

Wellbeing and Empowerment: Wisconsin and the World

First Annual
2016 4W Summit on Women, Gender and Wellbeing
April 14-16, 2016
University of Wisconsin-Madison



#4Wsummit2016



4W
WOMEN, WELL-BEING
WISCONSIN & THE WORLD
UNIVERSITY OF WISCONSIN-MADISON



University of Wisconsin
Women's and Gender Studies Consortium

Conference At A Glance

4W Summit at a Glance

- All events in the Pyle Center unless otherwise indicated
- All breaks in Pyle Alumni Hall unless otherwise indicated
- Vender space in the Pyle Center AT&T Lounge
- * Indicates Free and Open to the Public

Thursday, April 14, 2016 ~ Preconference Session

6:00-8:30 Pre-Summit Panels, Alumni Lounge*

Friday, April 15, 2016

8:00-4:00 Conference Registration

8:30-9:30 Session 1 (concurrent sessions)

9:45-11:00 Summit Plenary 1 (Somos Latina Project), Alumni Lounge

11:15-12:15 Session 2 (concurrent sessions)

12:30-1:30 Lunch and UNESCO Chair Celebration ~ Lowell Hall

1:45-2:45 Session 3 (concurrent sessions)

3:00-4:00 Session 4 (Poster session)

4:30-5:45 Keynotes: (Dr. Terera Trent)* ~ Health Sciences LC 1306

6:00-6:30 Reception* ~ Health Sciences Learning Center Atrium

7:30-8:30 Musical Program* ~ Lowell Hall

Saturday, April 16, 2016

8:00-4:00 Conference Registration

8:30-9:45 Summit Plenary II (STREETS)*, Alumni Lounge

10:00-11:15 Session 5 (concurrent sessions)

11:30-12:30 Keynote III (Dr. Donna Shalala)*, Alumni Lounge

12:30-1:30 Lunch ~ Lowell Hall

1:45-2:45 Session 6 (concurrent sessions)

3:00-4:15 Session 7 (concurrent sessions)

4:15-4:30 Break and Refreshments ~ Lee Lounge

4:30-5:30 Session 8 (concurrent sessions)

5:30-7:30 Closing and Champion Awards, Alumni Lounge

WELCOME TO THE 2016 4W SUMMIT ON WOMEN, GENDER AND WELL-BEING

Thank you for joining us to explore themes related to women, gender and wellbeing, in Wisconsin and the world. The Women's Studies and Gender Consortium has brought faculty and students on all University of Wisconsin System campuses together to foster teaching and scholarship at the intersection of class, gender, race, sexuality, ability, age and other axes of identity for many years. More recently, the UW Madison 4W Initiative -- Women, Wellbeing, Wisconsin and the World -- has embarked on an ambitious interdisciplinary action research agenda, with the aim of making life better for women, and making the world better for all. Their work merges in this first 4W Summit on Women, Gender and Well-being.

This year's presentations bring together excellence in scholarship and praxis from around the region and address a range of local and global challenges to women's wellbeing. Our guest speakers include Dr. Donna Shalala, former UW-Madison Chancellor and current president of the Clinton Foundation, international humanitarian and scholar Dr. Tererai Trent, and Dr. Maria Cotera, Dr. Andrea "Tess" Arenas and filmmaker Linda Garcia Merchant, who will discuss their efforts to recover the histories of Chicana and Latina activists. Please also visit our poster sessions and exhibitions, as well as art exhibits, including the Red Sand Project at the Pyle Center and Artworks for Freedom at the Chazen Museum.

We are pleased to announce that UW-Madison has recently been awarded a place in the UNESCO Chairs Programme, and will be the home of a chair on Gender, Wellbeing and a Culture of Peace. Thus, future 4W Summits will be carried out in the context of this UNESCO platform and network. In this role, UW-Madison will continue to create a space for joint learning, community, and action for change.

Sincerely,



Lori DiPrete Brown
4W Summit Co-chair
Director, 4W Initiative
UW-Madison



Helen Klebesadel
4W Summit Co-chair, and Director
Women's and Gender Studies Consortium
UW-Madison

We'd like to recognize the following UW Madison leaders for their role as conveners of the campus-wide 4W Initiative.



Dean Soyeon Shim
Dean of the School of Human Ecology



Dr. Jonathan Patz
Director of the Global Health Institute



Professor Judith Houck
Chair, Gender and Women's Studies



Chancellor Becky Blank

Summit Sponsors

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- UW-Madison Division of Continuing Studies
- UW-Madison Division of Diversity, Equity & Educational Achievement
- UW-Madison Nelson Institute for Environmental Studies
- UW Institute for a Health Mind
- Restorative Justice Project, Frank J. Remington Center, University of Wisconsin Law School

2016 REGIONAL CO-SPONSORS:

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Cultural Identity Studies, Beloit College

Women's and Gender Studies, Edgewood College

Women's and Gender Studies, St. Norbert College

Women's, Gender, and Sexuality Studies, Winona State University

University of Wisconsin Women and Gender Studies Consortium Representatives:

- **Amy Reddinger, Chair**, Women's Studies Program, **UW-Colleges**
- **Asha Sen, Chair**, Women's Studies Program, **UW-Eau Claire**
- **Mary Crave**, Program Development and Evaluation Specialist, **UW-Extension**
- **Christine Smith, Chair**, Women's & Gender Studies Program, **UW-Green Bay**
- **Deb Hoskins, Chair**, Women's, Gender, & Sexuality Studies, **UW-LaCrosse**
- **Judith Houck, Chair**, Department of Gender & Women's Studies, **UW-Madison**
- **Andrea Westlund, Chair**, Women's Studies Program, **UW-Milwaukee**
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- **Melanie Ayres, Coordinator**, Women's & Gender Studies Program, **UW-River Falls**
- **Rebecca Stephens, Coordinator**, Women's & Gender Studies Program, **UW-Stevens Point**
- **Glenda Jones, Past-Director** for former Women's & Gender Studies Program, **UW-Stout**
- **Daniela Mansbach, Coordinator**, Women's & Gender Studies, **UW-Superior**
- **Ellie Schemenauer, Chair**, Department of Women's Studies, **UW-Whitewater**
- **Karla Strand, GWS Librarian**, Gender and Women's Studies Librarian Office, **UW-Madison**
- **Jennifer Schuttlefield Christus, Director**, Women & Science Program, **UW-Oshkosh**

We acknowledge and thank our talented speakers, faculty, and presenters, without whose expertise this Summit would not be possible.

Pre-Summit Sessions

Thursday, April 14, 2016

(4W) Sex Trafficking through Media and the Arts

6:00-7:00 PM, Pyle Center Alumni Lounge

Most of what we know about human trafficking comes from the media. We develop our own opinions of how trafficking takes place, who the victims are and what the bad guys look like from heart wrenching headlines and blockbuster movies. But how much can we trust the media to tell true stories? And how do these stories influence personal attitudes and policy decisions? This informative talk features an award winning investigative reporter and a human trafficking policy expert together in a discussion about the messaging on human trafficking and why it matters.

Peter Greenberg Known as “The Travel Detective,” he is the travel editor for CBS News, appearing on CBS This Morning, CBS Evening News with Scott Pelley, and Sunday Morning.

Michele Clark Executive Director of ArtWorks for Freedom, and faculty, George Washington University’s Elliott School of International Affairs in Washington DC.

(4W) The Transformation of Women’s Health

7:15-8:30, Pyle Center Alumni Lounge

To Change the Future of Women is a call to women and men, world leaders, influencers and individuals to commit to the Power of 1 action of change for the future of women. Whether One woman or One man helps another woman, when we align our collaborative efforts for scale, together we create the greatest impact for social and cultural change for women. Melanie Contreras founder of Women to Women by Julia, a non-profit dedicated to transforming the lives of women and Dr. Richard Davidson, founder of the Center for Healthy Minds at the University of Wisconsin-Madison dedicated to a kinder, more compassionate world, will launch an annual campaign to change the lives of women. Each summit will be hosted by a major university starting with the University of Wisconsin 4W event, Women, Well-being, Wisconsin and the World for a summit and public presentation on the future of Women’s Health.

Dr. Richie Davidson is founder of the Center of Healthy Minds at the University of Wisconsin, a leading neuroscientist and neuropsychologist as well as a world leader in mindfulness and meditations and emotional well being.

Melanie Contreras is Chairperson of Trustees, Founder and CEO of Woman to Woman, she has worked within the legal field for over twenty-five years. Has served as Director of Legal Support within top firms in New York and New Jersey, and an adjunct professor in continuing education for Baruch and Richard Stockton College. She also has a private foundation that supports animals

Star Young Trustee, President and Executive Director, Woman to Woman by Julia, she is an award winning Fortune 500 executive and entrepreneurial leader, launching domestic and global businesses including Style Magazines, HighSchoolSport.net, Weather Channel, Weather.com and the Hallmark Channel.

She is the co-founder of the Beauty Spot for personal development in teens and tweens to build self-esteem, as well as promote personal growth and development.

Maureen Pelton, MSSW, LICSW is co-founder, ShiftIt Institute and a social scientist with 30 years of professional experience as an Integrative Psychotherapist, Executive Coach, Organizational Consultant, Spiritual Teacher and Group Facilitator. She is host of the Edge Learning Well Talk Radio Show.

Dr. Joan Fallon is the founder and chief executive officer of Curemark LLC, a drug development and research company focused on the treatment of neurological diseases including a treatment for autism. She presently holds 15 Patents, and has 42 patents pending worldwide.

Kelley McCabe is the founder and CEO of eMindful. She began her career on Wall Street, where she worked for 20 years as a senior executive for Salomon Brothers, Lehman Brothers, and Citigroup. Kelley has been practicing mindfulness since 1997.

Dr. Sona Dimidjian is a leading scientist for women’s research including cognitive and behavioral approaches to treating and preventing depression, couples and family counseling, women’s body image and sexuality, women’s eating disorders.

Conference Speakers

James S. Gordon, M.D., is the Founder and Director of The Center for Mind-Body Medicine, a Clinical Professor in the Departments of Psychiatry and Family Medicine at Georgetown Medical School, and recently served as Chairman of the White House Commission on Complementary and Alternative Medicine Policy.

Aly Teich is the founder of the The Sweat Life. After graduation from the University of Wisconsin her career followed a ten-year career in television and media. She switched her focus to health and wellness five years ago when her mother was diagnosed with stage IV ovarian cancer, bringing all of her experience and passion to one place, The Sweat Life.

4W Summit Keynotes

Dr. Tererai Trent

Dreams from Adversity: Championing a New Future for Women and Girls
Friday, April 15, 2016, 4:30-6:00, Health Sciences Learning Center, Room 1306

Introduced by **Dean Soyeon Shim**, Dean of the School of Human Ecology, and **Lori DiPrete Brown**, Director, 4W Initiative, UW-Madison

Dr. Tererai Trent is an internationally recognized voice for quality education and women's empowerment. Dr. Tererai Trent is a symbol of hope for children around the world. Her new picture book, *The Girl Who Buried Her Dreams in a Can* (October 2015), is based on her story of perseverance. Dr. Trent grew up in a cattle-herding family in rural Zimbabwe and always dreamed of getting an education, but limited by traditional Zimbabwean culture, she was married with three children by the time she was eighteen. Undeterred by traditional roles and cultural norms, Tererai determinedly taught herself to read and write from her brother's schoolbooks. From those humble beginnings, Tererai has become a world-renowned scholar, humanitarian, motivational speaker, educator, mentor, and inspiration, leading the global charge in the fight for quality education for all children. Tererai's steadfast determination, hard work and belief in her dreams would eventually earn her multiple degrees. Today, Dr. Trent is a senior consultant with more than 18 years of international experience in program and policy evaluation, and has worked on five continents for major humanitarian organizations. With a desire to give back to her community and the firm belief that education is the pathway out of poverty, Dr. Trent founded Tinogona Foundation, a non-profit organization that works to build, repair and renovate schools in rural Zimbabwe. Through strategic partnerships with Oprah Winfrey and Save the Children, Tinogona is helping build nine schools, improving the lives for nearly 4,000 children. Using her prominent global platform in conjunction with world leaders and international audiences, Tererai tirelessly speaks on behalf of children without an access to education. On top of sharing her remarkable story, Trent appeals to international businesses to invest in equal access to education. She empowers women to be leaders in their communities, imparting the lessons she learned along her incredible journey.

Donna E Shalala

Women, Well-being, Wisconsin, the World
Saturday, April 16, 2016, 11:30-12:30 PM, Pyle Center Alumni Lounge

Introduced by **Chancellor Rebecca Blank**, UW-Madison

Donna E. Shalala is the president of the Clinton Foundation. Previously, she served as Chancellor of the University of Wisconsin-Madison from 1987 to 1993, and as president of the University of Miami and Professor of Political Science. Donna received her A.B. in history from Western College for Women and her Ph.D. from Maxwell School of Citizenship and Public Affairs, Syracuse University. She served as President of Hunter College of CUNY from 1980 to 1987. In 1993, President Clinton nominated her as Secretary for Health and Human Services (HHS) where she served for eight years. In 2008, President Bush presented her with the Presidential Medal of Freedom, the Nation's highest civilian award. A member of the Council on Foreign Relations, she served as a Peace Corps Volunteer in Iran from 1962-1964. In 2010, she received the Nelson Mandela Award for Health and Human Rights recognizing her dedication to improving the health and life chances of disadvantaged populations in South Africa and internationally.

4W Summit Plenaries

(4W) Opening Plenary 1: *Connecting Nuestra Historia: Stories of Strength and Struggle Across the Generations*

Friday, April 15, 2016, 9:45-11:00, Pyle Center, Alumni Lounge

Welcome and introduction by **Judith Houck**, Chair of Gender and Women's Studies and **Lori DiPrete Brown**, Director, 4W Initiative

In this session Dr. Maria Cotera, Dr. Andrea "Tess" Arenas and filmmaker Linda Garcia Merchant will discuss their efforts to recover the histories of Chicana and Latina activists through an innovative mix of digital media, oral history and archival collection that centers cross generational feminist praxis.

Maria Cotera, associate professor, Departments of Women's Studies and American Culture at the University of Michigan

Maria Cotera holds a PhD from Stanford University's Program in Modern Thought, and an MA in English from the University of Texas. She is currently an associate professor in the Departments of Women's Studies and American Culture at the University of Michigan. She directed the University of Michigan Latina/o Studies Program from 2008 to 2011. She has served on the National Council for the American Studies Association (2007-2010), and has chaired the ASA's Ralph Henry Gabriel Dissertation Prize selection committee (2013-2014). Cotera's first book, *Native Speakers: Ella Deloria, Zora Neale Hurston, Jovita González, and the Poetics of Culture*, (University of Texas Press, 2008) received the Gloria Anzaldúa book prize for 2009 from the National Women's Studies Association (NWSA). She is currently building the Chicana por mi Raza Digital Memory project, an online interactive collection of oral histories and archives documenting Chicana Feminist praxis from 1960-1990.

Andrea "Tess" Arenas, Emeritus Faculty Affiliate, Chican@ Latin@ Studies, UW-Madison

Andrea-Teresa "Tess" Arenas holds a PhD from UW Madison and served as Assistant Vice President of Academic Affairs and Diversity at UW System for nearly 20 years. Arenas authored *Plan 2008: Educational Excellence through Race Ethnic Diversity* and assisted UW's 26 campuses in creation of their campus plans. From 2005 to 2015 Arenas served as founding director of the College of Letters and Science, Office of Service Learning and Community Based Research and a faculty affiliate in Chican@ Latin@ Studies and Nelson Institute Fellow. An national award winning poet, curriculum designer, Arenas created the *Somos Latinas Digital History Project* of Wisconsin in Fall 2012. Arenas has been active across Wisconsin addressing Chican@ Latin@ civil rights and was a founding member of the Latina Task Force, Wisconsin Hispanic Council on Higher Education which worked to have the first Latin@ Board of Regents, Ness Flores in 19XX. Deeply committed to promoting graduate education, Arenas has embedded over 50 different Service Learning projects and Community Based Research in her various courses placing students in non profit and government agencies for the past 10 years including Taycheetah Women's Prison, United Refugee Services, Dane County Parks, Department of Natural Resources.

Linda Garcia Merchant, filmmaker, Doctoral Student, U.S. Latina/o and Chicana/o Literatures, Film and Digital Humanities, University of Nebraska-Lincoln

Linda Garcia Merchant, an award-winning Chicana filmmaker, is the technical director of the Chicana Por Mi Raza Digital Memory Project (University of Michigan, University of Illinois Urbana Champaign), a Digital Media Partner of the *Somos Latinas Oral History Project* (University of Wisconsin Madison) and the *Chicana Chicago/MABPW Collection Project* (University of Illinois Chicago), and a board member of the Chicago Area Women's History Council. She is a doctoral student of the University of Nebraska-Lincoln specializing in Chicana/Latina Literature Studies, Film and Digital Humanities and is the recipient of the 2016 Humanities Without Walls Pre-Doctoral Workshop Fellowship. She focuses on the restoration and reconstruction of the counter narrative as an aid in rehabilitating the historical discourse of resistance and social movement.

Conference Speakers

(4W) Plenary 2: Social Transformations to End Exploitation and Trafficking for Sex (STREETS)

Saturday, April 16, 8:30-9:45, Pyle Center Alumni Lounge

This plenary session introduces our new anti-trafficking initiative on campus that seeks to support local and global work to end trafficking and other forms of sexual exploitation. Through education and action research, STREETS is grounded in the perspectives and preferences of survivors, becoming a powerful voice in the legal, policy and health sectors. The leadership of STREETS will discuss progress so far including preliminary outcomes from a survivor led Forum held last July and new plans for increased collaboration around these issues in the future.

Jean M. Geran, Co-Director, UW-STREETS Initiative

Jean M. Geran, PhD, holds two Honorary Fellow Appointments with the Center for Non-profits and the Center for Southeast Asian Studies at the University of Wisconsin-Madison. She is Co-Director of the 4W anti-trafficking initiative, 'Social Transformations to End Exploitation and Trafficking for Sex' or STREETS through the School of Human Ecology. She also is a Senior Fellow at Sagamore Institute and founded a social enterprise called Each Inc. to provide technology support to child care practitioners globally. In London, she helped establish a new think tank through work on human trafficking issues and child protection. She has been a Member of the Secretary's Policy Planning Staff at the Department of State responsible for issues including human rights, women in democracy, trafficking in persons, and gender-based violence. She served as the Director for Democracy and Human Rights on the National Security Council and as Advisor on United Nations Reform. Her academic work focused on social networks in Asia, Africa and Latin America and she taught as an adjunct professor at George Washington University. She received her B.S.B.A. in business administration from Georgetown University, her M.S. in rural development from Michigan State University, and her Ph.D. in development studies from the University of Wisconsin-Madison. Dr. Geran was a 2006 recipient of the UW Distinguished Young Alumni Award and currently lives in Oshkosh, WI with her husband and four children..

Araceli Alonso, Co-Director, UW-STREETS Initiative

Araceli Alonso, PhD, RN, MA, MS is an Associate Faculty at the University of Wisconsin-Madison in the Department of Gender and Women's Studies and in the School of Medicine and Public Health, where she teaches classes on women's health and women's rights. Alonso holds a Nursing degree, a Bachelors degree in History, a Master of Science, a Master of Arts, and a Ph.D. in Medical Anthropology. Doctor Alonso's multidisciplinary background has helped her work with women around the world in different circumstances, devoting the last twenty years to analyze women's health, women's rights, and women's empowerment cross-culturally. Dr. Alonso is also the Founder and Director of the 2013 United Nations Award Winner organization Health by Motorbike (HbM) that provides a comprehensive model of sustainable development, health and wellbeing for women and children in rural communities of southeastern Kenya. She is currently developing a large-scale integral model of health and wellbeing for women and girls called HbAM (Health by Any Means) that replicates and expands the original design of HbM. Recently, Alonso has been hired as the co-director of the new UW-Madison initiative STREETS (Social Transformations to End Human Trafficking and the Sexual Exploitation of Women and Girls. Dr. Alonso is also the Director of Health Programs for Women's Knowledge International (KWI), an organization based in Spain and anchored at the Foundation for a Culture of Peace presided by former UNESCO President.

Chris Stark, Artist and Survivor Leader

Christine Stark is an award-winning writer, visual artist, national and international speaker of Anishinaabe & Cherokee ancestry. Her first novel, *Nickels: A Tale of Dissociation*, was a Lambda Literary Finalist. Her essays, poems, and creative non-fiction have appeared in numerous publications, including *University of Pennsylvania Law Review*, *Florida Review*, *The Chalk Circle: Intercultural Prize Winning Essays*, *When We Become Weavers: Queer Female Poets on the Midwest Experience*, *Hawk and Handsaw: The Journal of Creative Sustainability*, and many others. Her poem, "Momma's Song", was recorded by Fred Ho and the Afro Asian Music Ensemble as a double manga CD. She is also a co-editor of *Not for Sale*, an international anthology about sexual violence and a co-author of the groundbreaking "Garden of Truth: The Prostitution and Trafficking of Native Women in Minnesota". In 2012 she was named a "Changemaker" by the *Women's Press*. Currently, she is completing her second novel, *Carnival Lights*. She teaches writing and humanity courses part-time at a university and community college. She is a graduate student in the MSW program at the University of Minnesota at Duluth. For more information: www.christinestark.com

Amy Bintliff, UW-STREETS Project Assistant

Amy Vatne Bintliff is a teacher and researcher who has taught language arts and reading in traditional and alternative programs in Minnesota and Wisconsin. Bintliff has been a restorative justice practitioner in schools since 2001. She has worked to form innovative programming for youth who feel disconnected from schooling. She is the author of the book "Re-engaging Disconnected Youth: Transformative Learning through Restorative and Social Justice Education" (Peter Lang, 2011/2016). Bintliff received the 2014 Teaching Tolerance Award for Excellence in Teaching, a national award from Teaching Tolerance. Bintliff is a graduate student in Educational Psychology- Human Development at the University of Wisconsin-Madison. She is studying the effect of tools, like forgiveness therapy and restorative justice circles, and how they can be used to empower and support the well-being of women and girls who have faced trauma and the effects of intergenerational trauma. As a project assistant with UW-STREETS, Bintliff's goals include providing space for trafficking survivors' voices to be heard and working to create spaces where survivors are driving concepts of well-being and recovery.

Announcing UNESCO Chair

Friday, April 15, 2016, 1:00, Lowell Hall Dining Room

UW-Madison has recently been awarded a place in the UNESCO Chairs Programme, and will be the home of a chair on Gender, Wellbeing and a Culture of Peace.

UW-Madison has recently been awarded a place in the UNESCO Chairs Programme, and will be the home of a chair on Gender, Wellbeing and a Culture of Peace.

Janet Hyde, Director of the *Center for Research on Gender and Women* will introduce the Co-Directors of the *UNESCO Chair on Gender, Wellbeing and a Culture of Peace*, **Dr. Araceli Alonso**, 4W Director for Gender, Clinical Practice and the Health Sciences, University of Wisconsin-Madison and **Dr. Teresa Langle dePaz**, co-director of Women's Knowledge International, an initiative at the Institute DEMOS-PAZ, Autonomous University of Madrid, Spain.

The Arts

A Concert of Songs from FRIEDA And CAROLINE --

a musical dialogue created by Andrea Musher

Friday, April 15, 2016, at 7:30, Lowell Hall

Andrea Musher is a poet, and a retired professor of English and Women's Studies. This composing music thing is new for her...

Frieda and Caroline started talking to her one day while she was writing in her journal. After she retired, they started singing. So what could she do besides follow the muse?

Projected artwork by Kelli Hoppmann will be featured along with performances by Stephanie Rearick, Angela McJunkin, Leslie Cao and Melanie Cain. With J. Adam Shelton as music director and Sarah Whelan as narrator.

(4W) The Red Tent

Pyle, AT&T Lounge throughout the 4W Summit

We thank Dr. Isadora Leidenfrost for making a small Red Tent available

Looking for a cozy, safe, and restful place? Join us in the Red Tent. A Red Tent is a red fabric space where women gather to rest, renew, and often share deep and powerful stories about their lives. The Red Tent movement is changing the way that women interact and support each other by providing a place that honors and celebrates women in a very unique and beautiful way. For more information about the Red Tent or the Red Tent documentary "Things We Don't Talk About" visit: <http://www.redtentmovie.com>.

Streets of Beauty: Community Art Against Human Trafficking

ArtWorks for Freedom

(www.artworksforfreedom.com) is an organization based in Washington DC that uses art in various forms to raise awareness about human trafficking. They are partnering with the University of Wisconsin Madison **4W STREETS** initiative (**Social Transformations to End Exploitation and Trafficking for Sex**) to bring several art displays to Madison throughout the month of April. The exhibitions and art activities called "STREETS of Beauty" include:

(4W) Bought & Sold: Voices of Human Trafficking

Chazen Art Museum Plaza, April 4-25

An outdoor photographic display by Kay Chernush includes 23 images coupled with survivor stories, informational panels and facts about trafficking, with resource information and the national hotline number. The installation speaks to the experiences and suffering of the hundreds of thousands of men, women, and children caught up in slavery's web. The exhibit asks viewers to consider their plight from their perspective. Looking outward through the victims' eyes, the images challenge us to imagine the daily horrors, tedium, desperation and ambiguities of their lives - and to take action.

Mark your calendars for an artist talk by Kay Chernush at the Chazen Auditorium, April 21st at 5:30pm.

(4W) Red Sand Project Exhibit

April 12-29, Pyle Center, Second Floor

This ArtWorks for Freedom project is a conceptual photo and collaborative performance art project by Molly Gochman.

- An exhibition of fine art prints documenting the project will be on display on the second floor of the Pyle Center April 12-29, and will be on display during the Summit
- A participatory sidewalk intervention was sponsored around campus during the week before the Summit. Passersby were invited to fill sidewalk cracks with red sand, then share an image of their transformation with the global community using the #RedSandProject. The installation asks us not to walk over and ignore the invisible and marginalized people in our communities – those most at risk of being enslaved and exploited for the profit of others. It asks us to reflect, connect, and take action against human trafficking.

(4W) Not Who I Am: Murals **Edgewood College (TBC), April 4-25**

This striking outdoor mural display was created in partnership with Groundswell, through its Teen Empowerment Mural Apprenticeship program. Under the guidance of Lead Artist Nicole Schulman and Assistant Artist Edwin Vazquez, 20 young people worked together to research, design and create a 12-portal installation. They learned during the process about the global epidemic of human trafficking and that their own city of New York is not immune.

(4W) Golden Doors to Freedom **Overture Center -April 4-25**

This ArtWorks for Freedom participatory project turns abandoned doors into dramatic vehicles for communal focus on human trafficking. Guided by master gilder William Adair, trafficking survivors and allies in the community will convert discarded wooden doors into freedom portals. After applying 23k gold leaf to the doors, participants will write, stencil, draw, scratch, burnish and embellish them with their own expressions about trafficking. Also co-sponsored by Gold Leaf Studios and Govinda Gallery

- An installation of fine art concept drawings that work out and document the gilded door installations by Mr. Adair will be on display at the Overture Center, April 4-25, with an artist talk scheduled on Thursday, April 21st (noon hour).
- Two participatory door transformation projects will be guided by Mr. Adair with leaders of UW student social justice groups and survivors of human trafficking April 20-21st. **(Private by Invitation Only)**

(4W) Human Trafficking Clothesline Installation **Pyle, Robert B Lee Lounge throughout the Summit**

The Human Trafficking Clothesline is a collaborative installation facilitated by artist Kelly Parks Snider. Created at the 2015 'Streets of Hope' Research to Practice Forum put on by the 4W STREETS initiative, the Clothesline Project amplifies our sensibilities, shining a light on human trafficking. The hands-on workshop provided participants with an opportunity for critical reflection and expression. The artwork confronts, uncovers and creates a dialogue between survivors, artists, thinkers, and doers bringing our viewers face to face with human trafficking, hung on the clothesline for the world to see.

Vendor Space **Pyle AT&T Lounge**

Throughout Friday and Saturday of the 4W Summit there will be a vendor space, featuring The Red Tent, organizational information tables and vendors such as Global Artisan Wisconsin without Borders Marketplace, A Room of Ones Own Bookstore, student clubs like the Gender and Women's Studies Club and much more. Join us during your down time at the 4W Summit.

Awards

(4W) Wisconsin Philanthropy Council Champion Awards and Reception **Saturday, April 16, 2016, 6:00, Pyle Alumni Lounge**

The Women's Philanthropy Council Champion Awards honor one man and one woman whose commitment and effort have advanced the status of women at the University of Wisconsin-Madison.

Concurrent Sessions

Friday, April 15

| | Pyle 111 | Pyle 112 | Pyle 121 - Auditorium | Pyle 213 | Pyle 225 |
|--|--|--|---|--|---|
| 8:00 AM | Registration, coffee, and exhibits | | | | |
| Session 1: 8:30-9:30 AM | | 1B Threshold Concepts in WGSs: A Tool for Teaching and Assessment | | 1C Representing Media: Critical Characterizations | 1E Building Community: Defining Identity |
| 9:30-9:45AM | Refreshments in the AT&T Lounge | | | | |
| 9:45-11:00AM | Opening Plenary in the Alumni Lounge | | | | |
| Session 2: 11:15-12:15 | 2B Community Based BioChar (for the Women IP: An Alternative Energy Based Income Generation | 2I ~ (4W) Wisconsin Women Making History | 2F Art Activisms as Sources of Health and Well Being | 2E Muslim Women's Health Activism in Milwaukee | 2G Russian Women: Hope in Crisis |
| 12:20-1:30 PM | Luncheon in the Lowell Hall Dining Room, with the announcement of the UNESCO Chair on Gender, | | | | |
| Session 3: 1:45-2:45 PM | 3B The Limits of Law: Critiques of Human Trafficking Policy | 3C Surviving Precarity in Women's and Gender Studies | 3D Disrupting Narratives | 3E Identity Development of Bisexuals, Pansexuals, and Polysexuals | 3G Bystander Intervention Praxis as a Challenge to Systemic Violence on Campus |
| 3:00-3:30 | Refreshments in the Pyle 106, the Robert B Lee Lounge with the Poster Session | | | | |
| Session 4: Posters Session all in Lee Lounge 3:00-4:00 PM | 4A Abstinence Only Educations is Hurting Our Youth | 4B Maternal Health and Nutrition: Challenges and Community | 4C Let's Talk About Sex, Baby | 4D Gay Men, Male Privilege and Intersectionality in Buenos Aires | 4F Women's Work, Wages, and Well-being |
| Travel to HSLC 4:00-4:30 PM | Travel to Health Sciences Learning Center (HSLC) | | | | |
| 4:30-6:00 PM | Keynote Health Sciences Learning Center (HSLC) Room 1306 | | | | |
| 6:00-6:30 PM | Reception, Atrium of Health Sciences Learning Center (HSLC) | | | | |
| 7:30-8:30 PM | Musical: A Concert of Songs from FRIEDA And CAROLINE in Lowell Hall | | | | |

| Pyle 332DE | 335DE | Pyle 309 | Pyle 325 | Pyle 326 |
|--|---|--|--|--|
| | 1F ~ (4W) The importance of women at the One Health Interface | 1A Trauma-Informed Yoga: Healing from Sexual Violence | 1D Claiming an Education: Self-Sufficiency Stories | |
| | | | | |
| 2D ~ (4W) Equal from the Start: Money, Relationships & Equality Christine Whelan | 2A ~ (4W) Mindfulness Matters | 2H Critical Creative and Poetic | 2C Talking Back to Popular Culture | 2J Negotiating the Patriarchy in Dhaka |
| Wellbeing and a Culture of Peace. | | | | |
| 3J ~ (4W) Global Humanitarian Nursing: Empowering Nurses to Empower Others | 3A ~ (4W) Empowering Rural Mexican Women through Design and Microenterprise | 3F Negotiating Conflict: Learning and Discussing Health and Reproductive Justice in an Intro to WGS Classroom | 3I ~ (4W) Action for Social Change: Giving and Getting Money | 3H Redefining Boundaries: Belief and Identity |
| | | | | |
| 4E Workplace Childcare: A Feminist Issue | 4H Saudi Female International Students and their Integration with Campus Climate | 4I Analyzing the Impact of Water Contamination on Class, Gender, and Health | 4J ~ (4W) Wellbeing of Women in Agriculture in Ghana 'What is it? | |
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8:30-9:45 Session 1 (concurrent sessions)

Session 1A: PYLE 309

Trauma-Informed Yoga: Healing from Sexual Violence

"Yoga allows survivors to regain a sense of comfort and ease within their own shape, to process nonverbally feelings that transcend language, and to experientially cultivate gratitude towards the body, which serve as a reminder of one's resilience" (Molly Boeder-Harris, 2012). Healing after sexual trauma requires patience and consistency. Yoga gives survivors the opportunity to find their voice.

This workshop will be both informational and practical. The presenter will spend time discussing what Trauma-Informed Yoga is, and how it aids in healing from sexual violence. She will also guide the group through a typical Trauma-Informed Yoga class. Yoga is for everyone, regardless of shape, size, age, sex, or ability--and it should be survivor-centered! Trauma-Informed Yoga can help heal traumatic imprints by utilizing releasing and relaxing postures, as well as empowering survivors to take back control of their bodies and, in essence, their lives.

Lachrista Greco, M.A., E-RYT, Yoga Instructor, Trauma-Informed Yoga Wisconsin, Madison

Session 1B: PYLE 112

Threshold Concepts in Women's and Gender Studies: A Tool for Teaching and Assessment

This roundtable will explore the value of the threshold concepts approach to teaching the introductory WAGS course, both at the level of individual courses and at the program level. Roundtable participants are interested in both how and why this approach can be an aid to teaching and facilitate deeper student learning. This roundtable will include the co-authors of a 2015 text for use in the introductory course as well as three instructors from different institutions who have used the text in their classrooms.

Dr. Christie Launius, UW-Oshkosh; Dr. Holly Hassel; UW-Marathon County; Dr. Ann Mattis, UW Sheboygan; Dr. Rebecca Stephens, UW Stevens Point; and Dr. Melanie Ayres, UW-River Falls

Session 1C: PYLE 213

Representing Media: Critical Characterizations

• Strong Female Characters: The Evolving Discourse on Representations of Women in Contemporary Television

This paper uses popular and industry trade press sources to trace major trends and shifts in the discussion about representations of women in television from the 'girl power' era of the late 1990s to the present moment. This brief period, which has been characterized as "television's second golden age," has been marked by a

significant amount of discussion regarding women's roles in front of and behind the camera. The presenter argues that as female protagonists have proliferated, the criteria used to assess 'positive' representations have undergone a significant expansion. In the 1990s, series including 'Buffy the Vampire Slayer,' 'Alias,' and 'Xena: Warrior Princess' were heralded as positive representations in coverage that placed an emphasis on the athleticism, physical strength, and adaptability of the central female characters. In contrast, the coverage of current series that are more firmly rooted in the 'Quality TV' tradition ('The Good Wife,' 'How to Get Away with Murder,' and 'Empire,' are examples) highlights the emotional and psychological attributes of more diverse protagonists, frequently labelling these characters 'complex.' The presenter argues that this evident shift coincides with larger trends in television storytelling, as well as the increasing acceptability of feminism in American culture.

Caryn Murphy, Associate Professor, Radio-TV-Film, University of Wisconsin Oshkosh

• "I am the danger": The Problem with Masculinity in Breaking Bad

This presentation combines images and rhetorical analysis to explore some of the ways that AMC's popular television show Breaking Bad has shaped and possibly negatively influenced the study of gender in television and popular culture. Breaking Bad is an anti-hero series that spends a lot of time defining what it means to 'be a man' within the context of the show. The show, which has very few prominent female characters, paints empowered women as antagonists to their male counterparts and normalizes emotional and verbal abuse which is used to take the women down. The presentation includes an examination of the rhetoric of masculinity within the show which looks closely at the language that is used to describe both men and women with an emphasis on the words 'bitch' and 'pussy.' After discussing the effects of language within the show, this presentation will offer examples of how this rhetoric impacts the real-world discussion of women and gender by presenting popular internet memes based off the television series such as 'Scumbag Skylar' and 'Hypocrite Skylar White.' The images alongside the discussion will demonstrate the undeniable problem with Breaking Bad and how the show influences the empowerment of everyday women.

Courtney Mauck, Graduate Teaching Assistant, English, Northern Michigan University

• An Analysis of 'Orange is the New Black'

The presenter will use Judith Butler's methodology of visual representation to look at the television show 'Orange is the New Black', as historically, as transient, and as masquerade in reaction to social identity. The show (OINB) is progressive in shaking up gender norms, but not so much in troubling racial and class categories.

Judith Butler further suggests the paradox of being gendered, but this analysis can extend to the unpacking of race/class as well, as, “visual representations of gender tend inevitably to contain both the imprint of dominant ideology and the inherent contradictions of that ideology”.

Juli Hinds, Senior Adjunct Instructor, Film and Media Studies, Edgewood College Madison

Session 1D: PYLE 325

Claiming an Education: Self-Sufficiency Stories

This presentation features stories from the UW-LaCrosse Self-Sufficiency Program (SSP), a pre-college program that helps low-income single parents explore and prepare for college. The teaching and practice of writing within this small group context are central to claiming the right to an education. From the application essay and in-class journaling, to personal statements and analysis papers, scholarship essays and thank you notes, the writings reveal the hope and struggle toward an education that equips and empowers. Presented by SSP's program director and the writing instructor, attendees will more deeply understand the experiences, strategies and meanings made of financial insecurity, homelessness, addiction, and trauma. Evidence of growth in academic skills, increased confidence and hope is shared. Locally-grown and nurtured for over 25 years, SSP embodies the justice mission and feminist vision of the Women, Gender, and Sexuality Studies Department at UW-La Crosse.

Andrea Hansen, Director, Self-Sufficiency Program, Self-Sufficiency Program, Dept of Women's, Gender and Sexuality Studies, UW-La Crosse; Jan Wellik EdD. teaches writing at UW-La Crosse and Viterbo University, leads nature writing retreats, and has taught through SSP since 2012.

Session 1E: PYLE 225

Building Community: Defining Identity

• Exploring the Social Concept of Womanhood with Mexican Immigrant Women

This study explores the intersectionality between a women's concept of womanhood with her immigration and transition experience in to the United States. This question was approached through 13 qualitative interviews with Mexican immigrant women living in Milwaukee, Wisconsin. The study found three major themes. The first theme is that while women strived to maintain their Mexican traditions, they became more aware of their own values and respected American traditions. The second theme is that although most of the women interviewed gained some independence by coming to the United States, this independence came at a price and was perceived as both empowering and as hard work. The final theme, which encompasses the first two, is of the emotionality that women perceived to be central to a woman's identity. It is this emotionality that colored their experience as women and contributed to the uniqueness of each narrative.

Sophia Torrijos, Undergraduate Student, Marquette University; and Dr. Ruth Ann Belknap, Associate Professor, Marquette University

• Creating a Community for Women of Color Students

Working in the Office of Multicultural Affairs, the presenter began preliminary research on the campus climate for women students of color at UW-EC. She found that retention rates for this demographic between their frosh and sophomore years was just 70% (the lowest of all the groups surveyed). Students of color always feel more comfortable in classrooms where they see their own interests represented. With this in mind, with her faculty advisor, she is creating an introductory class on women of color feminisms, which will provide incoming students with a basic understanding of the rich and varied feminist traditions, writings, and activism specific to minority women within the US. They will share how they have received funding for their project and present curricular and pedagogical results.

Ariana Tellez, Undergraduate, Latin American Studies/ Women's Studies; and Asha Sen, Director of Women's Studies, UW-Eau Claire

Session 1F: PYLE 335DE

(4W) The importance of women at the One Health Interface

Women play critical roles in agriculture in many cultures, and their contributions are vital to food security and family economics, educational opportunities for themselves and their children, and the health of families and communities. President Obama's Feed the Future initiative recognizes that empowering women is vital for inclusive strategies of agriculture-led growth, and the Women's Empowerment in Agriculture Index (WEAI) examines the roles of women in agriculture. Furthermore, today's global health challenges, including reducing poverty and hunger, require multi-disciplinary approaches that incorporate the knowledge and creativity of professionals across medical, veterinary medical, agricultural, engineering, environmental, and social science disciplines. One Health embodies such multidisciplinary in addressing the interdependence of health and disease among humans, domestic and free-ranging animals, and their shared ecosystems. The University of Wisconsin-Madison and the USDA convened a workshop on April 13-14, 2016 to uniquely merge One Health and gender-empowerment lenses in examining the multiple ways that women can most productively contribute to agriculture, animal health and welfare, family economics, and health, and to examine current gaps in knowledge. This presentation will summarize the major findings emerging from that workshop.

Christopher W. Olsen, DVM PhD, Professor Emeritus of Public Health, School of Veterinary Medicine, University of Wisconsin-Madison; and Tracey V. Dutcher, DVM MS DACVPM, Science and Policy Academic Liaison, USDA-APHIS One Health Coordination Center

4W Summit Concurrent Sessions

Friday, April 15

11:15-12:15 Session 2 (concurrent sessions)

Session 2A: PYLE 335DE
(4W) Mindfulness Matters: Justice Matters

- **Mindfulness and the Wisconsin Idea:
#DoBlackWomensLivesMatter**

The narrative for Black families in Wisconsin can no longer be ignored; the consequences for Black women along with it. Wisconsin has the highest incarceration rates for Black men. The Black unemployment rate is nearly three times higher than the highest state white unemployment rate (7% in Nevada). From compromised brain development to astonishing poverty rates to dismal highschool matriculation-- no state is worst than Wisconsin for Black children. And, as of 2014, Wisconsin is the only state in the U.S. in which the life expectancy for Black women continues to worsen. The. Only. So what do Mindfulness and the Wisconsin Idea have to do with it? As the potential for stress-related morbidity and mortality increases for Black women in Wisconsin, mindfulness-based stress management interventions in Wisconsin are booming! Evidence from mindfulness research in the state suggests that increased immunity, well-being, brain functioning, and reduced chronic pain, are benefits experienced by Wisconsin residents. Yet, if the Wisconsin Idea endeavors to 'improve people's lives beyond the classroom' one must wonder: what is existing mindfulness research and the Wisconsin Idea telling us about whose lives really matter? And, what are the health and wellness consequences for Black women in Wisconsin? This presentation will offer preliminary data that demonstrates the need for mindfulness research that engages Black women in Wisconsin.

Angela Rose Black, Research Fellow, Department of Family Medicine and Community Health, University of Wisconsin-Madison

- **Planting Seeds of Justice: Age Appropriate Ways of Talking with Young Children about Race, Gender, and Inequity**

Early childhood educators and parents, particularly white adults of privilege, are often at a loss for developmentally appropriate language to use in educating young children about race, racism, gender identity, inequity, and inequality. Several local organizations, including a nonprofit preschool, the public school district, and the children's museum have partnered to host a series of events promoting dialogue on this topic among educators, parents, researchers, and community activists. Awareness has been raised that these conversations with young children are essential, yet evidence-based approaches are lacking. This session is intended to carry the conversation to the next level: the creation of action steps and commitments among an array of partners to develop and test curricula that can be used by teachers and parents to eliminate colorblindness and support multicultural awareness starting in early childhood. Existing anti-bias, mindfulness and nonviolent communication curricular approaches will be explored, along with a practical look at systemic changes required for widespread implementation.

Larissa Duncan, Elizabeth C. Davies Chair in Child & Family Well-Being and Associate Professor; Associate Director of the Center for Child and Family Well-Being, Human Development and Family Studies, School of Human Ecology, University of Wisconsin-Madison; other presenter, TBA

Session 2B:

PYLE 111

Community Based BioChar (Biomass Charcoal Briquetting) for the Women IP of Santa Maria, Laguna, An Alternative Energy Based Income Generation

The world economy is dominated by technologies that rely on fossil energy like petroleum, coal, and natural gas to produce fuels, power, chemicals and materials. Currently, there is a strong worldwide interest in the development of technologies that allow the exploitation of renewable energy sources, both for environmental and economic reasons. Biomass, a domestic energy source, is naturally abundant renewable energy opportunity. Charcoal is premium fuel widely used in many developing countries to meet household and other needs. Recent technological and efficiency improvements for charcoal briquettes production has renewed interest in the use of charcoal briquettes as a fuel that can be easily stored and transported. Agricultural residues constitute one of the important biomass feed stocks in Laguna, particular by providing employment to the rural people in the area of Sta. Maria. Laguna State Polytechnic University Gender and Development Center is now working on several technologies to develop expertise in biomass charcoal briquetting technology. This technology can prove to be one among the solutions for supplementing the fuel requirements and socio-economic development of the rural areas by providing employment to the women IPs of Sta. Maria Laguna. It is cost effective, environment friendly, improves air quality, and supports rural economies. At the same time, the natural forest would also be saved. Bio-char production programme could lead to establishment of new small employment oriented business in rural areas and raising the income of people engaged in such activities. An opportunity to pilot briquette making as an income generating enterprise was identified in IP Communities, such as the Dumagat, Manobo, Ati, Agta, Mangyan and Isneg. These IPs live in an area classified as rural community located at Brgy. Cueva, New Little Baguio, Santa Maria Laguna, along Sierra Madre Mountain, near the boundary of Laguna and Infanta Quezon.

Ruby Brion, Director, Gender and Development Center, Laguna State Polytechnic University System; Gelzen Ramirez Jamolin, Professor, Siniloan Campus, Gender and Development Chairperson; Josephine A. Villamin, Professor, Sta. Cruz Campus, Gender and Development Chairperson; and Mary Ann S. Hernandez, Professor, Los Banos Campus, Gender and Development Chairperson, Laguna State Polytechnic University System

Session 2C:

PYLE 325

Talking Back to Popular Culture

In this presentation, undergraduate students from the Women's and Gender Studies Department at the University of Wisconsin-Whitewater present their capstone research papers that address a range of issues and problems in popular culture. Each presentation will consider a different aspect of popular culture, critique gendered, racial and/or heteronormative messages in the chosen medium, and explore the implications of those messages.

Julianne Voights; Chelsie Sweeney; Vivian Shoemaker; and Rhiannon Gregoire, undergraduate students, Women's and Gender Studies, and Ellie Schemenauer, Professor, Women's and Gender Studies, University of Wisconsin-Whitewater

Session 2D:

PYLE 332DE

(4W) Equal from the Start: Money, Relationships & Equality

At the core of our 'stalled' gender revolution is a lack of respect for the unpaid contributions of carework in relationships and a hesitance to have open conversations about financial realities. Even when partners in heterosexual relationships plan to maintain equality in house and childcare, women still bear the brunt of the work. Even when partners express a desire for equal decision making, many couples avoid the topic of money, asset allocation and financial planning altogether. The **Money, Relationships & Equality Initiative** is a new program as part of 4W at UW-Madison to offer empowerment tools and guidance for individuals and couples of all ages, sexual orientation, and financial background. Disagreements about money aren't just about money, they are about power, respect and values. At MORE we offer help for those tough conversations with free workbooks, quizzes, one-pagers of tips and tricks, and the latest news and academic articles about the intersection of money and love throughout the life course. This is an interactive workshop that will demonstrate some of these tools, and solicit feedback on how we can improve our offerings to maximize outreach.

Christine Whelan, PhD, Faculty Associate, Director, Money, Relationships, and Equality (MORE) Initiative, Consumer Science, School of Human Ecology and Emily Parrott, Project Assistant for Money, Relationships, and Equality Initiative, Graduate Student in Human Development and Family Studies, UW-Madison

4W Summit Concurrent Sessions

Friday, April 15

11:15-12:15 Session 2 (concurrent sessions)

Session 2E:

PYLE 213

Muslim Women's Health Activism in Milwaukee

This presentation draws on research from the ongoing, multi-staged Muslim Milwaukee Project. This project has shed light on the demographics of the Muslim Milwaukee community, and on the community's role in civic activism. This presentation focuses on the activism of key women leaders in the community as they contribute to health care needs for the underserved in the city and for the elderly. We also discuss the new Sakina Center, founded in conjunction with the Islamic Society of Milwaukee. We focus on the initiative of women in the founding, design and fruition of this project.

Caroline Seymour-Jorn, Associate Professor, French, Italian and Comparative Literature; and Anna Mansson McGinty, Associate Professor, Geography and Women's Studies; Kristin Sziarto, Associate Professor, Geography, UW-Milwaukee

Session 2F:

PYLE 121 - Auditorium

Art Activisms as Sources of Health and Well Being

As artists and educators existing on the margins of art worlds and the fringes of academe the presenters create spaces for their feminist and queer lives as they face the realities of their aging bodies. As educators, making art and teaching with social justice lenses keeps them vital and young. Future is a white military brat second wave feminist and artist. Ed is a white raised working class first-wave gay activist in the field of American art education and artist. Between them they have over 50 years of combined activism and collaborations. Artistically and pedagogically they collaborate with friends and allies across borders. They continue their life-long challenge of stereotypes, now focusing on those associated with aging and misogynist practices. In this presentation, the presenters focus on current artworks and projects that explore the assumptions and discriminations of aging in heterosexual and gay worlds. Future highlights erotic art pieces while using traditional embroidery and embellishment techniques. Ed uses personal holy cards and art installations to examine discriminations and self-loathings experienced and related to concepts of aging in gay worlds.

Ed Check, Associate Professor and artist; Future Akin, Associate Professor and artist, Texas Tech University

Session 2G:

PYLE 225

Russian Women: Hope in Crisis

Despite confident stance of Russian political leaders and reassuring rhetoric of Russian media about reemergence of the country's power in the global world, contracting GDP and falling national currency have shown that country at least undergoing serious economic recession. And as a previous Russian history clearly illustrated the most vulnerable social groups who bear the burden of economic decline are elderly, young and women. Due to the historical and cultural factors determining country's gender structure of political organizations, business and professional workforce Russian women feel the most negative consequences of economic deceleration. Nevertheless the recent economic crisis acquired unexpected turn - Russian women are no more acquiesced in the status of its unfortunate victims and ready to actively defend their economic interests. This presentation will address the issue of how, in the situation of growing authoritarianism and free speech curtailment, Russian women changed their tactics from organized struggle to defending their rights individually in particular cases.

Svetlana Gertner, Professor, Culturology and International Studies, Moscow State University of Culture and Arts, Moscow, Russia; Yuri, Kitov. Senior Research Fellow, Kemerovo State University of Culture and Arts, Russia

Session 2H:

PYLE 309

Critical Creative and Poetic

This panel is a reading of creative works addressing women's lives and gender issues. Included are:

• ***After the Menagerie***

Poems from the point of view of women who are discounted—real women, some autobiographical, others intuiting famous female characters, like Laura from *The Glass Menagerie* and Susan from *The Chronicles of Narnia* (Lewis couldn't handle when she started liking makeup....) These poems are unconventional ideas in conventional forms. Probably Audre Lorde is right that the master's tools will never dismantle the master's house, but the poet loves the idea of using his chainsaw to undermine his foundation. Sometimes empowerment surprises everybody.

Marnie Dresser, Poet and Professor, English, UW-Richland

• **Rules of (dis)engagement, or Dubious Performances**

Utilizing a feminist aesthetic of collaboration, this presentation takes as its starting point a chapbook of prose poems co-authored by Sarah Sadie Busse and Wendy Vardaman, *Rules of (dis)engagement, or Dubious Performances*. Busse and Vardaman wrote the chapbook, a fauxreal corrective catalog of women surrealists with connections to the Midwest, in response to an actual exhibit of surrealism that included few women. The catalog includes real and imaginary artists, and real and imaginary work by both, based always in research on actual artists, from Lee Godie to Georgia O'Keeffe to Jackie Ormes, who might, under other definitions, be treated as surrealists. Sadie Busse and Vardaman are long-time collaborators, who have written prose and poetry together. They will read from their own recent collections.

Wendy Vardaman, PhD, Undergraduate student at Madison College; Sarah Sadie Busse, MFA, Seminary student at Cherry Hill Seminary; Co-editors of the poetry magazine, Verse Wisconsin and two anthologies, as well as co-founders of the Cowfeather Projects. Vardaman and Busse served as Madison's Poets Laureate (2012-2015)

Session 2I: PYLE 112

(4W) Wisconsin Women Making History

Wisconsin women have historically stepped into leadership roles, worked to improve their communities, and innovated in science, the arts, business and governance and Wisconsin Women Making History is a growing digital resource that provides students and lifetime learners an online destination to find remarkable women who have contributed to Wisconsin's state legacy. Local campuses and organizations can bring to life the stories of women and girls often overlooked in Wisconsin history and learn how to localize the Wisconsin Women Making History project.

Lynne Blinkenberg, Director of Community Engagement, Wisconsin Public Television

Session 2J: PYLE 326

Negotiating the Patriarchy in Dhaka

• **Time Use and Decision Making among Urban Educated Couples in Dhaka**

This presentation is based on a 2015 survey of time use by middle class educated couples in Dhaka, Bangladesh. The study examines how men and women within the same household spend their time on paid work, domestic work, care work, and other activities. Results show that both survey respondents who were male and male spouses of female respondents spend significantly more time on paid work outside the home and less time on domestic tasks, including care work.

Farida Khan, Professor, Economics, University of Wisconsin – Parkside

• **Patriarchal Bargaining: Women's Social and Economic Empowerment in Dhaka, Bangladesh**

Working women and housewives in Dhaka, Bangladesh who experience degrees of economic and social empowerment often must make patriarchal bargains, or agreements to accept subordination in one area to retain a higher position in another. These bargains take different forms, affect different life dimensions, and have varying consequences. A close look at women's life histories provides insight into the costs women pay for empowerment.

Katie Zaman, Graduate Student, Sociology, UW-Madison

4W Summit Concurrent Sessions

Friday, April 15

1:45-2:45 Session 3 (concurrent sessions)

Session 3A: PYLE 335DE

(4W) Empowering Rural Mexican Women through Design and Microenterprise

This presentation focuses on the small village of Presa de Barajas, an underdeveloped community in Mexico where women are marginalized and have few opportunities to develop skills and participate in revenue generating activities. We will tell the story of how University of Wisconsin - Madison student designers began working with a women's group who were making lace doilies. With little consumer interest in their products, the students adapted the traditional technique of tatting (lacemaking) in order for the women to create jewelry that is beautiful and sophisticated. So successful has the project been that the women have found markets for their work in Guadalajara, other parts of Mexico and the United States. The presentation will discuss using 'design thinking' as a methodology to create a successful microenterprise business. Involvement in this project gives the women opportunities to learn, teach, gain self-esteem, create new products and generate income they can invest in their families and communities.

Jennifer Angus, Professor, Design Studies, Wisconsin Without Borders Marketplace; Dee Warmath, Assistant Professor, School of Human Ecology; Janet Niewold, Project Specialist, University of Wisconsin - Madison

Session 3B: PYLE 111

The Limits of Law: Critiques of Human Trafficking Policy

- ***The Shortcomings of Current Human Trafficking Policies***

Despite the presence of legislation that focus on combating human trafficking, there is an epidemic of individuals caught in human trafficking schemes around the world. This is due in part to a hyper focus on sex trafficking. Although authors have studied the links between protectionist immigration legislation and unsafe working conditions, I posit that in the same way, current human trafficking policy also fails to address labor trafficking and further criminalizes sex work, causing oppressive working conditions for women outside and inside of sex work. This legislation is actually working to serve the neoliberal labor markets need for a more compliant and lower paid manufacturing force. By connecting theories with other academic work, the presenter will illustrate how current human trafficking policy creates shifting labor market flows into underpaid and dangerous working conditions.

Marcy Quiason, Graduate Student, Women, Gender and Sexuality Studies, University of Kansas

- ***Perpetuating Cycles of Violence Against Native American Women: A Legislative Analysis of the Reauthorization of the VAWA***

Violence against Native American Women is an epidemic in the United States. According to the Department of Justice, Native women experience sexual violence more than any other ethnic group. Statistics show one out of three Native women will be raped in their lifetime, and six in ten will be physically assaulted and on some reservations the murder rate is ten times the national average. On February 11th, 2013 Congress passed the Violence Against Women reauthorization Act (VAWA) in an attempt to shift to Native nations inherent power to exercise criminal jurisdiction in special domestic violence situations. In analyzing Kimberl  Crenshaw's theory of intersectionality this paper examines how the law does not effectively address the violence that meets the intersections of race and gender-a situation that is created through colonialism, patriarchy, poverty, racism and sexism. This article investigates historical legislation, policy, and ideology that perpetuates the cycles of violence against Native women in the United States. Despite legislative efforts the violence against Native women remains an issue because of the historical legislative and cultural relationship between the United States and the Native people.

Genevieve Le May, Graduate Student, McNair Scholar and Advanced Opportunity Fellow, Gender and Women's Studies, McNair Scholars, AOF and NWSA

Session 3C: PYLE 112

Surviving Precarity in Women's and Gender Studies

- ***Women's Studies' critical relation to Hmong Studies at UW-Eau Claire***

In a time of unprecedented budget cuts to the University of Wisconsin system, this paper explores the institutional space carved out for Women's Studies at the University of Wisconsin-Eau Claire, where the program has emerged as a focal point for the implementation of 'equity, diversity, inclusiveness' initiatives at the same time that the logic of 'crisis' is increasingly deployed to roll back the few resources allocated to students of color on campus. Focusing on the student-led struggle for the institutionalization of Hmong Studies at UW-Eau Claire, the presenter argues that Women's Studies both survived the budget cuts (albeit in greatly diminished form) and has the potential to be productively transformed through its critical relationship to Hmong Studies. How does this relationship critically reinvision the Women's Studies curriculum, the LGBTQ certificate, and the very mission of the program? Given the current

shifts towards transnational feminist frameworks the presenter will argue that this critical collaboration grounds the meaning of the transnational in the 'intimacy' (to use Lisa Lowe's term) between the territorial United States and Southeast Asia, while situating feminist analyses of imperialism, diaspora, refugee politics, militarization and nationalism as the central sites of interrogation.

Diane Detournay, Assistant Professor, Women's Studies, University of Wisconsin-Eau Claire

• **Women's Studies' critical relation to HmoEthnic Studies at UW-Whitewater**

Content?

Ellie Schemenauer, Professor, Women's and Gender Studies, University of Wisconsin-Whitewater

Session 3D: PYLE 121 - Auditorium

Disrupting Narratives

• **Woman's Voice in the Modernist Films of Xie Jin and Akira Kurosawa**

This presentation will explore the two main trajectories of modernism--the avant grade and social realism--through a comparative study structure, style, themes, and-- crucially-- the presentation of woman's voice in two major East Asian films of the mid-20th century: Xie Jin's *The Red Detachment of Women* (1961) and Akira Kurosawa's *Rashomon* (1950). In China, social realism will come to dominate the landscape to the exclusion of all other styles, while in Japan, the avant grade will flourish--with notable effects evidenced in Xie Jin's and Kurosawa's representations of women.

Lissa Schneider-Rebozo, Professor and Director of Undergraduate Research, English/URSCA, UW-River Falls

• **Maps of Lesbian Feeling: Sentimental Neocolonialism in Michelle Tea's *Valencia* and Ali Liebegott's *The iHop Papers***

The presenter reads two novels by Michelle Tea as maps of queer feeling and trauma. While *Valencia* (2000) portrays San Francisco's Mission District as a lesbian spiritual hometown about which lesbians hold atavistic and superior knowledge, *Passionate Mistakes* (1998) maps a youth-driven underground Boston that defines itself in opposition to capitalist, adult values. Poverty forces the protagonists, a semi-autobiographical "Michelle" and her friends, to become frequent inhabitants of liminal spaces: they take public transit, inhabit overcrowded and inadequate housing, and commit the anti-capitalist crime of loitering. Their constant exposure to public spaces and intense affective attachments to geography affords them an

omniscient knowledge of the Mission and Boston, respectively. "Maps of Queer Girl Feeling" asks larger questions about gentrification as urban colonialism, the permeable genre of 'semi-autobiography, and queer domesticity.

Madeline Court, Graduate Student, Women's and Gender Studies, UW-Madison

Session 3E:

PYLE 213

Identity Development of Bisexuals, Pansexuals, and Polysexuals

Recently the Bisexual community has grown in member's use of a variety of labels, including pansexual, polysexual, omnisexual, and queer. However, research continues to only provide one option for identification for people who fall into the Bi/Pan/Poly umbrella. Additionally, often bi/pan/poly individuals are lumped into research with lesbians and gays, in ways that do not account for their unique experiences and may conflate the data. In this session the presenters will describe and define the identities under the Bi/Pan/Poly umbrella, their similarities, and their differences. They will explore the current literature regarding identity development of bisexuals, including discussing how pansexual, polysexual, and other identities under the Bi/Pan/Poly umbrella are excluded and what this means. They will look at limitations and criticisms about using various identity development models within the Bi/Pan/Poly community. The presenters will offer a new model which addresses these missing components and limitations. As part of the discussion, they will explore the process individuals go through related to finding a label that fits for them as a part of their identity development. Additionally, they will explore other aspects of sexuality development for Bi/Pan/Poly people including identities such as those on the allosexual/demisexual/asexual spectrum and monogamous/polyamorous identities.

Amney Harper, Associate Professor, Professional Counseling; Liz Cannon, Director of the LGBTQ Resource Center, Senior Lecturer, University of Wisconsin Oshkosh

4W Summit Concurrent Sessions

Friday, April 15

1:45-2:45 Session 3 (concurrent sessions)

Session 3F: PYLE 309

Negotiating Conflict: Learning and Discussing Health and Reproductive Justice in an Introduction to Women's and Gender Studies Classroom

This roundtable session will explore trans* identities and well-being as feminist issues within an Introduction to Women's and Gender Studies (WGS) classroom. The presenters, a WGS instructor and two students, will facilitate discussion on approaches to learning, knowing, and discussing an assigned text we found problematic. Using a particular case study, they will reflect upon our interrogation of a chapter introduction, Chapter 7, 'Health and Reproductive Justice,' in a popular Introduction to WGS textbook, Shaw and Lee's *Women's Voices, Feminist Visions* (6th ed.). Considering how their positionalities became salient after reading Chapter 7, they will discuss the ways in which we negotiated intersecting identities, including trans* and/or feminist, both inside and outside our classroom. The presenters will focus on teaching and learning moments when we recognize that identities, sometimes our own, are not represented in the authoritative text at hand. We anticipate that this roundtable will produce lively discussion about how negotiating this kind of conflict affects both the students' and instructors' sense of well-being.

Krista (she/her/hers) Grensavitch, PhD Student, History, University of Wisconsin-Milwaukee; Andrea Miranda, she/her/hers, Undergraduate Student, Sociology Major, and Shay King, they/them/their, Undergraduate Student, English Major, emphasis in Creative Writing; Japanese and Women's and Gender Studies Minors, Carthage College, Kenosha, WI

Session 3G: PYLE 225

Bystander Intervention Praxis as a Challenge to Systemic Violence on Campus

Under United States federal law, students are purportedly guaranteed a right to education free from sexual violence and harassment. However, college campuses across the country continue to tolerate and minimize campus violence, and students are calling out their institutions and demanding that GBV be addressed as a serious systemic problem deeply rooted in campus culture. Students at Winona State University will present a bystander intervention program meant to engage their peers to challenge university and community norms and to hold institutions accountable and demand systemic change.

Andrea White; Tommy Murphy; Julia Rodriguez; Jacob Stock; Sarah Swanson, Undergraduate Students, Women's, Gender and Sexuality Studies, Winona State University

Session 3H: PYLE 225

Redefining Boundaries: Belief and Identity

Moderator: Helen Klebesadel

- ***What Should Anna Duggar Do? A Discourse Analysis of the Quiverful Movement***

The 'Quiverfull' Christianity movement contains many issues for women: discouraging them to work or attain education, constraining women's dress, speech, and reproductive freedom, and forcing women to rely on men as their spiritual 'heads' or patriarchs. The Duggar family, former stars of the TLC reality show '19 Kids and Counting,' is the best-known example of the ideals of the Quiverfull movement in popular culture. While many have written about choices and difficulties that Anna Duggar faces in light of her husband Josh Duggar's accusations of child molestation and infidelity; in writing about Anna Duggar, those outside of the Quiverful movement do not realize that they are playing into the rigid gender stereotypes and expectations about women's bodies and choices. This presentation focuses on analyzing the ways in which cultural enforcement, policing female sexuality, and silencing women has occurred in the discourse surrounding Anna Duggar. To do this, I will focus on three sources that discussed Anna Duggar during the media frenzy surround her husband Josh: the 'No Longer Quivering' blog for women who have left the Quiverfull movement, the Duggar family's official website, and *People* magazine.

Sara Doan, Graduate Student, English, UW-Milwaukee;

- ***The Story of Creating "The Sounds of MichFest: 2015: A Radio Documentary of the 40th and Final Fest"***

This presentation will discuss the process of making the 55 minute documentary "The Sounds of MichFest 2015." The presenter will tell the story of borrowing audio recording equipment from Madison's community radio station, WORT 89.9 FM's, and taking it with her to the last Michigan Womyn's Music Festival. There she captured interviews and sounds from the last Fest. Upon returning to Madison she then worked at WORT with their production software two-three times per week at the station to condense over 20 hours of recordings to a tight, well-produced 55 minutes that aired on October 26th, 2015.

Thistle Pettersen, Singer/Songwriter, Women's Liberation Front (WoLF)

Session 3I: PYLE 325

(4W) Action for Social Change: Giving and Getting Money

Ideas, empathy, effort and leadership make social change. But almost nothing happens without money. Giving Money: Donors want to make giving the most impactful it can be to make the change in the world that they envision. The power of small focused gifts over time creates momentum and results. Women giving large gifts is also paramount. Collaborating with others to give and effective giving individually are skills all women need to know. Unfortunately the activity most women know about -- event fundraising -- is an outdated technique with low returns, an activity invented after the Civil War when women couldn't legally own money. Now with the economic empowerment of women, giving strategically to causes of our choice has become the modern women's philanthropy movement. Getting Money: As a social change leaders we need to be able to secure money to help our causes thrive. With organizations depending more and more on private philanthropy, a career as a development profession can be a form of activism that has large impacts on non profit and education sectors to ensure funding for initiatives that matter. This panel will address how every woman during her lifetime can use development skills to to help further the causes she cares about whether it is for the local Food Bank, a global cause or a University program.

Facilitated by Martha A. Taylor is Vice President of the Wisconsin Foundation and Alumni Association, and co-author of three books on women's philanthropy, co-founder of the Women's Philanthropy Institute, and member of the 4W Leadership Circle at UW-Madison. She will moderate this exciting panel. Participants TBA

Session 3J: PYLE 332DE

(4W) Global Humanitarian Nursing: Empowering Nurses to Empower Others

Nurses from Wisconsin engage in humanitarian nursing practice around the globe. For example, nurses with Hope 2 Others taught "Helping Babies Breathe" (<http://www.bringinghope2others.com/helping-babies-breathe/>) a program to reduce infant mortality in the Philippines in 2015. Health Ministries for Haiti (<http://hnh.mpxl.net/>) creates conditions in which communities can achieve well-being in Haiti. UW faculty members applied global principles locally by working with migrant agricultural workers in Wisconsin. Global humanitarian nursing (GHN) is using professional nursing expertise to work toward social justice in health and health determinants so that people everywhere can live healthy, productive lives especially where needs are heightened due to conflict, disaster, poverty, lack of resources or inequity. As members of the largest health profession in the world, and one commonly face to face with individuals and communities, nurses are uniquely positioned to continue to positively impact population health worldwide. The purpose of this presentation is to examine the role of GHN in promoting social justice in health and health determinants. Specifically exemplars of practice will be shared and strategies proposed to empower GHNs to increasingly empower others toward a life of sustained well being.

Karen Solheim, Clinical Professor and Director of Global Health Initiatives; Adrienne White, MSN, NP; Jennifer Weitzel, MS, RN; and Sadat Abiri, MS, PhD candidate in Nursing, University of Wisconsin Madison

4W Summit Concurrent Sessions

Friday, April 15

3:00-4:00

Session 4

(Poster session in Robert B. Lee Lounge)

4A

PYLE 109 Lee Lounge

Abstinence Only Educations is Hurting Our Youth

This research poster presentation will explore the history and impacts of sex education for young adults in the US pertaining to the abstinence only sex education courses. These types of programs enforce the gender binary and therefore heteropatriarchy as well as keeping the hidden curriculum of heterosexism alive in the classrooms. This influences teenagers negatively in the ways in which they treat and view each other, sex, and their own bodies. The presenter looks forward to discussing feminist sexual health educational practices in schools during this presentation.

Kara Hurley, Undergraduate Student, Public Health: Womens Gender & Sexuality Studies, Winona State University

4B

PYLE 109 Lee Lounge

Maternal Health and Nutrition: Challenges and Community Based Care, Uganda

The presenter recently returned from Uganda on an "Agriculture, Health, and Nutrition" winter break program, where she looked specifically at maternal health and nutrition and how disease and economic and institutional structures affect antenatal and postpartum care, as well as what limited resources and community based care can be utilized to better maternal health outcomes. Planning to join the Peace Corps as a Community Health Educator in Uganda beginning June 2016, the presenter will include how she plans to use her Gender and Women's Studies education, her training as a doula, and her experience in Uganda to work to help improve the health and wellbeing of Ugandan women and children through community based health initiatives.

Lauren DeVries, Undergraduate Student, Gender and Women's Studies, UW-Madison;

4C

PYLE 109 Lee Lounge

Let's Talk About Sex, Baby: Using Uncertainty Reduction Theory to Empirically Examine Stigmas and Anxieties Behind STI Testing for College Age Students

According to the 2015 American Sexual Health Association statistics, one in two sexually active persons will contract an STI (sexually transmitted infection) by the age of 25, and that more than half of all people will have an STI at some point in their lifetime. The research will empirically examine interviews about how men and women disclose their fears of stigmas and anxieties differently when engaging in the sex talk, and seeking as to how gender impacts the desire to practice safer sex with an STI screening prior to a new

intimate partner. Emerging literature suggests that men and women experience healthcare differently, which could explain the anxieties behind receiving STI testing. This work also explores the cultural impact on sex communications as research finds that women are generally reluctant to talk about sex, despite the discussion of women sexuality in popular culture. Many view that it is taboo for women to openly discuss their own sexual behavior, sexual desires, or sexual problems, in large part that in many social arenas and in many ways, sex talk is masculinized. Jokes about women's bodies, about sex, function as a way for men to perform masculinity, and reinforce sex talk as their domain (Nylund 2007).

Kyler Steffe, Undergraduate Student, Winona State University;

4D

PYLE 109 Lee Lounge

Gay Men, Male Privilege and Intersectionality in Buenos Aires

This poster will review data collected from 47 language attitudes surveys designed to examine heteronormative language attitudes among gay and straight men in Argentina. Survey results suggest a higher degree of heteronormative language attitudes among straight men, who consistently rated assertive female authors as more vulgar, inappropriate, and less respectful than identical male authors. These findings conform with the prediction that, due to prior contemplation of gender norms, gay men would express fewer normative language attitudes than their straight counterparts. Gay participants did, however, articulate similar attitudes during interviews conducted post-survey. These data will be presented through an intersectional lens with special emphasis on their contribution to the broader discussion of heteronormativity and symbolic power.

John Glaunert, Undergraduate Student, Women's, Gender & Sexuality Studies, University of Wisconsin - La Crosse

4E

PYLE 109 Lee Lounge

Workplace Childcare: A Feminist Issue

Examining the wage gap requires an anti-racist and feminist lens. Pay inequity affects everyone, but it hurts some people more than others. According to the American Association of University Women (AAUW), the average white woman will earn only 79% of what the average white man will earn. Black women make 90% of what a Black man will earn, but a Black man only earns 71% of what a white man makes. Latino men and women experience the highest gap. This poster will explore the wage gap through different intersections, including childcare policies. The presenter will argue that women experience the glass ceiling in the United States, and that access to child care would reshape the workplace.

Emily Prange, Undergraduate Student, Winona State University;

4F PYLE 109 Lee Lounge

Women's Work, Wages, and Well-being

This poster explores the trials of Women's path to economic security, looking at the different advantages and disadvantages women face through their lifetime earnings. Exploring the trials of women's paths to economic security from a feminist economics perspective, the presenter will share an analysis of the advantages and disadvantages women face through their lifetime earnings. Useful financial strategies and a few personal finance tips included.

Jaya Steinhart, undergraduate student, UW-Madison;

4H PYLE 109 Lee Lounge

Saudi Female International Students and their Integration with Campus Climate

This poster addresses how Saudi female international students coming to the United States encounter various challenges in American universities. Having Saudi female international students in the United States presents many advantages to the women, to their universities, and to the two countries, the United States, and Saudi Arabia. However, profound cultural differences create various difficulties for these students that hinder their academic success such as the language barrier, religious divergences and the misconceptions that many domestic students have about the Middle East. The two governments and campuses across the U.S. need to assure that female international students from Saudi Arabia enjoy safe and fulfilling educational experiences at American universities. This presentation will address the importance of offering a safe, compelling, and fulfilling educational climate to all Saudi female students that assists their academic progress. The facilities offered to international students, and what needed to be done to augment student services to be willing to offer more support to Saudi female students.

Alia Arafeh, Graduate Student, Urban Education/ Adult and Continuing Education, University of Wisconsin Milwaukee

4I PYLE 109 Lee Lounge

Analyzing the Impact of Water Contamination on Class, Gender, and Health in the Appalachian Region through the Application of Feminist GIS

The process of mountain top removal, a method of fossil fuel extraction, poses serious risk to the health of communities living near extraction sites through the contamination of drinking water, which can lead to increased risk to the reproductive health of women consuming polluted water. We are using an ecofeminist perspective to create a feminist cartography of the

twinned exploitation of women and the environment. Preliminary water quality data collected by a grassroots organization in Tennessee, United Mountain Defense, will be synthesized with social data to create map that is informed by a feminist perspective. The resulting cartography will reflect issues of concern for women in the Appalachian region, and the map will be dispersed to grassroots organizations in the area in order to empower women. Communicating the results of this project to residents living in the study area will be a priority for this project, as the implications of our data analysis may support the hypothesis that their communities are disproportionately bearing the burdens resulting from the industrial extraction of fossil fuels.

Kendell Welch, TREES Lab; Philip T Schulz; Cody J Carmody; Gregory M Arther, Undergraduate Students, Department of Geography, Dong Isbister, Faculty Advisor, Assistant Professor of Women's and Gender Studies; Chris Underwood, Faculty Advisor, Assistant Professor in the Department of Geography, UW-Platteville

4J PYLE 109 Lee Lounge

(4W) Wellbeing of Women in Agriculture in Ghana 'What is it?

Forty-three percent of the world's farmers are women. With access to the same resources as men, women could increase agricultural yields 20-30 percent, increase their countries' food supplies 2.5-4 percent, and reduce the number of undernourished 12-17 percent, according to the Food and Agriculture Organization of the UN. At the same time, the US Government's Feed the Future initiative is focusing on gender equity as it builds capacity in agriculture in low-income countries around the world. To aid in assessing the constraints of women farmers, the Women's Empowerment in Agriculture Index (WEAI) was developed to measure well-being on five domains: production, resources, income, leadership and time. This poster will summarize qualitative research on the wellbeing of women in agriculture in Ghana funded by a UW-Madison Global Health Institute Seed Grant. Inspired by the WEAI, the study seeks to: 1) Explore the sense women in agriculture make of the domains being used to measure their empowerment and 2) Expand the areas being used to measure the empowerment of women in agriculture to encompass greater measures of wellbeing such as woman's aspirations, capabilities, and her sense of self-efficacy, dimensions of agency and hence empowerment that the WEAI does not currently attend to.

Sophia Friedson-Ridenour, Postdoctoral Research Associate, Center for Research on Gender and Women, University of Wisconsin-Madison; and Mary Crave, Ph.D., Program Development and Evaluation Specialist, University of Wisconsin-Extension, 4W Director of Women and Youth in International Agriculture, School of Human Ecology, University of Wisconsin-Madison

4W Summit Concurrent Sessions

Saturday, April 16

| | Pyle 111 | Pyle 112 | Pyle 121 - Auditorium | Pyle 213 | Pyle 225 |
|-------------------------------------|--|--|---|--|--|
| 8:00 AM | Registration, coffee, and exhibits | | | | |
| 8:30-9:30 | Plenary in the Pyle Center Alumni Lounge | | | | |
| Session 5: 10:00-11:15 AM | 5E 15 Ideas for Creating a Great Gender/LGBTQ Center | 5B Streetwise Action for Female Empowerment (SAFE) | 5G She went home and knit herself a sweater.” Knit-wise approaches to empowering ... | 5D Asking the Right Questions | 5F ~ (4W) Inclusive Educational Strategies for Change |
| 11:30-12:30 PM | Keynote in the Pyle Center Alumni Lounge | | | | |
| 12:30-1:30 PM | Luncheon in Lowell Hall Dining Room | | | | |
| Session 6: 1:45-2:45 | 6I HIV and AIDS: The Consequences of Context | 6B Why WGSs? Undergraduate Students Talk Well-being and Empowerment | 6J ~ (4W) STREETS Session: Beyond Punishment, Documentary film, 60 minutes (2015) | 6A Creating Positive Social Changes through Art | 6H Creative Materiality in the Classroom: A Feminist and Queer Pedagogical Approach |
| Session 7: 3:00-4:15 PM | 7J What Can You Do With A MA Degree in Women's and Gender Studies? | 7B Students of Color and White Allies Networking Social | 7F Taking it Back: Liberating Tropes First Comes Love, Then Comes Marriage | 7A ~ (4W) STREETS Session: Restorative Justice Survivor Panel | 7G Empowerment through Agency: Auto-ethnography and Queer Rhetorical Agency |
| 4:00-4:15 PM | Break time in Pyle 106 (AT&T Lounge) | | | | |
| Session 8: 4:30-5:30 | 8D Self and Situation: An Interdisciplinary Consideration of Shame | 8B Unnatural History | 8E Imagining Bodies of Resistance in Film and Gamer Culture | 8C Building Faculty Coalitions in WGS | 8J ~ (4W) Women's Voices Through Textiles: African Women's Narratives .. |
| 5:30-7:30PM | Closing and Wisconsin Philanthropy Council Champion Awards and Reception, Pyle Alumni Lounge | | | | |

4W Summit Concurrent Sessions

Saturday, April 16

| Pyle 332DE | 335DE | Pyle 309 | Pyle 325 | Pyle 326 |
|---|---|---|---|---|
| | | | | |
| 5J ~ (4W) Earth Partnership: Gender in Restoration Education | 5H ~ (4W) Women in Scientific Leadership | 5I Building Student Coalitions in WGS | 5A ~ (4W) STREETS Session: Anti-Trafficking Policy, Advocacy and Community Initiatives across Wisconsin | 5C Sexual Assault Prevention: Helping Students Design Prevention Efforts |
| | | | | |
| 6E Advocating for Humane Treatment of Women in the Wisconsin Women's Correctional System | 6D Girls' Education in the Global South: spotlight on Africa | 6C Orange is the New Classroom? Using Popular Media for Engaged Pedagogy? | 6F Reflecting on Ethics: Restoring Justice | 6G Immigration Journey: Power of 3S's (Struggles, Strengths and Support) |
| 7E Trans Activism: Sharing Our Stories, Transforming Our Worlds | 7H ~ (4W) Building Brave | 7I Asset Based Pedagogy and the Somos Latinas History Project | 7D Youth Empowerment and Rape Prevention in Dane County | 7C Challenging Representations of Indigenous People at Winona State University |
| | | | | |
| 8F ~ (4W) Women, Climate Change, and Inequality | 8A ~ (4W) STREETS Session: Arts, Advocacy and Ascent | 8H 'I sometimes worry that I'm not trans enough | 8I Violence in Media Representations | 8G Surveilling and Encoding Gender in Households and Sport |
| | | | | |

4W Summit Concurrent Sessions

Saturday, April 16

10:00-11:15 Session 5 (concurrent sessions)

Session 5A: PYLE 325

(4W) STREETS Session: Anti-Trafficking Policy, Advocacy and Community Initiatives across Wisconsin

This panel brings anti-trafficking leaders across Wisconsin to share their work. Presenters include the Chair of the Wisconsin Anti-Human Trafficking Consortium, the Women's Council of Wisconsin and community leaders from different parts of the state who will describe their best practices, along with challenges and opportunities for future work.

Moderator: Nancy Irizarry, Chair of the Wisconsin Anti-Human Trafficking Consortium, Participants, Linda Vakunta, Program Officer for Project Respect; Morgan Young, Chair of Policy Sub-committee of the Wisconsin Consortium; and Alice Skenandore, founder and Executive Director, Wise Women Gathering Place

Session 5B: PYLE 112

Streetwise Action for Female Empowerment (SAFE)

SAFE Women's Self-Defense empowers women to tap into the "fight" side of their survival instincts and embrace the power of their voices, bodies and minds. The SAFE curriculum was designed by Master Mary Murphy Edwards (7th degree) and her daughter Ali Trevi--Murphy (4th degree). This is self defense for women, by women. They teach current, research-based information on the realities of violence against women. This is not about fear mongering or imagining scenarios, the curriculum is based on facts. What you will learn in this session:

How to recognize and avoid dangerous situations (which may not be what you think!), and how to use your words and body language in assertive boundary setting. This is a much-abbreviated version of a 6-hour training, but it will establish the foundation of the physical empowerment that has been proven to be such an effective intervention in terms of preventing violence against women.

Tina Trevi-Murphy, Executive Director, Kickboxing Instructor, Villari's Martial Arts Cooperative; Ali Trevi-Murphy, SAFE Instructor, 4th Degree Black Belt; and Emily Baer, Kickboxing Instructor Villari's Martial Arts Cooperative

Session 5C:

PYLE 326

Sexual Assault Prevention: Helping Students Design Prevention Efforts through a Collaborative Course

In the fall of 2014, the WGS Department at UW-L first offered a course on sexual assault prevention, a course split into three major sections. The first centers on the empirical and theoretical literature on sexual assault, the second on the empirical and theoretical literature regarding prevention strategies. In the final third of the course, students design and develop a prevention program of their own. These programs can take whatever form the student wishes, so long as they can support their decisions through the literature. This work is done outside, and inside, the classroom. Through a process of face-to-face peer reviews, and feedback from the instructor, students continuously revise their programs throughout this section of the course. During the last weeks of class, students present their project and paper supporting their design to an expert panel (Title IX coordinator, Violence Prevention Officer, community advocates, etc.). This panel then gives a final round of feedback that students are expected to incorporate into their final revision. This panel will present some of the lessons from teaching this class, some of the programs designed by students, and how the course, as a whole, is informed by feminist pedagogy.

Terry Glenn Lilley, Assistant Professor, Women's, Gender, and Sexuality Studies, University of Wisconsin La Crosse; Students TBA

Session 5D:

PYLE 213

Asking the Right Questions

• Infusing Intersectionality into Nursing Research

This presentation provides (a) a review of the history and evolution of intersectionality theory in gender and women's studies (b) the underlying conceptual components and assumptions of intersectionality, and (c) use of this theory in nursing research.

Intersectionality can provide researchers in nursing and other health professions a useful approach for conceptualizing the health care needs of individuals with multiple intersecting identities and addressing health disparities. Although culturally competency is a widely used concept in nursing, it typically focuses on only one aspect of identity to examine between group differences, e.g. only race or gender, rather than acknowledging the within group variation due to individuals' multiple identities. Intersectionality also considers how intersecting identities affect individual lives, influence social interactions, create institutional barriers, and compromise one's personal sense of culture. The theory of intersectionality can explain how power and oppression in social interactions are expressed as a function of multiple identities that

confer privilege or marginalization. The dynamic and flexible nature of intersectionality theory makes it well suited to address health disparities and social determinants of health through nursing research.

Natasha Crooks, Graduate student, PhD candidate, School of Nursing, University of Wisconsin Madison

- ***Do Working Mothers Really Have a Room of One's Own?: A Qualitative Meta-Analysis of Motherhood and Teaching at the Northern Shores Writing Project***

At the reincarnation of a previous National Writing Project site in Marquette, Michigan, a small group of women came together in an advanced teaching institute to conceptualize why a new NWP site, Northern Shores Writing Project, was needed to serve the community of K-16 educators. Throughout the institute, Virginia Woolf's *A Room of One's Own* operated as mentor text as members considered whether women and mothers do have necessary room in academia and at home to be complete persons. Members repeatedly discussed the need to adopt split identities in order to be acceptable members of communities of teachers, which led me to question how gender inequality affects careers as educators. Exploring NWP concepts of teachers teaching teachers, flipped classroom pedagogy, and writing across the curriculum, this presentation strives to analyze whether women seek out academic and professional resources that focuses on equanimity and community to avoid implicit gender inequality elsewhere, or whether they are relegated to opportunities that fit into the margins of family life often viewed as a professional liability. The presenter will explore why it matters that we consider these implications.

Kelsey Lueptow, Graduate Teaching Assistant, English, Northern Michigan University

Session 5E: **PYLE 111**

15 Ideas for Creating a Great Gender/LGBTQ Center that will Impress Your Friends (and Mom too!)

Gain ideas on creating or re-imagining a Gender/LGBTQ Center from two individuals who were tasked with doing just that. This session will combine a presentation of ideas and an opportunity for a roundtable for the sharing of ideas. Come prepared to gain new ideas for Creating a vibrant center, faculty buy in, student involvement, social media use, policy development, meaningful programming, community involvement and more.

Sandie Brick-Margelofsky, Director, Doyle Center for Gender and Sexuality; Daniel Libby, Interim Associate Coordinator, Doyle Center for Gender and Sexuality, UW-Platteville

Session 5F: **PYLE 225**

(4W) Inclusive Educational Strategies for Change

- ***Urban American Indian Youth: Understanding the Impacts of Cultural Programs that Teach Elements of Traditional Practices with an Environmental Focus***

American Indian and Alaska Native (AI/AN) youth in urban settings are exposed to many different cultures but their lives and choices are circumscribed by mainstream, Euro-American culture that dominates in urban schools and communities. Many urban AI/AN teens struggle with their ethnic identity because it is denigrated by mainstream society. AI/AN youth who reject and/or rebel against their Native identity may end up making unhealthy choices. Much of the research on urban Native youth focuses on negative aspects to their lives. This presentation shares the results of a study looking at the impact of cultural programs that teach elements of traditional practices with an environmental focus on urban American Indian youth. As a minority culture in an urban setting, AI/AN youth need pro-active means to learn about and feel a sense of pride in their culture. Learning traditional ways through cultural activities is a source of cultural strength for AI/AN communities. While some AI/AN youth may have access to traditional knowledge through family, many AI/AN youth in urban settings have limited options for traditional knowledge acquisition available to them. The data for this study were gathered through semi-structured interviews with eight urban AI/AN youth. The results not only show that participation in cultural programs is a viable way for them to gain access to cultural knowledge but a way to instill pride.

Rachel Byington, Title VII First Nations Instructional Resource Teacher, Madison Metropolitan School District

- ***Inclusive Approaches to Teen Dating Violence Education in Wisconsin***

Teen dating violence (TDV) is one of the most pervasive yet overlooked issues facing American youth today. One in three adolescents in the US is a victim of physical, sexual, emotional, or verbal abuse from a dating partner, a rate that far exceeds other types of youth violence. In response to high rates of TDV, several states have developed and incorporated TDV education programs in public middle and high schools as a primary prevention strategy. This session will address the following questions: How effective are these programs in reducing the rate of TDV incidences and ensuring victim safety on school grounds? How can an intersectional, inclusive approach to TDV education increase program efficacy? What does an inclusive TDV curriculum look like? Finally, what are the possibilities for inclusive mandatory TDV education in Wisconsin's public middle and high schools?

Amanda Ward, Graduate Student, Public Affairs and Women & Gender Studies, La Follette School of Public Affairs

4W Summit Concurrent Sessions

Saturday, April 16

10:00-11:15 Session 5 (concurrent sessions)

Session 5G: PYLE 121 - Auditorium

She went home and knit herself a sweater": Knit-wise approaches to empowering children and families impacted by trauma

In the Fox Cities, basic needs-serving agencies like Harbor House Domestic Abuse Services operate with rigorous feminist underpinnings, and many non-profit organizations including the Appleton Public Library provide services that address issues of accessibility and intersectionality. The community also has a strong DIY movement, a thriving artist market connected to the farmer's market, and several arts-oriented stores where adults and children have access to the tools they need to paint, create mosaics, and find other forms of artistic expression. There's a gap, though, between the community's awareness of basic needs issues and these arts-based activities/movements. This presenter will explore the ways in which women's shared multi-sensory experiences of books can create real and virtual communities of care that extend beyond the page.

Emily Bowles, Community Outreach Specialist, Building for Kids Children's Museum, Appleton, Wisconsin

Sandra Bonnici Hoecherl, Associate Director of Education Madison Children's Museum (she may send an additional description)

Session 5H: PYLE 335DE

Women in Scientific Leadership

The presenters will discuss challenges and opportunities for women in science; strategies for combating bias and discrimination in science; and catalyzing institutional change to promote diversity in science and engineering.

Tracey Holloway, Professor, Nelson Institute for Environmental Studies, President, Earth Science Women's Network (ESWN); Erika Marín-Spiotta, Associate Professor of Geography Treasurer, Earth Science Women's Network (ESWN); and Jennifer Sheridan, Executive & Research Director, Women in Science & Engineering Leadership Institute (WISELI), University of Wisconsin-Madison

Session 5I:

PYLE 309

Building Student Coalitions in WGS

In this roundtable students from Edgewood College will discuss issues pertaining to gender and inclusivity on their campus, and invite discussion about how students can work across their campuses to build effective coalitions. Issues will include gender neutral bathrooms, Title IX programming, visibility of WGS programs, and whatever arises in discussion.

Sarah Moore, undergraduate student, Sociology and Women's and Gender Studies; Rhea Lyons, Undergraduate Student, English; Hailey Johnson, undergraduate student, English and Women's and Gender Studies, Edgewood College

Session 5J:

PYLE 332DE

(4W) Earth Partnership: Gender in Restoration Education

Earth Partnership (EP) at the UW-Madison Arboretum is a professional development program enhancing teaching and learning through restoring native ecosystems on school grounds and in community. *Indigenous Arts & Sciences Integrates* indigenous science and community cultural connections to engage Native youth in ecological learning and stewardship imbued with culture and place. *Latino Earth Partnership* employs resource, asset, and strength-based approaches that engage Latino/a youth in environmental stewardship through the integration of Spanish language, cultural perspectives, and hands-on experiences with ecological restoration. Earth Partnership Global offers girls the model of experiencing women in leadership roles and as mentors; through the program school age girls become involved in science, monitoring and hands on projects i.e. STEM; and the program promotes community engagement by providing opportunities for parents to connect in meaningful ways in projects that address environmental issues in their community. Earth Partnership Global, has taken their model globally to Puerto Rico, Dominican Republic, Nicaragua, and Ecuador engaging schools and communities to address climate impact in their communities.

Maria Moreno, Ph.D., Multicultural Outreach, Earth Partnership, UW-Madison

1:45-2:45 Session 6 (concurrent sessions)

Session 6A: PYLE 213

Creating Positive Social Changes through Art

This presentation highlights the power and histories of the exhibition with a representative selection of artwork, cross-discipline activities using art, and discussions encouraging all of us to re/think how creative processes can empower and encourage contemplations, reflections, activisms, and positive social changes. In 2006, the Annual Human Rights Art Exhibition at South Texas College (STC) began as a collaboration between the STC Woman's Studies Committee and Art Department. The theme of that first exhibition and conference was 'Women and War,' focused on the specific effects wars has on women. The diverse and socially reflective art and conversations from participating artists and conferees energized us to expand the original theme. The following year, they broadened the art exhibit's theme to human rights, embracing local, national and global social justice and environmental issues. In 2012, the presenter applied for and was awarded a Fulbright that took him in the autumn of 2013 to the The University of Ottawa Law School--Human Rights Research and Education Center, where he was able to internationally curate expanded exhibitions with Canadian and American artists.

Artwork: <http://www.humanrightstartexhibit.com>

Richard Lubben, Associate Professor & Chair, Art, South Texas College; Future Akins, Texas Tech University, Associate Professor of Art, artist, Dr. Ed Check, Texas Tech University, Associate Professor of Art, artist

Session 6B: PYLE 112

**Why Women's and Gender Studies?
Undergraduate Students Talk Well-being and Empowerment**

In this roundtable, students from the Women's and Gender Studies Department at the University of Wisconsin-Whitewater share why and how the field of Women's and Gender Studies has been meaningful to them. Drawing on research completed as part of their capstone experience, these students discuss how their academic work informs their sense of well-being and empowerment and how their personal lives inform their academic work.

Ellie Schemenauer, Professor, Women's and Gender Studies; James Sheets; Payton Foley; Jess Brookens; Tanya Scherer; Julianne Voights; and Chelsie Sweeney, undergraduates, University of Wisconsin-Whitewater

Session 6C: PYLE 309

Orange is the New Classroom? Using Popular Media for Engaged Pedagogy?

The presenter discusses how the use of the original Netflix series, *Orange is the New Black* can spark the goals of engaged pedagogy, where the focus is on the creation of a classroom experience that is more meaningful, and holistic. *Orange is the New Black*, is particularly compelling because of the rich characterizations of often marginalized, or even invisible women within society; while, at the same time the show exhibits stereotypical norms of race and ethnicity. These ideological contradictions, in the show, often function, however, as starting points for engagement and reflection on how issues of power, privilege, and identity become constructed through the business of new mass media, and as such play a role in our identity as subjects within society.

Juli Hinds, Department of Communications, Edgewood College, Madison

Session 6D: PYLE 335DE

Girls' Education in the Global South: spotlight on Africa

Since the Taliban shot Malala Yousafzai in 2012, there has been a global spotlight on girls' education in the global south. Multilateral organizations such as the United Nations alongside celebrities and Western governments have poured money into girls' education programs in Southeast Asia and Africa. Despite the increased support for female education, girls from poor families remain outside of schools. Using literature and experiences in the field, this panel will discuss girls' education and barriers to educational access for African girls. The first presentation will focus on girls' education in Nigeria and highlight different factors that impede girls' education in the country. The presenter will also highlight Nigerian initiatives that are bridging the gap in school access for girls. The second presentation will discuss barriers to girls' education in Sierra Leone after the Ebola epidemic. During the Ebola crisis, thousands of girls became pregnant. Though schools have reopened, the Sierra Leonean government has barred visibly pregnant girls from attending school. The presenter will discuss how female education and pregnant female bodies have been ascribed in current educational policy in Sierra Leone.

Regina Fuller, Graduate Student, Educational Policy Studies, UW-Madison; Olayinka Olagbegi-Adegbite, PhD Student in Educational Policy Studies, University of Wisconsin-Madison

4W Summit Concurrent Sessions

Saturday, April 16

1:45-2:45 Session 6 (concurrent sessions)

Session 6E: PYLE 332DE

Advocating for Humane Treatment of Women in the Wisconsin Women's Correctional System

There are over 2,000 women in the Wisconsin Women's Correctional System. These women face a lifetime of stigma. Over 70% of incarcerated women have mental health and/or substance use disorder issues as well as trauma issues. These women are forgotten in the areas of adequate health care, skills training, employment, civil rights protection and humane treatment during and after incarceration. This workshop will discuss the ways that the community is and can be active in supporting the women during incarceration and upon re-entry into the community. The Demeter Foundation works from a holistic model and advocates from the "I Am A Person First" perspective.

Alice Pauser, Executive Director, The Demeter Foundation, Inc; TBD

Session 6F: PYLE 325

Reflecting on Ethics: Restoring Justice

• Reproductive Justice: "Margins to Center"

'For several decades, peaking in the 1970s, government-sponsored family planning programs not only encouraged Black women to use birth control but coerced them into being sterilized'(Roberts, 1997). Situating her research in Robert's argument, the presenter examines how Family Planning Organizations have shifted their ways of treatment due to the activism done by women of color. This research builds from Dorothy Roberts's book, *Killing the Black Body*, and her analysis of slavery through a reproductive lens. The presenter will give a short history on the discrimination placed on women of color through family planning programs, to support her argument that reproductive justice goes to the margins, not just stopping at abortion rights. She will continue by giving examples of women of color reclaiming their right to reproductive justice within America by creating organizations such as, Division of Negro Service. She concludes with Black Lives Matter Movement's community activism, as a reproductive justice issue.

Brooke Vieaux, Undergraduate Student, Women and Gender Studies, Winona State University;

• Beyond Consent: Exploring Sexual Violence Prevention through a Framework of Sexual Subjectivity and Sexual Ethics

This presentation explores and analyzes the sexual violence prevention programs of a small liberal arts college through 21 in-depth interviews with staff and students. Drawing on feminist and other scholarship on

the connections between sexual subjectivity, violence, vulnerability, and ethics, the presenter highlights the ways in which cultural ideals of subjective control and invulnerability are linked to sexual violence. Her findings suggest that in order for prevention programs to intervene in violence at the (inter)subjective level, they must encourage the development of ethical subjectivity that embraces vulnerability and self-reflection.

Nola Pastor, Recent undergrad/grad studies applicant, Women's, Gender, and Sexuality Studies, Macalester College

• Restorative Justice

In the recent years, there has been an increase in prosecutions of general crime, but there has not been an increase in reporting or in prosecution of perpetrators of gender based violence. Women of color collectives have argued for transformative justice as a way to 'develop strategies that challenge the criminal justice system and that also provide safety for survivors of sexual and domestic violence'(INCITE!). This research paper will discuss how the prison industrial complex is not addressing issues to prevent gender-based violence, and instead force perpetrators into the prison industrial complex or release them to repeat the crime. It addresses the idea that a perpetrator is either guilty or not guilty and has no grey area for a perpetrator to grow and learn from their actions. Within this research it will look at how race and class affect the reporting of gender based violence and persecution of perpetrators. This research will build off Andrea Smith's work on a community-based punishment and community activism, and an analysis of restorative justice as a potential strategy for college campuses.

Deanna Hoff, Undergraduate Student, Winona State University

Session 6G: PYLE 326

Immigration Journey: Power of 3S's (Struggles, Strengths and Support)

Brief review of immigrants literature will be presented including concepts of migration, women's perspectives, women's unique experience during and after migration process, strengths that women gain during the migration process such as language barriers, lack of information as well as lack of support. Presenter creates a platform for open discussion with audience to increase collective knowledge of migration process and its transition from immigrant to citizen point of view. Strengths and struggles will be discussed. The goal of workshop/roundtable is to solidify a supportive plan of action that will empower young women and help them to develop the idea of well-being, pass struggles of migration process and create strong bonds among each other.

Anastasiya Tsoy, Graduate Student (MA Candidate), Clinical Psychology, Teachers College, Columbia University

Session 6H:

PYLE 225

Creative Materiality in the Classroom: A Feminist and Queer Pedagogical Approach

This session will focus on examining strategies and goals for using creative materiality in higher education. For our purposes, creative materiality refers to the process of activating both imagination and intellect by creating materials that purposefully intersect students' lives with course content in order to facilitate critical reflexivity (Iverson, Weems, Gitlin). We the presenters aim to emphasize ways in which creative materiality lends to inclusive teaching and active learning, tenets of a feminist or queer pedagogical approach. While representing a range of teaching experience and disciplinary affiliation (English, Women's and Gender Studies, History), each of us incorporates feminist and queer pedagogical methods in our respective classrooms. Additionally, we have successfully incorporated creative materiality in our own classrooms, allowing us to observe how students think, learn, and interact differently when ideas are framed through materials. We will describe specific examples of incorporating creative materiality within our own feminist/queer classrooms and discuss these approaches and learning outcomes with attendees and will have examples of student work on-hand. We anticipate this roundtable session will produce a lively discussion generative of further ideas for using creative materiality in the higher education classroom.

Frankie Mastrangelo, Graduate Student, English Department; Casey O'Brien, Lecturer, Women's and Gender Studies; Krista Grensavitch, PhD Student, Department of History, MA, Women's Studies, University of Wisconsin-Milwaukee

Session 6I:

PYLE 111

HIV and AIDS: The Consequences of Context

• Creating an enabling environment: Case study of the National AIDS Control Programme

The National AIDS Control Program is the nodal agency working towards prevention and treatment of HIV/AIDS in India. The Indian epidemic is concentrated among vulnerable populations at high risk for HIV. Due to consistent efforts of the Program, the last decade has seen a 50% decline in the number of new cases. India has demonstrated an overall reduction of 57 percent in estimated annual new HIV infections (among adult population) from 0.274 million in 2000 to 0.116 million in 2011, and the estimated number of people living with HIV was 2.08 million in 2011. The model of implementation adopted by the National Program is a global success and what makes it unique is the element of creating enabling environment for high risk groups like female sex workers, men who have sex with men, Hijra/Transgenders and injecting drug users. The presentation

provides a brief glimpse about the makeup of the Program and how it has been able to inject the notion of empowerment within the most marginalized community in India-Hijras. Considered as neither men nor women or the third gender, Hijras face extreme social exclusion and discrimination in the Indian society. The presentation provides a peek into how this Program has been instrumental in improving lives of Hijras and their well-being, while tirelessly working towards the ultimate goal of halting and revering the HIV epidemic.

Mridu Markan, Graduate, Gender and Women Studies, UW-Madison;

• Uganda Where being Gay and HIV Positive a direct Flight to Death

The survey conducted in the central business district of Kampala metropolitan revealed that prevalence rate of HIV/AIDS among homosexuals is shooting out of the roof standing at 12 % and could be higher than this if a nationwide survey was conducted. The fear for being imprisoned, community mob justice and high levels of stigma in societies emerged as key basis that have propelled the prevalence as homosexuals cannot access HIV Testing services and hence cannot enrolled for HIV Aids treatment. Without world's intervention, in advocacy for the rights of gays to access medication, rights to live, all the intercession to fight HIV Aids might be futile. The survey conducted in the central business district of Kampala metropolitan revealed that prevalence rate of HIV/AIDS among homosexuals is shooting out of the roof standing at 12 % and could be higher than this if a nationwide survey was conducted. The fear for being imprisoned, community mob justice and high levels of stigma in societies emerged as key basis that have propelled the prevalence as homosexuals cannot access HIV Testing services and hence cannot enrolled for HIV Aids treatment. Without world's intervention, in advocacy for the rights of gays to access medication, rights to live, all the intercession to fight HIV Aids might be futile.

Kalungi Eric Kabuye, Human Rights and Health Journalist, News Reporter, Capital Radio Ltd; and Co-author, Kabwama Alex

Session 6J:

PYLE 121 - Auditorium

(4W) STREETS SESSION: Beyond Punishment, Documentary film, 60 minutes (2015)

Three Countries and one case of deadly violence each. Three men who have killed and three families who have lost a beloved one. In our standard idea of guilt and punishment this means three who get punished and three who are meant to forget. No way to imagine the two sides will ever get closer. The film tells three times the impossible story: To meet your enemy, in thoughts, in messages, in real life. In Norway, Germany, and the USA. Writer and director, Hubertus Siegert.

4W Summit Concurrent Sessions

Saturday, April 16

3:00-4:15 Session 7 (concurrent sessions)

Session 7A: PYLE 213 (4W) STREETS Restorative Justice Survivor Panel

In the aftermath of a serious crime, there are many pervasive and enduring harms. Individual journeys of healing can take survivors in many different directions, sometimes leading back to those directly responsible for the harm in order to move forward in a positive way. Survivors will share their personal experiences, their journeys up to this point, their thoughts on what drew them to restorative justice, and their experience of meeting their offenders. Learn why restorative justice processes can be an empowering option for female survivors.

Hosted by Jonathan Scharrer, Director of UW Law School's Restorative Justice Project; Participants TBA.

Session 7B: PYLE 112 Students of Color and White Allies Networking Social

Join the presenters as they lead a 'networking social' for students across campuses in the region. Come prepared to meet new people and join in conversations about building a strong and inclusive network of students of color and white allies.

DeJuan Washington, Undergraduate Student, Women's and Gender Studies, University of Shalia Morgan, James Sheets, Payton Foley, Wisconsin-Whitewater

Session 7C: PYLE 326 Challenging Representations of Indigenous People at Winona State University

This panel highlights the different ways in which students and faculty at Winona State University are challenging representations of Indigenous people at WSU, using decolonial feminist lenses. The presenters will examine a number of campus initiatives, which aim to reframe narratives surrounding artwork by and/or about Indigenous peoples on campus including the proposal for an Indigenous Learning Garden to contextualize the university's 'End of the Trail' sculpture, a teach-in on historical amnesia organized as part of the university's theme 'Equity as a Human Right,' and an assignment using queer theory to analyze the colonial logics of their campus space. While much of the discussion surrounding comparable issues -such as Indigenous imagery for sports mascots- have focused exclusively on the racial degradation of cultural appropriation, this panel will examine the racialized sexism embedded in Native representations. As a panel focused on institutional change, they will address questions such as: How does a university focus on Equity and Human Rights challenge us to incorporate these activities into

our classrooms and campus planning? What role does the campus landscape and built environment play in creating an affirmative and inclusive space for students, faculty, and staff? How can we use the physical structures of our communities to promote decolonizing pedagogies?

Emilie Falc, Assoc. Professor, Communication Studies; Aaron Camacho, President of TISO (Turtle Island Student Organization); Regan Holm, and Mackenzie (Mack) Carter, members of Full Spectrum Student Organization; Colette Hyman, Professor of History and Women & Gender Studies; Mary Jo Klinker, Assistant Professor of Women's, Gender & Sexuality Studies

Session 7D: PYLE 325 Youth Empowerment and Rape Prevention in Dane County

Rape is a serious, silence and violent epidemic in Dane County: one in four girls and one in six boys will experience sexual abuse before they even graduate high school. Ending rape is one of the most effective ways to enhance well-being and empowerment for our young people.

The Rape Crisis Center (RCC) is committed to providing hope, help and healing to those who experience sexual trauma. In addition, RCC strives to end sexual violence through education and outreach. Over the course of one year, Rape Crisis Center will provide education to more than 4,000 people in Dane County, almost 80% of whom are under the age of 18. RCC chooses this target population not just because of their high vulnerability, but also because of their vital role in shifting our culture from a rape culture to a safe culture.

This workshop will engage all types of learners, utilizing visual, kinesthetic, auditory and written activities. Participants in this workshop will examine the difference between outreach and prevention and will come away with tangible teaching tools to use with any "tough" audience. Participants will learn best practices for primary prevention, as well the gaps in resources for primary prevention.

Maria Schirmer, Education Director, Education, Outreach and Prevention, Rape Crisis Center;

Session 7E: PYLE 332DE Trans Activism: Sharing Our Stories, Transforming Our Worlds

This session brings together the voices of three allies whose relationships with trans individuals have deeply impacted our personal, activist and professional lives. One presenter will perform a monologue about the life and murder of a friend who was a trans woman. The piece addresses the trauma and grief of her loss as well as the hope and beauty of speaking our truths and moving in the world with kindness, integrity and generosity. Another presenter will share a narrative about a trans woman friend

who committed suicide. Sharing this narrative serves both to honor her memory and to present a call to action to end the ways that trans people are marginalized and oppressed 'which contributes to high suicide rates in the trans community. The final presenter will share a letter written by his trans son and speak about his experiences as a parent, with a focus on his son's relational and emotional needs and his heartfelt paternal response. It is a journey that continually shapes the father's personal and professional efforts towards advocacy and social action. The telling of our stories both nurtures and shapes our work in various communities, and has allowed us to connect in meaningful ways.

Kristina (kiki) Kosnick, Lecturer, French & Arabic, Grinnell College; Amney Harper, Associate Professor, Department of Professional Counseling; Tom Scofield, Professor, Department of Professional Counseling, University of Wisconsin - Oshkosh

Session 7F: PYLE 121 - Auditorium

Taking it Back: Liberating Tropes

- **First Comes Love, Then Comes Marriage: A Feminist Rhetorical Analysis of Cosmopolitan Magazine and Heteronormative Roadmaps to Love and Happiness**

Human love is often colloquially discussed as a process of moving from point A to point B, using a metaphorical roadmap, 'First comes love, then comes marriage_Ñ_. However, the uses of a roadmap and advice regarding how to arrive at the end goal of happiness and well-being through romance can be a restrictive process that confines individuals to normative life paths in order to achieve and arrive at a 'happily ever after' destination. This paper explores how relationship roadmaps are constructed in women's magazines, specifically Cosmopolitan, in both its 1965 revamping and in its presence today. Using rhetorical and textual analysis of advice professed in the magazine during these two periods, juxtaposed against cultural conventions of the time, we suggest that discourses within Cosmopolitan transformed from liberating roadmaps that highlighted various paths to well-being into a restrictive roadmap that reinforces highly codified norms of relationships and love. Though Cosmopolitan's readership is primarily composed of and thus marketed to white, cisgendered, heterosexual women, which limits the impact of our study to that group, we hope to suggest how relationship roadmaps in mainstream women's magazines impact women of color, women with disabilities, and queer women.

Nicole Rudisill, Graduate Student, Gender & Women's Studies, University of Wisconsin-Madison; Rae Moors, Graduate Student, Gender & Women's Studies, University of Wisconsin-Madison

- **Out of the Refrigerator (And Back Again): Rhetorical Reclamations of Gwen Stacy as Superheroine**

Originally written in 1973, the death of Spider-Man's first love Gwen Stacy is considered both a turning point for the male hero and perhaps one of the earliest modern examples of the 'women in refrigerators' trope in which female characters are sacrificed to provide narrative fuel for the main male characters. Gwen Stacy has been so firmly cast in the 'dead girlfriend' role for so long that despite attempts to provide her with greater narrative prominence in series like Ultimate Spider-Man, her character arc in the recent Amazing Spider-Man film series, one of the most prominent pieces of Spider-Man media in the last few years, still ended with her death. In 2014, Marvel Comics introduced 'Spider-Gwen' an alternate universe version of the character with superpowers of her own; immediately, fans began flooding the Internet with fan art and costumes based on the character. The reaction was so strong Marvel green-lit a standalone series featuring the character and started prominently featuring her in merchandise. Using a critical approach founded both in feminist theory and constitutive rhetoric, this presentation will examine how fans and creators have reclaimed Gwen Stacy as a heroic icon and challenged the patriarchy inherent in comic book storytelling.

Bryan Carr, Assistant Professor, Communication/ Information Science, University of Wisconsin - Green Bay

Session 7G: PYLE 225

Empowerment through Agency

- **Active Vulnerability in Educational Settings to Empower One's Self and Others: A Personal Discovery of Auto-ethnography**

This presentation considers the positive potential of self-reflection in academic settings and auto-ethnography as a legitimate research framework that empowers the researcher and marginalized communities. The presentation will draw briefly on the theoretical foundations of auto-ethnography by Carolyn Ellis and Black Feminist (and Feminist) theorists' conceptions of personal experience. I seek to draw connections between my journey from poverty in Chicago to UW-Madison and how telling my own story prevents it from being co-opted as a 'bootstrap story' and actually subverts the myth of meritocracy in the United States. The act of active self-reflection bears the potential to relieve individuals of poverty baggage when they enter into privileged spaces as minorities' namely in higher education. Similarly, larger cultural and/or marginalized communities are empowered when personal stories are not co-opted to endorse the notion that marginalized people simply do not try enough. These practices can empower women (and men) individually in the absence

3:00-4:15 Session 7 (concurrent sessions)

of strong social support and in collective communities. Moreover, this poster looks at the particular case of reflection in educational institutions as possessing the power to uplift and provide solace for uneasy lived experiences of individuals and communities.

Jas (Jasmia) Hamilton, Graduate Student, Gender and Women's Studies, University of Wisconsin-Madison

• **The Queer Rhetorical Agency of Preferred Names and Gender Pronouns**

This presentation will argue how queer rhetorics, specifically gender inclusive language practices, can create agency for self-identification processes (as opposed to the assignment of identity). The presenter will examine how this agency is created by teachers providing opportunities for students to choose their preferred name and gender pronouns. While this is already a growing practice, it is a complicated one that they will examine more closely in order to analyze the rhetorical complexity of it. The presentation will suggest pedagogical considerations and strategies to address this empowering practice.

Molly Ubbesen, Graduate Student, English - Rhetoric & Composition, UW-Milwaukee

Session 7H: **(4W) Building Brave** PYLE 335DE

Confidence has been called our greatest personal resource. With it we can overcome setbacks and criticism. We see challenges as opportunities rather than roadblocks. Research shows that confidence can count for as much or even more than competence in our lives every day.

Research also shows that there is a gap in confidence between men and women. Men tend to overestimate their abilities and potential while women tend to underestimate theirs.

Confidence, though, can be learned. Similar to building up a muscle. Mary Burke experienced this is running for Governor in Wisconsin in 2014. Even though she lost, the 13 months of the campaign was her personal crash course in confidence. She is now using that experience combined with science and technology to build girls' and women's confidence in their abilities and potential through a new organization called Building Brave. She will discuss how this will be done and look for your input.

Mary Burke, businessperson, community leader and philanthropist

Session 7I: PYLE 309

Asset Based Pedagogy and the Somos Latinas History Project

The presenters will discuss how the Somos Latinas History Project used Asset Based Pedagogy to The 1960s -'70s Chicana/Latina Movement history is documented for the Southwest and is usually focused on the male agents of change; despite the fact that Chicana/Latinas have been active in their communities and nation since "day one," according to Chicana feminist Maria Cotera. Yet, the contributions of Chicanas/Latinas in the Midwest is woefully underrepresented. Combining Asset Based Pedagogy, Community Based Research and Oral History methodology, Somos Latinas History Project obtained interviews of Chicana/Latina activists of Wisconsin. In partnership with Chicanas Por Mi Raza, students created 40 edited DVDs of each interview and collected archives. Somos raw video footage is housed at CPMR database for use by approved scholars to ensure the research may continue. The Wisconsin Historical Society is creating the new Somos Latinas Collection in 2015-16. This presentation reflects upon student experience in this important research project.

Andrea 'Tess' Arenas Emeritus Faculty Affiliate, Chicana/Latina Studies, UW-Madison; Amanda Rodalez; Amanda Villanueva, UW-Madison

Session 7J: PYLE 111

What Can You Do With A MA in Women's and Gender Studies?

Recent graduates and current graduate students in the UW-System's three graduate programs in Gender and Women's Studies will discuss what motivated them to pursue a graduate degree in Women's and Gender Studies, and their careers or career plans with this as their foundation.

Presenters TBA

4:30-5:30 Session 8 (concurrent sessions)

Session 8A: PYLE 335DE

Arts, Advocacy, and Ascent: using the arts to promote social transformation and justice for survivors

This panel will discuss how the arts are being used to raise awareness about modern day slavery, human trafficking and exploitation. Working locally and globally to engage art in all its forms, artists are transforming public perceptions, educating individuals, communities and policymakers, and inspiring action to put an end to injustice.

Moderator: Sandra Adell, 4W Director for Arts and Wellbeing, and Professor of Literature, Department of Afro-American Studies at the UW-Madison; Molly Gochman, artist and founder of Red Sand Project, New York, NY; Kelly Parks Snider, artist and founder of Project Girl, Madison, WI; and Chris Stark, author and artist, Minneapolis, MN

Session 8B: PYLE 112

Unnatural History

• ***"Most Revolting Crime": Incest Incarceration in the Kansas State Penitentiary, 1880-1920***

Although incest is being researched and discussed increasingly frequently, its intersectional nature is often neglected. By using Kansas prison records, we can discover the men and women convicted of incest in Kansas courts between 1880 and 1920, as well as their catalogued identity factors related to race, class, and ability. This information can then be used to analyze which men and women were more likely to be imprisoned for incestual crimes, and which were likely to go unpunished—highlighting the racist, sexist, and classist prejudices that impacted men and women implicated in the legal system. This presentation also discusses the propensity for victim blaming that occurred regularly in incest cases at the turn of the century, a common phenomenon that underscores the gendered expectations for men and women within the courts.

Mary Louisa Williams, Graduate Student, Women, Gender, and Sexuality Studies, University of Kansas

• ***Women's medical wisdom in the age of witchery: Dorothy Bulkeley Treat and hermetic alchemy***

The experiences of New England's early cleric-physicians, such as the Rev. Gershom Bulkeley of Connecticut (son of Peter Bulkeley, the ancestor from England and founder of Concord, MA), have been extensively explored within the scholarship of witch hysteria and the emergence of modern clinical medicine within the context of European and early American alchemy; however, Bulkeley's only daughter, Dorothy Bulkeley Treat's experiences with alchemy, scientific knowledge, and clinical practice, which was inextricably tied to the seventeenth century work of early cleric-physicians, have been mentioned only briefly within the literature and these experiences deserve and warrant further attention. Some scholars have noted the key role of alchemy in the emergence of scientific knowledge and early colonial medicine, an emergence never far from the English scientific community. The Rev. Bulkeley was well connected among these practitioners of his time and in his compilation of the immense library of original volumes, or hand-copied works of imminent thought abroad, was later acquired by Dorothy via the inheritance of her son, Richard, who also became a cleric-physician (Jodziewicz, 1988; Woodward, 2010). In circumspect, Dorothy, as an illustrative woman's perspective, cannot remain overlooked.

Robin Throne, Professor, School of Education, North-central University

Session 8C: PYLE 213

Building Faculty Coalitions in WGS

WGS programs across the region could benefit from stronger faculty collaborations across campuses, especially in the current budget climate. This session opens a discussion about how faculty in WGS programs can better support one another in their teaching, scholarship, and administrative tasks.

Lauren Lacey, Associate Professor, English and Women's and Gender Studies, Edgewood College; Lisa King, Associate Professor of Philosophy, Edgewood College; Ashley Byock, Associate Professor of English, Edgewood College

4W Summit Concurrent Sessions

Saturday, April 16

4:30-5:30 Session 8 (concurrent sessions)

Session 8D: PYLE 111

Self and Situation: An Interdisciplinary Consideration of Shame

In *Femininity and Domination*, Sandra Bartky describes shame as 'a profound mode of disclosure both of self and situation.' With a sociologist, a theologian, an historian, and a literary critic, this panel will examine through an interdisciplinary lens how women have understood, managed, and negotiated shame. In 2009, 14 year-old Alexander Draper was placed in state care when his weight hit 555 pounds. His mother eventually lost custody. The sociologist's talk places the Jerri Gray case - and the larger debate about childhood obesity - in a gendered social context. Thirteenth-century Italy was a spiritually intense place for both vowed religious and Christian lay people. The theologian explores the radical way in which some pious women overcame the shame leveled upon their spiritual growth. Queen Marie-Louise of Belgium entered into her arranged marriage woefully unprepared. The historian focuses on how Queen Marie-Louise negotiated her shortcomings, shame, and revulsions to fulfill the obligations required of her. Time intersects with storytelling in Canadian-American Ruth Ozeki's mind-bender *A Tale for the Time Being*. The literary critic unpacks Lauren Berlant's figuration of the 'precarious impasse' in Ozeki's complex, self-referential novel.

Maureen McKnight, Assistant Professor, English, Cardinal Stritch University; Angela Barian, Assistant Professor, Department of Sociology; Michelle Gilgannon, Assistant Professor, Department of Religious Studies; and Mary Duarte, Associate Professor, Department of History, Cardinal Stritch University

Session 8E: PYLE 121 - Auditorium

Imagining Bodies of Resistance in Film and Gamer Culture

• **Commodified Bodies After the Apocalypse**

Using the context of the 2015 film *Mad Max: Fury Road*, a stateless society in which the destruction of the environment has reached post-apocalyptic levels, the presenter considers the theoretical and practical questions of how human bodies are being commodified and exploited. Focusing on gender, age, ability, and class, this paper explores how the film imagines bodies and resistance, and attempts to answer the larger question 'how can we build solidarity across class lines under extreme scarcity?'

Tina Trevino-Murphy, Graduate Student, Comparative Literature & Folklore Studies, University of Wisconsin-Madison

• **Playing Like a Girl: Ludic Representations of Gender in Video Games**

Most gender-focused research in the study of video games has centered on the representations of in-game characters and the tribulations of female experience in gamer culture and play communities. Less inquiry has focused on the ludic representations of gender, or what being a woman in a virtual world means for the actual experience of play. Drawing from the theory of identity tourism, this presentation proposes that gender often influences gameplay in stereotyped ways at the rules and balance level (female characters tend to be smaller, and weaker than males) and in terms of in-game roles and choices (i.e. romantic options or classes in a role-playing game). Recently, games have offered players the opportunity to alter the gender of their in-game avatars to perform the identity of their choice. However, the rules, gameplay, and story of such games are universal regardless of the chosen gender. Games are caught in a tension between stereotyped gender roles and a unisex approach that does not explore the ramifications of gender performance at all. This inherent conundrum is explored across case studies of several prominent games throughout the history of the medium, and poses important implications for both game studies and feminist criticism.

Bryan Carr, Assistant Professor, Communication/Information Science, University of Wisconsin - Green Bay

Session 8F: PYLE 332DE

(4W) Women, climate change and inequality

The presenters look at climate-gender nexus using international human rights law and particularly the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) as the framework. Looking at the UN Framework Convention on Climate Change and other instruments adopted by the Conference of Parties to see to what extent they are gender-sensitive, the presenter will also discuss the recently concluded Paris Agreement. The presentation will look at migration, adaption, human security, mitigation and extreme weather events through a gender lens.

Sumudu Atapattu, Director, Research Centers and Coordinator, UW-Madison Human Rights Program, University of Wisconsin Law School. Discussants: Karen Solheim, Director of Global Health Initiatives, UW-Madison; and Sweta Shrestha, Assistant Director for Education for the UW-Madison Global Health Institute and UW-Madison

Session 8G:

PYLE 326

Surveilling and Encoding Gender in Households and Sport

• ***Privacy, Surveillance, and Well-Being: Emerging Gendered Dimensions of Big Data and Computer Monitoring***

Privacy and surveillance issues are becoming more complex as 'big data' and machine learning replace traditional forms of dossier collection, statistical analysis, and archiving. This presentation explores gender-related aspects of these emerging concerns, with special focus on dimensions that relate to personal and community well-being (such as the safety of domestic violence victims). The enormous amounts of data associated with social media systems and mobile applications have increased the number of facial recognition, locational tracking, socioeconomic analysis, and related practices being conducted by corporations as well as governmental agencies. Corporations and governmental agencies often couple and reinforce their efforts, which can magnify the difficulty of discerning legitimate and actionable citizen concerns and mapping practical modes for addressing them. Gender-related issues can also involve the reframing of stereotypes in complex 'big data' analytical form. This paper projects the future of these concerns in the light of expansions in social media involvement by citizens, potentially diminishing some aspects of their political and social autonomy.

Jo Ann Oravec, Professor, Information Technology and Supply Chain Management, University of Wisconsin at Whitewater

• ***Defining 'Fair Play' in a Court of Law: The Contested Limits to Gendered Bodies***

The politics of 'fair play' in international sport involve defining and contesting the acceptable terms for athletic performance. However, establishing the gendered boundaries of performance in line with a male/female binary is far from straightforward. This presentation offers a critical account of a recent ruling by the international Court of Arbitration for Sport (CAS) involving the International Association for Athletics Federations (IAAF) and a female Indian athlete, Dutee Chand. Chand contested the Hyperandrogenism Regulations of the IAAF, which had led to her being barred from competition because the testosterone levels in her body exceeded the (contested) legal limit for female athletes. The CAS ultimately ruled in favor of Chand, but only because of perceived temporary inadequacies in the available scientific and medical evidence, thus allowing for the Regulations to be reinstated in the future. This presentation offers the perspective

of a quasi-insider, since the presenter, a former elite athlete, testified in the case in support of Chand. The presenter discusses the implications of such contestation within international sport for reconfiguring (and reinforcing) broader understanding of the hierarchical line between male/female bodies.

Madeleine Pape, Graduate Student, Sociology, University of Wisconsin-Madison

Session 8H:

PYLE 309

'I sometimes worry that I'm not trans enough': Gender Journals as Epistemological Device in Women's and Gender Studies

This panel, comprised of an instructor and two students, examines the pedagogical and epistemological value of the 'Gender Journal,' an assignment in an *Introduction to Women's and Gender Studies* class. Addressing a growing need to include more diverse and fluid gender identities in classroom instruction, the *Gender Journal* engages students' public and private selves, inviting reflections on how gender influences identity, relationships, and community. The speakers will reflect on how extensive journal reflections on gender identity impact inclusive learning and shape classroom relationships, including: examining ways in which this assignment aims to create a safe space in the classroom for honest and meaningful dialogue; sharing student excerpts from their journals with reflections on experiences as transgender students encountering daily security concerns involving 'passing,' 'outing,' and misgendering; and drawing on journal entries to question how their non-binary gender identity impacts categories of sexual identity.

Casey O'Brien, Senior Lecturer, Women's and Gender Studies, UW-Milwaukee; Sebastian Black and Zoe Colip, Undergraduate Students, Women's and Gender Studies, UW-Milwaukee;

Moderator: Krista Grensavitch, Lecturer, Women's and Gender Studies, Carthage College, PhD Student, History, UW-Milwaukee

Session 8I:

PYLE 325

Violence in Media Representations

- ***U.S. Media, Islamophobia and Feminism***

On Friday November 13th, 2015 Paris, France experienced multiple terrorist attacks, which left over 120 people dead. The Islamic Terrorist group known as Islamic State of Iraq and Syria (ISIS) claimed responsibility for the attack. Two days later in London, a man pushed a Muslim woman in front of an oncoming train. Muslim Countries have been a hot topic in the news realm in modern history, and through out history though there has been an 'us vs. them' mentality that has affected how the media portrays Muslims, how politicians speak of the Muslim culture, and how we Western citizens view Muslims. This research paper will explore the U.S Media response to the November 13th Paris attacks from a feminist analysis, and how the U.S. Media constructions of Islamophobia hinder the goals of transnational feminism. This research builds from Smith's arguments in "Heteropatriarchy and the Three Pillars of White Supremacy" which Smith argues how Orientalism and War are tools of White Supremacy to uphold their strong hold and this situates the analysis in an Orientalism framework to be examined. Using an transnational feminist approach, this work speaks to well-being of Muslim women and their treatment in various Western countries.

Kathreen Smith, Undergraduate Student, Women, Gender and Sexuality Studies, Winona State University

- ***The problem with calling Gun Violence a mental health issue***

There have been nearly 50 mass school shootings in the past year in the United States, and that does not count the other mass shootings that happen at malls, churches and other public spaces from a perpetrator looking to strike fear. Society and news media are quick to blame gun violence solely on mental illness without realizing the damage this type of language causes. Likewise, this avoids addressing the real systemic and intersectional issues, such as gender and race of the perpetrators. In this paper the presenter will use disability studies to analyze how destructive this idea is to the perception of and living with mental illness, as well as comparing how media further constructs narratives dealing with race and masculinity.

Samantha Stetzer, Undergraduate Student, Women Gender Studies, Winona State University

Session 8J:

PYLE 225

(4W) Women's Voices Through Textiles: African Women's Narratives of Historical Memory

In various African countries, one cannot walk far without noticing messages expressed by women on cloth. Women tell stories of their lives, their pride, their passions, their joys and sorrows. This paper will discuss ways in which African women design and use fabrics as an important space for education, empowerment, activism, social justice, and solidarity. Art and feminist politics intersect on these fabrics to give women agency and impetus towards action. Women of all ages and from diverse ethnic groups and socioeconomic levels converge in the design and use of the fabrics to talk about sexual violence, the use of rape and HIV AIDS as a weapon of war, gender inequality, lack of access to healthcare, apartheid, and other human rights issues, thus creating a homogenous group that many want to be a part of. These fabrics become socio-historical documents that need to be collected and preserved. One such collection is the African Commemorative Fabric collection and Digital Project at the University of Wisconsin – Madison.

Emilie Songolo, Senior Academic Librarian, University of Wisconsin- Madison

4W Summit Program Review Committee

Thanks go to our Summit Program Review Committee:

- Marit Ann Barkve, Ph.D. student in the Department of Scandinavian Studies, UW-Madison
- Sweta Shrestha, Education Programs Associate, Global Health Institute, UW-Madison
- Genevieve Le May, Advanced Opportunities Fellow, Graduate Student in Gender and Women's Studies, and McNair Scholar Alum UW-Madison
- Jan Miyasaki, Senior Lecturer, Asian American Studies, UW-Madison, and Director of Project Respect
- Dee Warmath, Assistant Professor, School of Human Ecology
- Patty Loew, Professor, Life Science Communications, UW-Madison
- Ellie Schemenauer, Chair, Women's Studies, UW-Whitewater
- Dong Ibister, Women's and Gender Studies Director, UW-Platteville
- Karla Strand, UW System Gender and Women's Studies Librarian
- Helen Klebesadel, Director, UW Women's and Gender Studies Consortium, and 4W Summit Co-Chair

Thanks also go to:

- Dace Zeps, Center for Research on Gender and Women, UW-Madison
- Jessica Steinhart, student, UW-Madison
- Ann Grauvogl, Communications Specialist, Global Health Institute
- Linda Zwicker, Assistant Dean, School of Human Ecology
- Kim Santiago, International Alumni and Development Specialist, Global Health Institute
- Maggie Kratz, Director of Development, Global Health Institute
- Betsy Teigland, Programs Coordinator, Global Health Institute

We thank the many students and other volunteer who helped us in so many ways to make the 2016 4W Summit possible.

We also thank the many 4W presenters for sharing their expertise, scholarship and creative work with our academic learning community.

Power through Knowledge: Improving the Lives of Women Worldwide through A Learning Community Leading to Action

1976 was the first year a women's studies conference was held in the UW System, at UW-Madison, initiated by campus librarians, with the theme of "Development of Resources for Women's Studies in the UW System".

In 2016 the **UW-Madison 4W Initiative** and the **UW Women and Gender Studies Consortium** join forces to present the first **4W Summit on Women, Gender, and Well-being** with a focus on the research, scholarship, teaching and learning, activism and women's well-being in a global context, across all schools and disciplines. The Summit presents a new vision of research to action, built upon four decades of teaching, learning, scholarship and field work of the larger University of Wisconsin women's and gender studies learning community.

The 4W Summit organizers **support, respect, and value all people's identities**, and see this Summit as part of work toward a transformed, multicultural, and inclusive environment, that promotes increased understandings of feminism and its interconnections with issues of race, ethnicity, age, class, ability status, sexual orientation, and gender identity; and encourage participation representative of our campuses and communities.

Past Wisconsin Women and Gender Studies conference programs:
<http://www.womenstudies.wisc.edu/WSC/events/confer/pastconf.htm>

2016 4W Presenters

| | | | |
|--------------------------|-------------------------|-------------------------|--------------|
| Sadat Abiri | 3J | Lachrista Greco | 1A |
| Sandra Adell | 8A | Rhiannon Gregoire | 2C |
| Future Akin | 2F, 6A | Krista Grensavitch | 3F, 6H, 8H |
| Kabwama Alex | 6I | Jas (Jasmia) Hamilton | 7G |
| Araceli Alonso | Friday lunch, Plenary 2 | Andrea Hansen | 1D |
| Jennifer Angus | 3A | Amney Harper | 3E, 7E |
| Alia Arafeh | 4H | Holly Hassel | 1B |
| Andrea 'Tess' Arenas | Plenary 1, 7I | Mary Ann S. Hernandez | 2B |
| Gregory M Arther | 4I | Juli Hinds | 1C, 6C |
| Sumudu Atapattu | 8F | Sandra Bonnici Hoecherl | 5G |
| Melanie Ayres | 1B | Deanna Hoff | 6F |
| Emily Baer | 5B | Tracey Holloway | 5H |
| Angela Barian | 8D | Regan Holm | 7C |
| Ruth Ann Belknap | 1E | Kara Hurley | 4A |
| Amy Bintliff | Plenary 2, 6J | Janet Hyde | UNESCO |
| Angela Rose Black | 2A | Colette Hyman | 7C |
| Sebastian Black | 8H | Nancy Irizarry | 5A |
| Lynne Blinkenberg | 2I | Dong Isbister | 4I |
| Emily Bowles | 5G | Hailey Johnson | 5I |
| Sandie Brick-Margelofsky | 5E | Katie Juettner | 8I |
| Ruby Brion | 2B | Kalungi Eric Kabuye | 6I |
| Jess Brookens | 6B | Farida Khan | 2J |
| Lori DiPrete Brown | Plenary 1 | Lisa King | 8C |
| Mary Burke | 7H | Shay King | 3F |
| Sarah Sadi Busse | 2H | Yuri Kitov | 2G |
| Rachel Byington | 5F | Helen Klebesadel | 3H |
| Ashley Byock | 8C | Mary Jo Klinker | 7C |
| Melanie Cain | Musical | Kristina (kiki) Kosnick | 7E |
| Aaron Camacho | 7C | Mike Krug | 3G |
| Leslie Cao | Musical | TREES Lab | 4I |
| Liz Cannon | 3E | Lauren Lacey | 8C |
| Cody J Carmody | 4I | Teresa Langle DePaz | Friday Lunch |
| Bryan Carr | 7F, 8E | Christie Launius | 1B |
| Mackenzie (Mack) Carter | 7C | Genevieve Le May | 3B |
| Ed Check | 2F, 6A | Daniel Libby | 5E |
| Zoe Colip | 8H | Terry Glenn Lilley | 5C |
| Maria Cotera | Plenary 1 | Richard Lubben | 6A |
| Madeline Court | 3D | Kelsey Lueptow | 5D |
| Mary Crave | 4J | Rhea Lyons | 5I |
| Natasha Crooks | 5D | Anna Mansson McGinty | 2E |
| Diane Detournay | 3C | Erika Marín-Spiotta | 5H |
| Lauren DeVries | 4B | Mridu Markan | 6I |
| Sara Doan | 3H | Frankie Mastrangelo | 6H |
| Marnie Dresser | 2H | Ann Mattis | 1B |
| Mary Duarte | 8D | Courtney Mauck | 1C |
| Larissa Duncan | 2A | Angela McJunkin | Musical |
| Tracey V. Dutcher | 1E | Maureen McKnight | 8D |
| Emilie Falc | 7C | Linda Garcia Merchant | Plenary 1 |
| Payton Foley | 6B, 7B | Andrea Miranda | 3F |
| Sophia Friedman-Ridenour | 4J | Sarah Moore | 5I |
| Regina Fuller | 6D | Rae Moors | 7F |
| Jean M. Geran | Plenary 2 | Maria Moreno | 5J |
| Svetlana Gertner | 2G | Risa Munroya | 3G |
| Michelle Gilgannon | 8D | Caryn Murphy | 1C |
| John Glaunert | 4D | Tommy Murphy | 3G |
| Molly Gochman | 8A | Andrea Musher | Musical |

2016 4W Presenters

| | | | |
|----------------------------|------------------|-----------------------|---------|
| Janet Niewold | 3A | Linda Vakunta | 5A |
| Casey O'Brien | 6H, 8H | Wendy Vardaman | 2H |
| Olayinka Olagbegi-Adegbite | 6D | Brooke Vieaux | 6F |
| Christopher W. Olsen | 1E | Josephine A. Villamin | 2B |
| Jo Ann Oravec | 8G | Amanda Villanueva | 7I |
| Madeleine Pape | 8G | Julianne Voights | 2C, 6B |
| Kelly Parks Snider | 8A | Amanda Ward | 5F |
| Emily Parrott | 2D | Dee Warmath | 3A |
| Nola Pastor | 6F | DeJuan Washington | 7B |
| Alice Pauser | 6E | Jennifer Weitzel, | 3J |
| Thistle Pettersen | 3H | Kendell Welch | 4I |
| Emily Prange | 4E | Jan Wellik | 1D |
| Marcy Quiason | 3B | Christine Whelan | 2D |
| Gelzen Ramirez Jamolin | 2B | Sarah Whelan | Musical |
| Stephanie Rearick, | Musical | Adrienne White | 3J |
| Amanda Rodalez | 7I | Andrea White | 3G |
| Julia Rodriguez | 3G | Mary Louisa Williams | 8B |
| Nicole Rudisill | 7F | Morgan Young | 5A |
| Jonathan Scharrer | 7A | Katie Zaman | 2J |
| Ellie Schemenauer | 2C, 3C, 6B | | |
| Tanya Scherer | 6B | | |
| Maria Schirmer | 7D | | |
| Lissa Schneider-Rebozo | 3D | | |
| Philip T Schulz | 4I | | |
| Tom Scofield | 7E | | |
| Asha Sen | 1E | | |
| Caroline Seymour-Jorn | 2E | | |
| Donna Shalala | Saturday Keynote | | |
| James Sheets | 6B, 7B | | |
| J. Adam Shelton | Musical | | |
| Jennifer Sheridan | 5H | | |
| Vivian Shoemaker | 2C | | |
| Sweta Shrestha | 8F | | |
| Alice Skenandore | 5A | | |
| Kathreen Smith | 8I | | |
| Karen Solheim | 3J, 8F | | |
| Emilie Songolo | 8J | | |
| Chris Stark | Plenary 2, 8A | | |
| Kyler Steffe | 4C | | |
| Jaya Steinhart | 4F | | |
| Rebecca Stephens | 1B | | |
| Samantha Stetzer | 8I | | |
| Jacob Stock | 3G | | |
| Sarah Swanson | 3G | | |
| Chelsie Sweeney | 2C, 6B | | |
| Kristin Sziarto | 2E | | |
| Martha A. Taylor | 3I | | |
| Ariana Tellez | 1E | | |
| Tererai Trent | Friday Keynote | | |
| Robin Throne | 8B | | |
| Sophia Torrijos | 1E | | |
| Ali Trevino-Murphy | 5B | | |
| Tina Trevino-Murphy | 5B, 8E | | |
| Anastasiya Tsoy | 6G | | |
| Molly Ubbesen | 7G | | |
| Chris Underwood | 4I | | |

Save the Dates!

2017 4W Summit on Women, Gender and Well-being

April 28-29, 2017

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