing Fine Art Practice

• Meaning = Content + Cultural Static

A screening and a verbal presentation of issues highlighted in the 8-minute video film "Debris of the Bride". The filmmaker shares an art video that deals metaphorically with an immigrant woman's issues in an abusive relationship. Exploring how becomes a discourse on domestic violence as well as gender and race inequalities, and questions about assimilation into the cultural mainstream. Representations of dysfunctional personal relationship become apt and poetic signifiers the immigrant's relationship with her new country, but inherent problems emerge in representing a female ethnic body when the cultural gaze marks her body as a site of specific significance. Ethnic presence carries its own meaning, revealing a disempowering discourse between the objectified subject and the grid of power and privilege.

Kalpna Prakash, Independent Artist, Madison, WI

• A Moment of Convergence: Gender and Race Studies, Lacan and Fine Art

The presenter shares concepts that emerged in her undergraduate thesis, "The Emergence of a Social Subject from The Discourse That Reproduces Her: The Convergence of Lacanian and Foucauldian Philosophy in a Reading Of Hortense Spiller's 'Mama's Baby Papa's Maybe'". Explaining why she was drawn to the subject, and how Lacanian theory informed her undergraduate work in Gender and Race studies, and now has begun to inform her graduate work in visual art.

Melanie Treuhaft, Graduate Student, Fine Art, UW-Madison

Session 5C: Red Gym,
Mezzanine A/B

Hate Crime and Punishment

• ***Hate Crime and Punishment: Why Traditional Punishment Does Not Fit the Crime***

Tyler Clementi jumped off the George Washington Bridge to his death upon discovering that his roommate, Dharun Ravi, had secretly videotaped him in a romantic interlude with another man and posted homophobic comments about it on Twitter. Since Ravi's actions were motivated by homophobia, Ravi was charged with a hate crime. Under New Jersey's hate crime statute, Ravi would receive an enhanced penalty of up to ten years in prison and deportation. Clementi's suicide reminded America of the debate surrounding hate crime laws. On one side, victims (and the majority of America) support hate crime laws and enhanced penalties. Critics, however, question the justification for enhanced penalties. The presenter reviews critics' arguments against hate crime laws, and argues that while hate crime laws are necessary to protect victims, mandatory diversity education and service in the hate crime victim's community could make a more significant difference.

Laura Miller, Graduate Student, Law, University of Illinois College of Law

• ***Examining the Media's Utilitarian Role in Perpetuating the 'Gay Panic' Myth***

This presentation examines the psychological and sociological basis of gay panic disorder from a cognitive perspective. The presenter considers the role the media plays in keeping the idea of the "disorder" alive despite abandonment by psychological and legal experts. Case studies explore gay panic defenses that fail to clear perpetrators from responsibility, but may help reduce sentencing.

Andrew Stoner, Assistant Professor, Communication, UW-Stevens Point

Session 5D: Pyle Center 220

Writing Queer

• ***Writing the Queer Diaspora: The Family and the Home in the Work of Abdellah Taïa and Rachid O***

This paper is concerned with the queer diasporic identity foregrounded in the work of two openly gay Francophone Moroccan authors, Abdellah Taïa and Rachid O. In order to examine the ways in which queer diasporic subjects live, experience and conceive of projects of movement, we will address key texts and interrogate what is at stake for queer Maghrebian authors as they undertake diasporic journeys. Focusing on two themes that are central to diaspora studies and queer theory: the family and the home the presenter

notes that despite simultaneous attachment to and rejection of the nation-state, in their textual representations of the family and the home remain far more complex. For both, father and mother are valued and home is presented as an affirming space in contrast to the usual theoretical position of queer past as the space of violent disowning.

Ryan Schroth, Graduate Student, French, UW-Madison

• ***Gendered Dressing Code for LGBTQ Group? Unpacking its Liminality and Pedagogical Potential***

This presentation starts with a reading from Sri Lankan-Canadian author Shyam Selvadurai's coming-of-age novel *Funny Boy*. The presenter analyzes a scene in which the protagonist, a teenage boy Arjie, dresses himself as a "bride" for his female cousins' favorite game "bride-bride". Although the story ends with Arjie's isolation because of his ambiguous gender identity, the presenter argues that the dressing scene, the temporal setting (teenage years) of the whole novel, and the geographical setting (a flashback to childhood in Sri Lanka) allow us to examine how dress code is connected to gender marking, how gender politics is constructed in a non-western cultural space, and how this coming-of-age novel – which is filled with struggles of sexuality and family relationship – can generate productive discussion in high schools and universities.

Carol Yi-Hsuan Lai, MA student in English, University of British Columbia

Session 5E: Pyle Center 225

Rethinking Lesbian Identity in Rita Mae Brown's *Rubyfruit Jungle*

In 1972, Rita Mae Brown published a groundbreaking text capturing the life, struggles, and triumphs of one of the first openly lesbian protagonists in her novel, *Rubyfruit Jungle*. The novel follows the plucky and loveable Molly Boldt in her picaresque adventures as an unapologetic lesbian coming of age. This panel will explore this canonical queer text by examining how individualism, sexuality, and gender construction interrelate. From investigating the representations of bisexuality in the text to examining how straightness is constructed, they hope to have a provocative conversation about this influential text.

Moderator: Kelsy Burke, Sociology, St. Norbert College

Anna Miller, Undergraduate Student, Women's and Gender Studies, St. Norbert College; Gretchen Panzer, Graduate Student, Indiana University, Department of Gender Studies, Tanya Montgomery, Graduate Student, University of Cincinnati, Department of Women's, Gender and Sexuality Studies

Conference Program

Saturday, October 19

Session 5

8:30-9:45

Session 5F: Pyle Center 111

Intersex Experience and the Sociology of Diagnosis

According to the developing field of Sociology of Diagnosis, medical diagnoses play a central role in establishing social order. The presenter argues that social science research on intersex adults in the contemporary U.S. reveals that much of their unhappiness results from medical treatment. This talk will explore how intermediate sex came to be framed as a medical disorder, and how current standards of care for those diagnosed with a "disorder of sex development" (DSD) negatively impact the well-being of intersex individuals, contending DSD diagnostic categories are based upon incorrect medical ideologies. Sociology of Diagnosis calls into question the framing of the negative experiences of intersex individuals as arising from physical deviance, and instead locates the problem in social isolation that is exacerbated by DSD medical treatment paradigms.

Cary Costello, Assoc. Prof. of Sociology; Coordinator of LGBT Studies, Sociology/LGBT Studies, UW-Milwaukee

Session 5G: Pyle Center 112

On the Fringes of the Fringe: Queer Kinky and Polyamorous

Queer sex is still taboo. This is especially true as the mainstream LGBT community strives for respectability and parity. Have you ever wondered why someone would be in an open relationship? Or how could you like to get beaten as a sexual activity? Why do pride parades have so many leather daddies? This roundtable starts a conversation to talk honestly about queer kinky open relationships. The goals of this session is to dispel some the myths about queer, kinky, and poly folks; to examine how to be more inclusive in our work of queer kinky poly students and staff; and to discuss the ways in which we all can engage in the fight for sexual liberation.

Sheltreese McCoy, Social Justice Educator and PhD Student, LGBT Campus Center and Multicultural Student Center, UW-Madison

Session 5H: Pyle Center 309

Community Round Table: Wisconsin Coalition Against Domestic Violence (WCADV)

Wisconsin Coalition Against Domestic Violence (WCADV) staff discuss the operations mission and programs. Discussing how partner with communities in the effort to prevent and end domestic abuse as well as educate shelter and program volunteers and advocates, law enforcement, legislators, and community members to provide safety and support to survivors, while working to shift Wisconsin from the attitudes and beliefs that cause domestic violence to values of mutual respect and equality.

Juanita Davis, J.D., R.E.A.C.H. Coordinator, End Domestic Abuse WI - the Wisconsin Coalition Against Domestic Violence

Session 5i: Red Gym,
Masley Media Room

Film Series: MAKERS: Women Who Make America

MAKERS tells the remarkable story of the most sweeping social revolution in American history, as women have asserted their rights to a full and fair share of political power, economic opportunity, and personal autonomy.

Running time: 30 minute (highlight reel). (A film of the Wisconsin Women and Girls Lead Project)

Session 5J: Red Gym,
On Wisconsin B/C

Follow-up conversation with Mara Keisling, Executive Director, National Center for Transgender Equality

Join Mara Keisling for in-depth conversations about the state, progress, and nature of trans* equity and public policy across the United States. Hear what NCTE has planned moving forward and learn about national impact on local and regional policies.

Mara Keisling, Executive Director, National Center for Transgender Equality

Session 6

10:00-11:15 AM

Session 6A: Red Gym,
On Wisconsin B/C

Uncovering Hidden Histories of Homophobia

• ***A Hidden Scar: The 1962 UW-Madison Gay Purge***

In 1962, the University of Wisconsin-Madison's Department of Protection and Security and the Dean of Men's office investigated hundreds of male students and faculty members they believed were gay and expelled those who admitted to sexual relations with other men. Often overshadowed by the historically progressive image the University has projected into today, the story of the 1962 Gay Purge is an overlooked and largely forgotten event in UW history. Though the interrogations of students in the 1960s are not isolated to the UW, there is little work published specifically citing the expulsions of homosexual students before the Stonewall Riots in 1969. This talk aims to establish a case study through exploring the causes and implications of the Gay Purge at UW-Madison.

Gina Slesar, Undergraduate Student, History UW-Madison

• ***When Does Our Liberation Come?
The Policing of Homosexuality in American
Occupied Germany, 1945-1949***

In 1945, the United States issued Control Council Law 11, repealing much of the criminal code instituted under Nazi leadership. One of the few laws not abrogated was Paragraph 175, the law that the Nazis employed to arrest and persecute thousands of homosexuals from 1935 to 1945. During the four years of the American military occupation of Germany, arrests and prosecutions based on homosexual behaviors continued at the unprecedented levels that had existed under Nazi rule. This paper utilizes military and court records, contemporary newspaper accounts, government documents, and the homosexual journal *Der Kreis* to attempt to understand the United States decision to preserve the Nazi version of Paragraph 175 and the impact this decision had on the daily lives of homosexuals in Occupied Germany. This paper seeks to establish that the United States decision to maintain the Nazi version of Paragraph 175 resulted in the continued marginalization and persecution of homosexuals and restricted their rights as citizens of Germany for the next 4 decades.

Michele Weber, Graduate Student, History, Marquette University

Session 6B:

Pyle Center 111

**Transgender, Trans*, Non-Binary Students
Are Our Campuses Ready?**

We have been saying LGBT for many years, yet our campuses are still struggling to make them inclusive of the T. The language keeps changing Trans*, Non-Binary, Gender Queer, Agender, Queer, Transgender identities that we may find perplexing will be discussed. How do we make classrooms, residence halls, our buildings and services transgender friendly? Hands on advice and examples will be given. Find out where we are at as a System and where we still need to go. This presentation will end with a panel of students to share their experiences and voices for some of the gender identities discussed.

Willem Van Roosenbeek, Director of LGBTQA Services and Programs, Campus Climate and Diversity; and Angela Birrittella, Graduate Student, Student Affairs and Administration, UW-La Crosse

Session 6C:

Pyle 213

**Developing a Non-Sexist/Non-Gendered
Language Policy at UW-Eau Claire**

Creating inclusive language for underrepresented bodies, specifically, the feminine and other "unmarked" gender categories, creates a reality that acknowledges the existence of said bodies. Through a multidisciplinary effort (Women's Studies, English Linguistics, and Psychology), faculty-student collaboration, administrative partnership with Affirmative Action, and support from their Commission on the Status of Women at UW-Eau Claire, the presenters are developing a language policy that eliminates language that renders unmarked genders invisible or subordinate. In considering the need for such a policy they examined uses of gendered and sexist language in university documents and investigated language attitudes and experiences with sexist and gendered language (collected via surveys and interviews). The presenters contend that awareness of inclusive language does more than affect the social dialect; it strives toward a reality where language use more accurately represents its referents.

Theresa Kemp, Professor and Director, Women's Studies; Professor Erica Benson (English); Professor Angela Pirlott (Psychology); and students, Casey Coughlin (English and Women's Studies); Quinn Forss (Women's Studies and English), and Laura Becherer (English), UW-Eau Claire

Session 6 10:00-11:15 AM

Session 6D: Pyle Center 112

Asking is the First Thing I Do with My Mouth: Consent Culture and the Pragmatics of Pronouns

The traditional model of assuming gender pronouns in language functions seem to exhibit politeness but are “politic” behavior. In many cases this behavior is microaggressive. Watts suggests that this “politic” behavior does not always seem polite, and that such “polite behavior... [is] behavior beyond what is perceived to be appropriate to the ongoing social interaction,” where going “beyond” means the speaker must make adjustments in terms of making the hearer more comfortable, even if doing so is at the speaker’s expense. Because the principle function of language is to project social identity, having to assume another’s gender pronouns is, in essence, a negation of their own identity. Exploring instances and providing examples where this occurs with binary and non-binary English pronouns, and presenting a model for shifting centers of attention from “politic” behavior to polite behavior, the presentation will begin and end with an interactive activity. Key words/phrases: Pragmatics, Politeness, Communication Models, Personal Gender Pronouns, Functions of Language, Discourse, Microaggressions.

Katka Showers-Curtis, Alum, English/Linguistics, Women’s Studies, International Studies, UW-Whitewater

Session 6E: Red Gym,
On Wisconsin A

Critical Masculinities, Inclusion, and Resistance

• Observing Masculinity Through Humor

Comedian Daniel Tosh won over a predominately male audience at the Laugh Factory by cracking a rape joke towards a heckler; the same joke made feminists want to see Tosh’s job taken away. The discrepancy between these reactions is a product of moral priorities. One group sees rape as a vague wrongdoing, while the other sees it as a misogynistic tool that has propelled patriarchy throughout history. If the success of a joke is dependent on audience, what are the characteristics of an institution that would not have laughed at Tosh’s joke? The presenter argues that institutions that shun sexist humor are also likely to attract and produce a certain type of masculinity. This being said, can a tighter focus on jokes give us a new way of understanding a group’s dominant masculinity? By using a residential liberal arts college in the Midwest as a case study, the presenter describes ways in which the observation of humor can reveal norms and expectations within an institution.

*Owen Boardman, Undergraduate Student, Sociology/
Women’s and Gender Studies, Beloit College*

Session 6F: Pyle Center 220

Visual Artist Survival Skills in “Wild” West Texas: Maintaining Sanity Under Fire

A feminist artist educator and profeminist/queer artist educator discuss how they continue to make art and develop exhibitions based on feminist, queer and social justice themes. Literally under the fires of local school districts and state art education officials, artists describe how they create art to maintain their sanity and ethics in multiple homophobic and misogynist environs. We note that it’s after the theories that the real work begins. Both Akins-Tillett and Check have long histories in West Texas of creating art and community as allies, mentors and lifetime learners. The artists will discuss recent work and exhibition strategies and newer proposals to invite more artists and teachers to their learning table.

Ed Check, Associate Professor; and Future Akins-Tillett, Associate Professor, School of Art, Texas Tech University

Session 6G: Red Gym,
Mezzanine A/B

Risks and Challenges for Elder Latina Lesbians

The lives of elderly Latina lesbians have yet to be properly documented and researched. This invisibility impacts the quality of their health, financial security, and access to resources, recreation, and their sense of belonging and contributing to community events. This workshop uses dialogue to explore some of the issues affecting Latina lesbians of all ages, but in particular, elders who remain in the darkness due to homophobia, racism and poverty.

*Graciela Laguna, MC, Underserved Populations
Coordinator, Wisconsin Coalition Against Sexual Assault
(WCASA)*

Session 6H: Pyle 225

Community Organization Roundtable: Feminism on Tap: A Collaborative Model of Engagement

Representatives from Wisconsin 9to5, National Organization of Women (NOW), Planned Parenthood, NARAL, and the Wisconsin Women's Network will discuss their new collaborative model for working for shared social justice agendas.

Dayna Long, President, Wisconsin NOW; Dana Schultz, Wisconsin Director of 9to5; Eve Galanter, Board Chair, Wisconsin Women's Network, and representatives TBA from NARAL Wisconsin and Planned Parenthood Advocates of Wisconsin (PPWI)

Session 6I: Red Gym,
Masley Media Room

Film Series: Half the Sky: Turning Oppression Into Opportunity for Women Worldwide

A landmark series based on the book by New York Times columnist Nicholas Kristof and Sheryl WuDunn, "Half the Sky" presents women and girls who are living under some of the most difficult circumstances imaginable – and fighting bravely to change them.

*Running time: 42 minutes (condensed screener version)
(A film of the Wisconsin Women and Girls Lead Project)*

Pyle Center Alumni Lounge 11:30-1:30

Outstanding Women of Color in Education Awards and Luncheon

Awards Speaker: Patty Loew

Patty Loew, Ph.D., is a professor in the University of Wisconsin-Madison Department of Life Sciences Communication, documentary producer, and former broadcast journalist in public and commercial television. A member of the Bad River Band of Lake Superior Ojibwe, Dr. Loew is the award-winning author of Indian Nations of Wisconsin: Histories of Endurance and Renewal, which won the Wisconsin Library Association's 2002 Outstanding Book Award, and Native People of Wisconsin, which won the 2003 Best Juvenile Non-fiction Award from the Wisconsin Writers Council. A second edition of Indian Nations was published in summer 2013. A new book, Seventh Generation Earth Ethics is scheduled for publication in spring 2014. Her documentary, "Way of the Warrior," which received the 2008 Unity Award from the Radio and Television News Directors Association, aired on PBS stations across the country in the fall of 2007.

Conference Program

Saturday, October 19

Session 7 1:45-3:00 PM

Session 7A: Red Gym,
On Wisconsin B/C

Learning Through Personal Engagement

- **InterCultural Dialogues: Peer-to-Peer Dialogues on Race and Gender**

InterCultural Dialogues is a peer-facilitated, dialogue-based course offered on the UW campus. The goal of ICD is to create spaces for dialogue on differences in order to promote campus diversity. ICD aims to gather students from different backgrounds and offer a fun environment where they can learn about people on an individual level and discuss difficult issues such as racial dynamics, relations, class, family, social life, and politics. These discussions are to engage the students to reflect about themselves while understanding their relationship to the students around them. This workshop will present on strengths and challenges of peer-to-peer education around the intersections of gender, sexuality and race.

Kara Bissen, Undergraduate Student, InterCultural Dialogues, UW-Madison. Moderator: Alexa Trumpy, Sociology, St. Norbert College

- **Civic Engagement, Social Justice and Learning**

This presentation will discuss how using a service-learning model in classes has improved learning and strengthened students' commitment to community action. This talk will also highlight how the service-learning component can introduce students to information not easily gleaned from more traditional classroom learning.

Dorothy De Boer, Associate Professor, Sociology and Social Work, UW-Stevens Point

Session 7B: Pyle Center 111

Unpacking Queer, Transman of Color Identities

Interacting in society with any of these identities alone can be difficult but when you identify as queer, trans* and as a person of color there are additional challenges from coming out to family member to interacting in society and finding your place. The presenter will offer the opportunity for an open dialogue about what its like to transition as a queer person of color. The goal of this workshop is to further examine intersecting identities, discuss how we can be inclusive of all our identities and talk about how we can overcome some of the challenges we face.

Camden Hargrove, Undergraduate Student, Sociology, Social Welfare, LGBT Studies, UW-Madison

Session 7C: Pyle Center 112

Representing Women, Women Representing

- **Making Advertising: Creative Women, Global Perspectives**

Globally women make up 15-20% of all advertising creative teams with less than 10% in creative management. Yet, women make 80-85% of all consumption choices. At a macro level, advertising imagery is clearly created through a dominantly male gaze. At a micro level, females make up nearly 75% of all advertising students. There is a troubling disconnect. This works exploring the experience of female advertising creative directors in six countries across three continents (U.S., Canada, Sweden, Spain, Italy and Peru), exposes the perils created by the lack of women in advertising creative.

Jean Grow, Associate Professor and Director, Fine Arts Program, Strategic Communication, Marquette University

- **By Any Other Name: The Treatment of Rape and Rape Victims in Primetime Police Dramas**

Storylines involving rape are typical of most primetime television shows. Two popular shows about federal investigative agencies – NCIS and Criminal Minds – each contain episodes that establish very different patterns in how rape and the survivors of rape are treated and discussed. While popular culture is often shaped by existing paradigms, research suggests that repeated exposure television can contribute to or reinforce attitudes about rape culture and sexual violence. The presenter will explore through close reading which dramas support the predominant rape culture, and which appear to present a more feminist understanding of rape culture, myths, and the crime itself.

Molly Magestro, Senior Lecturer, English, UW-Washington County

Session 7D:

Pyle 213

• ***The Search for the Gay Neighborhood:
Multiply Marginalized Queers***

Claims for Space, and the Danger of Identity Development Narratives Scholarship on coming out has recognized cultural and class biases in the model and the need for multiply-marginalized people to intervene in and challenge the temporal process of coming out. However, cultural narratives and scholars have continued to emphasize similarly problematic processes of spatial development by focusing on white, middle class gay gentrifiers and on gay and lesbian people who leave their families and neighborhoods of origin to pursue same-sex desire and connect with gay communities. The presenter draws on the work of queer theorists, literary scholars, and geographers to argue that a reliance on such models neglects attention to the intersections of class, race, and sexuality, as well as the experiences of the many LGBTQ people, particularly the working class and people of color, who often develop a sense of themselves as gay or queer within the space of their home communities. Against these narratives, are presented works of fiction and creative non-fiction that resist dominant narratives, share strategies of resistance, and reveal a heightened importance of the connection to the home community.

Cynthia Konrad, LGBT Coordinator, Academic and Student Affairs, UW-Whitewater

• ***Coming Out (again): applying foundational LGB(T) identity development models across a lifespan***

Drawing on professional experience and emerging literature, the presenters will interrogate foundational coming out models through the lens of social media, increased support structures for LGBTQ youth, and the emerging practices with LGBTQ adults and elders. Part of critically examining and applying theories of identity development is using theories as trajectories that are more descriptive than prescriptive. In doing so, a practitioner can also account for differential characteristics, like the influence of social media, to that developmental arc. Many seminal texts that describe identity development for LGBTQ people were authored before 140-character word limits, Facebook and YouTube. Today, access to and interaction with these social media and new media avenues have broad and deep effects on an LGBTQ individuals' journey of self-authorship

Gabe Javier, Assistant Dean of Students and Director, LGBT Campus Center, UW-Madison; and Jen Murray, Director, LGBT Resource Center, UW-Milwaukee

Session 7E:

Red Gym,
Mezzanine A/B

**Feminist Pedagogy, Mindfulness,
and Transformation**

• ***Transforming Classrooms:
Feminist Pedagogy in Practice***

In this paper, the presenter discusses the potential for transformative learning experiences through feminist pedagogy. By objectively examining traditional models of teaching, we can begin to see how these methods promote patriarchal social systems and power structures. When feminist theory is incorporated into teaching practices, we move away from traditionally oppressive education models. Successfully redeveloping the classroom experience, however, demands rethinking the purposes of education. Approaching pedagogy through feminist theory allows us to apply the concept of collaboration to both the classroom experience and the student teacher relationship. The result is learning achieved through critical thinking and engagement; a powerful combination that better equips students for success. The presenter offers a facilitated discussion to encourage a collaborative examination of feminist pedagogy as a tool for transforming education.

Jackielee Derks, Undergraduate Student, Alverno College

• ***Contributions of Mindfulness Strategies
to Feminist Pedagogy and Feminist Thought:
A Discussion***

In this presentation, a feminist economist and feminist philosopher will investigate the implications of the new work in mindfulness on feminist practices in the classroom and their approach to the disciplines. They will emphasize how feminist practices in the classroom can enlist mindfulness strategies to affect the scholarship of teaching and learning and, consequently, how they do research. They will give a short presentation on mindfulness in order to facilitate a discussion around the issues to reflect and demonstrate the connections between mindfulness and feminist practices.

Amy Shapiro, Professor of Philosophy; and Zohreh Emami, Professor of Economics, Alverno College

Conference Program

Saturday, October 19

Session 7

1:45-3:00 PM

Session 7F:

Red Gym,
On Wisconsin A

Representation and Misrepresentation: Countering Islamophobia

• *Reveal the Veil*

The presentation is about the current situation of Arab women during the Arab Spring and their struggle to get freedom and democracy in their countries. Light will be mainly shed on the Syrian women who have been struggling under the tyrannical regime of Al Assad militia for more than two years. Facts supported with pictures and videos (translated into English) will be displayed to get the audience know what exactly is happening in Syria. Stories of women from Egypt, Yemen and Tunisia will be also discussed. After the presentation, discussion will be open to audience to ask and comment.

Alia Arafeh, Graduate Student, Education. UW-Oshkosh

• *Queer Terrorists & Homogenized Nationalities In American Media*

Over a decade after the 9/11 attacks, Middle-Eastern and South Asian Americans continue to bear the brunt of anti-terrorist, Islamophobic backlash. This presenter examines a new age of Orientalist attitudes towards ethnic communities, fueled by Hollywood media, which conflate South Asian, Arab and Middle Eastern masculine and feminine identities as homogenized threats to national security. Nationalities are conflated to recreate large numbers of minorities as feared others. When characters don't align with heteronormative or hegemonic paradigms their sexual identities become indicators for terrorism. Tracing the trajectory of terrorist characters in contemporary media, and how those portrayals reify notions of American imperialism and white, heterosexual hegemony, the presenter will attend to the intersecting issues of queer theory, transnational feminism and post-colonialism.

Anjali Misra, Graduate Student, Gender & Women's Studies, UW-Madison

Session 7G:

Pyle Center 225

Stereotypes and Resistance to Dominant Narratives

• *Yes, We Can: A Stereotype-Threat-Free Campus*

Stereotype threat occurs in a performance setting in which a stereotype about one's group is active. An overwhelming body of research demonstrates that students who most care about a subject perform the worst under stereotype threat (e.g., women with the highest SAT scores on math are likely to bomb a math test when asked to record their gender identity at the beginning of the exam). Researchers have found that stereotype threat explains a substantial proportion of the most common achievement gaps. Simple, short interventions exist, and more can be created. This workshop will examine the phenomenon, some of the successful interventions, and work with participants to develop their own interventions.

Deb Hoskins, Professor, Women's, Gender, and Sexuality Studies, UW-La Crosse

• *Waking Up From Being White: Critical Thinking Formation By Kicking the Elephant in the Room*

By acknowledging self-privilege a white instructor can reach and touch the unconscious complicity and the marginalized experience of students from both sides of the oppression equation in ways that liberate critical thought and values formation, as well as written and spoken voice. Examples of classroom materials and activities addressing approaches to the matrix of oppressions used when a white person challenges white privilege will be shared.

Rev. Dr. Bobbie Groth, Assistant Professor, Social Sciences, Alverno College

Session 7H:

Red Gym,
Masley Media Room

Things We Don't Talk About: Women's Stories from the Red Tent

The presenter has released a new film entitled, "Things We Don't Talk About: Women's Stories from the Red Tent". This session will show the film, followed by a discussion of the documentary, which chronicles part of the growing worldwide women's Red Tent movement. Red Tents are red fabric spaces created by women and for women. Within them, conversations about lived experience take place that would seldom take place in the outside world. This film offers a chance to see inside several Red Tents and hear some of those conversations. **The film will also be shown during session 8H.** You can view the trailer and also find more information at the film's website, www.redtentmovie.com.

Film-maker Isadora Gabrielle Leidenfrost, PhD, formerly UW-Madison PhD

Session 71: Pyle Center 220

**Community Organization: The Demeter Foundation:
Advocating for Wisconsin's Incarcerated and
formerly Incarcerated Women and Their Families**

Representatives of the Demeter Foundation will share how they are advocating and educating for the humane treatment and the civil rights of incarcerated and formerly incarcerated women and their families in Wisconsin, working to reduce recidivism and gain self-empowerment, healing and strength.

Alice F. Pauser, Co-Founder, Demeter Foundation; other presenters TBA

Break 3:00-3:30

Pyle Center, AT&T Lounge/106

Conference Program

Saturday, October 19

Session 8

3:30-4:45 PM

Session 8A:

Red Gym,
Mezzanine A/B

Student Organizations and Campus Activism

Activist student organizations from UW-Oshkosh share their intersectional work.

Jessica Hron, McNair Scholar and President for Social Justice Club; others TBA

Session 8B:

Pyle Center 225

Reconciling Identities

- ***“I don’t want the neighbors to know”: A contextual analysis of Jewish, Orthodox gay men and their relationships with their mothers***

The coming out process (“disclosure”) is becoming a more ubiquitous occasion for gay men than it ever has been in the past. However, men from certain religious and cultural communities – including Jewish communities – may struggle considerably more than their secular counterparts to come out. Extant ethnographic research surrounding Orthodox Jews reveals that the attitudes of such Jews regarding homosexuality are extremely negative, perpetuated by religious beliefs, the manifestation of these beliefs into cultural and communal practices, and the veneration of the “family” in said communities. It is not clear, however, how family members react to a gay son’s disclosure, or how family-son relationships are affected by a gay son’s disclosure. Little to no qualitative research examines the relationships between gay, Orthodox sons and their families post-disclosure, let alone their mothers – a relationship that has been studied, mocked, and stereotyped. Through in-depth interviews and subsequent content analyses, the proposed study seeks to investigate the impact disclosure has on the relationship between gay men from Orthodox backgrounds and their mothers. Substantial findings are discussed, in addition to implications for future research and the need for intervention programming.

Sam Allen, Student, Department of Family Science, University of Maryland

- ***Reconciling Feminist and Catholic Identities: An Exploration of Self-Narratives from Undergraduate Women***

Feminist and Catholic ideologies have a long-standing reputation of mutual exclusivity. Simone de Beauvoir’s Introduction from *The Second Sex* and Pope John Paul II’s “Letter of Pope John Paul II to Women” allude to the incompatible nature of these two respective belief systems. Yet, at the level of the individual, these two ideologies co-exist within one’s identity for a great number of women: undergraduate women who have been exposed to feminism and who have been raised Catholic. The presenters are interested in the various ways that young women navigate these two sets of values in constructing a self. Sharing a self-report survey they administered to female undergraduates at a Catholic university to quantify the level to which they identified as a Catholic and as a feminist. Results suggest vast individual differences, ranging from complex to simple and from concrete to subtle, regarding the inclusion and/or exclusion of Catholicism and feminism into identity.

Julia Novotny, Undergraduate Student; Dr. Ed de St. Aubin, Associate Professor, Psychology Department, Marquette University

Session 8C:

Pyle Center 220

LGBTQ Vulnerability and Resilience

- ***Resilience and LGBTQ College Students***

LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Questioning) identified persons are subject to prejudice, discrimination, and gender-related physical/emotional violence, however research also shows that these individuals experience positive responses and reactions in the face of stressors and adversity. Current research with LGBTQ populations tends to focus on the various risk factors faced, while failing to keep up with changing and more accepting attitudes among the public. Studies demonstrate that how one understands adversity plays a critical role in the expression of resilience. Sharing a current study that provides a more complete view of the positive experiences of sexual minorities and fills gaps in current literature on resilience in LGBTQ college students, this research provides a more balanced perspective on the lives of sexual minority persons.

Heather Flick, Graduate Student, Psychology, UW-Oshkosh

• **Lesbian, Gay, Bisexual, Transgendered Youth and Dating Violence**

Current research suggests that dating violence is common in LGBT relationships. Perpetrators of dating violence can use threats of outing to control their victim, causing youth to fear premature outing will disrupt or end familial and friend relationships. This psychological terrorism can cause detrimental psychological damage to the victim. Youth who identify as bisexual appear to have higher rates of dating violence than other youth in the LGBT community. It has been speculated the cause could be a greater need for anonymity amongst peers and family members. The purpose of this presentation is to share research, bring awareness, and education. The presenters also introduce the idea of creating a safe place on campuses for victims and perpetrators to receive help, as an important first step toward reducing violence.

*Amy Miller, Undergraduate, Psychology, Alverno College;
Freesia McKee, Warren Wilson College, Alverno College
Gender & Women's Studies Program Alumna*

Session 8D: **Red Gym,
On Wisconsin A**

UW Madison's Crossroads Initiative: Groundwork for LGBT Student of Color Community Building

Student Affairs administrators touch many students' lives and face unique challenges in doing so. One of these challenges is how to best serve lesbian, gay, bisexual, transgender, and queer (LGBTQ) students of color. Collegiate cultural centers across the country struggle with this topic in particular because of the limited resources and services provided students of specific identities. This workshop will address some of the common obstacles cultural centers face and will brainstorm ways to address them. Participants will be introduced to the University of Wisconsin-Madison's Crossroads Initiative, an initiative designed to build community, identify allies, and to ensure the consideration of LGBT students of color where campus life is concerned. The goals of this session are to develop an understanding of socially just intersectional work, to generate ideas for solutions for your home, campus, and to explore opportunities for collaboration across the state.

Sheltreese McCoy, Social Justice Educator and Program Planner, LGBT Campus Center and Multicultural Student Center, UW-Madison

Session 8E: **Pyle Center 213**

Queens of the South Plains: Collected Oral Histories of Drag Queens in Lubbock, Texas

The presenter shares her story: raised white working/middle-class lesbian, moving from museum studies to a PhD in art, Shares her introduction to, respect for, and fascination with drag performers in her community in West Texas. She discusses these performance artists as a visible and courageous part of the LGBTQ communities in Lubbock, Texas. To date, scant literature exists on drag queens in rural areas. She discusses how she conducted interviews with five Lubbock drag queens and people involved in their lives to gain a broader perspective of small-city drag culture, and how she took these stories into her university non-art-major classroom to help introduce discussions of race, social class, genders, sexualities, and performance artists. The presenter is currently working on a documentary that spotlights these artists.

Dr. Katy Ballard

Session 8F: **Pyle Center 112**

Health Research in Trans* Communities

This workshop we will discuss barriers, best practices, and discussions that you can bring back to communities and to academic scholarship to enhance relationships between academic research and transgender communities. What does community based research look like and how do we involve community voices in the research process? How do we formulate questions and response options that are both statistically measurable and inclusive to transgender and gender non-conforming identities? How do we negotiate creating "gender groups for analysis" with the fact that different gender identities mean truly different things to different people and represent a whole host of behaviors? Objective: To explore the long-standing dissonance between how to categorize gender on surveys and how to make transgender and queer communities feel safe and affirmed in data collection.

e.shor, MPH, graduated from the University of Minnesota School of Public Health with the goal of prioritizing trans and queer health at the local and national levels. They are currently a UW Population Health Service Fellow and their research and work has been focused on LGBTQ health and research. They conducted the first local, community based research initiative in the trans* communities in Minnesota in collaboration with the MN Transgender Health Coalition.*

Conference Program

Saturday, October 19

Session 8

3:30-4:45 PM

Session 8G:

Red Gym,
On Wisconsin B/C

Why Women's Studies?

Students from Whitewater will discuss the importance, in their lives, of Women's Studies. They will also explore their ideas about how to maintain the relevance of the discipline for incoming students. Students who participated in Ellie Schemenauer's Intro to Women's Studies at Whitewater created a brief slideshow to communicate the value of our work to other students. At the end of this roundtable, participants will work together to create a similar slide show that might be used by the Consortium or UW-System institutions.

Julie Rhinehart, Rachel Nepper, Caitlin Conroy, and Shawanna Bell, undergraduate students in Women's Studies, UW-Whitewater

Session 8H:

Red Gym,
Masley Media Room

Things We Don't Talk About:

Women's Stories from the Red Tent

The presenter has released a new film entitled, "Things We Don't Talk About: Women's Stories from the Red Tent". This session will show the film, followed by a discussion of the documentary, which chronicles part of the growing world-wide women's Red Tent movement. Red Tents are red fabric spaces created by women and for women. Within them, conversations about lived experience take place that would seldom take place in the outside world. This film offers a chance to see inside several Red Tents and hear some of those conversations. **The film will also be shown during session 7H.** You can view the trailer and also find more information at the film's website, www.redtentmovie.com.

Film-maker Isadora Gabrielle Leidenfrost, PhD, formerly UW-Madison PhD

Session 8I:

Pyle Center 309

LGBTQ Community Outreach in Wisconsin

Representatives from the LGBT Center of Southeast Wisconsin; and the Fair Wisconsin Educational Fund and the T-Fair Taskforce will discuss the organizations' missions, programs and activist opportunities.

Jolie McKenna, the Executive Director of the LGBT Center of Southeast Wisconsin and T-Fair Task Force; and Helen Boyd Kramer, Fair Wisconsin Education Fund Board and T-Fair Task Force member, author and lecturer, Lawrence University

Saturday, October 19th

4:45-6:30

Film Series: The Invisible War Red Gym,
Masley Media Room

The Invisible War features interviews with veterans from multiple branches of the United States Armed Forces that recount the events surrounding their assaults. Their stories show many common themes, such as the lack of recourse to an impartial justice system, reprisals against survivors instead of against perpetrators, the absence of adequate emotional and physical care for survivors, the unhindered advancement of perpetrators' careers, and the forced expulsion of survivors from service

Campus Strategy Sessions 4:45pm-6:00pm

Rooms TBA

Dinner Break

Evening Entertainment TBA

7:00

Save the date!

***38th Wisconsin Women's and Gender Studies
and 9th LGBTQ Studies Conference***

Gendered Planet: Ethics, Ecology, and Equity

**October 17-19th, 2014
University of Wisconsin-River Falls**