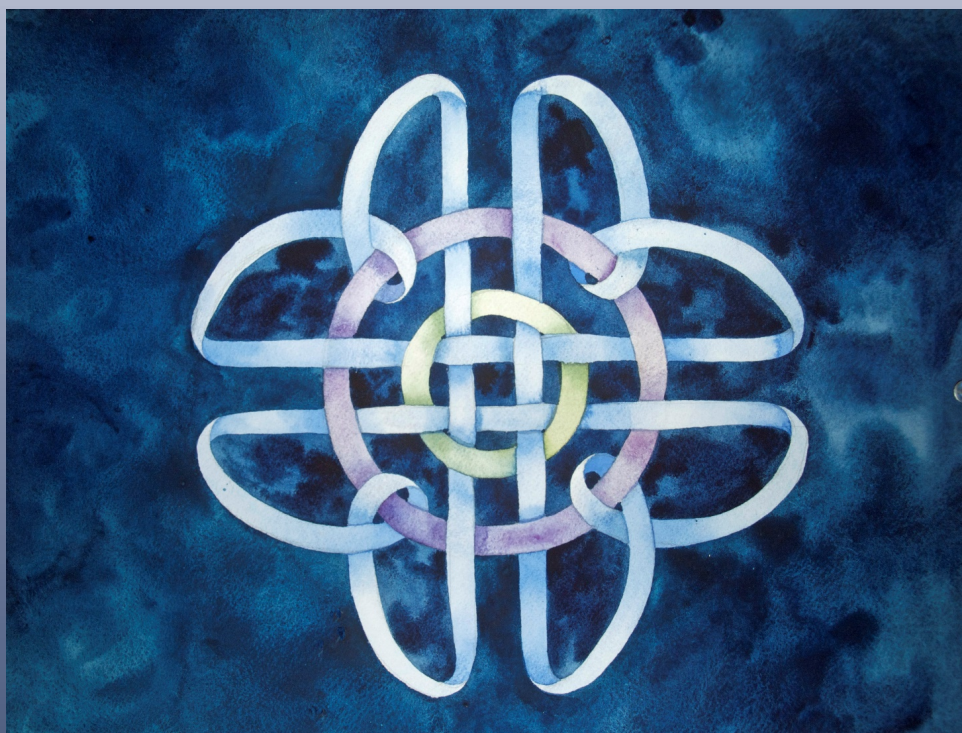


TRANSFORMATIVE EDUCATION: Equity, Sustainability, Empowerment

*Second Annual
2017 4W Summit on Women, Gender, and Wellbeing
April 27-29, 2017*

University of Wisconsin-Madison



#4Wsummit2017



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 AT&T Lounge unless otherwise indicated
- Vendor space in the Pyle Center AT&T Lounge
- * Indicates Free and Open to the Public

CONFERENCE AGENDA

Thursday, April 27, 2017

- 4:00 * Sofa Lecture and 4W Keynote: Dr. Vandana Shiva, Pyle Alumni Lounge *
- 5:30 * Reception, Pyle Alumni Lounge *
- 6:30 * Film, Why Women Should Climb Mountains, Pyle Alumni Lounge *

Friday, April 28, 2017

- 8:00-4:00 Conference Registration
- 8:00-9:00 Session 1 (concurrent sessions)
- 9:15-11:45 * Summit Plenary I: Transformative Transnational Feminism: Theory and Praxis for the Future of Feminism, Alumni Lounge *
- Summit Plenary II: Democracy, Gender and Transformative Education in Europe: The Case of Spain, Alumni Lounge *
- 12:00-12:45 Lunch (Lowell Hall Dining Room)
- 1:00-2:00 Session 2 (concurrent sessions)
- 2:15-3:15 Session 3 (concurrent sessions)
- 3:15-3:30 Refreshments, AT&T Lounge
- 3:30-4:30 Session 4 (concurrent sessions)
- 4:45-5:45 Session 5 (Poster Session I), Lee Lounge
- 6:00 * 40th Anniversary Gender and WS Librarian Office Reception, 3rd Floor East*
- 7:00 * Step by Step: Building a Feminist Movement, 1941-1977, Pyle Rooms 325 & 326

Saturday, April 29, 2016

- 8:00-4:00 Conference Registration
- 8:00-9:00 Session 6 (concurrent sessions)
- 9:15-10:30 * Summit Plenary III: African American Women Beyond the Stereotypes: Mental health, Resilience, and Sustainability, Alumni Lounge *
- 10:45-11:45 Session 7 (Poster Session II), Lee Lounge
- 12:00-12:45 Lunch (Lowell Hall Dining Room)
- 1:00-2:00 * Summit Plenary IV: Social Transformations to End Exploitation and Trafficking for Sex (STREETS): Survivor and Educator Perspectives on Human Trafficking Education, Alumni Lounge *
- 2:15-3:15 Session 8 (concurrent sessions)
- 3:15-3:30 Refreshments, AT&T Lounge
- 3:30-4:30 Session 9 (concurrent sessions)
- 4:45-6:15 * Summit Plenary V: Multiple Ways of Knowing: Insights Grounded in Indigenous Experiences, Alumni Lounge *

WELCOME TO THE 2017 4W SUMMIT ON WOMEN, GENDER AND WELL-BEING

Thank you for joining us again to explore themes related to women, gender and wellbeing, in Wisconsin and the world and celebrate our shared work. The 4W Summit is again hosted by the UW-Madison 4W (Women and Well-being in Wisconsin and the World) Initiative and the University of Wisconsin Women's and Gender Studies Consortium (WGSC). It is convened under the auspices of the UNESCO Chair on Gender, Wellbeing and a Culture of Peace, part of the United Nations' platform on education, science and culture. With this UNESCO designation, the UW-Madison joined a network of 12 other chairs on gender around the world, connecting efforts of women in Europe, Latin America, Africa and the United States.

In 2016, the UW-Madison 4W Initiative collaborated with WGSC to offer the first 4W Summit. The goal was to share 4W's ambitious national and international interdisciplinary action research agenda, with the aim of making life better for women, and making the world better for all. The 2017 4W Summit will be the 40th time the Women's Studies and Gender Consortium (WGSC) has brought faculty and students on all University of Wisconsin System campuses together with private colleges in the region to foster teaching, research, and scholarship at the intersection of class, gender, race, sexuality, ability, age and other axes of identity.

In 2017, the 4W Summit theme is *TRANSFORMATIVE EDUCATION: Equity, Sustainability, Empowerment*. Presentations feature international, national and regional scholarship addressing a range of local and global challenges to women's education and wellbeing. Our Soffa Lecture and keynote speaker is Dr. Vandana Shiva, who *Time* magazine environmental hero and one of *Forbes* seven most powerful women on the globe. Our plenary speakers also include Ada Deer, former U.S. Assistant Secretary of the Department of Interior—Bureau of Indian Affairs and Distinguished Lecturer Emerita who will join joins members of the Choctaw, Standing Rock Sioux, Turtle Mountain Ojibwe and Bad River Ojibwe tribes to discuss knowledge grounded in indigenous experiences. Wisconsin scholars and practitioners explore the multilayered identities and roles of African American women with a focus on mental health and wellness, resiliency and the sustainability movement. International scholars and researchers explore how the Spanish democracy developed policies to support gender equality as part of democracy, and presenters from Egypt, Australia, India and the USA will discuss transformative transnational feminism in the context of the future of feminism.

We hope the 2017 summit allows you to engage with others, celebrate the achievements, and gather energy for future shared work.

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

Summit Conveners

The 4W Summit co-conveners and co-sponsors are honored to be holding this conference under the auspices of the UNESCO Chair on Gender, Wellbeing, and a Culture of Peace as part of a global United Nations Platform on education, science, and culture.

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

UW-MADISON CAMPUS CO-SPONSORS

- UW-Madison Office of the Provost
- UW-Madison School of Human Ecology
- UW-Madison Global Health Institute
- UW-Madison Department of Gender and Women's Studies
- UW-Madison Center for Research on Gender and Women
- UW-Madison Division of Continuing Studies
- UW-Madison Division of Diversity, Equity & Educational Achievement
- J. Jobe and Marguerite Jacqmin Soffa Lecture sponsored by the Human Rights Program, The International Division, and the Global Legal Studies Center
- UW System Administration Office for Academic & Student Affairs Academic Programs and Educational Innovation (APEI)

2017 REGIONAL CO-SPONSORS:

Women's and Gender Studies, Alverno College

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**
- **Rose-Marie Avin, Chair**, Women's Studies Program, **UW-Eau Claire**
- **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**
- **Carolyn Eichner, Chair**, Women's Studies Program, **UW-Milwaukee**
- **Christie Launius, Director**, Women's and Gender Studies Program, **UW-Oshkosh**
- **Josef Benson, Chair**, Women's, Gender, & Sexuality Studies, **UW-Parkside**
- **Dong L. Isbister, Director**, Women's & Gender Studies Program, **UW-Platteville**
- **Melanie Ayres, Coordinator**, Women's & Gender Studies Program, **UW-River Falls**
- **Rebecca Stephens, Coordinator**, Women's & Gender Studies Program, **UW-Stevens Point**
- **Kate Thomas, Director**, 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 and Science Program, **UW-Oshkosh**

4W Summit Speakers

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

Welcome by Lori DiPrete Brown, Director, 4W Initiative, and Helen Klebesadel, Director, Women's and Gender Studies Consortium

4W Summit Keynote

Dr. Vandana Shiva

Women Lead the Way: From Violence to Non-Violence, from Greed to Sharing, from Hate to Love

Thursday, April 27, 2017, 4:00-6:00

Introduction by **Alexandra Huneeus**, Associate Professor of Law, University of Wisconsin Law School

Vandana Shiva, Ph.D., an internationally recognized activist in agriculture, gender, property rights and environment. She is the founder and director of the Research Foundation for Science, Technology and Ecology in Dehra Dun, India. The foundation addresses the most significant ecological and social issues of our times, working in close partnership with local communities and social movements.

Trained as a physicist, she is well-known for her interdisciplinary research in science, technology and environmental policy and her activism for protecting biodiversity, promoting sustainable agriculture and championing gender equity. Shiva was chosen as one of Time magazine's environmental heroes in 2003, and Forbes called her one of the Seven Most Powerful Women on the Globe in 2010. She has been instrumental in changing the practice and paradigms of agriculture and food and made significant contributions in the areas of intellectual property rights and biodiversity. Her contributions to gender issues are internationally recognized.

Dr. Shiva also founded Navdanya, a national movement to protect the diversity and integrity of living resources – especially native seed – and to promote organic farming and fair trade. For last two decades, Navdanya has worked with local communities and organizations, serving more than 500,000 men and women farmers. Navdanya's efforts have resulted in the conservation of more than 3,000 rice varieties from across India, and the organization has established 60 seed banks in 16 states across the country.

4W Summit Plenaries

Welcome by **Soyeon Shim**, Dean of the School of Human Ecology, and **Judith Houck**, Chair, Department of Gender and Women's Studies, with introductions by **Lori DiPrete Brown**, Director, 4W Initiative, and **Helen Klebesadel**, Director, Women's and Gender Studies Consortium

Plenary I: Transformative Transnational Feminism: Theory and Praxis for the Future of Feminism

Friday, April 28, 2017, 9:15-10:30, Pyle Center, Alumni Lounge

The birth of transnational feminism responded to an urgent need to bridge feminist endeavors across boundaries of identity and geography under neo-liberal market globalization. The plenary speakers argue that transformational built on a foundation of transnational feminism is essential to the women's wellbeing internationally. They will discuss models of transnational feminist activism and pedagogies that have helped to shift what some have called the 'Savior Complex' of feminism based in white western women's experience to a transformative feminism built upon shared access to defining actions and power sharing. The panelists will discuss whether intercultural, transformative feminist collaborations that involve diverse negotiations and complex relationships can be equitably structured given that collaboration necessitates power sharing. The panelists will reaffirm that transformational feminism is essential to women's wellbeing globally and discuss models of transnational feminist activism and pedagogies based on their praxis. Our speakers join us in person and virtually to demonstrate how technology can help us bring more diverse and transnational voices to our campuses and classrooms.

In Person:

Devaleena Das (India) is an intersectional feminist and a Lecturer in Gender and Women's Studies at University of Wisconsin-Madison. Prior to joining UW-Madison, Das was Assistant Professor of English at Jesus and Mary College, University of Delhi. She earned her Ph.D. from the Department of English, University of Calcutta on Australian postcolonial and feminist literature. In 2009, she received Endowment Foreign Travel Fellowship for her research to work at University of Queensland, Brisbane. Her current monograph *Feminists on Theseus's Ship: Fragmented Body, (Ir)replaceable Parts* focuses on the female body parts as anatomical signatures across culture and race. She has published peer reviewed articles on transnational feminism in leading journals and her published books include *Critical Study of Nathaniel Hawthorne's The Scarlet Letter*, *Critical Essays on Alice Walker's, The Color Purple*, *Claiming Space: Australian Women's Writing and Unveiling Desire: Fallen Women in Literature, Culture, and Films of the East*.

Colette Morrow (USA) (USA) is an Associate Professor of English at Purdue University Northwest (formerly Purdue University Calumet). She is the former president of the National Women's Studies Association and is a Senior Fulbright Scholar and has worked to develop Women's and Gender Studies in universities in Eastern Europe and South Asia. She earned her Ph.D. in English at Texas Christian University and has served on the board of Feminist Formations (formerly the *NWSA Journal*). She has co-edited (with Sue Rosser) *Feminist Formations' Retrospective Book Series*, which includes her co-edited book, (with Terri Ann Fredrick) *Getting in Is Not Enough: Women in the Global Workplace* (John Hopkins UP, 2012).

Virtually:

Nawal el Saadawi (Egypt) is an Egyptian feminist writer, activist, physician and psychiatrist. Some of her popular books about women in Islam are *Woman at Point Zero*, *God Dies by the Nile*, *A Daughter of Isis*, *Zeina*, *Two Women in One*, *The Fall of the Imam*, *Memoirs of a Woman Doctor* and *The Hidden Face of Eve*. She is the founder and president of the Arab Women's Solidarity Association and co-founder of the Arab Association for Human Rights and has been awarded honorary degrees on three continents. She is the founder of the Health Education Association and the Egyptian Women Writers Association, and served as Chief Editor for Health Magazine in Cairo and Editor for Medical Association Magazine.

Susan Hawthorne (Australia) is a poet, novelist, lesbian activist and non-fiction writer. Her books have been finalists in many awards including poetry titles *Cow* for the 2012 Kenneth Slessor Poetry Prize, NSW Premier's Literary Award and 2012 Audre Lorde Lesbian Poetry Award (USA), *Earth's Breath*, 2010 Judith Wright Poetry Prize. Her novel *The Falling Woman* was listed as one of the Best Books of the Year in The Australian and a Top Twenty Title in the Listener Women's Book Festival (NZ), *Wild Politics* was listed as a Best Book of the Year in ABR and The Spinifex Quiz Book was a Finalist in the Australian Educational Awards. Susan loves ancient languages and has studied Ancient Greek, Sanskrit and Latin. She holds a PhD in Political Science and Women's Studies and has written extensively about ecology, radical feminism, economics, war and international relations. She teaches in the Writing Program and James Cook University, Townsville, Australia. She is also co-founder and director of the independent feminist publishing house, Spinifex Press which publishes international and local feminist books and eBooks.

Plenary II: *Democracy, Gender and Transformative Education in Europe: The Case of Spain*

Friday, April 28, 2017, 10:40-11:45, Pyle Center, Alumni Lounge

This plenary of international scholars will examine the development and transformations that Equality Public Policies have introduced in the field of citizenship, gender relations and education in Spain. From its beginnings in the 80s, the young Spanish democracy developed policies that supported gender equality as a substantial part of democracy. The speakers will first analyze the role of the European Union and women's movements in the implementation of gender equality. Next, they will examine Gender Equality Laws in Spain, and the changes they have introduced in Spanish society. Finally, they will analyze the development of Gender Studies in Spanish Academia. Panelists join us virtually and in person from Autonomous University of Madrid, Spain:

Teresa Langle de Paz: (Moderator) is the founder and co-director of **Women's Knowledge International**, a global educational feminist initiative (www.womensknowledge.org) at the Institute DEMOSPAZ for Human Rights, Democracy, and a Culture of Peace and non-Violence at the Autonomous University of Madrid (Spain). She has a PhD in the Humanities from Brown University and has been a professor at various universities the United States and Spain. Based in Madrid, Spain, she is co-founder and co-director of the UNESCO Chair on Gender, Wellbeing and Culture of Peace and Honorary Fellow at the Center for Research on Gender and Women at the University of Wisconsin-Madison. She has published books and scientific essays on the history of feminism and most, recently, feminist theory. Her most recent scholarly work is on feminism as an affective and emotional phenomenon that is key to personal and social transformations.

Pilar Folguera is Professor of Contemporary History at the Autonomous University of Madrid (UAM) and holder of the Jean Monnet Chair of European Integration History. Member of CEHRI (Spanish Commission of History of International Relations). Member of UNESCO UNITWIN NETWORK "Gender Policies and Equal Rights of Women and Men" the Scientific Committee of the Chair. She has been Vice-Rector of International Relations at the UAM and director of the Institute of Women's Studies at the Autonomous University of Madrid, of which he is currently a member. She has been Director of the Department of Contemporary History at the Autonomous University of Madrid. Among her published works are: "Gender equality in the European and international context" (2006, 2010) "The Europeanization of Spanish citizenship" (2007), "The debate on European integration model in France, Italy, Germany and Spain" (2009) "The EU as a global player in Maastricht to Lisbon" (2009). "Civil Society and Collective Action Europe: 1948-2008" (2010); Women with Voice, Voices from Silence. A Necessary History of the International University Menéndez Pelayo (2010). "Welcome to the Third Life. Attitudes and motivations of older women in Europe. " (2013). "Oral History and Political Elites: A Methodological Reflection" (2016).

Elena Beltrán is Professor of Legal Philosophy at the Department of Public Law and Legal Philosophy, Universidad Autónoma de Madrid, where she teaches Legal and Political Philosophy. She has published on issues of contemporary Theories of Justice; Liberalism and its critics; Critical Legal Studies; Constitutional Equality; Gender and Citizenship; Education and State Neutrality; Multicultural Challenges to Liberal Democratic Institutions; the meaning of Respect for Religious and Non-Religious People; Prostitution and Women's Rights. She is currently researching on Property Rights and Human Bodies. She was Visiting Scholar at the Human Rights Direction in the Council of Europe, in Strasbourg; New York University School of Law; Boston College; Institut de Theorie du Droit, Paris X; and London School of Economics. She was vice dean of the Law School and Chair of the Committee of Equality in the Universidad Autónoma de Madrid.

Cristina Sánchez is Professor of Legal Philosophy at the Department of Public Law and Legal Philosophy, Autonomous University of Madrid. Her main research lines are related to contemporary Feminist Theory and to Women's citizenship, within the framework of Political Philosophy. She has published on issues of Gender and Multiculturalism, Gender and Violences, Mass Rape at War and Critical Theory and Feminist Theory. She was Visiting Scholar at the Law School in Valparaíso University (Chile), Javeriana University, Bogotá (Colombia), Humboldt University, Berlin (Germany). She was Director of the Master Degree in Gender Studies (Autonomous University of Madrid), and currently Director of the Research Institute of Women Studies (Autonomous University of Madrid). Her currently research is about Political Violence against women in diverse political scenarios and contexts.

Plenary III: African American Women Beyond the Stereotypes: Mental health, Resilience, and Sustainability

Saturday, April 29, 9:15-10:30, Pyle Center Alumni Lounge

Academia and the media often present very narrow perspectives of African American women. This session will explore the multilayered identities and roles of African American women with a focus on mental health and wellness, resiliency, and African American women's frequently ignored role within the sustainability movement. The panelists will also explore the impact of the political, economic, and social climates within the U.S. on African American women and how they have managed to survive and thrive amid often hostile environments. This session is being sponsored by the African American Health Network of Dane County.

Introduction by **Linda D. Scott**, Dean and Professor, School of Nursing, University of Wisconsin-Madison

Gale Johnson (Moderator) has been the director of the Wisconsin Well Woman Program (WWWP) in the Department of Health Services for more than 20 years. This statewide program is Wisconsin's component of the National Breast and Cervical Cancer Early Detection Program administered by the Centers for Disease Control and Prevention (CDC). Ms. Johnson is a past Chair of the CDC Council for Breast and Cervical Cancer Prevention and Control. For three years, she was also a member of the CDC's National Breast and Cervical Cancer Early Detection and Control Advisory Committee. For many years, Ms. Johnson has been a very active member of the Wisconsin Women of Color Network. She has also been a member of the African American Health Network of Dane County since its inception in 2003. Recognizing the importance of women living long healthy lives, Ms. Johnson has coordinated health programs for both organizations.

Earlise Ward is an Associate Professor in the School of Nursing at University of Wisconsin-Madison. She conducts community-based clinical research focused on older African American women's mental health. Her research examines their beliefs about mental illness, whether these beliefs may serve as barriers to seeking mental health services, and coping behaviors in response to mental illness. This line of research is geared to develop more culturally appropriate and effective mental health interventions for older African American women. Professor Ward's current research projects have used a life-course perspective and the Common Sense theoretical framework.

Janean Dilworth-Bart is an Associate Professor in the School of Human Ecology whose research focuses on the intersection of children's early developmental contexts and neurocognitive development, including how these factors interact to promote children's academic and social competence. She is particularly interested in studying contexts of socioeconomic risk and race-ethnicity using an ecological model and the area of neurocognitive development that deals with executive function (EF), including such cognitive functions as attention, planning, problem solving, and decision making.

Annette Miller is the director of emerging markets and community development at Madison Gas and Electric. She has served as a member of the boards of the Urban League of Greater Madison and St. Mary's Hospital and an aide in the office of former Madison Mayor Dave Cieslewicz. Annette is currently in graduate school pursuing her Masters in Social Innovation and Sustainability Leadership which she will complete this summer. She brings to this panel a focus on how African Americans, while not always well represented in the traditional environmental movement, have been pooling resources and living sustainably long before it became a popular academic term and goal.

Plenary IV: *Social Transformations to End Exploitation and Trafficking for Sex (STREETS)* **Saturday, April 29, 1:00-2:00, Pyle Center Alumni Lounge**

This plenary session updates the audience on the STREETS anti-trafficking initiative introduced at the 2016 4W Summit. STREETS 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 an update of STREETS activities and a presentation of the preliminary results from a STREETS study with educators and survivors of trafficking.

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 University of Wisconsin 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.

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.

Plenary V: *Multiple Ways of Knowing: Insights Grounded in Indigenous Experiences* **Saturday, April 29, 4:45-6:15, Pyle Center Alumni Lounge**

Introduction by **Paul Robbins**, Director, Nelson Institute for Environmental Studies

How can universities create a nurturing space for indigenous scholars? What should a dynamic and reciprocal relationship between Native Americans and academia look like? Native graduate students and faculty at UW-Madison describe community-based indigenous research and the climate needed to help them succeed.

Ada Deer (Menominee), former U.S. Assistant Secretary of the Department of Interior—Bureau of Indian Affairs and Distinguished Lecturer Emerita, UW-Madison. She was the first Menominee to earn an undergraduate degree at the University of Wisconsin. In 1961, she was the first Native American to receive an M.S.W. from the Columbia University

School of Social Work. Her work on behalf of the Menominee led to the Menominee Restoration Act of 1972, which officially returned the Menominee Reservation to federally recognized status. In 1992, she became the first Native American woman in Wisconsin to run for U.S. Congress. In 1993, Deer was appointed assistant secretary of the U.S. Department of the Interior, as head of the Bureau of Indian Affairs. While in office, she helped set federal policy for more than 550 federally recognized tribes. As an educator and social worker, she taught classes at the UW-Madison School of Social Work and, in 2000, she became director of the American Indian Studies Program.

Rachel Byington (Choctaw), Madison Metropolitan School District Title VII Instructional Resource Teacher, shares the results of her study looking at the impact of cultural programs that teach elements of traditional practices with an environmental focus on urban American Indian youth.

Clifton Skye (Standing Rock Sioux), Ph.D. Candidate, UW-Madison Civil Society & Community Studies discusses his research into public policy, historical trauma, and PTSD. Clifton's primary academic and career focus is the development of policy and legislation to address Historical Trauma and Post Traumatic Stress Syndrome (PTSD). His secondary scholarly research interests are leadership and leadership development. His work seeks to determine what public policy can best serve and benefit a diverse and multi-layered society regarding Historical Trauma and PTSD. He is interested in a career as a research scientist to capitalize on his prior background and training with tribal and federal administration and management.

Becca Dower (Turtle Mountain Ojibwe), graduate student UW-Madison Civil Society & Community Studies shares her research on indigenous food systems and food sovereignty.

Kendra Teague, Program Administrator, American Indian College Fund, discusses ways in which the College Fund is working with Tribal Colleges and Universities to strengthen and enhance institutional capacity related to environmental sciences and related fields with a focus on integration of place-based approaches and knowledge, intergenerational knowledge exchange toward preservation of Native life ways related to environmental stewardship and sustainability.

Connie Flanagan, Associate Dean and Professor, UW-Madison School of Human Ecology, shares the approach SoHE takes to empower Native graduate students. Her public scholarship and teaching concerns the factors that motivate people of all ages, but especially youth, to engage in civic affairs and in the preservation of the commons that we share. The results of that work are summarized in her book, *Teenage Citizens: The political theories of the young* (2013, Harvard University Press), which won the 2014 Best Authored Book Award from the Society for Research on Adolescence. Currently she is working with the Southeast Michigan Stewardship Coalition on children's understanding of the environmental commons and human interdependence with other species.

Patty Loew (Bad River Ojibwe), Moderator, Professor, UW-Madison Department of Civil Society & Community Studies. She is a professor in the University of Wisconsin-Madison Departments of Life Sciences Communication and Civil Society and Community Research. A documentary producer, and former broadcast journalist in public and commercial television, she is the author of four books: *Native People of Wisconsin*, which is used by 18,000 Wisconsin school children as a social studies textbook; *Teachers Guide to Native People of Wisconsin*; *Indian Nations of Wisconsin: Histories of Endurance and Renewal*; and *Seventh Generation Earth Ethics*, a collection of biographies of Native American environmental leaders. She has produced many documentaries for public and commercial television, including *Way of the Warrior*, which aired nationally on PBS in 2007 and 2011. Her outreach work focuses on Native American youth and digital storytelling.

Art Exhibitions, Films, Awards, and Interactive Projects

***Middle Child Photographs* an exhibition by artist Alex Orellana**

Photographs by Alex Orellana will be on display in the Oscar F. and Louise Greiner Mayer Gallery of the Chazen Museum from April 28th – June 25th, with an opening reception **Thursday, April 27, 5–7 p.m., in the Paige Court.**

Alex Orellana is the winner of the 2017 Chazen Museum Prize for an Outstanding MFA Student. Orellana is a third-year MFA student in the UW–Madison Art Department. They received their BFA in photography from the University of Georgia. Alex will also be presenting on this work in **Session 6H on Saturday morning, April 29th, 8:00-9:00**, with a presentation entitled, **Gender Fluidity-Visual Cues of a Binary System**

Film: “Why Women Need to Climb Mountains-A journey through the life and work of Dr. Gerda Lerner”
by filmmaker Renata Keller

6:30 PM, Thursday, April 27th in the Pyle Center Alumni Lounge.

Dr. Gerda Lerner (1920-2013) came to UW-Madison in 1980 to lead the Women’s History PhD program and was a member of the, then, women’s studies program at the until her retirement in 2000. A grassroots activist, social reformer, writer, and pioneering feminist historian, Gerda Lerner can be called one of the most inspiring women of the 20th century. This documentary (English and German) *Why Women Need to climb Mountains – A journey through the life and work of Dr. Gerda Lerner* shows in detail her courageous life and work and asks the question: How does knowing our history affect our potential to shape the future? The exploration of the film reaches back into the revolutionary awakening of women in the 20th century, and stretches into the 21st century with the question: what is next?

Film: “Step by Step: Building a Feminist Movement, 1941-1977” a film by Joyce Follet, is offered in celebration of the **40th anniversary of the University of Wisconsin System Office of the Gender and Women’s Studies Librarian.** Introduced by **Karla Strand**, University of Wisconsin Gender and Women’s Studies Librarian
7:00 PM, Friday, April 28th, Alumni Lounge

This 1998 film proved beyond a doubt that feminism began well before the 1960s, and that its players were not just the white and middle class. This inspiring film follows the lives of eight Midwestern women, six of whom became founders of NOW. Set against a backdrop of decades of war, prosperity and reform, their stories beautifully illustrate the continuity and diversity of 20th-century feminism, as the participants describe the labor, civil rights, and political movements of the ‘40s and ‘50s that led them to take independent action for women. Using well-chosen archival footage, stills, music, and primary-source narration, producers offer a panoramic-yet-personal view of the women on feminism’s front lines.

Art Project: Golden Doors to Freedom Project

Friday April 28 and Saturday April 29th, Lee Lounge, Pyle Center until 2:00 PM

This ArtWorks for Freedom participatory project turns abandoned doors into dramatic vehicles for communal focus on human trafficking. When working with trafficking survivors and allies in workshops, participants are guided by master gilder William Adair to convert discarded wooden doors into freedom portals. After applying 23k gold leaf to the doors, participants write, stencil, draw, scratch, burnish and embellish them with their own expressions about trafficking.

A finished door will be on display in the Lee Lounge in the Pyle Center throughout Friday and Saturday of the 4W Summit. Times will be posted for the opportunity for creative participation with one of the doors. Co-sponsored by the UW-Madison STREETS Project, Artworks for Freedom, Gold Leaf Studios and Govinda Gallery.
<http://artworksforfreedom.org/portfolio-item/the-golden-doors-to-freedom/>

Call for Peace: A Timeless Journey of Hope!

Film and exhibition on display **Saturday and Sunday, April 28th and 29th, in the Pyle Center, Room 226**

Recently featured at the International Network of Peace Museums Conference, in Belfast Ireland April 10-12-2017, this is *A Traveling Pathways to Peace Museum*. Since 1990 **Call for Peace Drum & Dance Company** has presented in the U.S. and around the world, providing, a vision for hope and unity, with a message grounded in indigenous wisdom, that all things are interconnected. The exhibition features a variety of works by artists, authors, film-makers and activists who have undertaken efforts as part of *A New People* emerging. Leading and guiding from the heart, grounded in partnerships, and creating a pathway for a more peaceful, equitable, healthy, and sustainable solutions for our world!

- The film: created in honor of Earth Day, Call for Peace **“Dancing the Dream” A New Hope for Humanity!** features the first Indigenous ‘Ancient Wisdom Dance’ to be created, by Nick Hockings, Ojibwe. The film will be show throughout the Summit.
- A panel discussion about Call for Peace entitled, **Honoring Ancestral Knowledge: Realizing the Roots of Tail Feather Woman’s Vision for Peace at The Great Turning!**, will be in Session 9J, 3:30-4:30. April 29th, in the Pyle Center, Pyle 226

2017 Women and Gender Studies Consortium Undergraduate Research Presentation Awards.

The following UW System undergraduate students are recognized for the quality of their undergraduate research with a WGSC Undergraduate Research Award. Each have been identified as the recipient for the award by their campus Women's and Gender Studies Program or Department. In addition to the recognition, the award offers the opportunity to present their undergraduate research at the 4W Summit. We are proud to recognize these 4 recipients in 2017:

- **Micah Coate**, University of Wisconsin-Oshkosh, *Transgender Bodybuilding: Negotiating Sex, Gender, Masculinity, and the Body*, panel presentation, Friday Session 3E, 2:15 PM
- **Joanna (Jo) Niswonger**, University of Wisconsin-Marinette, *Non-binary gender identity and pronouns usage*, poster, Friday Session 5L, 4:45 PM
- **Ashley T. Owens**, University of Wisconsin-Platteville, *The Psychological Identity Crisis Within Black Women: Effects of Colorism*, poster, Saturday Session 7, 10:45
- **Amber Pauley**, University of Wisconsin-River Falls, *Preschool Children's Perceptions of the New Barbie Dolls*, Friday Session 5K, 4:45 PM

2017 4W: Women, Gender, and Wellbeing Awards

Introduction by

4W Women's Philanthropy Council Innovation Award (2017)

Provides general support to allow faculty or academic staff to devote time to develop a key initiative related to women and wellbeing and aligned with the vision and core values of 4W.

- Jennifer Angus
- Elizabeth Ann Larson

4W Women's Philanthropy Council Engagement Grant for Emerging Scholars (2017)

Flexibly supports graduate and professional students in action research related to women and wellbeing in Wisconsin or globally.

- Alisha Esselstein

4W Initiative Internships Program (2017)

Supports undergraduate and graduate students in completing internships relevant to the 4W mission. Made possible by the Women's Philanthropy Council.

- Krystal Du
- Luisa Garcia-Gomez
- Kayla Hui
- Ibtsam Ul Haq

4W Wisconsin Without Borders Award (2016)

Honors the work of students, faculty, staff and community partners that demonstrates excellence in collaboration between the university and local and global communities. The 4W Award recognizes projects which impact women's wellbeing.

- Marjorie Kersten

Concurrent Sessions

Friday, April 28

| | Pyle 111 (40) | Pyle 112 (35) | Pyle 121 - Auditorium (90) | Pyle 209 (60) | Pyle 213 (60) | Pyle 225 (40) |
|-----------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| 8:00 AM | Registration, coffee, and exhibits | | | | | |
| Session 1: 8:00-9:00 AM | 1D ~ Changing Views: Feminism, Motherhood, and Overpopulation | 1F ~ Contemporary Russian Women: Cultural and Political Agency | 1A ~ Chimera® Self-Defense Program: Demo, Overview and Discussion | 1H ~ Feminist To-Do List: From Classroom to Action | 1B ~ Planning for Accountability Against Gender-Based Violence | 1C ~ Gender issues in teaching in traditionally male-dominated social sciences |
| 9:00-9:30 AM | Refreshments in the AT&T Lounge | | | | | |
| 9:15-10:30 AM | Welcome and Plenary I in the Alumni Lounge | | | | | |
| 10:30 - 11:45AM | Plenary II in the Alumni Lounge | | | | | |
| 12:00-12:45 | Luncheon in Lowell Hall Dining Room | | | | | |
| Session 2: 1:00 - 2:00 PM | 2H ~ Re-imagining the Introductory Course | 2D ~ Tending to the Time We Take: Women and Well-being in Agriculture | 2J ~ Principles in Women’s Philanthropy: Making an Impact through Giving | 2B ~ Creativity and Feminist Community Activism | 2K ~ New Feminist Publications: Desire in Transnational Lit and Queering Popular Culture | 2E ~ Level Up: A Feminist Gaming Initiative |
| Session 3: 2:15-3:15 PM | 3A ~ Affinity in Struggle: Fostering Inter-ethnic Solidarity in the Feminist Movement | 3F ~ Empowering Nubian Women: A Cultural Perspective | 3J ~ Making Social Change through Wisconsin Women’s Funds | 3G ~ The Impact of Peer to Peer Youth Development in Ending Gender-Based Violence | 3I ~ My Brilliant Career: Contemporary Australian Women’s Writing | 3E ~ Gender, the Body, and Empowerment through Sport |
| 3:15-3:30 | Refreshments in the AT&T Lounge | | | | | |
| Session 4: 3:30-4:30 PM | 4I ~ Transitions and Intersections: International Students in Midwestern Campuses | 4J ~ Local to Global: The Power of Study Abroad for Women Students | 4K ~ Branding Transformation: Intersectional Public Relations & Marketing as Story Making | 4G ~ Fighting The Stigma of Incarceration and Poverty in Art and Activism | 4E ~ Intersectional Approaches to Approaches to Addressing Sexual Assault | 4F ~ Girls’ empowerment and One Health curriculum implementation with 4-H Ghana |
| Session 5: Posters Session all in Lee Lounge 4:45-5:45 PM | Posters 5A-5K | | | | | |
| 6:00 PM | 40th Anniversary Gender and WS Librarian Office Reception, 3rd floor Pyle | | | | | |
| 7:00 PM | | | | | | |

Concurrent Sessions

Friday, April 28

| | Pyle 227DE (35) | 232DE (22) | Pyle 313 (100) | Pyle 325 (125) | Pyle 326 (125) | Pyle 226 |
|------------------------------------------------------------------------------|------------------------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------|
| 8:00 AM | | | | | | |
| Session 1: 8:00-9:00 AM | 1E ~ Women and Finance through the Life Course: Money and Meaning | 1G – Lens of Understanding: Analysis Through Rhetoric and Experience | 1I ~ Connecting Girls Across the Globe: Art, Education, and Feminist Grassroots Activism | | | Call for Peace Exhibit |
| 9:00-9:30 AM | Refreshments in the AT&T Lounge | | | | | Call for Peace Exhibit |
| 9:15-10:30 AM | Welcome and Plenary I in the Alumni Lounge | | | | | |
| 10:30 - 11:45AM | Plenary II in the Alumni Lounge | | | | | |
| 12:00-12:45 | Luncheon in Lowell Hall Dining Room | | | | | |
| Session 2: 1:00 - 2:00 PM | 2I ~ Bodies of Knowledge within Gendered Campus Spaces & Environments | 2C ~ Transformation and Empowerment from Within | 2F ~ Ending Gender-based Violence and Rape Culture: Youth Leading the Way | 2A ~ Transformative Feminist Teaching Praxis | 2G ~ Feminist Readings in Science Fiction | Call for Peace Exhibit |
| Session 3: 2:15-3:15 PM | 3B ~ To Offer Compassion: A History of the Clergy Consultation Service on Abortion | 3C ~ Strategies for Improving Predominantly White | 3K ~ Stimulus for Change: Intersectionality of Culture, Gender Violence and Support Services | 3D ~ Researching Strategies That Interrupt Structural Systems of Oppression | 3H ~ Transformative Feminist Pedagogy in Theory and Practice | Call for Peace Exhibit |
| 3:15-3:30 | Refreshments in the AT&T Lounge | | | | | Call for Peace Exhibit |
| Session 4: 3:30-4:30 PM | 4D ~ Nursing and Women's Leaders Partner to Promote Ed. about Women's Health | 4A ~ Undergraduate Research: Exposing Invisibility | 4B ~ Exploring the Promise of Place-Based Education and Ecojustice Approaches for Youth | 4C ~ Psychological Discomfort and Well-Being at the Intersection of Art and Biology | 4H ~ Radical Self-Care: Strategies for Self-Preservation during Challenging Times | Call for Peace Exhibit |
| Session 5: Posters Session all in Lee Lounge 4:45-5:45 PM | Posters 5A-5K | | | | | |
| 6:00 PM | 40th Anniversary Gender and WS Librarian Office Reception, 3rd floor Pyle | | | | | |
| 7:00 PM | | | Film: Step by Step: Building a Feminist Movement | | | |

4W Summit Concurrent Sessions

Friday, April 28

8:00-9:00 Session 1 (concurrent sessions)

Session 1A: Pyle 121-Auditorium

Chimera® Self-Defense Program: Demonstration, Discussion and Overview of Rape Crisis Center's Women's Self-Defense Program

The Rape Crisis Center has offered Chimera® Self-Defense Designed for Women classes in Dane County for decades as an Empowerment Self-Defense (ESD) program. It's defined by a focus on the realities of sexual assault, and teaches verbal and psychological skills in addition to physical ones. ESD places violence against women in a social/institutional context, framing self-defense for women as radical social activism. The presenters will look at how the ESD model addresses critics' concerns that self-defense classes are inherently victim-blaming and that only education is true prevention. They will also discuss current questions: How can Chimera® address the specific safety realities of marginalized, specifically non-binary, folks? How can we achieve both our goals of inclusivity and emotional safety? And how do we make these decisions clear in the language we use to talk about our curriculum? This workshop will begin with a mini-Chimera® class, followed by a discussion of pedagogical and inclusivity practices.

Natalie DeMaiores, Education Programming Coordinator & Chimera Instructor, Rape Crisis Center

Eileen Zeiger, Director of Education and Outreach Programming, Rape Crisis Center

Session 1B: PYLE 213

Planning for Accountability Against Gender-Based Violence Addressing gender-based violence within activist spaces through community accountability

Activist groups, no matter how progressive, still can have instances of gender-based violence within their membership and communities. When addressing these problems some communities of color and queer organizations may not find the legal system safe, relevant or useful. Community accountability measures then become beneficial to addressing these problems as the tactics attempt to replicate the helpful functions of law enforcement, such as interrupting harmful acts, determining responsibility, redressing harm outside the framework of the state and focusing on the needs of the community. This paper will address different community accountability tactics that activist organizations have used to address gender-based violence, both as a preventive and reactionary measure. The presenter will explore Occupy Wall Street's response to sexual assaults within the New York camps, the internal responses from the organizations, and their statements to the public. Ultimately, community accountability programs

are more effective when there is a plan in place prior to acts of violence, in addition to maintaining spaces that address male accountability within activist communities.

Abigail Barefoot, Graduate Student, Women's, Gender, and Sexuality Studies, University of Kansas

Karen M. Lane, Advocacy Specialist; Disability Rights Wisconsin

Sexual Abuse by professionals: a focus on Prevention and Support- The Wisconsin Experience

The presenter will share Information about the advocacy and education efforts happening in Wisconsin to prevent Sexual Abuse. Individuals with lived experience are at increased risk for sexual exploitation. There has been a strong focus on educating providers about sexual boundaries and ethics, but education of consumers has not received much attention or focus. This workshop will address the common warning signs, the effects of sexual exploitation in treatment settings, educating consumers about their rights, options for reporting and support.

Ellie Jarvie, Consumer Affairs Coordinator, Department of Health Services, State of Wisconsin

Session 1C: PYLE 225

Gender issues in teaching in traditionally male-dominated social sciences: student perceptions, gender identities, feminist pedagogies, and empowerment

This panel discusses various gender issues related to teaching in a male-dominated academic field. Student survey data will be used to outline the effect of instructor's gender on the student-instructor relationship in the classroom. The presenters will discuss how gender, class, and race/ethnicity as topic, and as a classroom dynamic, challenge the notion of neutrality, particularly when the identities and standpoints of students are considered as directly connected to the experience of learning. The presenters argue in favor of gender awareness rather than gender neutrality, and explore the limits of SoTL research that effaces student identity. The session will conclude by introducing the concept of embodied learning as a meaningful feminist pedagogy for the social sciences, offering evidence-based examples of how students conceptualize their learning styles and opportunities for "learning by doing" and how to "think through movement."

Katia Levintova, Associate Professor, Democracy and Justice Studies, UW-Green Bay

Alison Staudinger, Assistant Professor, Dept. of Democracy and Justice Studies, UW-Green Bay

Valerie H. Barske, Associate Professor of History, Coordinator of International Studies, UW-Stevens Point

Session 1D: PYLE 111

Changing Views: Feminism, Motherhood, and Overpopulation Patriarchy, Misogyny, and Human Overpopulation: An Appraisal of Women's Studies Scholarship

Feminist historians have long linked the growth of patriarchal society and the subjugation of women with the transition during the Neolithic period to agricultural societies and the birth of civilization. But, there is also a tendency to ignore or sideline the centrality of population growth as a causal factor in this development. Gerda Lerner notes (*The Creation of Patriarchy*, 1986) both the connection of population growth with the rise of patriarchy and, by extension, the irrelevancy of patriarchy in an overpopulated modern age, does not directly link just the rise of population itself and the creation of patriarchy. Furthermore, arguing that "as historians, we must abandon single-factor explanations," as if that approach was self-evident. The presenter seeks to address what is arguably the central problem of sustainability in the modern world—human overpopulation—and its engagement, or lack thereof, in feminist, ecofeminist, and women's studies scholarship.

Elizabeth Harry, Adjunct Professor, History, University of St. Thomas, St. Paul, MN

Has Motherhood Changed? What Young Mothers Understand About How The Women's Movement Has Changed Their Role

Presenting the results of interviews with young women as to their understanding of the changes that have occurred with motherhood with the advent of Feminism.

Gretchen Harry, retired, Minneapolis Public Schools

Session 1E: PYLE 227DE

Women and Finance through the Life Course: Money and Meaning

This workshop will focus on new research on women and financial decision-making. Partnerships are becoming more equal with both partners more likely to work outside the home. More women are the sole breadwinners and financial managers of their families. Women also live longer and are more likely to be making decisions for their partners and family members in old age. This presentation will explore the finances and gender through the life course and discuss the ways that decisions around money are value-laden because of the meaning behind purchases. For couples, conflicts around money are typically related to the values associated with specific financial decisions. For single mothers, research on the Earned Income Tax Credit illustrates how their purchases can help them provide their children with an "ordinary life." Discussion will include what these research findings mean for women, their

partners, and their financial planners, considering how to advise women through the applied research materials for the Money, Relationships, and Equality initiative.

Christine Whelan, Clinical Professor, Director of Money, Relationships, and Equality (MORE) initiative, Consumer Science, School of Human Ecology, UW-Madison

Session 1F: PYLE 112

Contemporary Russian Women: Cultural and Political Agency Woman's face of contemporary Russian conservatism

Historically, Russian women's sociopolitical activity has always been associated with the strife for change. Contemporary Russia, however, serves as a different example, when not a change but preservation of existing status quo becomes a realm of sociopolitical activity were Russian women distinguish themselves. The majority of Russian women are not only supporting sociopolitical conservatism, but are becoming leaders in advancement of conservative values and proponents of unprecedented anti-liberal restrictions upon Russian society. Presenters will address the causes of contemporary Russian women's conservatism drawing on the passivity of women's public organizations and the activity of conservative women at various levels of the Russian government and Duma.

Svetlana Gertner, Professor, Culturology and Intercultural communications, Moscow State Institute of Culture

Yuri Kitov, Professor of Arctic State Institute of Culture and Arts

Cultural interests of the Sakha women in the city of Yakutsk decision-making processes

It might seem like women in Russia, and especially in the far-removed regions from Moscow, do not make any significant decisions that could influence politics, economy and sociocultural activity of the people. It is true that a number of women represented in regional governments and legislative bodies are not significant, but it is wrong to assume that women are not influencing the decision-making processes at all its levels. This presentation will introduce the results of the ongoing research on cultural interests of women's segment of the Sakha (Yakutia) republic elite conducted in the republic's capital Yakutsk in 2016/2017.

Sargiyana Ignatyeva, Chancellor, Arctic State Institute of Culture and Arts

Vera Nikiforova, Chancellor of Yakutia (Sakha) National School (University) of Music

Yuri Kitov, Professor, senior research fellow of the Arctic Institute of Culture and Arts

8:00-9:00 Session 1 (concurrent sessions)

Session 1G: 232DE

Lens of Understanding: Analysis Through Rhetoric and Experience Certified Professional Midwives and the Rhetoric of Blame

In the U.S., home birthing practices of Certified Professional Midwives (CPM) have been widely deliberated as a public health issue, including a debate in the New York Times (Tuteur, 2016) questioning home birth's relative risk. Even through rhetoric scholars have examined midwifery practices (Lay, 2000; Davic-Floyd & Johnson, 2006; Hensley Owens, 2015), none have examined the specific persuasive appeals that midwifery organizations employ on their websites to encourage women to home birth. This presentation addresses how two major CPM organizations' official websites use blame to persuade women toward specific health care. Arguing that shifting blame to the institutional failings of the medical establishment obscures the risks that mothers undertake during CPM-supervised home births, they will conclude, by closely examining the role of blame in two CPM websites, sheds new light on the issues of risk communication in U.S. midwifery and homebirth.

Sara Doan, PhD Student, English, UW-Milwaukee

Students with disabilities: Challenges in teaching and learning in Higher Education

The presenter shares a study that addresses the challenges that educators and students encounter in a teaching and learning environment through the lens of a female student with hearing impairment navigating through day-to-day academic life. Qualitative and quantitative methods are used to collect and analyze data. The study is designed to understand and explore innovative ways to serve students with disabilities in higher education.

Ganga Vadhavkar, Assistant Professor, Communication & Journalism, UW-Eau Claire

Session 1H: Pyle 209

Feminist To-Do List: From Classroom to Action

In this interactive presentation, the presenter will introduce her classroom workshop 'The Feminist To-Do List.' This workshop pushes participants to transform their interest in feminist social justice into concrete action steps they can take in their daily lives to cultivate a more just world. It furthermore serves to help participants translate their scholarly pursuits into activism as well as remind them that, nebulous as these problems may seem, they can be solved with incremental steps of positive change made regularly. Moreover, by encouraging folks to examine what is most important to them, they can begin to seek out local organizations or begin their own based on their priorities instead of remaining frozen in the notion that they can't make social change happen, a state too many of us often find ourselves in.

Nicole Rudisill, Graduate Student, Gender & Women's Studies, UW-Madison

Session 1I: Pyle 313

Connecting Girls Across the Globe: Art, Education, and Feminist Grassroots Activism

Dr. Christine Garlough and Dr. Manisha Pathak-Shelat organized the development of the South Asian Feminist Activism Archive (SAFAA) in 2013. This site is dedicated to the digital preservation of feminist protest posters

from India and Nepal that have both historical and contemporary significance. These posters – artwork often deteriorating and unattainable to audiences outside the localities in which they were produced – chronicle an important history of grassroots feminist activism. Working together with South Asian activists, Garlough and Shelat created a digital archive housed through the University of Wisconsin Library system (

<http://uwdc.library.wisc.edu/collections/GenderStudies>). This presentation explores the formation of their initial working relationships with Indian feminist grassroots organizations. They consider the group's shared pedagogical mission to create a website that hosts a cross-disciplinary curriculum and informational materials for activists and teachers, and discuss a set of art and activism poster activities that use social media to connect girls in the United States, South Asia, and Uganda to discuss feminist issues that are of daily concern.

Christine Garlough, Professor, Gender and Women's Studies UW-Madison

1:00-2:00 Session 2 (concurrent sessions)

Session 2A: Pyle 325

Transformative Feminist Teaching Praxis

This roundtable discussion will focus on teaching feminist praxis in Women's and Gender Studies classrooms and programs. While feminist praxis is a central concept and goal of the field, instructors, students and programs approach feminist praxis in a variety of ways and in a range of depth and sophistication. For Women's and Gender Studies students, what kinds of experiences and assignments are especially transformative? How do Women's and Gender Studies programs intentionally integrate feminist praxis into the curriculum? How do programs support community engagement? Discussion will center on everything from program learning outcomes to best practices in assignment creation.

Ashley Barnes-Gilbert, Instructor, Women's and Gender Studies, UW-Whitewater

Dong Isbister, Assistant Professor, Women's and Gender Studies, UW-Platteville

Ellie Schemenauer, Associate Professor, Women's and Gender Studies, UW-Whitewater

Session 2B: PYLE 209

**Creativity and Feminist Community Activism
Creative communication: transforming learning through creative processes**

This presentation discusses how creative processes, especially forms of creativity such as paper and fiber arts, can be integrated into both formal and informal classrooms to achieve particularly empowering ends for students. I make the link between these tactile forms of art and their ability to communicate personal experiences, and the implementation of these processes in learning settings to allow for exchange of ideas in personal and affective ways that build community. Ultimately, I argue that integrating creative processes into the classroom afford individuals the authority and voice to begin conversations and community building, transforming the classroom into a collaborative space of learning.

Rae Moors, Graduate Student, Gender and Women's Studies, UW-Madison

The Women Who Fought the Mine; Or How I Learned that Everything Feminists Say is True, and (Mostly) Lost Anyway

This presentation of a personal, creative non-fiction essay narrates and analyzes events between 2010 and the present, when a group of (mostly) women in or near the rural township of Union, Waupaca County, Wisconsin unsuccessfully opposed the opening of a silica strip-mine that would supply several

area foundries with the sand necessary for the forging process. An analysis of the global economic forces that led to the opening of this mine — especially Wisconsin's role as a raw-materials supplier in the hydraulic fracturing industry — is overlaid with observations of rural Wisconsin culture. Ecofeminist theory gives this essay a lens, bringing into focus the ways in which a pervasive patriarchy devalues both women and the environment in interconnected, self-defeating, and self-reinforcing ways. At the same time, the substructures of social power created by women can — and in this case, did — have a significant mitigating impact, which this essay examines and celebrates.

Angela Williamson Emmert, senior lecturer, English; Gender & Womens Studies, UW-Fox Valley

Session 2C: 232DE

**Transformation and Empowerment from Within
Using Mindfulness to Transform Women's Gender Oppression: Freeing Ourselves From the Inside Out**

The presenter argues that although we fervently believe in gender equality, women's minds have been conditioned to create habits of thinking that keep us caught in the culture's oppressive gender bias. The habit of looking to others for approval while ignoring our authentic experience is deeply rooted in our gender conditioning, breeding chronic insecurity and self-doubt. Mindfulness, an ancient method for reducing suffering, is an effective remedy for transforming these disempowering habits, which all too often deprive the world of our wise womanly ways. From a feminist perspective, this presentation by a community-based psychotherapist will document the latest research on mindfulness, and describe a meditation class specifically designed for women to transform these oppressive mental patterns. This guided meditation will give attendees a taste of mindfulness.

• *Mare Chapman, Mindfulness teacher and psychotherapist, Lives Unlimited, author of Unshakeable Confidence, the Freedom to be Our Authentic Selves: Mindfulness for Women.*

**Empowerment through Authentic Leadership:
Leading from Within**

We are all leaders. There are simple ways that each of us can use our personal experiences and knowledge to lead. In every moment of our life we are setting an example and making a statement about who we are. And the central responsibility of a leader is to consciously and purposefully set an example of how to be a whole, engaged human being. As leaders, we want to help others engage in their own life and conversations. An exploratory tool, called the Conversational Arc, will be introduced that can be used for you and for those who you serve.

Julie Tallard Johnson, MSW, Psychotherapist, Adult Educator, Writing Sherpa, UW, Continuing Studies-Madison, Private Practice: Healing Services Over the River, LLC

4W Summit Concurrent Sessions

Friday, April 28

1:00-2:00 **Session 2 (concurrent sessions)**

Session 2D: **PYLE 112**

Tending to the Time We Take: Women and Well-being in Agriculture

What do we need to tend to most to support women's well-being in agriculture? Through a mix of story sharing, discussion, and personal reflection, the presenters will take us on a journey to Senegal, Vietnam, Haiti, the Midwest and beyond to glean insights on how women farmers are realizing an enhanced quality of life through their work with food systems, peer to peer learning and organizing, and expanding the gardens of our hearts. Leave the session inspired, with food for thought, to think about what we need to tend to most during our brief time on this beautiful planet.

Erin Schneider, Farmer Educator, Global Health Institute and CALS Study Abroad, Farm and Industry Short Course, College of Ag and Life Sciences, UW-Madison, and Hilltop Community Farm

Christine Welcher, Michael Fields Agriculture Institute, East Troy, WI

Anne Drehfal, Regenerative Roots and Wild Abundance Farm, Jefferson, WI

Session 2E: **PYLE 225**

Level Up: A Feminist Gaming Initiative

Video games have the potential to promote teamwork, cooperation, and academic and time management skills (Alawami & Ku, 2016; Pew Research Center, 2015). However, these benefits may not be equally accessible to all populations, especially considering the pervasive sexism women experience in online video game environments (Fox & Tang, 2014). Additionally, theories such as black cyberfeminism (Gray, 2016) have furthered knowledge regarding intersectional experiences in digital spaces. To bring theory to practice, the University of Wisconsin Oshkosh Women's Center started a program titled, Level Up: A Feminist Gaming Initiative. Drawing from both theory about and personal experience with video gaming, the Women's Center staff leads critical discussions with students, faculty, and staff about inequities within select video games, while also playing the games, as feminist praxis. This interactive workshop will demonstrate how feminist video gaming initiatives can be one approach to transformative education about equity and can make video gaming an empowering

experience for all.

Eliza Farrow, Program Assistant, Women's Center, UW-Oshkosh

Alicia Johnson, Women's Center Director, UW-Oshkosh

Session 2F: **PYLE 313**

Ending Gender-based Violence and Rape Culture: Youth Leading the Way GameChangers: A Youth-Led Fight to End Rape Culture in Dane County

With high schools that are committed to changing the culture of sexual violence, the Rape Crisis Center's Youth Advisory Board, GameChangers, are building change and leadership across Dane County. Presenters explore the success and challenges of Rape Crisis Center's GameChangers program. The board is a diverse group of sixteen high-school students who are responsible for educating themselves, their board members, community stakeholders and policy makers about the root causes of sexual assault and rape culture, which include rigid gender roles and expectations, a culture of hypersexualization, acceptance of violence over systemically oppressed groups, and sexual entitlement and misperceptions of consent. In response to exploring these root causes, the GameChangers are offering policy recommendations to their high schools and developing a number of projects designed to address to these issues.

Eileen Zeiger, Director of Education and Outreach Programming, Rape Crisis Center

Mobile Digital Storytelling and Gender-based Violence from New York City to St. Petersburg, Russia

In 2014 and 2015, the U.S. State Department awarded Footage Foundation a U.S.-Russia Peer-to-Peer Dialogue Program Award for its project, Girl-talk-Girl. Through this initiative and in partnership with the Russian LGBT Network, young women in New York City and St. Petersburg have engaged in workshops, designed a mobile storytelling application, and produced and shared digital stories of their experiences with gender-based violence. Evaluations thus far show that Girl-talk-Girl is a powerful channel for the voices of young women, producing positive change at individual, community, and global levels. Footage measures its impact on five drivers of change: compassion and empathy, education, awareness, community and connection, and advocacy. Each driver serves as an end goal and catalyzes change aligned with the UN Sustainable Development Goals. Visit girltalkgirl.org for more information.

Kathryn Weenig, Undergraduate Student, Art, Footage Foundation

Session 2G:

PYLE 326

**Feminist Readings in Science Fiction
The Handmaid's Tale in 2017**

The Handmaid's Tale in 2017

Margaret Atwood's mid-80's feminist dystopia took aim at the coalescing conservatism of the Reagan era in the US. Some of the signs noted during the Women's Marches on January 21, 2017 made direct reference to Margaret Atwood's work, *The Handmaid's Tale*, including "Make Margaret Atwood Fiction Again," and a few that wanted to make it clear that *The Handmaid's Tale* "is NOT an instruction manual!" (Levine, *Bustle*). This presentation will address the relevance of Atwood's text in our current moment, both in the classroom and beyond. In the tradition of the "critical dystopia," Atwood's novel traces the way power operates, giving readers essential lessons into the art of paying attention. I have argued that the multiplicity of genres in *The Handmaid's Tale*, along with a complex and unstable narration, provide a certain hopefulness in an otherwise very dire text (Lacey, *The Past That Might Have Been*). That hopefulness, and the ethics it engenders, are precisely why Atwood's novel endures and remains so important.

*Lauren Lacey, Director, Women's and Gender Studies,
Associate Professor of English, Edgewood College*

Women and Science in Current Chinese SF

The presenter will introduce descriptions of women's involvement with the scientific community in China through novels and fiction by Chinese SF authors (in translation also) including Liu Cixin (San Ti or Three Body Problem), Hou (Folding Beijing) and Xia Jia (Love and Sorrow). This presentation will concentrate on a group of representative stories rather than the entire corpus, with a focus on female scientists and researchers and the differences in expectations for scientific cultures in China and the West.

*Janice Bogstad, Professor, Head of Technical Services
and faculty for Honors, graduate, women's studies and
Asian Studies programs, McIntyre Library and various
interdisciplinary programs, UW-Eau Claire*

**Emergent Feminist Meta Ethics in though Mary
Shelley's Frankenstein: a Modern-Day Prometheus**

The presenter contends that, though Mary Shelley's *Frankenstein: a Modern-Day Prometheus* is often read as a cautionary tale about the limits of knowledge and scientific investigation, and perhaps even a critique of the Enlightenment, it is can be read as an early literary account of the development of a feminist Meta-ethical position, and argue that Mary Shelly problematizes the Augustinian sense of evil which contends that children are born evil into the world, in favor of the Anglican Episcopalian view on evil, that children are not born evil into

the world, but rather, they come into evil in an evil world. The monster is not evil by nature but rather made into a monstrosity by the monstrousness of the world.

*Philip Kaveny, (second degree) BA undergraduate Student,
Philosophy and Religious Studies, UW-Eau Claire*

Session 2H:

PYLE 111

Re-imagining the Introductory Course

This workshop will engage the audience in questions about the "imaginings" that should--but too often don't--preface the teaching of the introductory WGS course: Who is in the classroom? What difference should we be taking into account regarding who the students are to influence in how we teach this course? What can WGS offer this particular group of students (rather than some generic or assumed group)? What histories, events, and intellectual habits do we feel obligated to "pass on" in the name of doing the discipline? And what if student needs and disciplinary obligations don't align? What are the effects on perceptions of the field if we are saving the complications and paradoxes about these histories, events, and habits until upper division courses that most intro students will never take? What is the relationship of this course to the rest of the curriculum in our diverse locations? The presenters, including one who is an author of new text-reader for the introductory class (*Everyday Women's and Gender Studies: Introductory Concepts*, Routledge 2017), will work through these questions, inviting other instructors who teach the WGS intro to join in asking themselves about the possibilities that opened with a reconsideration of audiences, tone, examples, and organization.

*Catherine Orr, Professor and Chair, Critical Identity
Studies, Beloit College*

*Karlyn Crowley, Professor, Women and Gender Studies,
St. Norbert*

4W Summit Concurrent Sessions

Friday, April 28

1:00-2:00 Session 2 (concurrent sessions)

Session 2I: Pyle 227DE

Bodies of Knowledge within Gendered Campus Spaces and Environments

In this roundtable students from Edgewood College will discuss issues pertaining to gendered spaces/environments at institutions of higher education, and how this gendering shapes the way bodies of knowledge are understood and implemented. Issues will include one student's experiences of studying abroad (in Seoul, South Korea), bystander intervention training at Freshman orientations, a community-mapping project of power dynamics within campus spaces, the effects of pop-up poetry sessions in campus dining halls, and whatever arises in discussion.

Manning Moore, Undergraduate Student, Women's and Gender Studies, Sociology, Edgewood College

Rhea Lyons, Undergraduate English/Women's and Gender Studies Student, Edgewood College

Halie Tenor, Undergraduate Religious Studies/English Student, Edgewood College

Bonni Briggs, Undergraduate English/Women's and Gender Studies Student, Edgewood College

Session 2J: Pyle 121-Auditorium

Principles in Women's Philanthropy: Making an Impact through Giving

Women's philanthropy is a hot topic but what does it mean for you? Women make transformational impact in their communities in many ways through giving their time, talent, and treasures. Hear from women's philanthropy leaders who will describe what you need to know to advance your philanthropy efforts – ranging from making your personal giving more impactful to securing more resources for the causes you care about.

Diane Ballweg, chair of the Board of Governors of the Madison Community Foundation. Among many other contributions, she is one of the three founding benefactors of the UW-Madison 4W Initiative and leading benefactor and board member for Madison's A Fund for Women.

Martha Taylor, Vice President, University of Wisconsin Foundation; and co-founder of the Women's Philanthropy Institute, Lily School of Philanthropy, UW-Madison and Donor Engagement Chair for Madison Community Foundation Board of Governors; a founding members of Madison's Fund for Women; and active board and philanthropic leader.

Moderator: Angela Davis, Director of Development for the Madison Community Foundation with responsibility for A Fund for Women and regional efforts. She has had key roles in philanthropy organizations supporting higher education and cultural organizations.

Session 2K: Pyle 213

New Feminist Publications: Desire in Transnational Lit and Queering Popular Culture Marginalization and Power in Popular Culture

The presenter will discuss her upcoming book examining five popular culture texts—*The Walking Dead*, *Jessica Jones*, *True Blood*, *X-Men*, and *Harry Potter*—through the lens of Michel Foucault's notions of normalizing and bio-powers. Part of the pleasure of these series is their seemingly progressive message of tolerance and acceptance of those who are different from dominant cultural norms. By examining these issues through Michel Foucault's work, feminist post-structuralism, critical race theory, queer theory, and intersectionality, however, I argue that mere tolerance and acceptance can work to mask and maintain systems of domination, in which difference remains marginalized in the midst of tolerance.

Lisa King is Associate Professor of Philosophy, Edgewood College, Madison, WI

Unveiling Desire: Fallen Women in Literature, Culture, and Films of the East

The presenters will discuss their forthcoming anthology which focuses on nineteenth and twentieth century works featuring female characters who are "fallen" because they transgress social, religious and moral boundaries in the fiction, media, and material actualities of the East. The book's theoretical orientation lies at the intersection of race, ethnicity, religion and feminist and postcolonial analysis. *Unveiling Desire* contributes to developing transnational feminist conversations by acknowledging women's common suffering differences in order to fashion beneficial, equitable partnerships, alliances, and coalitions, and collaborations. (New Brunswick: Rutgers University Press, 268 pages. Forthcoming, summer 2017. Foreword by Nawal el Saadawi).

Devaleena Das, Lecturer, Department of Gender and Women's Studies, and Honorary Fellow, Institute for Research in the Humanities, UW-Madison, Madison, WI

Colette Morrow, Professor of English, Purdue University Calumet Hammond, IN

2:15-3:15 Session 3 (concurrent sessions)

Session 3A: Pyle 111

Affinity in Struggle: Fostering Inter-ethnic Solidarity in the Feminist Movement

Drawing from the legacies of Afro-Asian, Queer API and QTPOC activists as catalysts for social change, this workshop will incorporate social justice pedagogy, feminist theory and grass-roots organizing tools to empower participants as change agents, and to build coalitions across ethnicity, race, faith and other intersecting identities. Discussion and skill-building activities will focus on finding affinity in our seemingly disparate struggles (racial justice, gender justice, immigration rights, and so forth) and the power of transformative leadership.

Anjali Misra, Academic Staff, College of Letters & Science, UW-Madison

Session 3B: PYLE 227DE

To Offer Compassion: A History of the Clergy Consultation Service on Abortion

Join the authors of *To Offer Compassion: A History of the Clergy Consultation Service on Abortion* for a discussion of their book, to be published on May 16th, 2017 by the University of Wisconsin Press (early copies will be available at the Summit). Not many people know the story of the Clergy Consultation Service on Abortion (CCS). The group was founded in 1967 in New York City and was the first organization in the U.S. to publicly offer abortion referrals. By the time the group ceased operation in 1973, it had approximately 3,000 members throughout the U.S. and had referred close to half a million women to safe abortion providers before *Roe v Wade*. The story of the CCS is an unusual one: it was overwhelmingly a white, male middle- and upper-middle class, middle-aged group of mainline Protestant and Jewish clergy. Yet it really was a radical, feminist, populist group: radical in that it sought an overthrow of existing abortion laws; feminist in that it worked to return women to power over their reproductive choices; populist in that it strove to serve women of every socioeconomic status, race, and religion. Learn more about the topic to incorporate this largely unknown history into your courses.

D.A. Dirks, Independent Scholar

Pat Relf Hanavan, Independent Scholar

Session 3C: Pyle 232DE

Strategies for Improving Predominantly White Institutions for Students of Color and Teaching Cultural Competence

We Belong Here: Re-framing the STEM experience with Students of Color at a Predominantly White Institution

This presentation should particularly benefit faculty and staff who are interested in learning how to build culturally relevant retention programs to underrepresented students, particularly in the STEM fields. It explores the pre-nursing to nursing undergraduate student pipeline for students of color. Because nursing students have to apply to the nursing school as college sophomores, there is a racial achievement gap within many of the STEM prerequisite courses (e.g. Physiology). The presenters developed a study that assessed the current academic and social landscape for STEM students of color at a predominantly white institution. Through focus groups and individual interviews, they utilize social justice narrative inquiry methods to assess what factors impact pre-nursing and nursing students of color decision to stay in the nursing major, concentrating on the intersections of race/ethnicity, gender, socioeconomic status, and geographic region. Their intention is to provide pre-nursing and nursing students of color a stronger sense of belonging, a more distinctive nursing philosophy with a social justice framework, and empowerment to diversify the nursing workforce.

Mel Freitag, Director of Diversity Initiatives, School of Nursing, UW-Madison

Theresa Watts, PhD students in Nursing, UW-Madison: School of Nursing

Teaching Cultural Competence: A Feminist Approach

The presenters take an interdisciplinary approach to examining the ways in which world language learners and students in intercultural communication are exposed to feminine and feminist theories and learning strategies. They contend that achieving intercultural competence—behavioral, affective, and cognitive competence—require a focus on relationships reflective of Gilligan's Ethic of Care in which communicators acknowledge all participants have a voice and are prepared to listen to the other. Without accessing concepts such as an ethic of care and feminine culture, teachers and learners may learn about cultures and languages through cognitive and behavioral methods such as learning about geography, history, and grammar. The presenters will provide specific examples of the various ways cultural competence is taught in language and communication courses, highlighting the relationship to feminist theory. They argue that more overtly aligning intercultural competence with feminist theory not only improves competence but it further legitimizes feminine epistemology.

Tricia Clasen, Professor, Communication and Theatre Arts, UW Colleges

Rachel Knighten, Associate Professor of Spanish, UW-Fox Valley, Menasha

4W Summit Concurrent Sessions

Friday, April 28

2:15-3:15 Session 3 (concurrent sessions)

Session 3D: PYLE 325

Researching Strategies That Interrupt Structural Systems of Oppression

Teenage pregnancy: blaming female adolescents for structural oppression

This presentation discusses the “problem” of teenage pregnancy as an experience that goes beyond sex education and access to contraceptives. Based on 30 in-depth interviews with women from the Peruvian Amazon, one of the regions with the highest rates of teenage pregnancy in the world, the presenter discusses the role that gender-based violence and socio-cultural constructions of maternity and/or other qualitative determinants have in the prevalence of teenage pregnancy. Sex education and the expansion of reproductive health services are not enough if they are not part of a larger initiative that also mitigates the impact of structural systems of oppression that shape women’s opportunities, expectations and perceptions such as patriarchy and capitalism.

Irene Del Mastro, Graduate Student, Gender and Women’s Studies, UW-Madison

Session 3E: PYLE 235DE

Gender, the Body, and Empowerment through Sport Transgender Bodybuilding: Negotiating Sex, Gender, Masculinity, and the Body

Participation in bodybuilding by people who identify as transgender, particularly transgender men, is gaining increasing media (Bella, 2015; Lovett, 2016) and scholarly (Farber, 2016) attention. Farber (2016) argues that online message boards provide space where transgender bodybuilders can negotiate and co-construct sex, gender, and the body. Additionally, fitness and bodybuilding as a “trans practice” (Farber, 2016) can also help people negotiate or modify their bodies and other personal identifiers. The goal of this presentation is to reflect on this literature and provide a first-person experience with transgender bodybuilding, including the ways in

which the first author has negotiated his body and masculinity through bodybuilding. The first-person account will be framed in existing literature about both cisgender and transgender self-image, masculinity, and bodybuilding. The presentation will conclude with suggestions for future scholarship and the ways in which transgender bodybuilding can be used as an interdisciplinary pedagogical tool to challenge normative constructions of sex, gender, and the body.

Micah Coates, Undergraduate Student, Women’s Center, Women’s and Gender Studies, UW-Oshkosh, recognized by the UW-Oshkosh Women and Gender Studies Program

as a 2017 recipient of the WGSC Undergraduate Student Research Conference Presentation Award

Alicia J. Johnson, Women’s Center Director, UW-Oshkosh

Susan Rensing, Associate Professor of History and Women’s and Gender Studies, UW-Oshkosh

Empowering Women and Girls in Physical Activity and Sport

Physical activity and sport engagement is associated with multiple positive physical, social, and emotional outcomes for women and girls. For instance, physical competence, skill development, and physical activity participation are all strongly correlated with positive self-esteem and self-perceptions. Unfortunately, females of all ages are less active than males and report lower perceptions of competence, self-esteem, and body image. Overwhelming evidence supports that physical activity and sport contexts remain male-dominated and consistently reproduce traditional gender stereotypes for behavior and the body. With the body on display and under intensified social surveillance in such a traditionally hegemonic context, females frequently experience a wide array of negative consequences. This presentation will provide an overview of current literature and original research highlighting the distinct set of barriers to participation, engagement, and enjoyment women and girls experience in physical activity and sport. In addition, practical and evidence-based strategies that are applicable to a variety of disciplines will be provided.

Emily Beasley, Assistant Professor, Health, Physical Education, Recreation, and Coaching, UW-Whitewater

Session 3F: PYLE 112

Empowering Nubian Women: A Cultural Perspective

Nubia is a culturally-rich region along the Nile River located in what is today, southern Egypt and northern Sudan. Nubia’s geographical isolation and linguistic distinctiveness reinforces the importance of addressing the challenges facing Nubian women today. Using videos and photos, the presenters will chronicle a project whose purpose was to empower Nubian women by helping them to revive, develop, and sell their local, folkloric handicrafts. Because Nubian women frequently face considerable obstacles to education due to family norms and local traditions, helping them create their own small businesses provides them with a means of economic empowerment. Highlighting the uniqueness and beauty of Nubian culture, and enabling Nubian women in their cultural heritage, preserves it while also raises awareness within the society at large.

Manal Kabesh, Fellow, Curriculum Development and Methodology, Egyptian National Center for Educational Research and Development

Nancy Turner, Professor, History Department. UW-Platteville

Session 3G: PYLE 209

The Impact of Peer to Peer Youth Development in Ending Gender-Based Violence

Come join the presenters as they share how they continue to support the implementation of Gender-based Violence Prevention Education programming throughout WI. This workshop will provide an overview of primary prevention, the peer-to-peer youth development model and highlight programs throughout Wisconsin that are utilizing these approaches. They will share various resource and skills that contribute to the success of prevention programming while encouraging attendees to share their own expertise on the topic as well. They will explore and be introduced to how, as adults, we can create a safe and brave space that allows the expression and leadership from youth to emerge and flourish to impact community change.

Stephanie Ortiz, Prevention & Public Awareness Coordinator, End Domestic Abuse WI

Youth Presenters – TBD

Session 3H: PYLE 326

Transformative Feminist Pedagogy in Theory and Practice

Teaching Critical Thinking through Decolonized Pedagogy

The presenter will focus on three thematic areas of a transformative feminist pedagogy— democratic education, decolonized methodologies, and postcolonial discourse. Borrowing critical insights from bell hooks' conceptualization of an "engaged pedagogy," and "good education"— a "freedom" that emphasizes the principles of equality and social justice, challenges old hierarchies of race, class, and gender, delves into issues concerning challenging hegemonic knowledge as a woman, and teaches to reclaim the classroom as an international scholar and teacher of color. The presenter identifies commonalities between a decolonized pedagogy that Hooks encourages as a queer feminist woman of color finding agency through her marginality and postcolonial discourse's attempts to formulate theory and praxis from its own perspectives and purpose. A decolonized pedagogy engages with the theoretical self-sufficiency of knowledge systems and academic discourses other than those that have been standardized by western dominator cultures.

Josephine Kipgen, Graduate Student, Women, Gender and Sexuality Studies, University of Kansas

Twelve Things Teachers can do to Help their Students with Disabilities Achieve Success

What if all instructors presented information, assessed students and gave out assignments in such a way that the playing field was leveled, so that ALL students had an opportunity for success? In this workshop, we present one dozen strategies to benefit all learners. The presenter's evidence-based strategies are simple, easy to implement, and will not take much time or any money. These strategies work for students with invisible disabilities, such as those with attention deficit disorder as well as for students with obvious disabilities. In addition, they also work for those without a diagnosed disability, but who just have difficulty in the standard class setting. They share the strategy, for whom it is most useful, and how it helps. Again, quick and easy will open the door. Come and get the keys.

Rea Kirk, Professor, School of Education, UW-Platteville

Laura Wendorff, Professor of English, Ethnic Studies and Women & Gender Studies. UW-Platteville.

Brenda Sunderdance, Assistant Director of Services for Students with Disabilities. UW-Platteville

Session 3I: PYLE 213

**Contemporary Australian Women's Writing
My Brilliant Career: Boundaries, and Borderlands
in Contemporary Australian Women's Writing**

The presenters, a Wiradjuri writer and a transnational feminist critic of Australian literature, will examine women's positionality and identity politics in contemporary Australian women's writing.

Concerned with both the artist's and the critic's voice, they will consider the different barriers and boundaries they have experienced when claiming critical space and recognition. They will address such questions as: Who defines identity? and Who has the privilege of the critic's voice? The presenters will a) examine how identity influences experiences of equity, empowerment and sustainability, b) consider, on the continuum between integration and separation, what solidarity can women achieve in the Australian literary world, c) ask how women writers and critics from the margins can intervene in the assumptions and expectations of both conservatives and the liberals and define themselves.

Devaleena Das, Lecturer, Department of Gender and Women's Studies, and Honorary Fellow, Institute for Research in the Humanities, UW-Madison, Madison, WI

2:15-3:15 Session 3 (concurrent sessions)

Against the Grain

The focus of this discussion is to explore Aboriginal women's writing in the twenty-first century from an insider's perspective as a Wiradjuri writer, teacher, academic and activist. Particular attention will be given to questions of Aboriginal identity, both within the community itself and the broader settler nation; who defines identity; the persistence of post-colonial theory as a framework through which to read the literature of ALL women from the margins under the umbrella of oppression; and the tensions between the white-stream settler feminist movement and Aboriginal women's rights, concerns and aspirations as Black women in Australia. The need for informed readers and critics to see Black Australian women's experience and to read our works 'against the grain' of mainstream settler society will be explored.

Jeanine Leane, Poet, Indigenous Visiting Research Fellow, Australian Institute of Aboriginal and Torres Strait Islander Studies, Australia

Session 3J: Pyle 121-Auditorium

Making Social Change through Wisconsin Women's Funds

Wisconsin has fourteen women funds throughout the state that work to improve the quality of life for women and girls. Learn how women's funds from a variety of communities across Wisconsin have identified common issues and are developing community specific solutions. Working boards and strong messaging are key to the success of any organization. What are their challenges and what are they doing to implement success through board development and grant making? Their successes and challenges apply to women-led community action and other organizations.

Moderator: Diane Ballweg, one of Wisconsin's leading philanthropists and advocates

Sara Micheletti, Board President, Women's Fund for the Fox Valley Region, Inc

Susan M Hickey, Past Board Chair, Women's Fund of Greater Milwaukee

Sally O'Brien, Treasurer, Women's Fund of Door County

Session 3K:

Pyle 313

Stimulus for Change: Intersectionality of Culture, Gender Violence and Support Services

Those at the intersection of culture, cultural identity, and gender violence are more vulnerable to experience violence in their lives. The dynamics of differential experience in seeking support services further impedes their access to safety, healing, and justice. The overwhelming majority of mainstream services for survivors of violence marginalize the culturally specific needs of women of color. This workshop will engage participants in thought-provoking discussions that look at violence against women of color with an inclusive lens. Through interactive activities, participants will acquire tools and implement practical use of skills to better serve survivors of color at the intersection. During the workshop participants will: develop a foundational understanding of the dynamics of gender violence with survivors of color (Case study: Immigrant South Asian Women in USA.); acquire tools to better serve survivors of color at the intersection in respective context of work; and apply practical use of trauma-informed and culturally-aware knowledge and tools.

Shani Kapoor, Registered Nurse/Board of Director, Huntsville Hospital/International Society of Huntsville, Alabama

Sanjukta Chaudhuri (MWGD), Nonprofit Program Professional, Green Bay, WI

3:30-4:30 Session 4 (Concurrent Session)

4A

Pyle 232DE

Undergraduate Research: Exposing Invisibility

The three papers in this presentation were created in conversation through a Queer Theories and Politics course. They examine differing approaches to marginality and violence, coupled with their relation to racism, homophobia, and classism. The first highlights an examination of the Indian Child Welfare Act through analysis of settler colonialism, white supremacy, and erasure of Native cultures. Homophobia and classism are explored through analyzing the exorbitantly high levels of queer homeless youth, and subsequent concerns of drug use and sex work, which are marginalized in mainstream LGBT politics. Gender-based violence is examined through the experiences of the shrinking community phenomenon and experiences of LGBT people. The three papers are brought together to examine marginality from a queer theoretical and activist lens.

Jack Burk, Undergraduate Student, Winona State University

Joelle Beyer, Undergraduate Student, Winona State University

Hunter Beckstrom, Undergraduate Student, Winona State University

4B

PYLE 313

Exploring the Promise of Place-Based Education and Ecojustice Approaches for Nurturing Youths' Commitments to the Environmental Commons

This presentation will summarize experiences with and results of a mixed methods study of an ecojustice education model with middle-high school students from rural and urban communities in the U.S. Great Lakes region. The Southeast Michigan Stewardship Coalition, SEMIS, uses an ecojustice approach in its place-based stewardship education (PBSE) that emphasizes the connection of students' learning to their local culture and environment, while encouraging students, teachers, and community educators to work toward critical analysis of the cultural and historical mindset that impacts how they think of each other, the earth, their place in it and their responsibilities for it. Given the SEMIS Coalition's emphasis on the application of PBSE in K-12 classrooms, our study concentrates on the potential of this practice for youth civic development and identification with the commons and explores how ecojustice as a pedagogical framework in teacher education influences students' learning.

Morgan Smallwood, Graduate Student, Civil Society and Community Studies, UW-Madison

Erin Galloway, UW-Madison

Alisa Pykett, Graduate Student, Civil Society and Community Studies, UW-Madison

Constance Flanagan, Professor, Civil Society and Community Studies, UW-Madison

4C

PYLE 325

Psychological Discomfort and Well-Being at the Intersection of Art and Biology

Deeply uncomfortable experiences can inform the arts as well as the health sciences. Studying the impact of painful or traumatic experiences can lead to advancement toward psychological well-being and social justice, but also has the potential to cause psychological distress. Performance of art, through accessing potentially painful memories, has the dual potential to heal and to cause harm. A similar tension exists when studying the psychological and neurobiological mechanisms of traumatic memory. In both cases, educational practice revolves around maximizing the benefits of engaging these important topics while minimizing any lasting distress, especially when considering an intersectional perspective. This panel brings together a collaborative group working at the intersection of the arts, clinical psychology, neurobiology, and gender studies. Together, their work seeks to explore the mechanisms and effects of painful or traumatic experiences, to place them in social context, and to communicate them effectively inside and outside of educational contexts.

Ann Fink, Wittig Visiting Assistant Professor, Gender and Women's Studies, UW-Madison

Stephen Quintana, PhD, Professor, Department of Counseling Psychology UW-Madison

Adey Assefa, Assistant Director, Office of Multicultural Arts Initiatives (OMAI), UW-Madison

Zhalarina Sanders, Director of JVN project, MS Candidate, Department of Counseling Psychology, UW-Madison

4W Summit Concurrent Sessions

Friday, April 28

3:30-4:30 Session 4 (Concurrent Session)

4D

PYLE 227DE

Nursing and Women's Leaders Can Partner to Promote Education about Women's Health

Although the primary focus of Nursing and Women's Studies (WS) disciplines can differ, they have commonalities. Both disciplines are concerned with women's well-being, committed to education, and comprised mostly of women. Our primary aim is to suggest ways in which nursing and WS could promote women's health through collaborative educational efforts with students and community women. We found that if WS students and faculty understood key values in nursing, then they could be more likely to collaborate to provide education for health promotion for women at risk for social and health inequities, specifically, women's vets and low SES women. Nursing could benefit from applying feminist theories in their teaching philosophies and practices, their research, and in applying intersectionality to patient care. Nursing and women's studies leaders could build sustainable educational partnerships by creating more cross-listed courses and build the infrastructure to co-sponsor a women's health certificate, as well as grow and sustain educational partnerships, then they could improve the status of women together and mirror prior successful partnerships.

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

4E

PYLE 213

Intersectional Approaches to Approaches to Addressing Sexual Assault Imagining Survivorship Complexly: The Importance of Self-Narrative for Survivors of Sexual Assault

The presenter considers the importance of flooding our culture with complete, complex narratives of survivors of sexual assault (SA) that resist the reductionist presentation of SA survivors as generally faulty and only brave when they choose to report. The presentation will explore the complexity of navigating the reporting process and how only focusing on policies and initiatives that encourage (and even coerce) people to report SA miss the incredibly complex experience of dealing and healing from Sexual Assault, as well as the barriers many people face in the very conception of the reporting process. Ultimately the hope of having more complex, intersectional-conscious, self-narratives would allow us to create more effective and inclusive alternative responses for survivors of SA that would not rely solely on reporting and institutional approaches.

Elena Espana-Regan, Graduate Student, Gender and Women's Studies, UW-Madison

Intersectionality of Oppression; how race, class language ect. can all influence sexual assault, domestic violence and other forms of oppression.

Historically black women and other women of color do not seek out help for sexual assault. More times than not, sexual assault services providers are the underlying cause behind this. The first half of this presentation looks at the intersectionality of oppression and how race, class, language etc. is keeping black women and other women from marginalized populations invisible in the sexual assault movement. The second half of the presentation addresses how to be an aspiring ally in the sexual assault movement. This section will also include tips learned by a white aspiring ally while remaining accountable to women of color. This session is a mixture of lecture and discussion, with participation encouraged.

Nestic Morris, Wisconsin Coalition Against Sexual Assault (WCASA)

Jessi Corcoran, Prevention Coordinator, Wisconsin Coalition Against Sexual Assault (WCASA)

4F

PYLE 225

Girls' empowerment and One Health curriculum implementation with 4-H Ghana

Embodying the Wisconsin Idea globally, this project aims to enrich the curriculum of 4-H in Ghana by adding a "One Health" perspective, gender empowerment awareness and student-centered teaching methods. One Health refers to the interdependence of health (and disease) among human, domestic and free-ranging animals, and their shared ecosystems. Combining One Health and gender-based approaches reflects the important roles of woman and girls in livestock and crop food production around the world, and supports the concept that by enhancing young women's well-being, one enhances agricultural productivity and family food security, reduces poverty, enhances education, and ultimately improves health and well-being for all. This session will review preliminary outcomes of the pilot program phase, funded by an Ira and Ineva Baldwin Reilly Wisconsin Idea grant at UW-Madison. We hope to extend the program to youth organizations elsewhere in Africa.

Mary Crave, Extension Specialist, Cooperative Extension, UW-Extension

Christopher Olsen, Processor Emeritus (Public Health), School of Veterinary Medicine, Associate Director Emeritus, Global Health Institute

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| 4G | PYLE 209 | 4H | PYLE 326 |
| Fighting the Stigma of Incarceration and Poverty in Art and Activism | | Radical Self-Care: Strategies for Self-Preservation during Challenging Times | |
| <p>The presenter is a watercolor, paper, and embroidery artist. The focus of her work ranges from community portraiture to the experiences of mothering, poverty, incarceration, and sacred ritual. She shares images of her artwork while facilitating discussion regarding the themes of mothering, poverty, and incarceration. Much of her work highlights the contradictions, difficulties, and transformative beauty of mothering, particularly in a low-income setting. The artist aims to bring beauty and illumination to a topic that can make recipients feel surveilled, intruded upon, ashamed; or paradoxically grateful, relieved, and indebted to the state for providing such needed support.</p> <p><i>Madeline Martin, MFA Candidate/Graduate Student, Art & Design, UW-Milwaukee</i></p> | | <p>"Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare," Audre Lorde. In this experiential workshop, we'll discuss the critical importance of self-care as a feminist act, a strategy of resisting the neoliberal University model, a crucial component of faculty development, and a potential pedagogical tool. The presenters will share strategies for self-care during challenging times, and practice a few simple self-care exercises.</p> <p><i>Jessica Van Slooten, Professor, English and GSW, UW-Manitowoc</i></p> <p><i>Amy Reddinger, Professor, English and GSW, UW-Marquette</i></p> | |
| Building a Better Quality of Life for Incarcerated and Formerly Incarcerated Women in Wisconsin | | 4I | PYLE 111 |
| <p>There over 14,000 women on probation/parole in Wisconsin and almost 1,500 women incarcerated in the Wisconsin Women's Prison System. The women reentering our communities face stigma and discrimination. They face challenges in the areas of mental health, substance use disorder and trauma. More than eighty percent of women have co-occurring disorders and national studies show that trauma can be a path to incarceration. Incarcerated women are often the sole provider and caretaker of their children. It is essential that communities provide support for the women to obtain a better quality of life. This workshop will offer information and discussion on how humane treatment is lacking in the women's prison facilities, how change can be implemented and what communities can do to provide support, skills and reduce recidivism. There will be an opportunity to hear women's stories about their experience in the prison and community corrections systems.</p> <p><i>Alice Pauser, Executive Director, The Demeter Foundation, Inc.</i></p> <p><i>Others To be determined</i></p> | | Transitions and Intersections: International Students in Midwestern Campuses International Female Teaching Assistants: The Realities Of the U.S Classroom | |
| | | <p>How do female International Teaching Assistants coming from strongly patriarchal societies adjust to the flexibility that come with the U.S classroom without feeling inadequate or challenged as they discharge theory pedagogical duties. This presentation will lead a discussion of what constitutes healthy social networks for international females Teaching Assistants who also have their family here during the course of their educational sojourn</p> <p><i>Comfort Adebayo, Graduate Student, Communication, UW-Milwaukee</i></p> | |
| | | From the Middle East to the Midwest: The Transition Experiences of Saudi Female International Students at an Urban Midwest Campus | |
| | | <p>The 17,117 Saudi females on U.S. college campuses are optimistic about studying in the United States. However, the transition from their conservative home country to the dramatically different culture, language, and values of the United States may present various academic and social challenges. The increase of hate sentiments against Muslims evident in the U.S. in 2016 after the recent terrorist attacks in Europe and the United States, and the rhetoric of Republican Presidential, Donald Trump, who advocates banning Muslims from entering the States increase frustration and anxiety among Saudi females that could lead to unforeseen additional challenges. The presenter will explore Transition theory and Schlossberg's (1982) "Four S System" (self, situation, support, and strategies) to understand the transitional experiences of ten sophomore Saudi female students attending an urban Midwest research university.</p> <p><i>Alia Arafah, Graduate Student, Urban Education, UW-Milwaukee</i></p> | |

4W Summit Concurrent Sessions

Friday, April 28

3:30-4:30 Session 4 (Concurrent Session)

4J

PYLE 112

Local to Global: The Power of Study Abroad for Women Students

Research on study abroad programs tends to focus on gender, if at all, merely to bemoan the dearth of male students in the programs. While the presenter agrees that these opportunities should be encouraged for all students, she is interested in learning more about the specific benefits for women. What attracts them to the programs? Why are they so much more intrepid than their fellow students? What do they gain from these experiences and how can we improve on them? Having taught American students abroad in Scotland, China, and Ireland, and having worked with American students in India, the presenter's intent is to provide a brief review of the literature on this topic and to then share some of the feedback elicited from former study abroad students. In addition, with the use of study abroad, we are grooming a globally aware, culturally flexible, capable segment of the student population without giving them as much attention as they deserve.

Julie Tharp, Professor, English and Gender, Sexuality, and Women's Studies, UW Colleges

This presentation will highlight study abroad impacts for women. The presenter will draw on her experience co-teaching a new UW-Madison Study Abroad program that highlights agriculture's impact on environmental and human health/well-being. All of the students who applied were women and while they have an interdisciplinary background, all shared that they were attracted to the program because of its focus on women and girl's empowerment.

Erin Schneider, Farmer Educator, Global Health Institute and CALS Study Abroad, Farm and Industry Short Course, College of Ag and Life Sciences, UW-Madison, and Hilltop Community Farm

4K

Pyle 121 Auditorium

Branding Transformation: Intersectional Public Relations and Marketing as Story Making

Social Justice centers have many roles. Think women's, gender, and/or identity centers where the educational, the communal, the nonprofit, the spiritual and the social converge. Yet how does one "brand" them, providing solidarity and meeting community needs while still maintaining the integrity of a progressive mission? This workshop proposes an exploration of social justice "branding," communicating a story through intersectional public relations approaches. Values-driven social media, aesthetic-minded, inclusive graphics, experiential education pedagogy, unique programming praxis, and creative community partnerships shift the typical marketing model away from consumer heterogeneity. Instead, the presenters draw on start-up culture and marketing—typically not used in social justice work—to innovate in ways that catch the eye while they call toward social justice.

Karlyn Crowley, Professor, Director of the Cassandra Voss Center, Women's & Gender Studies, St. Norbert College

Jaime Gonzalez, Assistant Director of the Cassandra Voss Center, St. Norbert College

Amy Mrotek, Program Manager & Volunteer Coordinator at the Cassandra Voss Center, St. Norbert College

4:45-5:45 Session 5 ((Poster Session I))

Pyle Center Robert P. Lee Lounge

5A What Is Known About the Health of Marriage Migrants in Asia and the Roles of Nurses?

Similar to the “mail-order-bride” in western context, intra-Asia marriage migration has been an increasingly trending up phenomenon. Facing hardships from commercial marriage and migration, marriage migrants are at high risk of having health issues and experiencing disparities. However, little is known about the health of this growing population. This scoping review aims to: (1) map the field of research on Asian marriage migrants, (2) to understand nurses’ roles in this phenomenon. Four themes have been identified: (1) Physical wellness (e.g., reproductive health, oral health and transmittable disease); (2) Psychological wellness (e.g., depression, anxiety and stress); (3) General wellness (e.g. nutrition, quality of life and subjective health); (4) Social wellness (e.g., spousal violence, victimization and discrimination). Research on Asian marriage migrants is at its embryo phase. Community partners and governmental data freedom are keys to understand and help this population. Clinicians, particularly nurses, serve important roles to identify and advocate their needs by initiating studies and delivering sensitive and culturally competent care.

Zhiyuan Yu, Graduate Student, School of Nursing, UW-Madison School of Nursing

5B Non-binary gender identity and pronouns usage

What does it mean to be a certain gender, and how does it define us as people? Does it play a larger part of our identity than we think it does, or is society just using it too much as a binary, norm, or box that we must follow to “fit in”? Why are people more accepting of being gay or lesbian than of being transgender, non-binary, androgynous, or genderfluid (any gender other than male or female)? I would like to question why gender plays such a big role in our society. My poster would also include a discussion of pronoun use and how that has such an effect on people of other genders.

Joanna (Jo) Niswonger, Undergraduate Student, UW-Marinette, recognized by the UW-Colleges Women and Gender Studies Program as a 2017 recipient of the WGSC Undergraduate Student Research Conference Presentation Award

5C Feminist Research: Examining the Platform for the Movement for Black Lives

This poster explores the importance of the Movement for Black Lives through the lens of feminist theory. The papers explore the racialization of criminal injustice, mass incarceration, and media portrayals. From Angela Davis’ argument for prison abolition to the demand of ending grand juries, we explore the need for systemic change as urgent in the era of mass incarceration and police violence.

Victoria Parke, Undergraduate Student Panel, Women, Gender, Sexuality Studies, Winona State University

Kayla Burrows, Winona State University, Undergraduate Student

Kyra Springer, Winona State University, Undergraduate Student

Michaela Gaffke, Winona State University, Undergraduate Student

5D Student Perceptions of Campus Support for Victims of Sexual Assault

The presenters will share their research study that explores student’s perceptions of methods in which their campus supports victims of sexual assault and improvements that might be made. A disconnect between official reports of sexual assault and what students actually experience is not new or unique to UW-River Falls. Sexual assault is a historically unreported crime for several reasons including myths about sexual assault, backlash for victims, and the difficulty of navigating the reporting system. This study seeks to access student’s knowledge of the process of reporting sexual assault as well as perceptions of support for victims. Students will be asked a series of questions to assess their knowledge of and perceptions of these four themes: supportiveness of their campus toward victims of sexual assault, the reporting process, services for victims of sexual assault, and factors that may impede or encourage support for victims of sexual assault.

Melanie Ayres, Associate Professor, Psychology / Women’s and Gender Studies, UW-River Falls

Desiree Wiesen-Martin, desiree.wiesenmartin@uwrf.edu, Assistant Professor in Sociology, Criminology, & Anthropology, UW-River Falls

Natalie Schmitz, natalie.schmitz@my.uwrf.edu, Sociology student, UW-River Falls

4:45-5:45 Session 5 ((Poster Session I))

5E Men's Project: Engaging College Men in Critical Gender Analysis

Men's Project is a student development program designed to provide college men with a space for critical self-reflection and dialogue on topics of masculinities, gender construction, and identity. Through six weeks of social justice dialogue, peer learning, and individual reflection, diverse cohorts of 8-12 college men explore the impact of masculinity on the self and community. Learn about the need for Men's Project, the program design, and assessment outcomes from the first four cohorts of UW-Madison's Men's Project.

Sam Johnson, Violence Prevention Specialist, University Health Services, UW-Madison

5F Triggered? Instructors of Color Navigating the Prospect of Guns on Campus

Recent legislation changes in several states have removed public post-secondary institutions' ability to regulate firearms on campuses. Although researchers have examined this shift in policy, less is known about its impact for higher education instructors. Concealed carry policies add a layer of danger for instructors navigating contentious subject matter by increasing the potential for conflict escalation in the classroom. This is particularly true for minority educators who are already in precarious situations in the academy and beyond. Through a series of qualitative interviews, this paper examines the impact of concealed carry policies on the experiences of graduate instructors of color at a large, public university in the Midwest. The presenters' work brings together the literature on race, pedagogy, and gun control, highlighting the demand for a holistic, intersectional approach to university policy.

Carolina Costa Candal, Graduate Student, Political Science, University of Kansas

Sierra Watt, Graduate Student, University of Kansas

Marcy Quiason, Graduate Student, University of Kansas

5G Early Marriage and Its Negative Effects on Married Young Girls in Ethiopia

Early Marriage is a socio-cultural issue recognized by the government of the Federal Democratic Republic of Ethiopia as a harmful traditional practice. Early marriage is a fundamental violation of human rights in general and women's rights and the child's rights in particular as it takes place without the consent of the girl child. The negative effects of early marriage on young married girls range from psycho-social effects undermining their self-esteem and alienating them socially from their peers; to rendering them vulnerable to domestic violence and eventual divorce from as well as abandonment by their partner(s); to denial of educational opportunities due to lack of faith in the future prospects of girls' education and cultural beliefs that girls are better suited for caregiving. The presenter will argue that all stakeholders (government and non-government organizations and community leaders [elders]) must act together and put community education programs in place to curb the persistence of early marriage.

Metadel Teshome, Graduate Student, Gender Studies, Lund University

5H Deconstructing "Non-Traditional": What it means to be a "Non-Traditional" Undergraduate Student

This qualitative study examines the lives of three "non-traditional" undergraduate students and their respective journeys to earn a bachelor's degree in Early Childhood Education. The "non-traditional" students in this study were members of a university that was originally designed to meet the needs of traditional students. In many ways, these "non-traditional" students were viewed as "others" and as individuals who were not privy to the same types of schooling as their traditional counterparts. Further, power and access were often unevenly distributed among the students at the university, with "non-traditional" students having little power or access to even the most basic kinds of support services that would help them successfully navigate their undergraduate studies. By examining the lived experiences of these students, this study both recognizes and gives value to these resources in an attempt to alter the deficit view of "non-traditional" students. The assumption that "non-traditional" undergraduate students come to the classroom with cultural deficiencies is critiqued, and instead the strengths and forms of Community Cultural Wealth (Yosso, 2006) that study participants bring to their educational experiences are highlighted.

Kristen Linzmeier, Assistant Professor, Curriculum and Instruction, UW-Whitewater

5I Sustainability and Menstruation on Campus

Higher education institutions are increasing their efforts to become a more environmentally sustainable campus and take pride in doing so. For example, the University of Wisconsin Oshkosh has taken pride in being ranked the third greenest school by Sierra Magazine, which ranks universities on their “deep and thorough commitment to protecting the environment.” (Potts, 2015). Yet, the sustainability of menstrual products has been overlooked in these efforts. Literature on this topic is scarce; however, drawing from institutions outside of higher education, recommendations for campus administrators on how to improve the sustainability of menstrual products on campuses will be presented. A campus cannot be considered environmentally sustainable if they choose to neglect the intersection of menstruation and sustainability. It is time for college communities to address this gap in their efforts to be environmentally sustainable.

Ali Christensen, Undergraduate Student, Women's Center, Social Justice Program, UW-Oshkosh

Alicia J. Johnson, Women's Center Director, UW-Oshkosh

Courtney Bauder, Social Justice Program Director, UW-Oshkosh

5J Training OB/GYNs in Global Health: A Multi-Institutional Collaboration to Develop Cases for Simulation Use for Global Away Rotations (SUGAR)

Simulation Use for Global Away Rotations (SUGAR) is an open-source curriculum initially developed by pediatricians to allow resident physicians to experience and debrief common practical and emotional challenges of working in resource-limited settings. A multi-disciplinary group was formed to harness principals of the SUGAR curriculum to provide simulation training for residents in specialties beyond pediatrics. Four new OB/Gyn SUGAR cases were developed, formatted and piloted with multi-disciplinary groups of residents. The cases aim to allow residents to experience and debrief common medical management and emotional complexities faced in resource-limited settings. Negative emotional experiences with complimentary adaptive characteristics are addressed: frustration/adaptability, floundering/awareness of resources, failure/adjustment & humility. By creating simulation cases in OB/Gyn, the SUGAR curriculum can be expanded to fill a need of global health education in OB/Gyn. SUGAR simulations hold promise to expand resident preparation for international electives in resource-limited settings.

Mary Rysavy, Resident physician, Obstetrics and Gynecology, UW-Madison

Cynthia Anderson, MD, Assistant Professor of Obstetrics and Gynecology, UW-Madison School of Medicine and Public Health

Sabrina Butteris, MD, Associate Professor of Pediatrics, UW-Madison School of Medicine and Public Health

Michael Pitt, MD, FAAP, Assistant Professor of Pediatrics, University of Minnesota School of Medicine

5K Preschool Children's Perceptions of the New Barbie Dolls

Social cognitive theory suggests that environmental influences, including toys, play a critical role in gender socialization (Bussey & Bandura, 1999). Research has found that playing with certain toys and dolls such as Barbie can negatively affect children's body image and even eating habits (Anschultz & Engles, 2010; Ditmar et al., 2006). The current study is interested in the effects of one toy in particular, Barbie, on preschool-aged children. As a result of criticism about Barbie's unrealistic body proportions and the possible impact of this, Mattel recently introduced several new Barbie dolls. The new dolls are “tall”, “curvy”, and “petite” and have varied skin tones. The current study will observe and interview a group of preschoolers (ages 3-4) as they play with the new Barbie dolls. This research will provide important preliminary evidence about how children play with and perceive the new dolls.

Amber Pauley, Undergraduate student, UW-River Falls, recognized by the UW-River Falls Women and Gender Studies Program as a 2017 recipient of the WGSC Undergraduate Student Research Conference Presentation Award

4W Summit Concurrent Sessions

Saturday, April 29

| | Pyle 111 | Pyle 112 | Pyle 121 - Auditorium | Pyle 209 | Pyle 213 | Pyle 225 |
|-------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| 8:00 AM | Registration, coffee, and exhibits | | | | | |
| Session 6: 8:00-9:00 AM | 6D ~ Resilient Feminist: The balancing act of activism and rejuvenation | 6B ~ Addressing Women’s Postpartum Mental Health in Wisconsin Home Visiting Programs | | 6A ~ Culturally responsive teaching: creating a climate of safety and support | 6C ~ Women's Leadership in STEM | 6E ~ Student Activism and Sexual Assault Prevention |
| 9:15-10:30 AM | Plenary III in the Alumni Lounge | | | | | |
| Session 7: Posters Session all in Lee Lounge 10:45-11:45 AM | Posters: 7A-7H | | | | | |
| 12:00-12:45 PM | Luncheon in Lowell Hall Dining Room | | | | | |
| 1:00-2:00 PM | Summit Plenary IV in the Alumni Lounge | | | | | |
| Session 8: 2:15-3:15 PM | 8C ~ Relational Activism: Intertwining Social Justice and Well-Being | 8I ~ Refugee Women on the Indian Subcontinent in the context of the Current Refugee Crisis I | 8K ~ LISTEN TO YOUR GRANDMOTHERS: Raging Grannies Sing for Peace, Social Justice, | 8F ~ Making the Global, Campus: Transnational Feminist Activism | 8A ~ UW System Women and Science Program: 20 Years of Promoting Diversity, Equity, and Excellence | 8D ~ Violence Against Native Women in Fiction and Fact |
| 3:15-3:30 PM | Break time in Pyle 106 (AT&T Lounge) | | | | | |
| Session 9: 3:30-4:30 PM | 9H ~ Creating meaningful LGBTQ* programming and support services in the UW Colleges | 8I ~ Refugee Women on the Indian Subcontinent in the context of the Current Refugee Crisis II | 9G ~ Strategies for Improving Predominantly White Institutions for Students of | 9A ~ Sexuality’s Critical Role in Women’s Contraceptive Practices: New Models, New Findings | 9D ~ Teaching Feminisms | 9B ~ Changing Narratives: Social and Emotional Learning and Privatized Education in India |
| 4:45 6:30 PM | Plenary V in the Alumni Lounge | | | | | |

4W Summit Concurrent Sessions

Saturday, April 29

| | Pyle 227DE | 232DE | Pyle 313 | Pyle 325 | Pyle 326 | 226 |
|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|--------------------------------|
| 8:00 AM | Registration, coffee, and exhibits | | | | | |
| Session 6: 8:00-9:00 AM | 6H ~ Transgender Narratives | 6G ~ Presentation of Classroom Techniques that Bring Feminism to Unexpected Places | 6F ~ Transit: Unrealized Solution to Equitable Access | 6I ~ Why are women so underrepresented in public office, and what we can do about it | | Call for Peace Exhibit |
| 9:15-10:30 AM | Plenary III in the Alumni Lounge | | | | | Call for Peace Exhibit |
| Session 7: Posters Session all in Lee Lounge 10:45-11:45 AM | Posters: 7A-7H | | | | | Call for Peace Exhibit |
| 12:00-12:45 PM | Luncheon in Lowell Hall Dining Room | | | | | Call for Peace Exhibit |
| 1:00-2:00 PM | Summit Plenary IV in the Alumni Lounge | | | | | Call for Peace Exhibit |
| Session 8: 2:15-3:15 PM | 8G ~ What's Up: Design as a universal language | 8H ~ Creating and Validating Inclusive Spaces | 8J ~ Social Media Activism | 8E ~ Women and Gender In Games, Film, and Television | 8B ~ Talking Gender in the Writing Classroom | Call for Peace Exhibit |
| 3:15-3:30 PM | Break time in Pyle 106 (AT&T Lounge) | | | | | Call for Peace Exhibit |
| Session 9: 3:30-4:30 PM | 9E ~ Get in the Boat: Student Led Community Activism From Local to Global | | 9F ~ Intersecting Analysis: Dialectics of Difference and Sameness | 9C ~ Mentoring Relationships in Women's & Gender Studies: Empowering Learners and Sustaining a Program | | 9J ~ Call for Peace Exhibit |
| 4:45 6:30 PM | Plenary V in the Alumni Lounge | | | | | |

4W Summit Concurrent Sessions

Saturday, April 29

8:00-9:00 **Session 6 (concurrent sessions)**

Session 6A: **PYLE 209**

Culturally responsive teaching: creating a climate of safety and support

This workshop focuses on raising awareness and understanding of how to create a culturally responsive educational environment. We begin the session by describing culturally responsive practices that have been found to be effective in allowing all students to feel safe and supported within the educational environment. The presenters will conduct three activities so that participants can experience the sense of supported collaboration. Participants then take a brief quiz to help identify blind spots in regard to biases that they hold. The quiz and discussion will focus on unconscious levels of prejudice about the following areas: age, gender, and race. The presenters will expand the discussion to include community, beyond the classroom walls. In addition, they will present relevant books that support culturally responsive teaching practices, and provide a forum for discussion of literature that reflects diversity.

Julie Phillips, Assistant Professor, Teacher Education, Univ of Dubuque

Rea Kirk, Professor--School of Education, UW-Platteville

Ms. Regina Pauly, Curriculum Librarian, UW-Platteville

Moderator: Laura Wendorff, Professor of English, UW-Platteville

Session 6B: **PYLE 112**

Addressing Women's Postpartum Mental Health in Wisconsin Home Visiting Programs

Depression in the postpartum period is a global public health issue, with prevalence rates as high as 50% for women in the US who are living in poverty, contributing significantly to the cycle of poverty and consequences for families (Chaudron et al., 2010). The majority of this at-risk population encounters significant barriers to receiving mental health treatment (Ammerman et al., 2010). This workshop seeks to describe the implementation/evaluation of a program to deliver postpartum mental health services through federally funded Home Visiting programs in Wisconsin. Home Visitors build trusting and ongoing relationships and provide needed support and practical assistance, but are often overwhelmed by the mental health needs of the families they serve. This project aims to support women, their infants and families participating in Home Visiting programs using the evidence-based Mother-Infant Therapy Group (M-ITG). This workshop will include program description,

preliminary findings, lessons learned about capacity building, adaptations to increase cultural relevance, community engagement, and empowerment of women impacted by poverty in WI.

Roseanne Clark, PhD, Associate Professor, Director, University of Wisconsin Postpartum Depression Research Program, Department of Psychiatry, University of Wisconsin School of Medicine and Public Health

Jen Perfetti, MA, LPC, Clinical Program Coordinator, Addressing Postpartum Depression in Wisconsin Home Visiting Programs, Department of Psychiatry, University of Wisconsin School of Medicine and Public Health

Cynthia Burnson, PhD, Postdoctoral Researcher, Department of Psychiatry, University of Wisconsin School of Medicine and Public Health

Discussant: Leslee Mc Callister, MSSW, Home Visiting Coordinator for the WI Department of Children and Families

Session 6C: **PYLE 213**

Women's Leadership in STEM

Women's participation in STEM fields (science, technology, engineering, and mathematics) has been growing, though certain fields remain stubbornly male-dominated. As women have moved through the ranks, how many women in STEM take on leadership roles? This question has barely been studied, but the few sources available suggest that women are heavily under-represented in STEM leadership, despite the overall numbers of women in STEM fields. This paper will discuss the issues that help and hinder women's leadership in STEM.

Laura McCullough, Professor of Physics, Chemistry and Physics, UW-Stout

Dandrielle Lewis, Associate Professor of Mathematics, and Affiliate of the Women's and Gender Studies Program, UW—Eau Claire

Session 6D: **PYLE 111**

Resilient Feminist: The balancing act of activism and rejuvenation

How to we live values-centered lives of activism without burning out or living in a constant state of anger and frustration? This workshop will share key and most current findings and best practices from the field of psychological resilience to allow participants to craft their own resilience strategies in the face of challenges and setbacks. This workshop is applicable to faculty, students, program leaders and employees.

Jan Stanley, Facilitator, University of Pennsylvania-Penn Resilience Program

Session 6E:

PYLE 225

**Student Activism and Sexual Assault Prevention
Innovating Sexual Assault Prevention: Call(ing)
Out Culture**

New legislation is changing the way sexual assault prevention is facilitated nationwide. The Winona State University RE Initiative offers peer-led education called PACT (Prevent, Act, Challenge, Teach), a confidential helpline staffed by students to assist those affected by gender-based violence, compliance with Clery and Title IX mandates, and gives students the opportunity to think critically about how to address gender-based violence through transforming campus culture. RE Initiative students gain leadership skills while empowering others to lead efforts in ending GBV. The RE Initiative is implementing new prevention curricula with commitment to intersectional approaches. A mentorship program helps recruit diverse students, which promotes the sustainability of the program. In this session, peer-educators will present examples of RE Initiative bystander intervention education.

Michael Krug, Graduate Student, Leadership Education, Winona State University--RE Initiative

Sarah Swanson, Undergraduate Student, Winona State RE Initiative

Hunter Beckstrom, Undergraduate student, Winona State RE Initiative

Taylor Hoiland, Undergraduate Student, Winona State

**The Consumption of Pornography: Shaping
Masculinity**

This paper examines the normalization of pornography in American society, particularly as a consequence of post-industrial capitalism. The project will focus on the mainstream pornographic industry and on the systematic commodification, objectification, and stereotypical displays of men, women, racial minorities, and sexual minorities. It will furthermore examine ways in which this pornographic consumerist culture affect how individuals think, feel, and experience sexual attraction and romantic love. This research argues that the modern pornography industry contributes to create a culture that necessitates conformity to hypertraditional gender narratives. Critical examinations of pornographic narratives that inherently promote and normalize the embodiment of hegemonic masculinity have been scarce in literature. The success of the mainstream pornography industry within the new media calls for new critical examinations of human desire, normalization of gender roles, and human behavior within the context of a postmodern neoliberal capitalism.

Kelly Highum, Undergraduate Student, Sociology, Winona State University

Session 6F:

PYLE 313

Transit: Unrealized Solution to Equitable Access

Well-funded and implemented public transportation can enhance gender equity by facilitating access for women to jobs, education, wellness, childcare, affordable housing and nutritious food. Good transit promotes diversity and is a tangible manifestation of equity, sustainability and empowerment. Sadly, the failure to adequately fund and promote transit has left many Wisconsin communities devoid of transportation choices. As primary care givers, women are disproportionately tasked with shopping, childcare, and other family errands, in addition to commuting to jobs. When travel is protracted, uncomfortable, unsafe or even nonexistent, these roles are even more burdensome, leaving women worse off. In this workshop, participants will discuss ways to improve transit access and choices for women riders. We will examine the economic costs of NOT involving women in transportation decision-making. The presenters will discuss the sources of disparities in transportation funding and employment that prioritize highway expansion over other transportation modes and strategize on finding solutions.

Karen Kendrick-Hands, Founder, Transportation Riders United – Moderator

Amanda Larson YWCA Transit Program Manager

Becky Steinhoff Executive Director, Goodman Community Center (Girls, Inc. of Madison)

Ashwat Narayanan, Transportation Policy Director, 1000 Friends of Wisconsin

Denise Jess, Executive Director, Wisconsin Council of the Blind & Visually Handicapped

4W Summit Concurrent Sessions

Saturday, April 29

8:00-9:00 Session 6 (concurrent sessions)

Session 6G: PYLE 232DE

Presentation of Classroom Techniques that Bring Feminism to Unexpected Places

This interdisciplinary roundtable seeks to discuss pedagogical techniques that make available gender issues in transformational ways, seeking to empower students in identifying, advocating for, and sustaining equity and well-being. The sociologist uses an in-class content analysis group exercise, in a technology and society course, to reveal how the incivility of Internet comments targets women in specifically gendered and racialized ways. The theologian uses the status of women in various religions to highlight the detrimental effects of patriarchy, noting examples of women going against societal/religious norms and considering how feminist attitudes can be “faithful.” The English professor pairs Michel Foucault with Beyoncé to teach introductory writing and intersectionality. The historian makes clear that, to avoid antiquarianism, it is essential to examine historical roots whether in viewing witchcraft or the history of marriage.

Maureen McKnight, Associate Professor, English and Writing, Cardinal Stritch University

Mary Duarte, Associate Professor of History, Cardinal Stritch University

Michelle Gilgannon Assistant Professor and Chair of Religious Studies, Cardinal Stritch University

Angela Barian Assistant Professor and Chair of Sociology, Cardinal Stritch University

Session 6H: PYLE 227DE

Transgender Narratives

“A Transition is Like Having a Death without the Casseroles”: A Case Study of Gender, Transition, Marriage, and Identity

In recent decades, visibility has increased for many transgender people, which has scholars of varying disciplines turning their attention to transgender issues. One topic in need of attention is trans-cis relationships. The presenter shares her research on issues for couples in transition, specifically asking: How do transgender people navigate the realities of being closeted even to their intimate partners? How do partners of transgender people view themselves and their partner before and during transition? Several oral history interviews with her grandmothers, JamieAnn and Peggy Meyers, who are a married trans-cis couple, will be discussed. Using published scholarship alongside the interviews which offer insights into Peggy’s understanding of herself in relation to JamieAnn, the particular form of grief she has experienced at the loss of the husband she believed she married, how JamieAnn was kept closeted, and how

she understands her own identity. This case study adds to our understanding of trans experience, the fluidity of identities, and the cultural belief in fixed identities.

Ashley Meyers, Undergraduate student, Women and Gender Studies and Religion, Luther College

Gender Fluidity-Visual Cues of a Binary System

For transgender people, there is a prevailing narrative that a successful transition entails trading one gender for another, maintaining a binary identity. The presenter was born male but does not identify with men, but is also wary of appropriating the experience of females. Patriarchal structures were experienced negatively as a child, but even after taking hormones extensively they do not identify as a woman. A nonbinary identity is still problematic in existing bureaucratic and social structures. Gendered spaces designate segregated areas that actively exclude a single member of the binary system but incidentally bar genderqueer people as well. Rather than participate in this system and accept an inaccurate identity, the presenter/artist uses their artwork to raise awareness of the existence of people in the same situation. The presenter shares their photographic portraits that first express aesthetic beauty, and then present a fluidity that is only beginning to be widely visible in our society.

Alex Orellana, adjunct professor, Department of Art, UW-Oshkosh, and Graduate Student in Art, UW-Madison

Session 6I: PYLE 325

Why are women so underrepresented in public office, and what we can do about it

Women hold far fewer than half of the local elected government positions in Wisconsin. This session will explore political ambition among women in Wisconsin, including a summary of the results of a recent UW-Extension study and a discussion of what can be done about the dearth of women holding public office in the state. This session is free and open to the public.

Erin Forrest, Executive Director, EmERGE Wisconsin

Dan Hill, Local Government Specialist, UW-Extension

10:45-11:45 Session 7 (Poster Session II)

Pyle Center Robert P. Lee Lounge

7A Faculty Development as Gender Equity Intervention

This poster presentation will share initial findings and suggested interventions, focused on a new approach to faculty development as a meaningful intervention for faculty retention and success for all faculty. As the UW Colleges gender equity coordinator, the presenter has been researching meaningful interventions to increase equity at the faculty ranks and to decrease the likelihood of gender-based salary inequity. Through faculty surveys and academic research, she has identified key areas that likely contribute to gender-based inequity: unclear expectations for tenure, promotion and merit; gendered service gap; misalignment of expectations with institutional mission; lack of time and resources for professional development; uneven mentoring. Proposed interventions include: clarifying expectations, valuing work that connects with institutional mission, and revising the mentoring programs into a faculty development programming.

Jessica Van Slooten, Professor, Gender Equity Coordinator, English and GSW, UW-Manitowoc

7B Promoting sexual well-being among older adult, lesbian, women of color

Approximately 2 million older adults identify as lesbian, gay, bi-sexual, transgender or questioning (LGBTQ). The experience of discrimination resulting from heterosexism, sexism, and ageism poses a "triple threat" in healthcare among older lesbian women. For lesbian women of color, racism may present a "quadruple threat". The provision of quality health care to older lesbian women of color is of urgent significance. Among women, as compared to men, risk factors, such as, emotional well-being, and perceived body image often affects sexual health more than physical abilities. The purpose of this poster is to discuss the cultural considerations and health promotion strategies that promote sexual well-being among older lesbian women of color based on a review of current literature. This project can help to shape the discourse in student education of nursing and other health-related disciplines regarding care strategies to promote sexual well-being in a gendered and culturally responsible manner.

Devin Graf, Undergraduate Student, School of Nursing, Edgewood College-School of Nursing

Dr. Ernise Williams, Assistant Professor-Nursing, Henry Predolin School of Nursing, Edgewood College

7C Bystander Intervention Education to Stop Acts of Gender Based Violence: Winona State University's RE Initiative's Peer Education Program's Impact on Campus Culture

Winona State University's RE Initiative offers transformative peer-led education to its student body on the topic of gender-based violence (GBV). The RE Initiative uses proven methods to change culture and reduce gender-based violence through a peer education program focused on defining GBV, healthy relationships, consent, and intersectionality. This is paired with bystander intervention education. The RE Initiative also provides 24/7 confidential peer advocacy to empower victims/survivors of gender-based violence by providing them with accurate information and resources so that they can make informed decisions that are right for them. This poster presents three years of data assessing the effectiveness of the bystander intervention program to decrease rape myths and increase bystander intervention confidence. The presenters note the increase in reporting on their campus and analyze the outcomes of those reports to assess the effectiveness of their peer education and advocacy program to change the culture at Winona State University.

Mackenzie Carter, Undergraduate Student, Women Gender and Sexuality Studies, RE Initiative/Winona State University

Samantha Wogensen, Undergraduate Student, RE Initiative/Winona State University

Mackenzie DeChambeau, Undergraduate Student, RE Initiative/Winona State University

7D Fertility Awareness Education as Sexual and Emotional Empowerment

Often confused with the outdated, ineffective "Rhythm Method," the Fertility Awareness Method (FAM) is not only an effective tool for avoiding or achieving pregnancy but also a means for sexual and emotional empowerment. In this workshop, the presenter will explain the more scientific foundations of the Fertility Awareness Method (such as observing and interpreting basal body temperature and cervical fluid patterns) as well as how different types of women use the method in order to gain control and understanding of their reproductive, sexual, and/ or emotional selves. Although menstrual cycle charting is typically associated with heterosexual women who are trying to conceive, this poster will include the reasons why other groups of women (those not in sexual relationships, those trying to avoid pregnancy, those in sexual relationships with other women) could benefit from menstrual cycle charting.

Ashley Hartman Annis, Undergraduate Student, Certified Fertility Awareness Educator, Gender and Women's Studies, UW-Madison

10:45-11:45 Session 7 (Poster Session II)

7E Modern Day Feminism: Feminist or Feminazi?

This presentation examines the definition of feminism and how that definition has evolved and been misinterpreted over time. Feminism is defined as a belief in equality regardless of gender. Many people today believe that feminism places women above men. This is not feminism, but rather misandry. The presenter argues that better education about the origin of feminism, its proper definition and its role in society will help eliminate the societal obstructions that stand in the way of gender equality. Reviewing literature on the topic, the presenter will argue that it is not misinformation, but ignorance among traditional college-age students about what feminism really is, exacerbated in the U.S. by the relatively high status of women. She argues that ignorance of what feminism really is can be remedied through education.

Abigayle Pignatari, Undergraduate Student, UW-Platteville

7F Reducing the Risk of Sexual Assault

Sexual assault of college women is an ongoing concern without a clear solution. Programming at universities across the United States has yet to produce a reduction in sexual assault rates. Additionally, little is known about student reception of sexual assault risk reduction programming. The presenter is part of current research developing a small-group intervention based on the principles of motivational interviewing to motivate college women to reduce risky dating behaviors and, ultimately, reduce their risk of experiencing a sexual assault. The program rationale and design will be discussed along with any preliminary data available at the time of the conference.

Cari Rosoff, Graduate Student, Department of Psychology, UW-Milwaukee

7G Collating LGBTQ+ Friendly Service Providers in the Chippewa Valley

The presenters, and the Safe Spaces Coalition of the Chippewa Valley collaborated to bring together a comprehensive resource guide of LGBTQ+ friendly and competent service providers within the Chippewa Valley. This resource guide identifies specific service providers for whom LGBTQ+ people in their community can seek services from in a friendly environment. Through university and community partnership, the team designed and disseminated online and print surveys to LGBTQ+ people within their community to recommend service providers that they believe are friendly and competent towards their sexuality and gender identity. By centering the voices of LGBTQ+ people within the Chippewa Valley, the team empowers LGBTQ+ people to define who they believe best provides services to them. From here the team organized and disseminated the information within their community.

Alex DeLakis, Undergraduate Student, UW-Eau Claire

Dr. Theresa Kemp, Professor of English and Women's Studies, UW-Eau Claire

7H The psychological identity crisis within Black Women: Effects of Colorism

This poster will examine the history of black women and how the relationship between social interactions and skin complexion play a major role to the problem with regards to identity. The presenter will examine issues of difference and privilege in the comparison of lighter skinned blacks and darker skinned blacks in the media and how this still affects the identity of black women today. Focusing on a documentary, two films, and articles this poster will discuss the psychological identity crisis that black women are faced with day to day. Sources will focus on the analytical perspectives of being a black women and consider how skin color can provide benefits to an adjustable lifestyle.

Ashley T. Owens, undergraduate student, UW-Platteville, recognized by the UW-Platteville Women and Gender Studies Program as a 2017 recipient of the WGSC Undergraduate Student Research Conference Presentation Award

2:15-3:15 Session 8 (concurrent sessions)

Session 8A: PYLE 213

**UW System Women and Science Program:
Celebrating 20 Years of Promoting Diversity,
Equity, and Excellence**

The University of Wisconsin System Women and Science Program was institutionalized in 1996 to help attract and retain women and underrepresented minorities in science, technology, engineering and mathematics (STEM). In honor of our 20th year, this session celebrates the effort and achievement of people and programs in the UW System who continue to work for equal and equitable opportunities for all people in STEM. This is a thread within the conference program.

Jennifer Schuttlefield Christus, Director, UW System Women and Science Program and Assistant Professor of Chemistry, UW-Oshkosh

Jennifer Mihalick, Past Director, UW System Women and Science Program and Professor of Chemistry, UW-Oshkosh

Janis Eells, Professor, Biomedical Sciences, UW-Milwaukee

Laura McCullough, Professor of Physics, UW-Stout

Kim Sargent, Program Manager for Women in Engineering, Mathematics and Science Program, UW-Platteville

Session 8B: PYLE 326

Talking Gender in the Writing Classroom

A panel of UW-Stevens Point faculty members will discuss teaching sections of required composition classes themed around Women's and Gender Studies. The panel will offer perspectives on the challenges and opportunities of teaching about gender in this context, information about texts used and strategies that were effective, along with examples of syllabi and considerations of pedagogy. We also invite others to share their experiences, syllabi, and assignments if they are integrating WGS topics into their composition courses.

Rebecca Stephens, Professor and WGS Coordinator, English, UW-Stevens Point

Pat Gott, Associate Professor, UW-Stevens Point

Tomoko Kuribayashi, Associate Professor, UW-Stevens Point

Session 8C: PYLE 111

Relational Activism: Intertwining Social Justice and Well-Being

Relational Activism (healing justice, wellness as fairness, compassionate activism) involves a feminist approach to activism that intertwines the typically distant worlds of social justice and well-being. It highlights the potency of relationships as the fulcrum of social change, the power of feminist methods like dialogue and process, and the honoring of interconnection between all levels of change, specifically looking at the idea that "the personal is political". The EcoWell Initiative at the School of Human Ecology is working to bring this theory into action. The presenters will teach about the story, philosophy, and principles of EcoWell, and allow you to practice strategies for enhancing your capacity for relational activism on the UW-campus and beyond!

David Metler, Director of EcoWell, School of Human Ecology, UW-Madison

Daria Powell, EcoWell Facilitator, SoHE undergraduate student

Emma Cox, EcoWell Facilitator, SoHE undergraduate student

Hannah Bunting, EcoWell Facilitator, SoHE Undergraduate student

Clare Weible, EcoWell Facilitator, SoHE undergraduate student

4W Summit Concurrent Sessions

Saturday, April 29

2:15-3:15 Session 8 (concurrent sessions)

Session 8D: PYLE 225

Violence Against Native Women in Fiction and Fact "The Perpetuating Cycles of Violence Against Native American Women: An Analysis of Legislation, Changing Gender Roles and Tribal Sovereignty"

While studies revolving around de-colonization and feminism have increased over the last decade, there's a significant research gap regarding the epidemic of violence against Native American women by non-Native men. According to the Department of Justice, Native women experience sexual violence more than any other ethnic group (2013). More importantly, emerging research by Jana Walker, Senior Attorney and Director of the Indian Law Resource Center, reveals that the majority of their attackers are non-Natives and most of these cases are never prosecuted (2013). Despite the Violence Against Women Reauthorization Act of 2013, very little has been done to end perpetual cycles and threats of violence from non-Natives. The presenter argues that U.S. law has not effectively addressed these forms of violence against Native women due to its grounding in settler colonial mentalities and Eurocentric-patriarchal attitudes. These drastically changed Native women's gender roles and sealed their fate with historical legislation and policy that remains in effect today and therefore has perpetuated the cycles of violence against Native women.

Genevieve Le May, Graduate Student, McNair Scholar and Advanced Opportunity Fellow, Gender and Women's Studies, UW-Madison

Silence and its Empowering Potential: Rape and Assault in Teaching Louise Erdrich's novel The Round House

Louise Erdrich's novel, *The Round House*, opens with the aftermath of the brutal rape and escape of Geraldine Coutts, as she arrives home doused in gasoline from the rapist's attempted murder. Her husband, the tribal judge and thirteen-year-old son find her slumped over her car's steering wheel, paralyzed with terror. Afterward, Geraldine retreats to her bedroom and plunges into a long nearly impenetrable silence and refusal to identify the rapist. Her silence contrasts sharply against the Ojibwa community's reliance on speaking and storytelling for cultural survivorship (Deloria) that circulates among extended family and friends. The presenter will draw a complex correlation between Geraldine's brutal assault, assaults committed against the land, and the potential power of silence to recover from trauma. Exploring various kinds of empowerment and resistance in our teaching is crucial in a time when a president elect can joke about assaulting women and where national news agencies refuse to cover the massive and ongoing protests against the Dakota Access Pipeline and its assault on sacred Indian land.

Deirdre Keenan, Professor, English and Modern Languages, Carroll University

Session 8E: PYLE 325

Women and Gender in Games, Film, and Television Of Widowtracers and Pharmercys: Gender Ludology, "Shipping", and Fan Appropriation in "Overwatch"

Blizzard Entertainment's "Overwatch" is one of the year's best-selling games and a rarity as nearly half of its player characters are women, representing many cultures, body types, and in-game roles. Fans have gravitated not only to the game, but to expanding its scant narrative with fan works and "shipping" movements that create romantic pairings between the game's characters, often through an LGBTQ lens. This presentation first expands on the author's model of gender ludology to depict how gendered characteristics of rules and gameplay mechanics in "Overwatch" define and represent female bodies within the world of the game. This analysis and model are informed by Butler's gender performativity theory, Nakamura's view of identity tourism in cyberspace, and Manovich's concept of the narrative database. The analysis is then tied to close reading and fan ethnography to analyze the "shipping" and fandom community through the lens of Lessig's "remix culture" theory and Jenkins' work on "textual poaching". Together, these analyses will create a picture of how interaction with the text of the game allows for creative and identity-based interpretation across feminist and queer perspectives, as well as implications for such critique of video games and fandom.

Bryan Carr, Assistant Professor, Communication and Information Science, UW-Green Bay

By the Numbers: Women in Film and Television

This presentation examines the current state of the gender divide in U.S. film and television by outlining the major sites of data collection and the most recent reports on women in the media. These sites regularly report information on gender and representation, which fall into two general categories. In the first category, representations are analyzed in terms of the number of lead and supporting roles available for women, and the characterization of those roles. In the second, women's participation in production is analyzed; this practice establishes numerical data about who gets to tell stories as writers, directors, producers and technicians. The presenter's analysis offers an overview of the current status of women's participation and representation in film and television. The presentation will give an overview of the resources available to instructors who discuss gender and the media with their classes.

Caryn Murphy, Associate Professor, Radio-TV-Film, UW-Oshkosh

Session 8F:

PYLE 209

Making the Global, Campus: Transnational Feminist Activism

As college feminist activists at Winona State University involved in Amnesty International, the presenter's research is tied to making transnational feminist struggles visible on campus. The first paper will explore starting a boycott divestment sanctions group on campus, and understanding the history and climate of student BDS efforts. BDS is a transnational movement that aims to defund apartheid states, just as it did in South Africa. The second paper will examine the global demands of the Okinawan women's movement to end US military occupation. From the 1995 Okinawa rape of a 12-year-old girl to the most recent two cases of rape and murder of women by a former and current U.S. servicemen in 2016, sexual violence against women in Okinawa by U.S. forces are still perpetuated today. Through the lens of human rights analysis, the presenter seeks to bring more global feminist voices to campus gender-based violence initiatives.

Risa Muroya, Undergraduate Student, Women's, Gender, and Sexuality Studies, Winona State University

Alexis Salem, Undergraduate Student Winona State University

Purity Culture: An Intersectional Analysis of the Social Construction of Virginity

President Obama's proposed federal budget for 2017 cut all funding for abstinence-only education. However, the stigma of virginity still exists and varies greatly depending on race, sexuality, and class. This presentation builds from research examining intersectional approach of the social construction of virginity to further understand and critique how this issue feeds into rape culture through slut-shaming, victim blaming, and imposed heterosexual femininity. Using bell hooks' critique of Second wave white, middle class feminism, she will examine the double standards of virginity that reveals racism and classism. The presenter will examine their anti-slut shaming and anti-rape culture efforts through the student organization FORGE, Fighting for Our Rights and Gender Equality.

Sarah Ortega, Undergraduate Student, Womens, Gender, and Sexuality Studies, Winona State University

Session 8G:

Pyle 227DE

What's Up: Design as a universal language

With the now ubiquitous nature of smartphones and internet access, new opportunities to collaborate around the world are possible. During the Fall 2016 semester, students enrolled in a textile design class were paired with artisans in the Kutch district of Gujarat, India. With no opportunity to meet in person, 13 design teams used the popular communication app WhatsApp to each develop a collection of scarves. The immediacy of digital communication

facilitated a rapid back and forth rapport between the designers. This interface created unlikely pairings that due to cultural barriers related to gender, marital status, and religion would not have typically occurred. The technology provided the opportunity to build spectacular synergy together! The collections are amazing and the byproduct? Great friendships were formed as all discovered that design is a universal language that can cross cultures.

Jennifer Angus, Professor, Design Studies, University of Wisconsin, Madison

Erica Hess, MFA Candidate, Design Studies, UW-Madison

Session 8H:

PYLE 232DE

Creating and Validating Inclusive Spaces Dismantling the Binary Framework that Imprisons Sex and Gender

The presenter calls for challenging the ways we theorize and discuss sex/gender in order to be more inclusive to all individuals. Systemic binaries define sex/gender as only "man/male" or "woman/female" limit individual's expectations for sex, gender expression, behavior, and sexuality expectations, while privileging man/male positions and maintain women/females in oppressed positions. Arguing that dichotomous conversations focused only on how sexism oppresses women ignore the experiences individuals who don't quite "fit" (e.g. transgender, genderqueer, non-binary, and intersexed). While 'cisgenderism' is a useful term to acknowledge the oppression of non-binary individuals, both sexism and cisgenderism focus on the oppression of sex/gender identities. That the tendency to focus on one or the other perpetuates binary thinking, and is reflected in how second wave feminism often failed to acknowledge the complexity of all women's experiences—especially bisexual women, lesbians, and women of color.

Maegan Gumble, MT-BC, Graduate Student, Music Therapy/Gender Studies, Slippery Rock University

Creating Accessible and Inclusive Course Policies and Practices

The presenter uses feminist, queer, and disability studies to discuss how to implement more inclusive and accessible pedagogical policies and practices for diverse populations of students. What informs these policies and practices? While teachers often have inclusive and accessible intentions, these don't always translate to students. The presenter calls for us to re-examine our policies and practices to see if they are indeed inclusive and accessible to students and offers suggestions for revisions. Transformative educational policies and practices have the potential to improve mutual trust, student retention, and success.

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

2:15-3:15 Session 8 (concurrent sessions)

Session 8I: PYLE 112

Refugee Women on the Indian Subcontinent in the context of the Current Refugee Crisis I

This is the first of two panels that draw together the issue of refugee women and the current crisis of non-recognition. The panelists will examine the experience of refugee women in academia in the United States, student acceptance, and discuss the current crisis through literary texts, as well as their own activism. The panels will present “speaking voices” of those who have lived the refugee experience, teach it and write about it.

They Wander Lonely as Clouds: Refugee Women from Taslima Nasrin to the Present

The current refugee crisis in the U.S. and Europe has drawn attention to the plight of refugee women crossing borders, being stateless and then writing about it. The presenter will contextualize the Zoroastrian Parsi experience from 1200 a.d. move into the current crisis of Taslima Nasrin and draw parallels with newer younger writers from Syria who have now become part of the diaspora in the U.S. In this context, she will examine what diaspora means, the different stages of the South Asian diaspora in the Western world and how that models the shaping of the current movement from the Middle East.

Presenter and Moderator: Professor Feroza Jussawalla, Professor of English, University of New Mexico

Female Autonomy and Subjectivity within Sikhism and the Sikh community

Drawing on her experience as a former refugee from Burma to India, where she was a stateless citizen for five years, and as a US citizen who teaches English Literature and Gender Studies, the presenter will focus on ideas of national belongings for the female Sikh subject in the diaspora. She will problematize issues of gender and human rights from the personal perspective of a diaspora Sikh woman who is oftentimes represented as silent or is mostly missing or erased from most mainstream Indian, and particularly, Sikh narratives.

Jaspal Kaur Singh, Professor of English from Northern Michigan University

Refugees, Islamophobia, and Cultural Racism in Karen Lynn Williams and Khadra Mohammed's Four Feet, Two Sandals (2007)

This presentation, through an analysis of the two children's books, is a critique of recent politics over the refugee condition. Discussing Khadra Mohammed's *Four Feet, Two Sandals* focuses on the day-to-day hardship of two young girls growing up in a refugee camp in Pakistan waiting to be relocated to the US, *My Name is Bilal* (2005) by Asma Mobin-Uddin, focusing on the life of Bilal and his sister who live in a small town in the US. The presenter will argue that Islamophobia has become a cultural racism. The books are precursors of the recent conservative reaction to the Syrian refugee crisis in the US as well as in Europe, and that Islamophobia, as a fear or hatred of Muslims, is racism which has its roots in the cultural representation of the “Other” as being “deviant” or “un-American” (Amir Saeed).

Professor Umme al Wazedi, Department of English, Augustana College, Illinois

Session 8J: PYLE 313

Social Media Activism Guerrilla Feminism: Utilizing Social Media Platforms to Educate and Empower

Guerrilla Feminism (a 501c3 registered nonprofit) is one of the largest digital feminist activist spaces on Facebook, with nearly 120,000 “Likes” and 55,000 followers on Instagram. It is a global feminist resource network for activists that exists primarily on social media platforms. Their mission is to empower feminists in activism in their communities, and their goal is to facilitate feminist street activism and feminist digital activism around the globe. This presentation, by the founder of Guerrilla Feminism, will discuss the ways in which they use social media platforms to empower and ignite change on a global level. It will also serve as a guide to those looking to spark social change and transformation by utilizing their own social media channels.

Lachrista Greco, Activist, UW-Madison

Dream or Nightmare? tumblr feminism as the Post-Modern Prometheus

1990's Women, Gender, and Sexuality Studies (WGSS) scholarship focused on intersectionality, curricular structure, and the continued relevance of the field. Tumblr feminism, a wave birthed on the social media/microblogging platform of the same name, eschews this introspection for the fiery allure of identity politics, creating a fascinating mish-mosh of past/present, analog/digital, human/cyborg, dream/nightmare. This paper charts a trajectory from 1990s cyberfeminism and WGSS discourses to tumblr feminism, mapping its effects onto the WGSS classroom. Defining tumblr feminism as the epitome of neoliberal feminism—competitive, flexible, efficient, individualized—the presenter examines cyberspace manipulations of feminist knowledge production, concluding that tumblr feminism lacks methodology and critical, introspective discussion. Tumblr feminism remains mired in the negative aspects of identity politics, which has present-day and future implications for the WGSS Classroom.

An Sasala, Graduate Student, Women, Gender & Sexuality Studies, The University of Kansas

Session 8K: Pyle 121 Auditorium

LISTEN TO YOUR GRANDMOTHERS: Madison WI Raging Grannies Sing for Peace, Social Justice, Public Education, and Environmental Protection

The Raging Grannies wrote autobiographical pieces from which the author created a composite of women's lives well lived. As all activist women of a certain age, they are uniquely qualified to share experiences, knowledge, and perspective relating to the themes of equity, sustainability, and empowerment. The presentation will begin and end with music, the songs through which we express our deeply held beliefs in peace and social justice. The Grannies will discuss their respective paths to activism, the life-changing experiences that motivated them, and the long view of how being a woman has and/or hasn't changed over the years.

Marie Martini compiled and edited LISTEN TO YOUR GRANDMOTHERS.

Bev Mazur took the individual photos, and many of the group pictures, for the book

Deborah Lofgren organized the music and directed the singing for the CD which accompanies the book

Carol Tyler, Marjorie Matthews, Barb Arnold, Bonnie Block, Joy Morgen, Suzy Bickley, Paula Benton, and Rosemarie Lester, Raging Grannie Singers

4W Summit Concurrent Sessions

Saturday, April 29

3:30-4:30 Session 9 (concurrent sessions)

Session 9A: PYLE 209

Sexuality's Critical Role in Women's Contraceptive Practices: New Models, New Findings

More than half of women who initiate a new contraceptive method will discontinue their method within a year-- and researchers have yet to uncover the key factors behind this dissatisfaction and discontinuation. To help women fully realize contraception's benefits, we need to identify critical, patient-centered ways to match women with methods they will find acceptable and appealing. Research on men's use of condoms shows that the way condoms affect male sexual functioning and enjoyment will shape the way men use them. Research and education efforts on female methods have not displayed similar attention to women's sexuality. Part 1 of this presentation will share three examples from the latest research suggesting that sexual acceptability shapes women's contraceptive practices. Part 2 will share results from a related study of sexual well-being outcomes among women initiating use of intrauterine devices (IUDs) or implants.

Jenny Higgins, Associate Professor, Gender and Women's Studies, UW-Madison

Session 9B: PYLE 225

Changing Narratives: Social and Emotional Learning and Privatized Education in India

The presenters are international education scholars who will discuss how economic opportunities and privatization in urban India are changing how women are seen and see themselves. They will discuss how traditional roles are being influenced through media and language discourse from inside the country and abroad. The panel will look at how trends in privatization of education systems effect teacher training language and curriculum, the influence of cinema and internet on women's identity in the workplace, and focus on the intersections between caste, class and feminism in the current economy. Exploring these trends in teacher training, media and the corporate workplace, and considering implicit and explicit messages being presented through a critical feminist and postcolonial lens, the panelists postulate the ways in which women are influenced and resist.

Lauren Lauter, Graduate Student, Curriculum and Instruction, UW-Madison

Pallavi Chhabra- graduate student in the Curriculum and Instruction department at University of Wisconsin, Madison

Bharati Holtzman- Associate Director, Ronald E. McNair Post-Baccalaureate Achievement Program

Session 9C: PYLE 325

Mentoring Relationships in Women's and Gender Studies: Empowering Learners and Sustaining a Program

This roundtable session will discuss several potential benefits of implementing a mentoring program into a Women's and Gender Studies (WGS) program as a way to enact feminist practices aimed at empowering learners as they develop academically and professionally. Currently thriving in its fifth year, the presenters draw from their experiences as members of the University of Wisconsin-Milwaukee's WGS graduate mentoring program. They will describe how this vital program provides support and training for graduate teaching assistants in our master's program who are assigned to teach their own sections of Introduction to WGS. Mentors in this program are neither faculty nor part of the graduate student cohort, but are lecturers who are doctoral candidates; presenters will argue that this positionality helps forge trusting, lateral relationships with mentees. They will discuss their experiences as mentors and mentees, as well as how current mentors contribute to cultivating future mentors, thereby increasing the retention and sustainability of the program.

Casey O'Brien, she/her/hers, Lecturer, Women's and Gender Studies and The Center for Excellence in Teaching and Learning, UW-Milwaukee

Julia Anderson-Ives, she/her/hers, MA Student, Women's and Gender Studies and Library & Information Sciences, UW-Milwaukee

Krista Grensavitich, she/her/hers, PhD Candidate, History Department and Associate Lecturer, Women's and Gender Studies, UW-Milwaukee

Jill Hoffman, she/her/hers, MA Student, Women's and Gender Studies, UW-Milwaukee

Session 9D: PYLE 213

Teaching Feminisms Feminist Manifestas: Who or What Grounds Your Feminism?

The presenter will lead several students from her Feminist Theories course at the University of Wisconsin-Whitewater in a discussion of their final project: feminist manifestas. With this project, students were required to analyze their feminist politics, proposing at least three "sentiments" or demands for their own feminist manifestas. Students needed to connect their sentiments to readings from this semester, incorporating feminist thought from various perspectives, including liberal feminism, radical feminism, women of color feminism, Marxist feminism, transfeminism, and more. They will discuss key issues from the course that went

into developing the manifestas. Ultimately, this discussion will focus on core tensions in feminist theory and activism, allowing the students and audience to reflect on the applicability of feminist theory beyond the classroom.

Ashley Barnes-Gilbert, Professor, Women's and Gender Studies, UW-Whitewater

Students at the UW-Whitewater, TBA

Alternatives to Silence: Artist Books as Feminist Acts

In this session, students will share their experiences of creating artist books and their artist's statements as an expression of their learning in Feminist Theory. They will share their experiences with the students who participated in Feminist Manifestas as a way to explore different pathways of response and alternatives to traditional ways of knowing.

Amy Shapiro, Chair of Women's and Gender Studies, Alverno College

Students at Alverno College, TBA

Session 9E: PYLE 227DE

Get in the Boat: Student Led Community Activism From Local to Global

When researching the refugee crisis in Europe, a mother of three struggled to have hope in the face of hopelessness happening globally. Women, children and vulnerability all tore through each story. How do we connect and support women across the globe? This presentation will share the amazing results found in student led projects and solutions. This presentation is a look at grassroots efforts to support young women in Stoughton as well as creative student based projects concerning the global refugee crisis. Examples will include: specific student created solutions to global refugee problems; the effectiveness of Girl2Girl, a teen mentoring program 9 years running; and how to reach out at vulnerable moments in poverty to tip it toward stability. This presentation is a reminder of how we all have the option to stay engaged and supportive in our vast and diverse world.

Laura Roeven, Director of Eyes of Hope, Stoughton, Inc., Eyes of Hope, Stoughton, Inc.

Sanne Roeven, Stoughton student problem solver

2 or 3 additional students affiliated with Girl2Girl

Session 9F:

PYLE 313

Intersecting Analysis: Dialectics of Difference and Sameness

Americanah and the Black American Affect

This presentation examines the literary inadequacies and existential complications of collapsing Black Americans and non-American Blacks, specifically Africans, into a collective subjectivity. By treating non-American Black migrant feelings of inferiority as being of a piece with Black American feelings of inferiority, it fails to appreciate the ways in which feelings of inferiority are constitutive of social relations. A critical literary analysis of Chimamanda Ngozi Adichie's novel, *Americanah*, illuminates this problem by looking at the dilemmas faced by African migrants embodying performative roles in relation to race in an effort to acquire social and cultural acceptance by their Black American counterparts. By highlighting the affective relationship between a Du Boisian double-consciousness and Black American indignation, two features so characteristic of the Black American experience, their absence in non-American Black subjectivity suggest that there is not only an historical difference but an affectual variance between Black Americans and Africans that often go unchallenged in literary works.

Erin Gaede, Graduate Student, Africana Studies, NYU

Discussing Gender in a Transnational Context, a Reading of "Brooklyn Heights".

Are women in the Arab world more oppressed than their counterparts in the West? Is the West a better place for women in terms of gender equality? Do these two places stand in a binary opposition when it comes to gender equality, or do they share common patterns of inequality specific to each culture context? This presentation will address these questions through a close reading of *Brooklyn Heights* by the Egyptian writer Miral el-Tahawi. Applying the dialectic of difference and sameness between the transnational contexts of Cairo and New York, the juxtaposition of two worlds and their inhabitants highlights the sharp distinctions between them. The transnational context of the story avoids setting out a dichotomy of superiority and inferiority between two worlds and cultures; rather, the story highlights the particular contextual patterns of gender inequality based on the intersections of identity categories specific to each setting. El-Tahawi realizes that the entanglements of transnational and international patterns of inequality in the postmodern world necessitate new narrative approaches to challenge and subvert global power structures and gender's metadiscourses in both East and West.

Rima Sadek, Graduate Student, Languages, Literatures and Cultures, University of South Carolina

4W Summit Concurrent Sessions

Saturday, April 29

3:30-4:30 Session 9 (concurrent sessions)

Session 9G: Pyle 121 Auditorium

Strategies for Improving Predominantly White Institutions for Students of Color Race to Erasure: Black Female Students' Classroom Experiences at Predominantly White Institutions.

This presentation employs Black feminist theory and narrative theory to critically analyze the learning environments of Black female students at Predominantly White Institutions (PWI). Using the presenter's experiences as a counselor at a PWI, she explores the ways Black female students share learning experiences within a classroom they may see as racist. This racialized setting contributes to their lack of participation in the classroom and can also lead to a lack of support from professors and administration within the PWI system. The presentation offer solutions on how professors and administration at PWI's can develop inclusive curriculum; improve participation amongst students of color, especially Black females; and provide support for Black female students who may feel endangered in the classroom and on campus.

Kadihja Kelly, Staff Counselor, Buchanan Kiewit Wellness Center, Lawrence University, Appleton, WI

Session 9H: PYLE 111

Creating meaningful LGBTQ* programming and support services in the UW Colleges

The UW-Colleges is a two-year institution with campuses in geographically and demographically diverse communities across the state of Wisconsin. Our mission is one of open-access, particularly serving students who lack financial resources. The breadth of communities served poses particular challenges in creating meaningful LGBTQ* programming, organizations, and curriculum. During this session, the presenters will share some of the exciting work that is being done across the institution (particularly programs sponsored through UW-Marinette, UW-Waukesha, and UW Colleges and UW-Extension Office of Equity, Diversity, and Inclusion) while also brainstorming ways to enhance our institutional and campus-specific programming.

Amy Reddinger, Chair, Gender, Sexuality, and Women's Studies, UW Colleges

Jo Teut, Diversity Specialist, Office of Equity, Inclusion, and Diversity, UW Colleges

D.A. Dirks, Senior System Academic Planner, Academic Programs and Educational Innovation, UW System Administration

Session 9I:

PYLE 112

Refugee Women on the Indian Subcontinent in the context of the Current Refugee Crisis II

This is the second of two panels that draw together the issue of refugee women and the current crisis of non-recognition. The panelists will examine the experience of refugee women in academia in the United States, student acceptance, and discuss the current crisis through literary texts, as well as their own activism. The panels will present "speaking voices" of those who have lived, taught, and written about the refugee experience.

Moderator: Professor Feroza Jussawalla, Professor of English, University of New Mexico

Arab Women Across Borders: Samar Yazbek's Diaries and Opportunities of Translation

Samar Yazbek, a Syrian writer and journalist, has been recognized with the PEN/Pinter Prize for "International writer of courage" for her book, *A Woman in the Crossfire: Diaries of the Syrian Revolution*, which documents her activities in the Syrian revolution against Bashar al Assaad's government. Being from the same religious sect as Assaad's, her revolutionary views were doubly opposed. Yazbek has been recognized in the Middle East for her novels *Cinnamon* and *Heavenly Girl* with their open portrayal of lesbian sexuality, a taboo topic in the region. In 2015, Yazbek published another memoir, *Crossing: My Journey to the Shattered Heart of Syria*, narrating her experience of going back on a short visit to Syria, crossing through Turkish borders' fences, to her hometown. Although the business of translating Middle Eastern books is not that inclusive nor comprehensive, Yazbek's books have been readily translated for the fiery content, whether sexual or political, that she expresses. The presenter will consider some of the reasons Yazbek texts are among the few Arab female writers chosen for translation.

Lava Asaad, Student: Middle Tennessee State University

Family, Kinship, labor, and Identity in the Context of Refugees of East Bengal During 1947 and 1971

The presenter will explore the silence of a history that has been largely ignored by the Indian State, the refugee movement from what was known as East Bengal to West Bengal, when “East Bengal” became a part of the partition of Pakistan. The majority of these “refugees” settled in Kolkata, some moved to the Barak Valley, and the princely State of Tripura, and around 0.5 million to other parts of India. Some were forcibly settled in Danndakaranya, later moving to Marichjapi. It is here that the largest massacre of refugees took place, through a combined action by State power and local militia. Through displacement and torture, the concept of family, kinship, gender roles, and class changed forever amongst a large group of people in the Sub-Continent.

Rinita Mazumdar, Adjunct Professor at the University of New Mexico and Full Time Faculty at Central New Mexico Community College and novelist

Session 9J: PYLE 226

Call for Peace: Honoring Ancestral Knowledge: Realizing the Roots of Tail Feather Woman's Vision for Peace at The Great Turning!

Since 1990, Call for Peace Drum & Dance Company has been inspiring national and international audiences with its performance, “From All Nations They Come Dancing.” --the dream of a new hope for humanity. Throughout the 4W Summit an educational historic photo essay and art exhibition will be on display documenting the Call for Peace Drum & Dance Company's journey. In this session, some of the Call for Peace organizers will speak following the short film “**Call for Peace: Dancing the Dream of Peace, A New Hope for Humanity!**” and the exhibit. The film represents eight Artistic Directors of Cultural Dance Companies that came together through the arts in an inclusive Circle Dance to celebrate our diversity and offer a vision of hope for a more peaceful and sustainable world. Call for Peace, visit www.callforpeace.org.

Dawn & Art Shegonee, national and global Artists and co-founders of Call for Peace Drum & Dance Company. For over two decades they have been promoting cross cultural understanding, through performance art, in the U.S. and around the world.

Christa Bruhn: Writer, educator, & culinary artist. She currently is writing a memoir, exploring the intersectionality between Palestine and Standing Rock, and helping to build the vision for Call for Peace with a larger goal to create a Pathways to Peace Museum in Madison Wisconsin

Additional Appreciations

4W Summit Program Review Committee

Our thanks go to the 2017 4W Summit Program Review Committee:

- Devaleena Das, Lecturer, Department of Gender and Studies, UW-Madison, Honorary Fellow, Institute for Research in the Humanities
- Dong Ibister, Director, Women's and Gender Studies, UW-Platteville
- Lisa King, Associate Professor of Philosophy at Edgewood College
- Lauren Lacey, Director, Women's and Gender Studies, Associate Professor of English, Edgewood College
- Amy Shapiro, Co-Chair, Women's and Gender Studies, Professor of Philosophy and Humanities, Alverno College
- Karla Strand, UW System Gender and Women's Studies Librarian
- Lori DiPrete Brown, 4W Initiative Director, Associate Director for Education and Engagement, Global Health Institute, UW-Madison, and 4W Summit Co-Chair
- 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
- Molly Clark-Barol, Program Associate, 4W Initiative
- Soraya Vaezi, Undergraduate Intern, 4W Initiative
- Alyssa Repp, student intern, 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
- 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 2017 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>

| | | | |
|---------------------------|--------------------|----------------------|----------------|
| Comfort Adebayo | 4I | Becca Dower | Plenary V |
| Lacey Alexander | 4D | Anne Drehfal | 2D |
| Ara Alonso | Plenary IV | Mary Duarte | 6G |
| Cynthia Anderson | 5J | Janis Eells | 8A |
| Julia Anderson-Ives | 9C | Nawal el Saadawi | Plenary I |
| Jennifer Angus | 8G | Elena Espana-Regan | 4E |
| Alia Arafah | 4I | Eliza Farrow | 2E |
| Barb Arnold | 8K | Ann Fink | 4C |
| Adey Assefa | 4C | Constance Flanagan | 4B, Plenary V |
| Melanie Ayres | 5D | Pilar Folguera | Plenary II |
| Diane Baldwin | 2J, 3J | Erin Forrest | 6I |
| Abigail Barefoot | 1B | Mel Freitag | 3C |
| Angela Barian | 6G | Erin Gaede | 9F |
| Ashley Barnes-Gilbert | 2A, 9D | Michaela Gaffke | 5C |
| Valerie Barske | 1C | Erin Galloway | 4B |
| Courtney Bauder | 5I | Christine Garlough | A1 |
| Emily Beasley | 3E | Jean Geran | Plenary IV |
| Hunter Beckstrom | 4A, 6E | Svetlana Gertner | 1F |
| Elena Beltrán | Plenary II | Michelle Gilgannon | 6G |
| Paula Benton | 8K | Jaime Gonzalas | 4K |
| Joelle Beyer | 4A | Pat Gott | 8B |
| Suzi Bickley | 8K | Devin Graf | 7B |
| Amy Bintliff Plenary | IV | Lachrista Greco | 8J |
| Bonnie Block | 8K | Krista Grensavitch | 9C |
| Janice Bogstad | 2G | Meagan Gumble | 8H |
| Bonni Briggs | 2I | Elizabeth Harry | 1D |
| Christa Bruhn | 9J | Gretchen Harry | 1D |
| Hannah Bunting | 8C | Ashley Hartman Annis | 7D |
| Jack Burk | 4A | Susan Hawthorne | Plenary I |
| Cynthia Burnson | 6B | Erica Hess | 8G |
| Kayla Burrows | 5C | Susan M. Hickey | 3J |
| Sabrina Butteris | 5J | Jenny Higgins | 9A |
| Rachel Byington | Plenary V | Kelly Highum | 6E |
| Bryan Carr | 8E | Dan Hill | 6I |
| Mackenzie Carter | 7C | Jill Hoffman | 9C |
| Mare Chapman | 2C | Taylor Hoiland | 6E |
| Sanjukta Chaudhuri | 3K | Bharati Holtzman | 9B |
| Pallavi Chhabra | 9B | Judith Houck | Friday welcome |
| Ali Christensen | 5I | Alexandra Huneeus | Keynote Intro |
| Roseanne Clark | 6B | Sargylana Ignatyeva | 1F |
| Tricia Clasen | 3C | Dong Isbister | 2A |
| Micah Coates | 3E | Ellie Jarvie | 1B |
| Jessica Corcoran | 4E | Denise Jess | 6F |
| Carolina Costa Candal | 5F | Alicia Johnson | 2E, 3E, 5I |
| Emma Cox | 8C | Samantha Johnson | 5E |
| Mary Crave | 4F | Gale Johnson | Plenary III |
| Cristina Cristina Sánchez | Plenary II | Manal Kabesh | 3F |
| Karlyn Crowley | 2H, 4K | Shani Kapoor | 3K |
| Devaleena Das | 2K, 3I, Plenary 1 | Philip Kaveny | 2G |
| Angela Davis | 2J | Deirdre Keenan | 8D |
| Mackenzie DeChambeau | 7C | Kadihja Kelly | 9G |
| Ada Deer | Plenary V | Theresa Kemp | 7G |
| Irene Del Mastro | 3D | Karen Kendrick-Hands | 6F |
| Alex DeLakis | 7G | Lisa King | 2K |
| Natalie DeMaoribus | 1A | Josephine Kipgen | 3H |
| Janean Dilworth-Bart | Plenary III | Rea Kirk | 3H, 6A |
| Lori DiPrete Brown | Welcome, Plenary I | Yuri Kitov | 1F |
| D.A. Dirks | 3B, 9H | Helen Klebesadel | Plenary I |
| Sara Doan | 1G | Rachel Knighten | 3C |
| | | Michael Krug | 6E |

2016 4W Presenters

| | | | |
|----------------------|---------------|---------------------------------|------------------------|
| Tomoko Kuribayashi | 8B | Patricia Relf Hanavan | 3B |
| Lauren Lacey | 2G | Susan Rensing | 3E |
| Teresa Langle de Paz | Plenary II | Paul Robbins | Plenary V |
| Amanda Larson | 6F | Laura Roeven | 9E |
| Lauren Lauter | 9B | Sanne Roeven | 9E |
| Diane Lauver | 4D | Cari Rosoff | 7F |
| Genevieve Le May | 8D | Nicole Rudisill | 1H |
| Jeanine Leane | 3I | Mary Rysavy | 5J |
| Rosemarie Lesler | 8K | Rima Sadek | 9I |
| Katia Levintova | 1C | Alexis Salem | 8F |
| Dandrielle Lewis | 6C | Cristina Sánchez | Plenary II |
| Kristen Linzmeier | 5H | Zhalarina Sanders | 4C |
| Patty Loew | Plenary V | An Sasala | 8J |
| Deborah Lofgren | 8K | Ellie Schemenauer | 2A |
| Rhea Lyons | 2I | Natalie Schmitz | 5D |
| Karen M. Lane | 1B | Erin Schneider | 2D |
| Madeline Martin | 4G | Jennifer Schuttlefield Christus | 8A |
| Marie Martini | 8K | Linda D. Scott | Plenary III |
| Marjory Matthews | 8K | Amy Shapiro | 9D |
| Bev Mazur | 8K | Art Shegonee | 9J |
| Leslie McAllister | 6B | Dawn Shegonee | 9J |
| Laura McCullough | 6C, 8A | Soyeon Shim | Friday welcome, Awards |
| Maureen McKnight | 6G | Vandana Shiva Soffa | Keynote |
| David Metler | 8C | Clifton Skye | Plenary V |
| Ashley Meyers | 6H | Morgan Smallwood | 4B |
| Sara Micheletti | 3J | Kyra Springer | 5C |
| Jennifer Mihalick | 8A | Jan Stanley | 6D |
| Annette Miller | Plenary III | Alison Staudinger | 1C |
| Anjali Misra | 3A | Becky Steinhoff | 6F |
| Manning Moore | 2I | Rebecca Stephens | 8B |
| Rae Moors | 2B | Brenda Sunderland | 3H |
| Joy Morgen | 8K | Sarah Swanson | 6E |
| Nestic Morris | 4E | Julie Tallard Johnson | 2C |
| Colette Morrow | 3B, Plenary 1 | Martha Taylor | 2J |
| Amy Mrotek | 4K | Kendra Teague | Plenary V |
| Risa Muroya | 8F | Halie Tenor | 2I |
| Caryn Murphy | 8E | Metadel Teshome | 5G |
| Ashwat Narayanan | 6F | Jo Teut | 9H |
| Vera Nikiforova | 1F | Julie Tharp | 4J |
| Casey O'Brien | 9C | Nancy Turner | 3F |
| Sally O'Brien | 3J | Carol Tyler | 8K |
| Christopher Olsen | 4F | Molly Ubbesen | 8H |
| Alex Orellana | 6H | Ganga Vadhavkar | 1G |
| Catherine Orr | 2H | Jessica Van Slooten | 4H |
| Jennifer Orshak | 4D | Earlise Ward | Plenary III |
| Sarah Ortega | 8F | Sierra Watt | 5F |
| Stephanie Ortiz | 3G | Theresa Watts | 3C |
| Victoria Parke | 5C | Umme al Wazedi | 8I |
| Regina Pauly | 6A | Kathryn Weenig | 2F |
| Alice Pauser | 4G | Clare Weible | 8C |
| Jen Perfetti | 6B | Christine Welcher | 2D |
| Julie Phillips | 6A | Laura Wendorff | 3H, 6A |
| Abigayle Pignatari | 7E | Christine Whelan | 1E |
| Michael Pitt | 5J | Desiree Wiesen-Martin | 5D |
| Daria Powell | 8C | Ernise Williams | 7B |
| Alisa Pykett | 4B | Angela Williamson Emmert | 2B |
| Marcy Quiaison | 5F | Samantha Wogensen | 7C |
| Stephen Quintana | 4C | Zhiyuan Yu | 5A |
| Amy Reddinger | 4H, 9H | Eileen Zeiger | 1A, 2F |
| | | Dace Zeps | Registration |



Anniversaries

The 2017 4W Summit is the second year that the UW-Madison 4W Initiative and the University of Wisconsin Women's and Gender Studies Consortium have come together to examine women's wellbeing in a global context, across all schools and disciplines.

40th Wisconsin Women's and Gender Studies Conference

2017 is also the 40th Wisconsin Women's and Gender Studies Conference, building on a unique University of Wisconsin System tradition of faculty, staff and students coming together to create an academic community focused on and defined by the lived experiences of women. In 1976, UW-Madison librarians convened the first women's studies conference in the UW System. Their theme was "Development of Resources for Women's Studies in the UW System."

40th Anniversary of the University of Wisconsin Office of the Gender and Women's Studies Librarian

2017 marks the 40th Anniversary of the establishment of the Office of the Gender and Women's Studies Librarian. The internationally known office was created in 1977 to serve students, faculty, librarians, and administrators across the UW System. Located on the Madison campus, the office reaches out to all UW campuses through its many regular and special publications, reference assistance, and professional presentations and consultation. Celebrate with a reception and film Friday, April 28th, starting at 6:00.

20th Anniversary University of Wisconsin Women and Science Program (WAS)

Initiated by an NSF grant to the UW System Women's Studies Consortium that funded sending visiting women science professors travel to various campuses where women faculty and students were under-represented in STEM, in 1996 the Women and Science Program was institutionalized at the University of Wisconsin Oshkosh. The program is guided by the mission to attract and retain more women and minority students in science, technology, engineering and mathematics (STEM) by promoting systematic changes in the ways that science and science education are regarded and carried out within the University of Wisconsin System, the Wisconsin community and beyond. Representatives of the program will present in Session 8A, 2:15- 3:15, UW System Women and Science Program: Celebrating 20 Years of Promoting Diversity, Equity, and Excellence

Vendor Space

Pyle AT&T Lounge

Throughout Friday and Saturday of the 4W Summit there will be a vendor space, featuring organizational information tables and vendors such as Global Artisan Wisconsin Without Borders Marketplace, A Room of One's Own Bookstore, community and activist organizations, student clubs and much more. Join them during your down time at the 4W Summit.

Save the Dates!

2018 4W Summit on Women, Gender and Well-being

April 12-14, 2018

University of Wisconsin-Madison



United Nations
Educational, Scientific and
Cultural Organization



• UNESCO Chair on Gender,
• Wellbeing and a Culture of Peace
• University of Wisconsin-Madison, U.S.A.



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Foundation
Culture of Peace



Women's Knowledge
International