

2020 WGSC and 4W Conference Proposals

1A: Pyle TBA ~ Gendered Perspectives in Educational Policy and Assessment

We Need to Talk About Gender: Women, Men, k12 Schools and Leading Beyond the Binary

Achievement gaps in k-12 schools persist, with African American children overrepresented in special education and truancy rates, students with disabilities kept out of mainstream classes and access to bilingual education still unusual. Research on secondary school leadership remains thin on how gender impacts who gets access to positions where meaningful change can be made. This paper, through a systematic look at the literature on k-12 school leadership and gender, law, medicine and business leadership and gender; and critical feminist and queer theory will show that a new way to consider educational leadership is needed and that leaders who do not adhere to patriarchal, white supremacist norms are needed to do critical work in schools. Secondary education is a gender-segregated field, and yet the push for a gender diverse leadership framework has stalled. This paper will offer a solution for a new framework that could bring in a new and more diverse generation of educational leaders.

- Sarah Odell (She/Her/Hers), Graduate Student, Department of Educational Leadership and Policy Analysis, UW-Madison

Feminist Approaches to Assessment: Undergraduate Experiences with Self-Reflection in Women's and Gender Studies

A core component of feminist pedagogy is providing students with ample opportunity for self-reflection. From Introduction to Women's and Gender Studies to Feminist Theories, students are asked to reflect on their social location, epistemologies, learning processes, and learning outcomes. In this roundtable discussion, I will lead several University of Wisconsin-Whitewater undergraduates in a conversation about self-reflection. Questions we will address will include but not be limited to: to you, what is the purpose of self-reflection? How has self-reflection aided your learning process in Women's and Gender Studies? When were you first introduced to self-reflection as a learning tool? What courses employ self-reflection at UWW and why? As you advance in your Women's and Gender Studies education, how has your reflection work changed? What type of feedback do you want from instructors who ask you to reflect? The aim of this roundtable is to explore student understanding and use of self-reflection, rendering the student perspectives on this valuable learning tool more visible.

- Moderator: Ashley Barnes-Gilbert (She/Her/Hers), Lecturer, Gender and Women's Studies, UW-Whitewater
- Student Panelists TBA

1B: Pyle TBA ~ Spaces of Muslims' Creative Production in Milwaukee: Confronting Borders, Making Belonging

From music to poetry to graphic arts, Muslims in Milwaukee are engaging in creative production as they struggle for self-expression, face Islamophobia, and negotiate belonging in their multiple communities. This presentation draws on several years of research in collaboration with Muslim community leaders in the Milwaukee area, to highlight the creative production of Muslim artists. We build on recent studies of Muslims in the West that call for nuanced understandings of the ways Muslims understand their own identities, and engage in place making in communities where they are often constructed as “Other” (Mansson McGinty 2015). We suggest that one way for scholars to convey the nuances and complex identities of Muslims in the West is to study the many subcultures to which they contribute, including artistic subcultures. This presentation is based on interviews with mostly young Muslim artists residing and making art in Milwaukee. We examine art as a form of political commentary and activism without ignoring the profound aesthetic contributions of the artists. These artists express intersectional identities; their art practice presents a transformative space of self-articulation against racism, sexism and other forms of oppression.

- Kristin Sziarto (She/Her/Hers & They/Their/Thiers), Associate Professor, Department of Geography, UW-Milwaukee
- Anna Mansson McGinty, Associate Professor, Department of Women’s and Gender Studies and Geography, UW-Milwaukee
- Caroline Seymour-Jorn, Associate Professor, Department of French, Italian, and Comparative Literature , UW-Milwaukee

1C: Pyle TBA~Profiles in WGS Graduate Student Research

BDSM Stigma, Non-Urban Kinksters, and Disclosure to Healthcare Providers

People who engage in BDSM (Bondage/Discipline, Dominance/Submission, Sadism/Masochism) have genuine healthcare needs related to their BDSM activity. Studies show that due to the stigma associated with BDSM, most kinksters (i.e., individuals with an interest in BDSM activities) have concerns about disclosing their BDSM interest and/or BDSM activities to healthcare providers. These concerns are warranted, given that less than half of therapists feel qualified to offer competent treatment to kinksters, and both therapists and clinicians have serious misconceptions about BDSM. However, the studies that have produced these results have focused on kinksters who reside in major-metropolitan areas, leaving a significant gap where the healthcare experiences of non-urban kinksters ought to be considered.

This project asks: What are some themes among self-identified kinksters’ experiences that shed light on ways to improve interactions with healthcare providers? The objective of this project is to contribute to an exploratory foundation that allows for improvement of the healthcare experiences of kinksters. It will do this by investigating the ways in which stigma related to BDSM affects the healthcare experiences of non-urban kinksters.

- Liz Fansler (they/them), Graduate Student, Department of Gender and Women’s Studies, UW-Madison

Queer of Color Cannabis Embodiments

In this paper, I suggest queer cannabis communities and socialities, through the art of infused culinary creations, create modalities of resistance to the erasure and marginalization of LGBTQ+ folks of color. I employ critical visual analytics of the episode, “Roll ‘em Up,” in the Netflix show “Cooking on High”--the only occurrence in the season to host a Black, gender non-conforming judge. In situating queer of color cannabis subjectivities as a point of departure, I render gestures of cooking and being “high” as queer performativity resisting structures and systems of oppression. I locate potentialities of cannabis embodiments as a utopian project disrupting mainstream media representations of people of color, queer and non-conforming folks, and cannabis users. This project is guided by Jose Esteban Muñoz, Juana Maria Rodriguez, and Claudia Garcia-Rojas’ engagements with queer of color critique toward interrupting homonormativity in cannabis cultural productions. In prioritizing a queer stoner of color positionality at the intersection of race, gender, and cannabis imaginations, I render collective alterations to hegemonic capitalist notions of cannabis.

- Magaly Ordonez (they/them), Graduate Student, Gender, Women, and Sexuality Studies, UM-Twin Cities

Feminism: Perception and Evolution of Feminism in Uganda

Feminism has been used to challenge masculine privilege and power in many societies, and Uganda is definitely no exception. Using a feminist and de-colonial theoretical lens, this paper investigates perceptions of feminism as a theory or practice of the political, economic and social equality of the sexes and how it affects the positionality of gendered bodies in Uganda’s heteronormative society. I will address how this perception is intercepted by patriarchal control, and ethnic cultural restraints within Uganda and, their influence on people’s awareness of or interpretation of feminism. Through an analytical study of three feminist organizations in Uganda, I seek to understand the role these organizations play in changing gendered discourse, influencing positive feminist change, addressing patriarchal privilege and challenging culturally motivated gender stereotypes reinforced through Uganda's established policies and their impact on people's perceptions and practices. In so doing, I establish why those perspectives exist and how understanding feminism as a concept or lack thereof influences positionality of these same gendered bodies.

- Agnes Phoebe Muyanga (She/Her), Graduate Student, Department of Gender and Women’s Studies, UW-Madison

Beyond “Representation”: Training Audiences to See “Diversity”

“Economies of visibility do not describe a political process, but rather assume that visibility itself has been absorbed into the economy. The visibility of identities becomes an end in itself, rather than a route to politics” (Banet-Weiser, “Keynote Address: Media, Markets, Gender: Economies of Visibility in a Neoliberal Moment” 2014).

Art has long been assumed to have resistive properties: to comment on a cultural

moment, to make the political tangible, to turn poetry into activism. The rhetorical potential of art-as-politics seems to hinge, at least these days, on the liberal idea of representation: diversifying the bodies on stage, screen, or print. However, simply showing bodies that are fatter, older, queerer, browner, more disabled, more femme etc. than the able cis-hetero white male norm can lead performers and subjects to feel tokenized, rather than empowered.

Sarah Banet-Weiser, in speaking about feminist “empowerment” rhetoric in mass media and communication, defines this impulse toward representation as an end in itself as an “economy of visibility.” In this talk, I would like to build on her call to return to a “politics of visibility” whereby representation actually does the work of valuing diversification on the stage. By turning the focus from the stage to the audience, I will discuss how we can create safer spaces for performers to engage in the political work of representation by preparing, exposing, and training our audiences to see diverse performances. I will use the presence of the assigned-female-at-birth and trans female body on the typically cisgender male drag stage as a case study and teaching opportunity.

- Kaila Prins (she/her or he/him), Graduate Student, Department of Communication Arts, UW-Madison

1D: Pyle TBA~Colonial Roots and Contemporary Legacies of Sex-Trafficking

Exposing the Colonial Roots of Policing Gender and Sexuality in Tanzania

Drawing from archival research, critical discourse analysis, and process tracing, I show how the historical, colonial policing of gender and sexual minorities in Tanzania continues to inform contemporary policing. This project is committed to finding pathways for decolonization and LGBTQ+ liberation through uprooting violent colonial legacies such as the policing of gender and sexuality by asking the following questions: How is contemporary state violence shaped by the colonial institutions, policies, and goals of policing? Specifically, how is the British colonial police system connected to violence against gender and sexual minorities and other colonially constructed “criminals” today in Tanzania? I argue that the police are central to identity-based subjugation, state violence, authoritarianism, exploitation, and other continuing forms of colonization. I analyze the development and contestation of the British police system in Tanganyika to uncover how it was designed to regulate heterosexuality and binary cisgender roles. This analysis not only calls for decolonization to end gender- and sexuality-based violence, but it may also suggest ways forward for challenging other legacies of colonization manifested in the modern state itself.

- Kaden Paulson-Smith (they/them/theirs), Graduate Student, Department of Political Science, UW-Madison
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Decolonial Feminist Resistance in the Island of St. Croix

The first documented encounter of Columbus and aboriginals occurred on the shores of St. Croix. This marked the beginning of the story of colonialism in the Caribbean, a story of a civilization's history and culture being dismantled. Colonialism has shaped modern inequality in several distinct ways. The history of this island and its neighboring islands is a powerful one that involves several colonies battling over, raiding, enslaving, uprooting and claiming right to the homeland of the people of St. Croix, then buying and selling the land. Even today, the people of St. Croix are held as a territory of the U.S and lack full rights of a citizen, despite their citizenship. Based on my experiences traveling to and meeting St. Croix's people, I will outline the policies that still inflict inequalities on the people of St. Croix, and afro-Caribbean's alike. We need to engage in indigenous decolonization, fight to give the people of St. Croix and their homeland's ancestors back their voice; and reframe the narrative in a way that highlights their perseverance through suffrage over foreign colonies.

- Hannah Eichorst (She/Her/Hers), Undergraduate Student, Women's Gender and Sexualities Studies, Winona State University

Knowledge of and Practice with LGBTQ+ Individuals at Risk of Sex Trafficking: Perceptions from Social Service Providers in a Midwest Region

Despite growing evidence suggesting that LGBTQ+ individuals are at risk of sex trafficking, the ways in which social service providers address this population remain understudied. This study uses a directed content analysis approach to understand providers' perceived knowledge of and practice with LGBTQ+ individuals at risk of sex trafficking. We conducted 24 semi-structured, in-depth interviews social service providers who knowingly encounter sex trafficked individuals in a Midwest region. Findings suggest that providers have a range of knowledge and practice strategies regarding identifying and providing inclusive and affirming services to LGBTQ+ individuals at risk of sex trafficking. Some challenges include using outdated terminology, lack of recognition of sex trafficking risk among LGBTQ+ individuals, and assumptions of identity as a result of trauma. Social service providers have an important opportunity to provide inclusive and affirming services to all individuals that both recognizes the unique strengths as well as risks of LGBTQ+ individuals at risk of sex trafficking. Implications for practice and future research are discussed.

- Lara Gerassi (She/Her/Hers), Associate Professor, Department of Social Work, UW-Madison

1E: Pyle TBA~Interrupting Ableism in Performance Arts

Nourishing Theater: Engaging Accessibility, Sustainability, and Feminism for a Shared Future

In this presentation / workshop, Polizzi demonstrates strategies from their current transdisciplinary research on theater practice which emphasize the intrinsic value of each unique bodymind, webs of relationships built with generosity and

interdependence, and living in the present in ways that allow us to imagine and build more just futures. Using examples from the world premiere production of *Let's Eat Mary*, a delightfully biting feminist comedy opening in Madison, WI in May 2020, Polizzi shares specific tools and techniques for engaging accessibility, sustainability, and feminism in performing arts. Attendees are invited, but not required, to join in a few highly modifiable activities that require no prior experience in any particular field, no preparation or dress code, and in which a variety of perspectives is valuable. Attendees are invited to share feedback to help shape these developing practices and will leave with tools that can be modified for a variety of settings.

Attendees are asked to help increase accessibility by refraining from using fragrances and dryer sheets, if possible. The primary language will be spoken American English. Please email ckpolizzi@wisc.edu in advance with questions or for accommodations.

- Cyra K. Polizzi (They & She), Graduate Student, Gender and Women's Studies, UW-Madison

Broad Ideas - The Creation of an Inclusive Feminist Arts Show in Rural America

This is the story of how a rural community in NW Illinois created a wildly popular, honest, diverse, feminist arts show called Broad Ideas. Officially launched in March 2018 (Women's History Month), planning started a year earlier, and was partially inspired by the Women's March. Broad Ideas takes place at the Galena Center for the Arts and is a month-long visual art show with a series of connecting events. We are now in our third successful year. Broad Ideas' success is evidence of a need. People are hungry to participate in and support a space that values women's stories. Each year over 100 artists participate and between 500-1000 people attend. All events are free and include onsite childcare. The planning committee is 100% volunteer, the show is completely funded by donations, and our events fluctuate. There is no cost to submit work and all abilities are encouraged. Artists range in ages 5 – 95. Their stories are displayed with their artwork. Content is diverse, although consistently covers topics of LGBTQ+ identity, cancer, violence, solidarity, and empowerment. In this presentation, we will share our process, resources, and tips for planning your own inclusive feminist arts show. See www.broadideas.org for more info.

- Irene Thraen-Borowski (She/Her/Hers), Broad Ideas
- Carole Sullivan (She/Her/Hers), Galena Center for the Arts and Broad Ideas
- Cathie Elsbree (She/Her/Hers), Broad Ideas
- Cindy Tegtmeyer (She/Her/Hers), Broad ideas
- Jen Nottrott (She/Her/Hers), Broad Ideas
- Connie Warnsing (She/Her/Hers), Broad Ideas

1F: Pyle TBA~Alternative Spaces of Belonging, Community, and Knowing

Invitational Rhetoric in the Vernacular Discourse of Feminist Science Fiction and Speculative Fiction

In the Petaybee Series of Feminist Science Fiction, authors, Anne McCaffrey and Elizabeth Ann Scarborough, and in the Parable Series of Speculative Fiction, author, Octavia Butler, create worlds where the protagonists resist the exploitative social and economic conditions and work to build more egalitarian communities. They write characters that employ a vernacular discourse that creates strategic, invitational discourse and feminist heroics, which emphasize understanding, cooperation, and freedom. The invitational discourse in these texts creates a pastiche, an assemblage, of fragments from, for example feminist and environmental politics, Inuit and Irish cultures, or a variety of philosophies and religious viewpoints. This rhetorical analysis elucidates the tensions between safety and passion, personal experience as knowledge and essentialism, and freedom and responsibility in invitational rhetoric and attends to the discourse that explicates immanent value and examples of “re-sourcement,” “offering,” safety, and cooperative action that provides the foundation for the characters’ culturally syncretic blend of feminism and traditional heroism signified by the balance of care for self and others in the natural worlds.

- Emilie Falc (She/Her/Hers), Associate Professor, Communication Studies, Winona State University

Crowd funding for Community Activism and Creative Activities in Wisconsin and Worldwide: Empowering or Constraining

The crowd funding of projects has emerged in the past two decades as a significant mode of support for creative and social justice communities as well as for other civic and educational groups (Porter & Veenswijk, 2018; Saunders-Hastings, 2018). This presentation explores the roles that crowd funding initiatives are playing in philanthropy, with an emphasis on ways in which crowd funding can support as well as undermine efforts in creative production and community activism. The impacts of crowd funding in Wisconsin and across the globe are expanding, with the metrics collected in crowd funding and the subsequent construction of individuals' and groups' reputations influencing the initiatives produced. Crowd funding can indeed help when funding cannot be obtained from traditional philanthropic sources. For instance, projects with themes of gender and environmental justice often turn to crowd funding, though with some constraints in terms of their scope and timing.

- **Jo Ann Oravec (She/Her/Hers), Professor, Information Technology and Supply Chain Management, UW-Whitewater**

Exoplanets

My presentation is a program I coded titled "Exoplanets."* This interactive computer program allows the artist to explore a variety of planets in the universe and their unique properties. This piece is an interactive, educational program that is both a tool and a game. I created this program to open the viewers mind to the vast and diverse nature of the universe. This piece will awaken the viewer to how truly unique our planet is and how improbable and incredible it is that life exists on this small rocky planet. This piece brings the viewer out of their day-to-day life and worldview into something bigger and inspires change through presenting alternative realities. In this way, despite the

exoplanets and facts about them being real, they can be thought of as a surreal or alternate reality to our life on Earth. By gaining this new understanding of our place in the universe, we are one step closer to having a more humbled and long-term perspective of this world and our own lives.

**Exoplanets are planets that exist across the universe outside of our solar system*

- Madison Golden, Undergraduate Student, Art, UW-Madison

1G: Pyle TBA~Wisconsin Women Artists Forward Fund: Innovative Project Attracts Private Philanthropy

Two artists —Brenda Baker and Bird Ross — created Wisconsin Women Artists Forward Fund with the goal to increase support and recognition for women artists. Inspired by women in the 19th century who gave money for the Miss Forward statute at the top of the Wisconsin capitol — created by a woman artist — Baker and Ross propelled their project as a modern miss forward of sorts. Their dream was to establish an endowment fund that provided funds to make annual awards to two outstanding women artists. With no expertise in securing money but great motivation, they went to a small group of advisers who recommended they dream big.

This session will tell the compelling story about a vision of two women artists who secured more than \$500,000 from women to benefit women artists. The first recipients will be named November 2019. The Wisconsin women artists forward fund is an outstanding example of how creative women can secure philanthropy for the arts.

Speakers will be Brenda Baker, cofounder of the Wisconsin Women Artist Forward Fund; and Martha A. Taylor, director of women's philanthropy leadership, 4W Initiative, School of Human Ecology, UW-Madison.

- Martha Taylor, Director of Women's Philanthropy Leadership, 4W Initiative
- Brenda Baker, Co-founder of the Wisconsin Women Artist Forward Fund

1H: Pyle TBA~Deploying Art-based Activist Strategies to Address Environmental Justice Issues

This panel shares four art-based strategies that address current environmental and social justice issues, including often-gendered creative approaches that speak to the broadest audiences possible. A panelist will discuss her arts activism in reaction to the Enbridge line 5 intrusion into Tribal Sovereignty and lands. Vantage Point is 111' feet of embroidered cloth panels depicting simplified cautionary landscape depicting the impact of human activities in consumption of food, oil, and power. The Tar Sands Storytelling Project launched in April 2019, is a traveling exhibition highlighting the injustices of tar sands oil and pipeline infrastructures. This visual storytelling project is comprised of individual artworks created by ten Wisconsin artists, representing aspects of the cradle to grave story of tar sands oil. Wisconsin is currently home to the world's largest tar sands oil pipeline outside of Russia - and is threatened by a proposed second

line. The Flowers Are Burning Art and Climate Justice Project is a collaborative effort of an exhibition of incandescent watercolors inspired by the scientific realities of climate change caused by human activities, and a website offering information linking organizations and thinkers inspiring individual and collective actions necessary to mitigate the impacts we can no longer deny.

Co-facilitators:

- Abby Ross, project organizer of the The Tar Sands Storytelling Project <https://tarsandsstorytellingproject.wordpress.com/>. The Tar Sands exhibit is on display in the Lee Lounge of the Pyle Center during both days of the conference).
- Helen Klebesadel, artist, Emeritus Director of the UW Women's and Gender Studies Consortium, and co-facilitator of The Flowers Are Burning Art and Climate Justice Project (currently in exhibit at Holy Wisdom Monastery in Middleton, WI). <http://TheFlowersAreBurning.com> (A digital exhibit of The Flowers are Burning is on display in the AT&T Lounge of the Pyle Center during both days of the conference. The full exhibition is at the Holy Wisdom Monastery, 4200 County Hwy M, Middleton, WI 53562).

Additional Panelists:

- Valaria Tatera, a member of Bad River Band of Lake Superior Chippewa, a visual artist whose work investigates the intersection of ethnicity, gender, commerce, and the environment, Milwaukee, WI
- Maggy Rozycki Hiltner, artist, Red Lodge, Montana, creator of the Vantage Point Project. (Vantage Point is on display in the Lee Lounge at the Pyle Center during both days of the conference).

11: Pyle TBA~Growth Starts at the End of Your Comfort Zone

Our panelists hail from Cameroon, South Africa and from South Korea. We also have a returned Peace Corps Volunteer from Ecuador and a Jewish woman who lives in a Christian community. We will start with an explanation of the three zones of comfort level. Each panelist will describe their experiences including the manifestations of discomfort. Then, we will present strategies that we have used to make healthy adaptations in the unfamiliar environment.

We will ask the audience to visualize a time when they stepped out of their comfort zone and had a personal growth experience as a result. Participants who choose to may share (as much as they are comfortable) their experiences, and strategies that they have found effective.

Participants and panelists will then construct a communal paper quilt that lists the effective strategies to navigate uncharted waters. Through this sharing of our collective strength, hope and experiences, we will validate the courage that it takes to step outside of your comfort zone and commit to further personal growth.

- Rea Kirk, School of Education, Professor, UW-Platteville (Jewish)

- Julie Phillips, Associate Professor, Education, University of Dubuque (IA) (White, American-born)
- Josephine Gurira, Librarian, UW-Platteville (African)
- John Nkemnji, Professor Emeritus, UW-Platteville (African)
- WoNim Rose (her preferred name is Rose) Son, Professor, UW-Platteville (South Korean)
- Frank King Jr., Assistant Professor UW-Platteville (African-American)

Concurrent Session 2, 11:45-12:45

2A: Pyle TBA~ Making Inclusive Education More Than Buzz Words

We will facilitate an in-depth discussion of the meaning, implementation, and implications of inclusive education. In disciplines such as STEM, business, etc., we want to generate ways to encourage instructors and students to become involved in community-building, serve as advocates for historically marginalized groups, and develop a deeper appreciation of underrepresented narratives. The facilitators will provide pedagogies used in their own teaching practices and engage the audience in sharing strategies to help encourage resistant students and faculty allies.

- Frank King (He/Him/His), Assistant Professor, Social Sciences and Ethnic Studies, UW-Platteville
- Dong Isbister, Associate Professor, Women and Gender Studies, Ethnic Studies, and Social Sciences, UW-Platteville
- Rea Kirk, Professor, School of Education, UW-Platteville
- Jason Roth, Undergraduate Student, Women's and Gender Studies, UW-Platteville
- Rosalind Broussard, Professor Emeritus, Political Science, Social Sciences, Ethnic Studies, and Women and Gender Studies UW-Platteville

2B: Pyle TBA~Indigenous Feminist Analyses of Violence and Oppression

Performance Artists and Violence Against Native American Women

This presentation will discuss two women artists, Rebecca Belmore and Luzene Hill, and how their work gives voice to the voiceless--millions of Native women who have experienced sexual assault, are missing or have been murdered. For far too long, Indigenous women have been misunderstood within frameworks of settler colonialism, their powerful status misinterpreted to conform to early settler gender models, and simultaneously disenfranchised and rendered invisible. Belmore and Hill have created performance art installations to dramatically interrogate these stereotypes for Indigenous women in the United States, Canada and globally. Within Indigenous discourse, resilience usually refers to the ability of Indigenous people to overcome the adversarial and enduring impacts of colonialism. Belmore and Hill's work follows this

line of thinking and prompts us to rethink and reshape the narrow dictionary definition of resilience, and instead view resilience as embodied in endurance, adaptability and sovereignty in relation to customary cultural practices, contemporary identities, the land, and the impact of colonial practices and strategies.

- Genevieve Le May, PhD Student, American Indian Studies, University of Arizona and a UW Alumni/Masters Gender and Women's Studies

Geographic and Other Barriers that Impact Access to Care for Wisconsin American Indian Women Affected by Gender- Based Violence

American Indian (AI) women face the highest rates of gender-based violence (GBV) in the United States. As a panel representing student scholar-activists in Nursing, Public Health, Geography & Women's & Gender Studies, we argue that an interdisciplinary feminist approach to this topic matters. The magnitude of the problem of GBV against AI women is an unacceptable legacy of historic and contemporary colonization, and a lack of resources to address it. Analysis of the spatial relationship between tribal nations and support services, including emergency housing and medical services, can offer insight into the geographic barriers AI victim/survivors face. However, this analysis is incomplete. Simply mapping the location of tribal nations and resources does not paint the full picture of obstacles AI women face. Defining and utilizing intersectionality and indigenous feminism as analytic tools can make the mapping analysis more powerful. As a panel we will discuss how our varied disciplines and positionalities bring creativity and productive tension to this work. The goal of our collaborative feminist theorizing is to further research and propose interventions that contribute to improved outcomes for AI women survivors of violence.

- Katie Klein (she/her/hers and/or they/them/theirs), Graduate Student, Women's and Gender Studies, UW-Milwaukee
- Jeneile Luebke, Graduate Student, UW-Milwaukee
- Ashley Ruiz, Graduate Student, UW-Milwaukee
- Maren Hawkins, Graduate Student, UW-Milwaukee
- Katie Merkle, Graduate Student, UW-Milwaukee

2C: Pyle TBA~Histories of Queer Community Activism and Leadership

"It's Not a Race Thing, It's a Cultural Adaptation Thing": Assimilation and the Meaning of Community in Boystown, Chicago

My presentation examines the racial panic within Boystown, a gay neighborhood on the north side of Chicago that culminated in residents forming the Take Back Boystown movement in 2011. I argue that through a two-stage process of gentrification, Boystown has adopted mainstream assimilationist LGBT politics, highlighting the difficulty of sustaining radical queer spaces in a gay neighborhood. In my presentation I make the distinction between a "gay neighborhood" and a "queer community", demonstrating how as Boystown transitioned into a whiter, wealthier, and straighter neighborhood, it maintained its status as a gay neighborhood. However, it failed to serve a larger queer

community, specifically Black queer youth seen as outsiders to the neighborhood. This examination reveals larger historical trends within LGBT political movements and brings into question the struggle for collective liberation more broadly.

- Caide Jackson (She/Her/Hers), Community Member, Oberlin College

Fighting as Form: Recovering the Roles of Latinx Women and Youth Leadership in Activism on the Lower West Side of Chicago

Latinx feminist, non-binary and queer people along with youth activists fought for justice on the Lower West Side of Chicago, and their work built the foundation of cultural institutions and were integral parts of the battles for immigrant rights and education, labor and housing justice--and yet their history remains largely unwritten. Who were our queer and nonbinary predecessors and feminist foremothers in the struggle? Who were the youth who organizing for justice, and where are their stories? What tactics did they employ as they confronted power, and how do their struggles inform our fight today? This project is a small step towards recuperating their histories through visual culture. Key moments in activism, cultural production and community organizing will map the broad terrain of Latinx leadership and activism of the late 60s-80s.

- Nicole Marroquin (She/Her and They/Theirs), Associate Professor, Art Education, The School of the Art Institute of Chicago

The Kids Aren't Alright: Through Lines of Trans Protest and Rioting Post 1966 Compton's Cafeteria Riot

Through a performative lecture, I will investigate the contemporary through lines of trans protest and rioting. The format will consist of projected archival footage and recordings along with live re-enactments of historical trans figures. Beginning with the most recent recorded instance—Blossom C. Brown's protesting at the 2019 Human Rights Campaign Presidential Town Hall Meeting—and going back in time, I will probe the on-going erasure and violence of trans lives along with our resistance and resilience. The timeline will end on the pivotal historical moment of Compton's Cafeteria Riot of 1966.

The drive behind this performative lecture is to build on the notions surrounding trans protest and rioting. I find scholarly writings on the lineage of trans oppression by individuals such as Susan Stryker and Dean Spade to be quite influential. I work from the feminist perspective of utilizing the personal as political. As a trans woman-of-color, the idea of my voice being used as a vehicle for change is a primary purpose for this pointed storytelling.

- Carmen Luz Corredor (She/Her/Hers), Graduate Student, Arts Journalism, School of the Art Institute of Chicago

2D: Pyle TBA~ Narratives of Violence and Exclusion, From Fat Phobia to Musical Composition: Examples of University of Wisconsin Whitewater's Undergraduate

Capstone Research Project

In this session, advanced undergraduates from the University of Wisconsin-Whitewater will present their final research projects from our capstone advanced seminar course. Reflecting the interdisciplinary curriculum of Women's and Gender Studies, students will present on a wide variety of topics including fat phobia, eating disorder prevention, sexual and reproductive health, lesbian representation in pop music, exclusion in classical music canons, LGBTQ+ inclusion in university student services, and grant writing for a domestic violence shelter. A consistent themes in these final projects include: protecting vulnerable persons from physical and discursive violence, violence prevention, providing services to those who experience violence, and producing alternative epistemologies to challenge violence and exclusion.

- Moderator, Ashley Barnes-Gilbert (She/Her/Hers), Lecturer, UW-Whitewater
- Student Panelists TBA

2E: Pyle TBA~Broadening Access, Disrupting Bias in the Workplace and Classroom

Creating a Culture of Access through Feminist Pedagogy

Everyone is responsible for participating in a culture of access to meet the constantly changing needs of diverse learners, especially considering the impact of new technologies and expanding modes of communication. I conceptualize an effective culture of access as one that is collaborative and inclusive to diverse learning needs and argue that this needs to be part of a feminist pedagogy.

In my session, I will take up Brewer et al.'s question: "How might transformative access live in practice?" (152). To answer this, I will discuss and provide examples for how teachers can implement effective accessibility practices regarding:

Access to curriculum, instruction, and assessment via Universal Design for Learning

Access to texts/materials via Universal Design

Access to classroom spaces

Access to preparation (time to prepare for expectations)

Access to mental and physical health support

Access to ongoing support

Additionally, I will provide time for attendees to brainstorm and share ways they can implement more accessible practices to foster a culture of access as part of a feminist pedagogy.

Work Cited

Brewer, Elizabeth, et al. "Creating a Culture of Access in Composition Studies." *Composition Studies*, 2014.

- Molly Ubbesen (she/her/hers or they/their/theirs), Graduate Student, UW-Milwaukee

ADVANCEGeo Partnership: Empowering Geoscientists to Transform Workplace Climate through Cultural and Institutional Change

Harassment and other behaviors that create hostile workplaces present serious hurdles to diversifying many STEM fields. These behaviors persist due to persistent structures of exclusion, continued marginalization of nonmajority groups, severe power imbalances in the current research training and funding models, and inadequate attitudes and policies against misconduct. ADVANCEGeo Partnership builds on successful collaborations among the American Geophysical Union, the Association for Women Geoscientists, and the Earth Science Women's Network to generate systemic change in the geosciences through a multi-level approach to transform workplace climate: at the institutional level, by addressing academic cultures through the leadership of scientific societies and on campus efforts; structurally, through policies and processes that guide professional conduct and response to hostile behaviors; and individually, through education and empowerment of all members of the scientific community.

- Erika Marin-Spiotta (She/Her/Hers), Professor, Geography, UW-Madison

Navigating employment: Queer and Disability Perspectives on Rights in the Workplace

This presentation aims to inform attendees about the intersection of disability, queerness, and navigating the employment system. Through a self-advocacy and empowerment lens, attendees will learn about how employment systems work and how to advocate for the right to be authentic in their expression. Topics of the presentation may include: civil and legal rights at work, how to ask for accommodations, decolonizing the workspace, and ally-specific strategies. The information presented will assist attendees in both the practice of employment self-advocacy, but provide a means to be allies and to translate the content to encourage others to advocate for themselves. Methods of presentation will include an instructional PowerPoint and small group/conversation work.

- Katherine Bakhuizen (She/Her/Hers), Graduate Student, Rehabilitation Counselor Education (RPSE), UW-Madison

2F: Pyle TBA~Alternative Epistemologies: The Climate Crisis, Food Production, and Biodiversity

In Body and Spirit; Women, Faith and the Climate Crisis

We are now at the brink of a global ecological and climate crisis, having crossed the planetary boundaries for climate change, biodiversity loss, land use change, and biogeochemical cycles largely due to the neoliberal model of economic growth and its dependence on fossil fuels. Most of the impacts of climate change will be disproportionately felt by women, whether in the aftermath of natural disasters or in the continuation of unequal roles, resources and power distribution. In the US, women are 35% more likely to live in poverty than men, and women of color, especially from African American and First Nation communities, will be most vulnerable to the unfolding crisis. Recent years have seen the global emergence of faith-led environmental and

climate movements, which are a profoundly important strategy in addressing the root causes of biodiversity loss and climate change and which center themselves in the language of values and justice. This talk will focus on the role of women faith leaders and lay women who are at the forefront of such movements, and who work to integrate their spirituality with environmental science in order to build community and ecological resilience.

- Dekila Chungyalpa, Director, Loka Initiative, UW-Madison

Guardians of Biodiversity: The Case of Women Farmers in Peru

Since time immemorial, women farmers in the Andes of Peru use their knowledge to conserve biodiversity. For Indigenous peoples, food is sacred because it underscores “collective rights and responsibilities” over biodiversity preservation, health, and well-being often overlooked in academia and policymaking. For Quechua of Peru, as with other Indigenous peoples worldwide, colonial forces such as capitalism and neoliberalism have led to the disposition of land, disruption of collective food relations, and struggles for food sovereignty. Drawing from my work with 'Andean seed keepers,' or ladies of Choquecancha (Quechua Communities), who live at an altitude of 3,800m in the highlands of Peru. I show how in the Andes women, farmers are using their traditional ecological knowledge (TEK) to conserve not only the Andes' biodiversity but of humanity overall. Also, I highlight the vital role that TEK plays in framing practices and processes that drive the restoration of Indigenous peoples' food systems and environmental health today. This study demonstrates that food can play a fundamental role in asserting collective self-determination, for moving beyond approaches to food, and ultimately for pursuing environmental justice.

Key words: Andes, Biodiversity, Seed Keepers, TEK, Women Farmers.

- Mariaelena Huambachano, Assistant Professor, Civil Society and Community Studies, SOHE, UW-Madison

Agroecology, as an Alternative Epistemology with a Gender Lens of Mainstream Food Production Systems

Agroecology is the application of ecological principles to farming systems, a methodology which integrates a transdisciplinary lens. This concept has been gaining traction in the discourse to achieve food security because it bridges ecological and social dimensions with the development of resilient food systems in the face of climate change.

We will discuss how agroecological practices harness natural processes in the farms, creating multidimensional synergies among its inherent diversity and builds food systems that are more just and rely on ecological integrity rather than on profit. Agroecology becomes therefore an alternative epistemology where profit maximization is not deemed to be the only driver for economic behavior.

We will also highlight how even when gender roles in agriculture still follow traditional

patterns, agroecological- adopting farming families tend to move towards more gendered-balanced scenarios; however, further efforts that encourage changing gender norms are needed to achieve complete gender parity.

- Claudia Irene Calderón (She/Her/Hers), Faculty Associate, Horticulture, UW-Madison

2G: Pyle TBA~International Perspectives on Women and Wellbeing

The Housing Issue of Female Professors in Contemporary Russia

At a meeting of members of Russian Academy of Science with the Prime Minister, the problem of housing was raised as one of the significant obstacles hindering the involvement of young Russians into academic careers. Among the privileges when hiring people with PhD degrees in the USSR was not a high salary, but the provision of housing by the state. The opportunity to get an apartment attracted talented young people to schools and labs, making it possible to maintain a fairly high level of education and science. The mechanism for obtaining an apartment was as follows: a talented graduate student was left at the department and was given a room in a dorm, where he was permanently registered. He or she lived there from two to three years, while the university administrators worked with local authorities on the issue of providing an apartment. However, with the transition from socialism to capitalism in Russia, the provision of apartments to PhD holders ceased, which left a number of them living in university dormitories with almost no hope of solving their housing problem. Especially in this regard, women are affected whose salaries do not even allow them to purchase a room in communal apartment. The presentation addresses these issues.

- Svetlana Gertner, Professor, Culturology, Moscow State Institute of Culture

Pension Reform in the Gendered Context of Russian Life and Culture

On September 24, 2018 the Russian government and the Russian Duma (congress) passed “pension reform,” an act commonly regarded as an infringement on Russian men’s’ rights to meaningful retirement. The reform increases the retirement age from 60 to 65 for men. What is missing from the public discourse is how “pension reform” affects Russian women as well for whom the retirement age changed from 55 to 60. At first glance, it may appear that women are beneficiaries of the reform; indeed, the retirement age is five years lower than the requirement for men. This talk reveals how other factors in Russian life and culture impose barriers that make it difficult for women to participate fully in the workforce and place them at a disadvantage compared to their male peers from the beginning, making the five year difference in retirement inconsequential to their economic advancement. I will also highlight the limited effectiveness women’s’ activists have had in reversing these trends and misperceptions.

- Yuri Kitov, Professor and Chair, Culturology, Moscow State Institute of Culture

Bodies Across the Borders: Retracing the Memories of the Indian Partition

Drawing from the works of Sadat Hasan Manto, Ismat Chughtai and Khushwant Singh, this paper will seek to understand how femininity and the body are constructed and hyper-sexualized during ethnic conflicts. I primarily explore how women's bodies are used as conduits in men's violence and the impact such violence has on the lived experiences (of women). The partition of the Indian subcontinent in 1947 resulted in the redrawing of the borders between the newly independent states of India and Pakistan and the uprooting of 15 million people. In the wake of decolonization, violence erupted as the new boundaries rested on religious lines, and Hindus and Muslims now faced each other with communal hatred. Women's bodies became sites of communal violence as men perpetuated mass rape and other forms of sexual violence to communicate with the (other) enemy. They abducted women either from their homes or from the refugee trains and kept them hostages whom they violated or raped publically. Exploring accounts of sexual violence, trauma, and memories, this paper will seek to revisit the historical realities of partition, freedom and migration from the position of female subjectivity.

- Deeplina Banerjee (She/Her/Hers), Graduate Student, Women's Studies and Feminist Research, University of Western Ontario

2H: Pyle TBA~ Socially Engaged Art and Women's Well-Being: Feminist Artists Impact the Future

For more than six decades, the National Women's Caucus for Art (WCA) has been the foremost feminist organization of academic and non-academic artists in the United States, addressing voice and vision to institutional and cultural injustices in the arts and beyond. Operating from the perspective that we cannot impact a problem we cannot see, the WCA supports and encourages art expressions that reveal and resist political structures and power holders that maintain sexism and anti-humanist injustices. In the words of Ta-Nehisi Coates, "Art is humanizing in ways that nonfiction and politics are not." The power of Art to stir empathy is a source of hope in these difficult times, and this panel will share examples of how the WCA continues to promote artists' abilities to translate experience into visual presences in the form of socially engaged art. The panelists, feminist artists and WCA members--Spooky Boobs Art Collective (Maggie Snyder, Amy Cannestra, and Myszka Lewis), Badass Cross Stitch (Shannon Downey), Yeonhee Cheong, and Rebecca Kautz--integrate feminism, arts and activism in instrumental art, exposing conditions and inspiring resistance in imaginative ways, creating opportunities for insight and dialog.

- Laurie Talbot Hall (She/Her/Hers), Vice-president for Midwest Region, National Women's Caucus for Art
- Maggie Snyder, Visiting Professor of Art, Beloit College
- Amy Cannestra, National Women's Caucus for Art
- Myszka Lewis, National Women's Caucus for Art
- Rebecca Kautz (She/Her/Hers), Mount Mary University & National Women's Caucus for Art
- Yeonhee Cheong, National Women's Caucus for Art

- Shannon Downey (She/Her/Hers), Columbia College & National Women's Caucus for Art

2I: Pyle TBA~ Profiles in Undergraduate WGS Research

This panel features research from undergraduates in Women's and Gender Studies across the UW-System.

3A: Pyle TBA~Decolonizing the Classroom and Institutional Spaces of (Un)Belonging

Radical Intellectualism: Reflections of a Black Woman Professor Utilizing the Classroom as a Counter-Space for Theorizing, Intellectual Activism, and Participatory Democracy

This paper explores the intersections between Black feminist activism and pedagogy within the context of university classrooms. The pedagogical work that Black women intellectuals engage in is rarely apolitical because Black women's identities, consciousness, and lives are rarely apolitical. The public performance of Black womanhood in conjunction with the role of public intellectual transgresses against social constraints and boundaries set by race, class and gender. In this paper, I draw from Patricia Hill Collins' work (2012) on the role of the intellectual in public spaces to examine the ways in which Black women intellectuals not only occupy marginality both in and outside of the classroom, but also utilize marginality as tool for intellectual activism and the classroom as a site of resistance (hooks, 1989).

- Amber Tucker, Assistant Professor, Sociology, Cardinal Stritch University
- Michelle Gilgannon, Assistant Professor, Cardinal Stritch University

Decolonizing Pedagogies: A Project for Decentering Whiteness in Faculty and Staff Development

How do we create inclusive classroom spaces? What does equity look like at Primarily White Institutions (PWIs)? How does one enact institutional transformation so that underserved and underrepresented students, faculty, and staff all feel like they belong within PWIs? These are the questions that guide our thinking for the Beloit College's Decolonizing Pedagogies Project. This Mellon funded project has taken a developmental approach to faculty and staff development by adopting a self-reflective community organizing model that focuses on institutional wide initiatives that attempt to decenter whiteness in the curricula, teaching, advising and mentoring, operations, and culture of an historically white college.

- Catherine Orr, Professor, Critical Identity Studies and Women's and Gender Studies, Beloit College
- Lisa Anderson Levy, Professor, Anthropology, Beloit College

3B: Pyle TBA~Lived Experiences and Modes of Being

Normalizing Piety Through Modesty: Fashion, Rituals, and Social Media in Indonesia

When I was younger, veiling was only common for those who had just returned from the hajj, the most sought after Islamic pillar. In this presentation I argue that women's decisions to veil is largely voluntary but also shaped by social pressures that can be quite extreme, and accelerated by the fast pace of social media circulation in Indonesia. Women's decisions to become more pious are influenced by the overwhelming Islamic nature of their environment which includes pronouncements by various Islamic cleric and social media influencers and the liminality of seminal religious rituals. Both Instagram and YouTube serves as platforms that allow ordinary people, celebrities and social media influencers to converse, compliment, promote one another, promote brands, make a career, and even attack the person they follow. My research examines the constant social media conversations in Indonesia that attract young women and influence their decision to wear veils. As social media becomes increasingly defined by a homogenizing messages reflecting specific Islamic values and performative practices, Indonesian women are increasingly influenced to perform piety in their dress and voluntarily conform to wearing the veil.

- Imelda Djatirman, Graduate Student, Center for Southeast Asian Studies, UW-Madison

Women's Transformation of Cross-Gender Relationships Through/In Digital Space

This study investigates American Muslim women's use of digital spaces to democratize women's courtship practices, cross-sex relations, and dating habits. These transformations are primarily reflections of their fluid and multiple identities strengthened by transnational environments and a highly globalized world. In these contexts, women's socialization habits and spheres have already changed. In addition to education, religiously-oriented organizations, workplaces, and enlarged public spheres, digital space allows Muslim women to engage in further relaxed and democratized communication with the opposite sex. Utilizing community observations and narratives of fifteen second-generation Muslim women in Milwaukee, this study first explores how women's social interactions and cross-sex relationships have created a social change, and then offers a conceptual framework for American Muslim women's courtship habits.

- Enaya Othman, Assistant Professor, Language, Literatures, and Cultures, Marquette University

Pedagogies of Resilience: Integrating Somatic Experience into Undergraduate Curriculum

As a cultural anthropologist currently conducting participant-observation fieldwork with Somatic Experiencing (SE) practitioners, I am developing new pedagogical approaches to undergraduate education around building student capacity towards stress-reduction and resilience. The majority of undergraduate students enter college having experienced some kind of significant trauma and/or taking prescribed mood altering or antidepressant pharmaceuticals. Using "soma toys," phenomenological

exercises in "lived experience," and a somatic experience journal, along with regular orienting, body scan, and internal/external meditation exercises, my goal is to bring the body back into the classroom. I'd like to share what I tried and the learning outcomes demonstrated by students.

- Mitra Emad, Associate Professor, Anthropology/Sociology/Criminology/Women's, Gender & Sexuality Studies, University of Minnesota Duluth

Learning from Social Work: Using a Trauma Informed Lens in Criminal Justice

The presentation will explore the relationship between social work and criminal justice practice in serving individuals involved in the criminal justice system. We will examine how a trauma informed approach in criminal justice contributes to wellness, and promotes positive health and behavioral health outcomes.

- Kate Kipp (She/Her/Hers), Assistant Professor, Sociology and Social Work, UW-Stevens Point
- Dorothy De Boer, Professor and Criminal Justice Coordinator, Sociology, UW-Stevens Point

3C: Pyle TBA~Queer and Feminist Textual Analysis

Philmont's Problematic Public Memory Performance

This presentation explores the art of living-history museums, specifically examining Philmont Scout Ranch's production of a selective American West history that restricts input from females, people of color, non-religious persons, and LGBTQA+ individuals. Philmont—the Boy Scouts' largest high-adventure basecamp—annually houses 1,000+ seasonal staff and hosts 20,000+ summer trekkers on 140,177 Rocky Mountain acres. Informed by public memory rhetorical scholarship, I conducted a case study of Philmont's 35 backcountry-living-history camps, specifically examining camp profiles, which delineate names, eras, values, clothes, languages, props, genders, and activities that employees, acting as historical characters, must assume. Of 105 living-history positions, women are only eligible for 29 roles, and all but 3 character descriptions suggest hiring staff of European or Mexican descent. Philmont's editing of memory material problematically portrays American-white-male self-determination, settler-colonialism, and industrial establishment as wholesome, while largely ignoring indigenous, prostitute, and other western inhabitant perspectives. Such living-history sites warrant critical examination.

- Mary-Kathryn Keran (She/Her/Hers), Graduate Student, English Composition and Rhetoric, UW-Madison

Rachid O.'s Homosexual Awakening: The Allegorical Representation of the Blond-haired, Blue-eyed French Boy

In much literature dedicated to homosexual awakening, the subject physically traverses sexual, ethnic, and cultural boundaries in search of homosexual fulfillment. In most

cases, homosexual fantasy motivates travel and postcolonial paradigms to directly influence power dynamics in the more or less developed relationships. However, not all travels need be tangible in order to facilitate homosexual awakening. This presentation explores Rachid O.'s narrative *Chocolat chaud* (1998), where the childhood allegory about the blond-haired, blue-eyed French boy shows how photography and television produce Rachid's affective experience. Whereas Rachid's intimate moments initially remain confined to the domestic sphere, seeing Noé's photograph for the first time awakens his desire to touch the image; subsequently, he succeeds in possessing a copy of the blond boy's image at home. I emphasize Rachid's perception of the world: its relation to intimacy and the form it takes through embodiment, identities and imaginaries. Affect theory allows me to study how these means of transcultural communication become a source of homosexual fantasy, which awakens desire in the Moroccan boy to search for a partner with ethnic and racial differences.

- Luis Navarro-Ayala (He/Him/His), Professor, Modern Languages and Literatures, St. Norbert College

The Stigma of Spinsterhood – A Historical Look at Challenging the Norm and Remaining Single

This paper is inspired by the letters of the Queen of the Belgians, Marie Louise, after her political marriage in the 19th century. Wishing her relationship with her husband was more like that with her brothers, she questions her decision and explores (too late) the idea of remaining unmarried. This paper will look at her reflections based on her reality, her wishes for her still unwed sister and the concept of a woman choosing a single life.

- Mary Duarte, Professor, History, Cardinal Stritch University

BaddDDD Azz Sonia Sanchez

Sonia Sanchez is a poet associated with the Black Arts Movement (20th century) who communicated her political views through her texts. This presentation will focus on her radical innovations in poetry, such as using forms like haiku and tanka and giving public readings of her works that combined the rhythms of jazz and blues, illustrating her words in exaggerated movement. She also used incorrect spelling, dialect, and broken English to evoke representations of slaves and uneducated Blacks of the past, following Langston Hughes and Sterling Brown. While immersing her poetry in Black linguistic and musical conventions, Sanchez also went out of her way to reach the general reading public. For example, she used free verse without considering traditional meter or rhyme. Her poems' content often centers on her political views, especially Blacks' oppression by racism. In "A Poem for Some Women," for instance, Sanchez holds nothing back when depicts poverty, critiques the lack of Black unity in the struggle for civil rights, and examines relationships between women and men in Black communities. Her poems demonstrate how art can foster empathy among diverse populations and inspire people to resist oppression.

- Anansi Carmichael, Undergraduate Student, English Literature, Purdue

University

3D: Pyle TBA~In and Beyond #MeToo

Women's Sexual Liberation in the Age of #METOO

Sexual liberation is key to women's liberation. This concept has been part of the women's movement since its conception. However, the conversation on sexual liberation stalled during the 1980s and 1990s as the topic was riddled with controversy and disagreement. Radical feminists argued that only lesbianism could lead to true liberation from the patriarchal structures of sex and sexuality. Conservative feminists pushed against these ideas and argued for the more "traditional" roles for women within their intimate relationships. As a result, the topic of sex, sexuality, and sexual liberation as a key concepts in women's liberation were marginalized. In the age of #metoo, are we limiting the conversation about women's sexual liberation to the experiences of harassment and abuses women face? Can a woman be sexually liberated in a society where oppressive conditions such as harassment and abuses exist? This paper will examine how women's sexual liberation is discussed within the Third Wave, how the current culture impacts sexual liberation, and will discuss how to build women's agency in the continued pursuit of sexual liberation.

- Danielle Geary (She/Her/Hers), Professor, Women's and Gender Studies, Carthage College

Masculinity, Feminism, and Consent

This presentations draws upon a survey of 500 undergraduate students that revealed connections amongst consent, masculinity, and feminism. This research is connected to a rape myth study that asked students to provide various perceptions of their ideologies as related and contextualized through their social identities. Demographic statistics as well as inferential statistics help show how these variables are connected. Discussion will center around the university culture and what this all means for student values and sexual assault.

- Jennifer Huck (She/Her/Hers), Professor, Criminal Justice, Carroll University

Unlearning Rape Culture: Sexual Violence Prevention After #MeToo

Using the Noddings and Brooks' approach to teaching controversial issues, this paper argues that we have a responsibility to go beyond safety or standard prevention programming to engage youth in critical thinking about how they can become part of the solution working toward the end of rape culture. This presentation uses the findings of a comprehensive sexual violence prevention program to highlight the future of sexual violence prevention programs after the critical moment of #MeToo. As the conversation surrounding sexual violence shifts, so must our approaches in educating youth about sexual violence. Using three cycles of research in the context of sexual violence prevention, this presentation highlights future steps for sexual violence prevention for high school youth, including participatory approaches to sexual violence

prevention education, critical education about rape culture, specific solutions for engaging communities and wider change, as well as interdisciplinary approaches within the classroom. This presentation will include student artwork and action projects to provide a model for anti-rape culture education.

- Victoria Dickman-Burnett (She/Her/Hers), PhD Candidate, Educational and Community-Based Action Research, University of Cincinnati

Beyond Title IX Compliance: Investigating White Masculine Violence and Power at Santa Clara University

In this paper I argue that Santa Clara University does not effectively prevent campus sexual assault nor remedy its effects on student survivors. Thus, the university fails to provide an equal education based on gender. I locate this power structure in the greater history of SCU's racist, sexist, and colonial oppressions. Using survivors' stories from The Amplify Project, my own campus network and embodied experience, and data from the 2018 Campus Climate Study, I isolate practices at various levels of SCU's response to campus sexual assault which perpetuate this institutional sexist violence.

- Alanna McCauley, Undergraduate Student, Philosophy, Marquette University

3E: Pyle TBA~Building Disability in Pride Madison

Disability Pride Madison is a grassroots organization that has produced the Disability Pride Festival for the last eight years. This coming year's festival will be in Tenney Park on August 1, 2020 and we will be celebrating the thirtieth anniversary of the signing of the ADA. Performances at the festival all include at least one performer with a disability. Board members from DPM will cover Disability Justice, local disability politics and advocacy, intersectional identities, the importance of having community, economics of survival for a small, low-income grassroots group, how we are building networks of performers, makers and activists with disabilities and how activists and academics can inspire each other's work, what we have learned about organizing groups of people across abilities and our plans for the future.

- Ti S Banks, Board Member, Disability Pride Madison
- Rachel Litchman, Board Member, Disability Pride Madison
- Jason Glozier, Board Member, Disability Pride Madison
- Cecil Leigh Wilson (Ze/Hir), Board Member, Disability Pride Madison
- Jess Draws, Board Member, Disability Pride Madison
- Kirsten Schultz, Board Member, Disability Pride Madison
- Sashe Mishur, Board Member, Disability Pride Madison
- Kate Moran, Board Member, Disability Pride Madison

3F: Pyle TBA~Indigenous Forms of Resistance and Reimagination

More Than Linguistic Mediation: De/Gendering Pronouns for Animals in Works Translated into English

To what extent should a translator of literary works mediate culturally relevant

information when translating from a source language into a target language such as English? How do translation decisions simultaneously pose challenges of unintentional cultural appropriation and create opportunities for more effective intercultural connectedness? Using examples of ethnic minority women's environmental writings in China, the presenter will discuss pros and cons when translating third-person singular pronouns for animals in multiple linguistic and cultural border spaces, where multi-ethnic groups in China and indigenous environmental activists and those advocating a new scale of animacy in the United States share similar but also different views of the human and the more-than human connectedness. For example, most ethnic groups in China use 它 (it) for animals, but some do not use any pronouns for animals. How does this complicate translation decisions? With the discussion, the presenter aims to weave an ethnolinguistic strand into the recent critical reflections of human connections with the more-than-human beings against "linguistic imperialism" (Kimmerer 2015) and of translation as "central to feminist praxis" (Collins 2017).

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

Post-Standing Rock: Why does the Amazon Burning Matter? Environment, Violence, & Well-Being of Indigenous Worldviews ---Native Indigenous Women & Children in "Las Americas"

While teaching a course on "Native Americans and the Environment" (Fall 2019) at UW-LaCrosse in the Department of Ethnic & Racial Studies, I started off the class asking students "Why does the Amazon burning matter in Indian Country today?" I was fresh off of my own trips from the Amazon over the summer (and past few years). I had just been in Peru and Chile this past year and was talking with Native Indigenous people and elders as the Amazon was burning. My presentation will address the following: How do the fires impact Native women and children? How do they effect the well-being of our spiritual, cultural, and traditional knowledge in LAS AMERICAS and in Indian Country today? Does it matter? Does it impact migration, language, culture, and violence for those at the ground level--at ground zero? As an Indigenous woman, the lecture will explore these questions POST-Standing Rock and my own journey as both community organizer, mother/grandmother, teacher (K-12), and college teacher. I will address environmental racism, environmental justice, and the FIRES that are being lite now all over LAS AMERICAS (Ecuador, Peru, Bolivia, Chile, Mexico, USA, Haiti). I include a consideration of Indigenous resistance and leadership and the direct impact on women and children.

- Diana Elena Moran Thundercloud (She/Her/Hers), Graduate Student and Community Fellow, Educational Leadership "Social Innovation and Sustainability Leadership Program," Edgewood College

Indigenous Women Confront Violence: Grassroots Efforts

This presentation explores the context in which Indigenous women of Canada and the U.S. have been working to record, find, investigate, and ultimately end the murder and

disappearances of indigenous women and girls. The focus is on grassroots efforts and resources for instructors and allies.

- Julie Tharp, Professor, English, UW-Stevens Point

Missing and Murdered Indigenous Women

Within the Indigenous community, women are reported missing or murdered at extraordinarily high rates. Eighty-four percent of Indigenous women have experienced violence and 54% of Indigenous women have experienced sexual violence. One in three native women are sexually assaulted in their lifetime. Despite these alarming statistics, little investigation has occurred. This film is intended to start a conversation on this issue. Native students and staff were interviewed on the campus of UW Oshkosh and asked to share their insights on the growing epidemic and crisis of MMIW.

- Morgan Mulroe (She/Her/Hers), Undergraduate Student, Anthropology, UW-Oshkosh
- Heidi Nicholls, Professor (She/Her/Hers), Anthropology UW-Oshkosh

3G: Pyle TBA~Women and the Praxis of Wellbeing

When Everyone Designs

Merry-go-strong (MGS) is a non-profit organization that works in partnership with 4W and communities in Kenya, by supporting women and children to expand their craft, mind, and resources. This presentation will provide examples of how design thinking is being applied to help nurture sustainable grassroots development in Kenya by working with local women to collaboratively innovate solutions to locally defined challenges of social and economic well-being. The presentation will also show examples of how University of Wisconsin – Madison students have been working to improve the quality of these women's lives for several years and have won Wisconsin Idea Fellowship awards for their work on solar powered light kits and water carrying vests. The students continue to contribute to the project through designing a maker space and working with the women to develop other income generating opportunities.

- Lesley Sager, Faculty Associate and Director of the Design Thinking Initiative at SoHE, Design Studies
- Rebecca Alcock (She/Her/Hers), Graduate Student, Biomedical Engineering, UW-Madison

Improving Science Literacy for Women and Girls through a Handheld Microscope (foldscope) in Rural Kenya

We aimed to reduce the gap in STEM, increase interest in science, and improve the quality of science education in women and girls across 13 villages in rural Kenya, using a commercially available, affordable, and portable paper microscope (foldscope). Partnering with a local women-empowering NGO and adopting the “train the trainers” model, we engaged women community teachers and secondary-school girls in week-long science camps. We discussed topics like microbial disease and cell biology,

through training them to make the foldscope, collect, process, and observe environmental samples, and conduct simple experiments. We also hosted foldscope-centered workshop for primary-school science teachers to facilitate the launch of after-school science club in their own schools. Lastly, we expanded our program to other members by visiting their community centers and introduced the foldscope and science and health topics. The program contributed to a new perspective and approach to achieve gender equality in STEM education and realize women and girls' rights to science-related careers. Propagated by woman and youth leaders, the science training using foldscope will reach more women and girls in areas with limited resources. Lastly, we expanded our program to other members by visiting their community centers and introduced the foldscope, along with related science and health topics.

- Mengyao Niu, Graduate Student, Medical Microbiology and Immunology, UW-Madison

“We are just animals to them”: Migrant Domestic Workers, Victimization, and the Struggle for Justice

My broader research project describes how Singaporean migrant labor policy strategically maximizes the economic benefits of South and Southeast Asian migrant workers while minimizing the social, political, and economic costs borne by the state and its citizens. Despite comprising roughly 26% of the resident workforce, these low-wage foreign laborers are kept cheap, pliant, and precarious. Whereas extant research fixates on narrow permutations of gender + national origin + labor sector (e.g., male Thai construction workers, female Indonesian domestic workers), I use comparative methods to analyze how state-designated “male” and “female” migrant populations are forced into gendered employment configurations. Each deploys distinct forms of social boundary-making and control, including separate debt financing models, employment legislation, and labor dispute systems. Specifically, this talk draws upon a subset of the research: 8 months of casework at an NGO shelter for domestic workers, 60 in-depth interviews, and scores of case discussions. I describe the unique and extraordinary challenges faced by low-wage migrant women when they seek justice for victimization—including physical/sexual violence, wage theft, and forced labor.

- Kurt Kuehne (He/Him/His), Graduate Student, Sociology, UW-Madison

Well-Being Pedagogy and Praxis in College Readiness Initiatives

With nearly 1000 college access/pipeline/readiness programs in the country, this presentation highlights a recent pilot study that examines and analyses how, and to what extent do college access/readiness programs conceptualize and use culturally relevant well-being praxis to prepare Black and Indigenous young women for higher education. Using a qualitative, phenomenological methodology and critical race theoretical framework, this study interviewed current and former staff of college access/readiness programs to uncover contemporary well-being pedagogy and praxis at the organizational level. Study findings, themes, and implications will be discussed and framed in a larger conversation around reconceptualizing the social and collective

construction of well-being in educational spaces for minoritized college bound women attending Predominately White Institutions (PWIs).

- Paris Wicker (She/Her/Hers), Graduate Student, Educational Leadership and Policy Analysis, UW-Madison

3E: Pyle TBA~Liberation and Leadership Through Revolutionary Art

Join us for a roundtable discussion from the performers of *“Mirror Butterfly: The Migration Liberation Movement Suite”* as they discuss their work within the context of a lifetime in activism and art around liberation via organizations where women’s leadership is paramount.

Charlotte Hill O’Neal aka [Mama C](#), [Nejma Nefertiti](#), and UW Spring 2020 Artist-in-Residence Gizelxanath Rodriguez will guide highlight themes of interdisciplinary, Indigenous rights, and ecological justice as part of an agenda for social change within the arts.

This panel includes a discussion of the *“Contested Homes”* performance given on Wednesday, April 15 at Mead Witter Foundation Concert Hall, other work, and the spring 2020 course with UW–Madison students titled *“Artivism: Intercultural Solidarity and Decolonizing Performance.”*

- Charlotte Hill O’Neal, AKA Mama C
- Nejma Nefertiti
- Gizelxanath Rodriguez, UW Spring 2020 Artist in Residence.

3F: Pyle TBA~ Art-making and Self-Care with Upcycled Materials

During this hands-on, interactive workshop participants will be introduced to a variety of ways to engage in art-making for self-care with free or low cost materials. These art-making experiences can be utilized by anyone and almost anywhere. They are meant to instill a sense of relaxation, fun, and possibly open the door to a bit of self-discovery.

Accessibility Note: Workshop is open to all abilities. If you need assistance due to hand dexterity or fine motor skills, please let the conference coordinators know so there can be an assistant in the room for you.

- Gabrielle Javier-Cerulli holds a MA in expressive arts therapy, is the author of *Art Journal Your Archetypes*, and is the Program Coordinator/Artist of Dane Arts Mural Arts.

3G: Pyle TBA~ Using Threshold Concepts Across the WGS Curriculum

The presenters will demonstrate the utility of the threshold concepts framework in the field of Women’s and Gender Studies, briefly describing how they have incorporated it into their teaching of WGS courses, and how it has also shaped their approach to

curriculum development and departmental assessment of student learning. Emphasis will be placed on the utility of this approach for small programs and departments that rely heavily on cross-listed courses and/or core courses taught by instructors whose primary training is in a field other than WGS. Participants will leave with ideas and strategies for using threshold concepts as a tool to start conversations about program-wide learning goals for students in WGS.

- Holly Hassel, Professor, North Dakota State University, Department of English
- Christie Launius, Professor, Kansas State University, Gender, Women, and Sexuality Studies Department

3H: Pyle TBA: Queer(ing) Political Power: A Training in Civic Activism

This session will empower participants to build civic engagement and democratic learning programs on their campuses and in their communities. Aiming to decolonize political spaces, this training responds to the critical need for marginalized voices in grassroots political movements and reframes the fight for political power through participatory action and collaboration.

Problematizing the hegemony of contemporary US voters, our training addresses the key reasons students do not vote: lack of access to reliable information and lack of confidence in the electoral process. Through the development of unique action plans, this session will prepare attendees to expand the power of political agency to the diverse communities that make up their campuses, including nonvoting civic agents.

- Carmen Linero Lopez (She/Her/Hers), National Campus Organizer

Friday, April 17, 2020

Concurrent Session 4: Poster Session, 3:15-4:00pm

By Any Other Name: Judgments of Men and Women who Identify with Feminism, the Women's Movement, and Gender Equality

Many individuals (non-labelers) do not identify as feminists due to stigma, but ostensibly support feminist goals. Research supports that stereotypes exist about feminists, especially feminist men. However, little research explores whether non-labelers are perceived differently from feminists. We investigate the likability of a target described as a feminist, someone who supports the current women's movement, or someone who supports gender equality. Further, we examine how this varies by target gender and participant feminist identity. We expect that non-feminist participants will rate targets described as feminists or supporting the women's movement as less likable than those described as supporting gender equality, especially if the target is a man. We expect the opposite for feminist participants. We will collect data from 400 college students who will read a fictional description of a person, which will vary randomly by gender identity and label (feminist, supporter of the current women's movement, supporter of gender equality). Participants will then judge the person's likability. Participants will also indicate whether they self-identify as a feminist. Our results have implications for reducing stigma around feminism.

- Gabrielle Dose, Undergraduate Student, Winona State University
- Emma Odiet, Undergraduate Student, Winona State University
- Grace Stanley, Undergraduate Student, Winona State University
- Mary Steiner, Undergraduate Student, Winona State University
- Taylor West, Undergraduate Student, Winona State University
- Andrea Hinitt, Undergraduate Student, Winona State University
- Elizabeth Russell, Assistant Professor, Psychology, Winona State University

The Relation Between Feminist Beliefs and Self-Identity and Gender, Location of Origin, and Degree of a Belief in a Just World

A disparity exists in feminist culture in which a larger percentage of people agree with feminist ideals than are willing to identify as being feminist. This presents a problem because feminist identity is related to positive social factors like social activism (Precopio, 2017). There is a cognitive bias concept that exists in psychology referred to as the belief in a just world (BJW) in which individuals believe that people deserve what happens to them. People who score high in BJW believe that, in general, people receive consequences that are morally fitting to their actions (Lerner, 1980). This study aims to expand the knowledge of the relationship between this feminist ideology-identity disparity, BJW, gender, and location of origin among college students. The participants answered questions that measured BJW, feminist ideology, and feminist identity. The researchers hypothesized that the ideology-identity disparity would be higher in women than men. Also, within those groups, they expected to see the disparity more often in those who score higher in BJW and grew up in rural (compared to urban) areas. My poster explains this data and offers opportunities for considering how to increase feminist activism in college populations.

- Tyler Kluetzman (He/Him/His), Undergraduate Student, Psychology, UW-River Falls

Korean American Undergraduates' Well-being: Exploring Asian American Values within a Psychosociocultural Framework

Asian American undergraduates are consistently omitted from the educational discourse (Museus, 2013) with psychological, social, and cultural components along with ethnic-specific considerations overlooked (Kiang, Chea, Huynh, Wang, & Yosikawa, 2016). With this context in mind, we examined Korean American undergraduates' correlates of well-being using a psychosociocultural framework assessing the dimensions of self-beliefs (psychological), support and others expectations (social), and person-context values (cultural; Gloria & Rodriguez, 2000). As an intersectional- (i.e., self-identified gender, college generation, student standing) and values-informed exploration, we assessed how Asian American values (emotional self-control, humility, collectivism, conformity to norms, family recognition through achievement; Kim, Li, & Ng, 2005) influenced the well-being of a predominately self-identified female sample of Korean American undergraduates (154 females, 60 males, 7 did not indicate gender). Results revealed interactions of student standing (lower versus upper) and college generation (first versus

continuing) by gender (MANOVA) and relationship patterns (canonical correlations) where cultural values emerged salient.

- Tracy Guan (She/Her/Hers), Graduate Student, Department of Counseling Psychology and School of Education, UW-Madison
- Alberta M. Gloria (Ella, She/Her/Hers), Professor, Department of Counseling Psychology, UW-Madison

Anything You Can Do I Can Do Better...

This poster examines the gender discrimination female athletes face compared to male athletes when it comes to salaries. My research focuses on professional soccer prominent in the media today, particularly recent coverage highlighting how underpaid the women's U.S. Soccer team is in relation to the men's U.S. Soccer team, despite the fact that women recently won the World Cup.

Ultimately, I explore different salaries throughout the different leagues both in the United States and other countries and how they are distributed according to the player's gender. I also provide recommendations on how to bring attention to this issue and solutions for gender parity and pay equity.

- Jennifer Baker, Undergraduate Student, Communication, Purdue University Northwest

Global Innovation Initiative: A Grassroots Movement to Engineer for Humanity and Offer Meaningful Opportunities to Women in Engineering

The Global Innovation Initiative is a student-led effort in the College of Engineering to provide globally-minded students opportunities to pursue interdisciplinary design and innovation projects that serve under-resourced populations. To date, we have conducted an interest survey, created a seminar series, established campus partners, hosted a grant competition, and spearheaded globally-oriented project work in design courses. Expected long-term impacts are increased women's involvement in engineering due to these opportunities and a campus-level commitment to increasing equity through projects that capitalize on the diverse experiences and talents of UW's student body.

This presentation will focus on completed and ongoing aspects of the initiative. For example, one of the leaders directed a First-Year Interest Group during the Fall 2019 semester. She taught an introductory engineering lab (InterEgr 170), a crash course in engineering design. Students in this section completed projects to improve the quality of life in under-resourced Kenyan communities. These projects were established with 4W support through Lesley Sager's Design Thinking study abroad course and the non-profit Merry-Go-Strong.

- Rebecca Alcock (She/Her/Hers), Graduate Student, Biomedical Engineering, Morgridge Fab Lab, Grainger Engineering Design Innovation Lab, UW-Madison

Access to Paid Parental Leave by Education: An Update

In the absence of a federally mandated paid parental leave policy, access to paid parental leave is unequally distributed in the U.S. Larger companies and companies that employ highly educated employees have been more likely to offer a paid parental leave benefit to recruit and retain employees. There have been efforts by many companies to expand these benefits to hourly workers, although the benefits are not equal to those of the corporate employees. Using data from the 2017-2018 Leave and Job Flexibilities Module of the American Time Use Study (just released on 9/24), in concert with the Current Population Study, we seek to determine current trends in paid parental leave benefits by education level and how the education gap in access to paid parental leave has changed since the 2011 data. Access to paid parental leave is associated with a number of positive outcomes for mothers, fathers, and infants thus differential access to that benefit would result in divergent outcomes.

- Lauren McClain, Associate Professor, Sociology and Criminology, Western Kentucky University
- Angelika Gulbis, Instructor, Madison Area Technical College

Disability and Family Responsibilities: How Disability Matters in the Lives of Financially Struggling White Families

Though research has pointed to the prevalence of disability in poverty, often focusing on the lived experiences of either parents of those with disabilities or disabled folks themselves, there has been little investigation into how disability in multiple locations within families shapes family processes and responsibilities among adults and children. How does disability come to matter in the lives of those in financially struggling families and what responsibilities do women and girls take-on as they navigate their own and others' disability struggles? Using 40 in-depth interviews with adult daughters (ages 18-29) and their mothers in financially struggling white families (total of 26 families), this research investigates what issues of disability mean for family responsibilities in low-income white households. This work compares the experiences of 14 families explicitly struggling with disability to those of 12 families without major and long-term disability struggles. Using a broad definition of "disability" and using an intersectional disabilities studies perspective, this work hopes to illuminate some of the ways in which financially struggling families navigate disability as an intergenerational responsibility and form of interdependence.

- Annaliese Grant (She/Her/Hers or They/Their/Them), Graduate Student, Sociology, UW-Madison
- Rachel Litchman, Undergraduate Student, UW-Madison

Casting a Wider Net: Audio Arts for Personal Reaction and Renewal

This poster explores ways to interrupt ableism in technology. When Ableist ideals are implemented without gathering input from multiple users of differing abilities, there is a deficit in the attention, care, and credibility of the Disabled community. It is difficult to continue the discussion, provide sensitive care, and evaluate future directions when not all technology is accessible to create, share, edit, and distribute audio content for

all users over the Internet. My work provides alternate examples—podcasts and video services--focused on care, collaboration, and actionable goals and strategies that increase empathy across groups. his gives idealists, activists, survivors, and allies the opportunity to continue the conversations. The future benefits of cohesion and common practice can follow, creating a positive outcome and media platforms that are accessible and easy to use.

- Alison Lancaster, Graduate Student, Sociology, UW-Madison/Edgewood College

Queering Leadership

Most conversation about gender and leadership is framed in a stark gender binary; leaving us with limited views on what is possible for people's leadership. Trans and non-binary folk traverse this binary. They confront these obstacles and invent for themselves leadership traits and styles that are authentic in their own right. This poster will feature preliminary findings from the qualitative research I conducted in interviewing gender diverse community leaders, laying a groundwork for further study and opening up new paradigms of leadership for all.

- Hanna Barton (She/Her/Hers), Graduate Student, Industrial and Systems Engineering, UW-Madison

Systematic Isolation: Solitary Confinement's Implications on LGBTQ+ Prisoners

Communication and social connection is a key element to human nature. Yet, the practice of solitary confinement, imprisonment within single-cells with little to no contact with other inmates or guards, is widely practiced in prisons for both discipline and protection of prisoners in the United States. The continued use of forced isolation of incarcerated peoples has been equated by some to the practice of torture. Systematic imprisonment of sexual minorities and transgender individuals placed in solitary for their "safety" are of special consideration when analyzing the practice and effects of solitary confinement. The psychological effects on prisoners are now coming to light regarding exacerbating and creating psychiatric issues including PTSD and other dissociative and anxiety disorders. I argue that the practice of solitary confinement has effectively damaged inmates psychologically and that the isolation of sexual minorities is particularly detrimental. Thus, solitary confinement, even for "protection", is an unnecessary cruelty enforced on inmates.

- Emma Odiet (She/Her/Hers), Undergraduate Student, Women's, Gender, and Sexuality Studies, Winona State University

Criminal Record Checkbox Impact on Employment

The criminal record checkbox has been a part of many employment applications for decades, however it has recently attracted attention as a discriminatory practice through movements such as the 2003 Fair Chance Act. Statistics on LGBTQ+ persons show that prisoners experience drastic rates of unemployment, projecting white supremacist views on queer people of color through the prison industrial

complex. This poster includes an in-depth explanation of the goals, meaning, and current discussion behind the Ban the Box campaign, and discusses the current and potential future impacts it has on the professional workplace industry. This research focuses on job application questions, performance rates, and discrimination, particularly for queer people of color. Additional research confirms that individuals incarcerated have equal performance rates, underscoring how the practice of not hiring people with a criminal background deepens patterns of discrimination based on experience, race, and sexual identity. These sources reiterate the need for further legislation and protective measures to reverse these trends, especially for marginalized communities.

- Lauryn Olson (She/Her/Hers), Undergraduate Student, Women's, Gender, and Sexuality Studies, Winona State University

Activism at the Intersection of Nationality and Sexuality: The Undocuqueer Movement

The Undocuqueer Movement is an activist movement that seeks to address the intersections of the "hybrid" identity of being undocumented and also queer. Julio Salgado, who started this movement, is an artist who calls the undocuqueer movement "artivism" considering most undocuqueer movement activism is through art pieces inspired by Undocuqueer identified folks. With the current political climate in this country, talking about undocumented folks happens a lot, but hardly with talking about the unique experiences and discrimination undocumented folks experience who also identify as LGBTQIA+. Immigrant rights and LGBTQIA+ rights discourse are not fully exclusive to all folks who fall under these categories (those with intersecting identities, undocuqueer or not) and the Undocuqueer Movement seeks to bring awareness to the issues within these two separate groups and how intersectional they really are and to the experiences of Undocuqueer folks in the United States.

- Caitlyn Thurber (She/Her/Hers), Undergraduate Student, Women, Gender, and Sexuality Studies, Winona State University

Our Bodies, Our Tests: Navigating Power Relationships in Women's Exams

My poster underscores the need for patient choice and voice in screenings, and illuminates how power hierarchies and knowledge inequalities play out between women and their doctors in the microcosm of the doctor's office through doctor authority and gender inequality in screening. Pelvic screening examinations are considered preventative and generally covered as part of annual "well-woman" exams in the United States (Medicare Rights Center 2018; Health Resources & Services Administration 2018). However, these exams are also associated with over-testing, psychological distress, and physical harm, which can lead some women to avoid the doctor altogether (Rabin 2014; Stormo et al. 2011). Research investigating women's experiences with these exams and decisions surrounding screening are lacking in the United States. Drawing on a feminist standpoint approach, this study seeks to highlight women's perspectives and experiences with navigating these exams. I address both the physical and psychological

consequences for women, while also uncovering opportunities for informed consent, shared decision-making, and improved patient and provider communication.

- Jenna Nitkowski, Graduate Student, Sociology, UW-Milwaukee

Social Justice Poster Session

2D-Design students at UW-ECBC had the option of creating social or environmental justice projects. For the social justice posters presented here, students chose specific color schemes to create artworks based on their personal concerns/experiences and the theme: "Resistance & Reimagination".

- Suzanne Truman (She/Her/Hers), Assistant Professor, Art & Design, UW-Eau Claire at Barron County
- Meranda Ricci, Undergraduate Student, UW-Eau Claire at Barron County

Cervical Cancer Prevention, Incidence, and Stage at Diagnosis in the Context of a Changing Family Planning Safety Net

Family planning clinic closures resulting from reproductive healthcare restrictions can negatively impact women's health by limiting access to preventive and diagnostic services. Previous research demonstrates the effects of early clinic closures on preventive care and the impact of recent closures on birth and abortion rates. However, no research evaluates how Title X clinic closures in Wisconsin from 2013 to 2015 affect cervical cancer rates. Using 2010-2018 county-level data from the Wisconsin Department of Health Services, we will investigate how cervical cancer prevention and morbidity rates have changed in relation to clinic closures. We expect that counties with distance increases of ≥ 50 miles will have lower rates of HPV vaccination, later stage at cervical cancer diagnosis, and higher rates of cervical cancer incidence than counties with distance changes less than 50 miles. Our findings will highlight the adverse effects of legislation restricting reproductive healthcare on women's sexual health.

- Lindsay Cannon (She/Her/Hers), Graduate Student, Sociology, Center for Demography & Ecology, UW-Madison
- Emma Romell, Graduate Student, UW-Madison

The Artist Embodied: Female Creativity and Development in American Literature from 1850-1940

My poster will provide an overview of my monograph coming out with Lexington Books in 2020. My project explores the development of the female artist in American literature by women writers, including the work of E.D.E.N Southworth, Elizabeth Stuart Phelps, Willa Cather, Jessie Fauset, and Zelda Fitzgerald. I examine how depictions of the female artist depart from the romantic concept of the artist and merge with the "cult of domesticity" to produce a new communal sense of artistry that is implicitly linked to the female body. By tracing tropes of race and disability in *Künstlerromane*, I argue that women writers contest patriarchal limitations on female creativity and subjectivity, beginning to reshape cultural

notions of motherhood, art, and the female body at the turn of the twentieth century.

- Rickie-Ann Legleitner (She/Her/Hers), Assistant Professor, English and Philosophy, UW-Stout

5A: Pyle TBA~Using Performance to Raise Awareness About Sex-Trafficking

Our Children in the Ring of Sex Trafficking

In the US, children and adolescents are at risk for Domestic Minor Sex Trafficking (DMST), formally known as “recruitment, harboring, transportation, provision, or obtaining of a person for the purpose of a commercial sex act” (TVPA, 2000) because of poverty, gender inequality, and high crime rates. Northwest Indiana (NWI) is a hotspot for human trafficking and statewide numbers are growing, but neither the state nor the region tracks data on child sex trafficking while public education and prevention/treatment resources are sparse. Rough “guesstimates” indicate a 50% increase in child trafficking cases in Indiana from 2012 to 2018. Ninety percent of trafficked minors are female and nearly 30% are 15 or younger, with 10% ages 12-14 (Zoeller, 2016). My project documents DMST in NWI and identifies the psychological impact of sex trafficking on child and adolescent victims. My presentation also reports Purdue University Northwest students’ responses to a performance art “teach-in” raising awareness about DMST that included dance, music, voice, and print and non-print visual media emphasizing that children are harvested from their own communities and, school students are unaccompanied are a greater risk for DMST.

- Amari Boyd, Undergraduate Student, Women’s, Gender, and Sexuality Studies
Purdue Northwest University

Using theater to Identify Victims of Trafficking in Transit Situations

In this panel, students and instructor will present their work in the UW-Madison Global Health Field Course Human Trafficking and Human Rights Advocacy and Training in Morocco and Spain. This course follows UNESCO mission to create the conditions for dialogue among civilizations, cultures and peoples, based upon respect for commonly shared values. With that mission in mind, this course uses methodologies that facilitate the construction of collective narratives and life stories without breaking the imposed silence in victims of trafficking. We use embodied language that recognizes experiences as fundamental, life stories from approaches of care and Forum Theater (Theater of the Oppressed) to identify human rights violations.

- Araceli Alonso, PhD, UW-Madison
- Nia Cayenne, Undergraduate Student, UW-Madison
- Megan Johnston, Undergraduate Student, UW-Madison
- Maura Keenan, Undergraduate Student, UW-Madison
- Isabelle Lombardi, Undergraduate Student, UW-Madison

- Rachel Sina, Undergraduate Student, UW-Madison

5B: Pyle TBA~Female Identity and the Arts of Reinvention

Ababil: A Poetry Analysis

My poem, "Ababil," examines the intersections of gender, religion, and cultural production. It engages in a critique of systems of surveillance and policing of the body, but does so from a perspective that decolonizes Muslimness to examine its subversive potentiality in the Qur'anic text. "Ababil" engages in a critical cultural practice which seeks to emphasize Muslimness as a site for engagement with feminism and decolonial epistemologies. In doing so, it looks intersectionally at multiple sites of oppression, shedding light on the relationship between different forms of reproduction- cultural, social, and sexual.

Like the content, the formal elements of the poem engage in a conversation with structural oppression. They call into question the male-dominated hero narrative, the epic hero's journey, to formulate a narrative of agency grounded in an embodied womanhood. The poem rewrites the narrative of Ababil, the Qur'anic revolt against structures of power that deny religious identification. The flight and plight of the bird represents the exploitation of women's reproductive potentiality by systems of patriarchy, capitalism, and colonization. Ultimately, Ababil transforms into the Maryamic figure who finds self-actualization in an embodied reconceptualization of Muslim womanhood.

- Ibtisam Abujad (She/Her/Hers), Graduate Student, English, Marquette University

Memory Sculpture, the Work of Doris Salcedo and the Case of Colombia

For Doris Salcedo, art is a way to be aware of the situation that surrounds us. "In a country like Colombia, life is constantly interrupted by acts of violence. There is a reality which is intrusive, that disrupts the way you wish to live. In other words, life imposes upon you this awareness of the other. Violence, horror, forces you to notice the Other, to see others' suffering. When pain is extreme there is no way to avoid it" (Salcedo 13). (In Salcedo, Doris, Carlos Basualdo, Nancy Princenthal, and Andreas Huyssen. Doris Salcedo. London: Phaidon, 2000).

The UNHCR report for 2016 shows that Colombia is the country with the highest number of internally displaced persons in the world, with a number of 7.7 million. Some of these displaced are widowed women turned heads of families by violence. Displacement can last for years. The Colombian artist Doris Salcedo has dedicated part of her work to show this time of transit where identities are being rearranged and transformed. Her work *Atrabilarios* (1997), was called by the critic Andreas Huyssen a "Memory Sculpture" that manages to find the "expressionless moment" of which Walter Benjamin speaks, where what constitutes art connects and brings to memory

the history of each displaced person. My paper will analyze these meeting points through the lens of psychoanalysis.

- Beatriz L. Botero (She/Her/Hers), Professor, Comparative Literature and Folklore Studies, UW-Madison

Immigration in Our Bodies

This presentation will focus on my personal journey as an undocumented immigrant woman who came to the U.S as a child. I will provide historical context on why people migrate from Latin America to the U.S., beginning with colonization, and how this connects to the current state of reality. Participants will also learn about the treacherous journey migrants must face, and the added layers of vulnerabilities that women, children, and LGBT folks often endure as well as the fears and trauma they must deal with back home, en-route, at detention centers, and even while living in the United States. The presentation will provide a deeper level of understanding of immigrants' experiences and their resilience.

- Erika Rosales (She/Her/Hers), Human Resources Coordinator/Social Justice Change Team Lead, WIDA at the Wisconsin Center for Education Research

Writing the Poetry of (Female) Identity, Foreignness and the Domestic Sphere of Motherhood (On Southern Cone Women Poets)

The plurality of female identity in an urban imaginary rendered as a gallery of “poseurs” and “outsiders,” a representation “steeped in tango, blues or the Latin American vanguardistas”(Hakimi), is a central thought in Alicia Borinsky’s *My Husband’s Woman* (2016). In Luisa Futoransky’s poetry (Seqüana Barrossa, 2007), the female voice is translated into a river of languages of the nomadic woman: a verbal flow that confronts the “non-transferrable humiliations encountered in the language of others” (Roffé), exacerbating also the experience of exile and foreignness. Silvia Goldman’s lyrical thought (*De los peces la sed*, 2018) turns the language of motherhood and maternity into a multiple linguistic registers, combining irony and dark humor with everyday language, the ludic language of infancy, surrealist imagery or classical mythology to establish a domestic sphere from where to speak about identity, otherness, absence, death, and love. This presentation will consider the ways these poets render the voices and experiences of contemporary women visible through their poetry while also delineating a landscape of multiple cultural identities, of up-rootedness and homelessness, but also self-invention and reinvention.

- Sarli E. Mercado, Professor, Spanish and Portuguese, UW-Madison

5C: Pyle TBA~Institutional Comparisons of Equity, Diversity, and Inclusion Initiatives

Microaggressions Hurt You and Me

Within this roundtable discussion, we will provide participants with a definition of microaggressions from the UW Platteville Doyle Center Ally Training Program, along with some examples. We will encourage participants to share microaggressions that

they have experienced first or second hand, and appropriate ways to address these comments when they hear them. The discussion will also focus on the domino effect that these microaggressions might cause to the recipient and to society, in general.

- Dr. Julie Phillips (She/Her/Hers), Associate Professor, Teacher Education, University of Dubuque
- Rea Kirk (She/Her/Hers), Professor, UW-Platteville

Real Eau-topias: The Culture of Equity, Diversity, and Inclusion at University of Wisconsin-Eau Claire

What is the role of social science in social justice activism? The Real Eau-topias Project adapts Erik Olin Wright's "real utopias" framework to an ongoing collaborative research project on the lived experience of the moral values of equity, diversity, and inclusion (EDI) in the college campus context. Undergraduate researchers conducted focus group interviews with students to measure their lived experiences and cultural meanings: they ask what "equity," "diversity," and "inclusivity" mean to them, and they ask about the positive experiences they have had on campus to learn what students' ideal higher education experiences would be like. By putting the discussion of EDI in the context of both criticism and positive experiences, we gain insight into the group's shared cultural ideals and what sorts of practical changes or reforms could be made on campus. In this presentation, three student researchers provide brief overviews of their results that focus on the topics of safe spaces for LGBTQIA+ students, the way education and privilege impact student perception and consumption of the arts, and mental health on campus.

- Ellen Mahaffy (She/Her/Hers), Associate Professor, Communication & Journalism, UW-Eau Claire
- Peter Hart-Brinson (He/Him/His), Professor, UW-Eau Claire
- Grace Huftel (She/Her/Hers), Undergraduate Student, UW-Eau Claire
- Anna Accolla (She/Her/Hers), Undergraduate Student, UW-Eau Claire
- Clara Neupert (She/Her/Hers), Undergraduate Student, UW-Eau Claire

5E: Pyle TBA~Challenging Approaches to Sexual Assault in Institutional Spaces

Sexual Abuse in Collegiate Athletics: Hegemonic Masculinity and Institutional Failures

The #MeToo movement has brought unprecedented attention to sexual victimization in a variety of institutions, including sport. Specifically, we look at the impact of hegemonic masculinity and an accommodating organizational culture on college campuses. The case studies of Penn State University and Michigan State University provide vivid illustrations of how the campus climate protected and abetted both Jerry Sandusky and Larry Nassar in their abuse of children and adolescents. If athletic departments are allowed to operate in relative isolation to the larger academic mission of the campus, then cases of sexual abuse are likely to continue. In addition, the federal government is failing in its compliance roles by not reauthorizing the Violence Against Women Act (VAWA), which includes important extensions and modifications of the

Clery Act, and considering substantial changes to how Title IX adjudicates sexual assault allegations. While the #MeToo movement has the potential to galvanize funding for sexual abuse prevention, its success depends on transforming institutional cultures.

- Pamela J. Forman, Professor, Sociology, UW-Eau Claire

This paper is authored by Pamela J. Forman, Anne M. Nurse, and Amelia D. Montie (zoon or Skype).

Clery Timely Warning Notices as a Sexual Assault Prevention Tool

According to the Bureau of Justice Statistics, one in five female students experienced attempted or completed sexual assault by her fourth year of college. The Clery Act was created to provide further transparency around campus safety, including sexual assault. While all universities are mandated to follow the Act, the legislation does not provide guidance on what language universities should employ, how much leeway an institution has in determining if a sexual assault represents an immediate public safety threat, or recommended best practices for timely warning notices. The need for guidance is evident. Victim blaming, racial/ethnic stereotypes and LGBTQ+ inclusivity can all be implied through the nature of recommendations that colleges offer. Language matters, especially when timely warnings are one of the few forms of urgent communication a university sends to everyone affiliated with their institution. We provide recommendations for next steps in utilizing timely warnings as a sexual assault prevention tool.

- Sandra Sulzer (She/Her/Hers), Assistant Professor, Kinesiology & Health Science, Utah State University
- Shantoina Jones, Xavier University of Louisiana
- Tia Smith, Xavier University of Louisiana
- Amanda DeRito, Utah State University
- Joanna Kimmitt, California State University-Dominguez Hills
- Maya Miyairi, Utah State University

5E: Pyle TBA~Webs of Inclusion, Care, and Corporeal Resilience

Femininity in Extremis: Performativity, Youth, and Ability in The Hamilton Complex

At the 2015 "On the Edge: ASSITEJ Artistic Gathering" in Birmingham, UK, Theatre for Youth scholars and practitioners alike were thrown into a heated debate over the ethics of The Hamilton Complex, a show devised in Belgium under the direction of Lies Pauwels and showcasing vignettes on gender performativity, sexuality, and societal pressure as performed and (potentially) conceived by thirteen thirteen-year-olds and one adult male body builder. The piece, which explored how the age of thirteen can be perceived in a myriad of ways, also directly confronted the idea of the male gaze as it permeates society. While, as a whole, the piece was controversial in its choice to have young female bodies directly encountering sexualization and invitations for the adult gaze, it also invited an intriguing intervention through the inclusion of the female actress designated as "Queen" - a young woman whose physical and cognitive abilities

led to an even deeper conversation around the duties and responsibilities of theatre-makers working with differently-abled young people. In this paper, I will argue that this piece was both revolutionary and necessary in the development of TYA and its understanding of young adulthood in all its forms.

- Claire Mason (She/Her/Hers), Faculty Associate, Department of Interdisciplinary Theatre Studies, UW-Madison

Plus Size, Where? : Cultural Analysis of the Perceptions of Plus Size Women in the Lens of Media, Fashion, and Identity

This presentation examines Plus Size women's sense of self in relation to fashion and beauty industry marketing campaigns that feature Plus Size women in "body-positive" images. Although this strategy was praised as progressive and inclusive when it was new, its purpose is to generate profits rather than assert that all sizes matter.

My research shows that such contradictions between Plus Size women's experiences and seemingly "body-positive" representations in ads negatively promote self-image, for example, Dove's "Real Beauty" campaign. Responses to a Qualtrics survey of 20 diverse, randomly selected Plus Size women in Northwest Indiana (NWI) and subsequent in-depth interviews with 5 respondents reveal that NWI Plus Size women are not empowered by "body positive" advertising because it does not reflect their realities. This validates the claims of Fat Studies scholars Bellafonte (2010), Bishop, Gruys, and Evans (2018) and Peters (2014). One way to reduce bias against Plus Size women and empower them is to establish Fat Studies in universities where it does not already exist and to integrate Fat Studies content into courses of Economics, Media Studies, Women, Gender, and Sexuality Studies (WGSS), and similar disciplines.

- Julia Cook-Jones, Graduate Student, Purdue University Northwest- Office of Student Life, Purdue University Northwest

Reconstructing Trauma through Storytelling and Mathematics

My sophomore year at UW-Madison I worked on an independent study where I incorporated my personal experiences as a formerly homeless, disabled survivor of sexual violence into my love for mathematics. I researched trauma theory, disability theory, and mathematical theory and found parallels between the symbolic, spatial language of mathematics and the indirect, nonverbal ways that people talked about trauma. The project that emerged from this research has two components; in an analytical essay, I share how the nonverbal, symbolic language of mathematics has helped me reinstate value into traumatic experiences where my bodymind was defined as valueless. I will discuss how using mathematics to expand the definition of trauma is an activist tool when ableist discourse thrives in reducing bodies to statistics, quantities, and one-dimensional categories. I will also share how I took this research into trauma and mathematics into my own creative practice to write an autoethnographic story about my experiences as a disabled runaway in the form of a math textbook. This textbook deconstructs the way mathematics has historically been used to reduce bodies by instead using mathematics as a tool to expand narrative possibility.

- Rachel Litchman (She/Her/Hers), Gender and Women's Studies, Sociology, UW-Madison and Disability Pride Madison

Corporeal Stories: Trauma, Resilience, & Love

While projects of resistance to androcentric, white, ableist notions of the “flawless” and “complete” body are important and necessary, remaining an under examined area of feminist studies, we propose a workshop around cultural and individual praxis that engages curiosity and sense of discovery around human capacities for resilience and self love. This workshop will present a student-teacher collaboration around a creative-activist research project, focusing on the stories of fragmented/distorted/rejected/object body parts that have survived social stigma through an emergent body positivity focused on love and self-care.

- Dr. Mitra Emad, Professor, Anthropology, Sociology, Criminology, Women’s, Gender, and Sexuality Studies University of Minnesota-Duluth
- Azrin Awal, Undergraduate Student, University of Minnesota-Duluth
- Jade Moore, Undergraduate Student, University of Minnesota-Duluth

5F.) Pyle TBD~Subversive Stitch: Feminist Uses of Art as Activism

Vantage Point

Encompassing over 425 square feet (111” x 46”), Vantage Point is a completely hand-stitched modular installation that uses found embroidery as well as my own. Its materials and construction evoke discussion of the value of women’s domestic labor and the capacity of an artist’s hand. Its size and content drive it out of the home and into the world of contemporary art and political discourse.

A first glance will see an idealized landscape with blue sky, green grass, and puffy white clouds. Closer inspection will reveal a myriad of manmade and natural disasters in locations across the globe. Terms picked up from news stories and research are a ticker above and below informing the scenes. The world I made is still beautiful, but the impact of human consumption and waste is everywhere.

I propose an installation of the work and a corresponding 30-minute PowerPoint that connects the art to current and historical environmental issues. A catalog and glossary of terms accompanies the exhibit. This piece is not a polemic, it is the subversive stitch. In this traditional “women’s work”, the seemingly innocuous medium of fabric and stitching sets the stage for much deeper exploration of environmental issues and social ills.

This talk will conclude with an exhibit walk of Vantage Point in the Pyle Center’s Lee Lounge.

- Maggy Rozycki Hiltner (She/Her/Hers), Artist, Vantage Point

Unverifiable, Considering Potential Animism in Textiles, and its Power in Art

How are contemporary textiles arts being used to evoke and embody history, both collective and personal? In what ways does society currently address the idea that clothing and textiles may harbor essence, force, spirit, or animism, transmitted from the source material, by the hands of the maker(s), or through the body of the wearer? In what ways does this concept enter into popular culture? And why should we care?

Through this presentation of my masters thesis, I will show how contemporary artists, myself and others, are utilizing second hand materials to access history, comment on political issues and create visceral connections with the past.

- Emily Popp (She/Her/Hers), Master of Fine Arts, 2019 Graduate of the School of Human Ecology Textiles and Fashion, UW-Madison

5G.) Pyle TBA~ Women Directly Impacted by Incarceration Organizing for Housing Systems Change

Although women's rates of incarceration have been growing at twice the rate of men's for the last 40 years, women's voices are often excluded from policymaking. The FREE campaign develops the leadership and promotes the expertise of women directly impacted by mass incarceration and excessive supervision. We engage power-holders to address the harm done by our broken justice system, to heal communities, and to promote sensible and equitable policies. FREE is led by women members of Ex-Incarcerated People Organizing (EXPO), created by and for people who have lived experience with the justice system. Over the last year and a half, FREE has built a network of leaders from around the state, and has begun to develop an agenda for change anchored in a key challenges: safe housing that provides a base for economic stability and community and family reunification. In this conversation, members of the FREE campaign and their allies will describe the process of developing this issue-based agenda, as well as the strategies and self-reflection used to develop and stay accountable to feminist and trauma-informed organizing practice. Audience members will be invited to join the discussion and reflect on related issues in their own work.

- Molly Clark-Barol, (She/Her/Hers), Human Ecology and Sociology, UW-Madison

5H: Pyle TBA~Feminist Theorizations and Performances of the Arts

Eat, Dance, Write: Arts, Activism, Research, and the Self

Giovanna Urbino argues that food consumption is a cultural ritual in which class, ethnic, and gender conventions intersect down to the nitty gritty details of who cooks the meal, who serves it, and the order in which the diners are served and eat. Thus, the symbiotic relationship between ingredients and emotion plays a prominent role in subject constitution.

Colette Morrow asserts that performed dance catalyzes an embodied form of empathy among spectators that make it a powerful tool for countering prejudice and fostering social justice. With this in mind, the discussion addresses competing choreographic

trends in dance activism today, particularly the tension between approaches that document oppression and celebrate oppressed populations.

Lonzhane A. Coleman's auto-narrative both employs and critiques literary and feminist theory as a powerful yet limited research tool. It underscores the ways in which theory offers a framework for knowing the world and ourselves that constrains and liberates one's sense of self.

- Colette Morrow, Associate Professor, English, Communications, and Women's, Gender, and Sexuality Studies, Purdue University Northwest
- Giovanna Urbina, Undergraduate Student, Secondary English Teaching, President of PNW Feminist Club, Purdue University Northwest
- Lonzhane A. Coleman, Co-Chair, Purdue Intersectional Feminist Alliance, Purdue University Northwest

Redstockings for a Blue Broad: Monica Lewinsky in the #MeToo Era

In this mixed media performance, Saunders and Finley explore the shift from Monica Lewinsky being lambasted to lauded. Text and sound elements will touch on media coverage, popular culture, feminist pedagogy, and the #MeToo movement, and the infamous blue dress will take center stage. The artists have collaborated previously, addressing subject matter ranging from Pussy Riot to Yoko Ono, with the latter being a live drawing performance at a conference at Sarah Lawrence College. Artists' websites can be seen at artbyheathersaunders.blogspot.com and erinfinley.com.

- Heather Saunders, Director of Ingalls Library & Sessional Instructor, Drawing and Painting, The Cleveland Museum of Art & OCAD University.
- Erin Finley, OCAD University.

5G.) Art-making and Self-Care with Upcycled Materials

During this hands-on, interactive workshop participants will be introduced to a variety of ways to engage in art-making for self-care with free or low cost materials. These art-making experiences can be utilized by anyone and almost anywhere. They are meant to instill a sense of relaxation, fun, and possibly open the door to a bit of self-discovery.

Accessibility Note: Workshop is open to all abilities. If you need assistance due to hand dexterity or fine motor skills, please let the conference coordinators know so there can be an assistant in the room for you.

- Gabrielle Javier-Cerulli holds a MA in expressive arts therapy, is the author of *Art Journal Your Archetypes*, and is the Program Coordinator/Artist of Dane Arts Mural Arts.

5I: Socially Engaged Learning in the Intro to WGS Course

Drawing from their forthcoming book, *Socially Engaged Classrooms: A Guide to Teaching Introductory Women's and Gender Studies* (Palgrave-McMillan 2020), the co-presenters share four key insights about aids and barriers to student learning derived from their collaborative SoTL study of student learning in intro to WAGS courses. The

presenters will use the four key insights as a heuristic, inviting participants to examine their own pedagogical and curricular approaches in the introductory WAGS course. Workshop participants will have the opportunity to reflect on and discuss with others the implications for curriculum, instructional approaches, and assessment practices in ways that build from the threshold concepts in Women's and Gender Studies and the four themes from *Socially Engaged Classrooms*. The goal will be for participants to identify how these dispositional, content, and process knowledges can be cultivated in their own classrooms.

- Holly Hassel, North Dakota State University, Department of English
- Christie Launius, Kansas State University, Gender, Women, and Sexuality Studies Department
- Susan Rensing, Professor, Kansas State University, Gender, Women, and Sexuality Studies Department

6A: Pyle TBA~Intersectional Identities in Teaching and Publishing

Living What We Teach: Faculty Women's Experiences of Gender

This panel will explore the ways in which the faculty member panelists experience gender in their day-to-day lives in higher education and will engage the audience with strategies to address gender inequality for faculty and staff. There is a growing body of research on the gender- and race-based structural inequality in higher education, stereotypes students bring to the classroom, teaching evaluation protocols, the subtle but often unnamed dynamics of faculty interactions, and the persistence of under-representation at the top and over-representation at the bottom of faculty hierarchies for women and people of color. All of us are highly trained social scientists who understand gender in the abstract, but we recognize that the academy rarely holds up a mirror to itself with respect to gender. Among the four of us, we have experienced students challenging our competence and/or treating us as if we are their mothers, colleagues mansplaining or taking our emotional labor for granted, being excluded from male-based networks, and having our research taken less seriously. Our intersectional identities and our disparate fields contribute to the ways that gender connects to other systems of privilege and inequality in higher education.

- Jodi Vandenberg-Daves (She/Her/Hers), Professor and Chair, Women's, Gender, and Sexuality Studies
- Erica Srinivasan from the Psychology Dept. here at UWL
- Nabamita Dutta, Professor, Economics, UW-LaCrosse

Prairie Architecture: A Reading and a Meditation on Queer Collaboration

I am proposing a hybrid presentation of poems from *Prairie Architecture*, a Spring 2020 book to be published by Golden Antelope Press and prose meditation on queer collaborations in editing and publishing.

The book, *Prairie Architecture*, is poems made in and about the intentionally,

knowledgeably, but sometimes accidentally, designed and built structures of life on the prairie whether the structures are physical environments, or emotional/intellectual make-ups. Sometimes the poems question organizing structures like time and the relationship between the prairie quotidian and writing. Changes of location catalyze emotional/intellectual movement. But, as so many prairie people know, the prevailing winds, the torrential rains, the poisoned soil, and the plagues of cicadas are not for the weak.

Making rural queer lives, ideas, and literary products simultaneously visible is labor that dignifies. The meditation part of the presentation seeks to articulate how a queer poet learns the editing and publishing trade—only some of it book trade—by working in a feminist editorial collective that publishes with a Big 10 Press (University of Illinois), for a social justice digital publication (wordpeace), and at conference book exhibits.

- Monica Barron (She/Her/Hers), Professor, English and Women's and Gender Studies, Truman State University

6B: Pyle TBA~Feminist Storytelling and Identity Formation

The Three Generation Project

The 3 Generation Project studies autobiographical storytelling by three generations of women—grandmother, mother, and daughter—to examine the mothers' methods of narrating their life experiences and the impact their stories have on their daughters' lives. In this ethnographic inquiry, the women's tales were collected in interviews and an intersectional, anti-racist, feminist approach was used to perform the rhetorical analysis. The study finds that each mother's social location, the information she reveals about events in her life, and her interpretation of those events dictates her childrearing practices and, in turn, fundamentally shapes her daughter's values, her relationship with her mother, her self-confidence, and ultimately the daughter's own story. For example, as a young woman, the grandmother was strictly controlled by her father, but she taught her daughter to be fiercely independent and she transmitted this lesson to her own daughters. Thus, the granddaughters' sense of self is a product of the older woman's need to survive and their mother's desire for her daughters to be autonomous and self-realized. This demonstrates the importance of strong bonds between mothers and daughters—biological and “of choice.”

- Madeline Clement, Undergraduate Student, English Literature, Purdue University Northwest

Dragon Ladies

Dragon ladies. They're pushy, nosy, strict, assertive, and bossy. They'll speak their minds and will do anything to get what they need, but why do we associate these qualities as negative traits? Throughout this narrative, I explore my relationship to dragon ladies growing up and also my own transformation into a dragon lady. From the

stories my parents told me about their motherland to my own lived experiences in Madison, Wisconsin, I've learned to bare my fangs, breathe fire, and spread my wings to stretch beyond both social and physical borders. The harsh realities of being a queer, gender-nonconforming, Hmong person in education surely takes its toll, but through personal reflection, I strive to bring to light the power of dragon ladies as an integral piece of society.

The reclamation of the dragon lady identity is but a stepping stone in empowering women and nonbinary folks of color to reestablish their identities as valid and valuable. Doing so through narrative bridges understanding beyond Euro-centric ideals of education to build empathy across groups of people.

- Chundou Her, Teacher, English, Middleton High School

LGBTQ+ Oral Histories of Northeastern Wisconsin

This project is based on oral history interviews from individuals living in the Northeastern Wisconsin area who identify as part of the LGBTQ+ community. We gathered individualized information about coming out narratives: where they started, how they developed, and the larger effect of coming out. We used these narratives to evaluate an overarching connotation surrounding people's perceptions of human sexuality during the mid-20th century. This presentation is a roundtable discussion format, where we can discuss our process and findings, as well as its historical impact within our society.

- Abigail Wagaman (They/Them/Theirs), Undergraduate Student, UW-Green Bay
- Kayla Probst, Undergraduate Student, UW-Green Bay

6C: Pyle TBA~Activist Pedagogy and the Socially-Engaged Classroom

Disrupting University Culture: Unpacking Identity and Activism in the Classroom

Activism has always been pertinent for change on college campuses; oftentimes, diversity and inclusion initiatives are derived by activism brought on by marginalized students. While free speech is being threatened across universities, inclusive spaces are not accessible for students to have a voice, navigate oppressive systems, and feel empowered. Social movements and activism has always been central in feminist studies and therefore, this field of study serves as a safe place for students to unpack their identities and activism. Inspired by bell hooks, Audre Lorde, and Sara Ahmed, my course, Introduction to Women's, Gender and Sexualities Studies: A Social Movements Perspective, centers identity and activism within the classroom through anti-colonial, anti-racist and queer pedagogies. This paper focuses on ways to disrupt the classroom by challenging power dynamics, establishing community, elevating marginalized voices, and breaking down feminist movements.

- Christina Nelson (They/Them), Graduate Student/Associate Lecturer, UW-Milwaukee

Offering Introduction to LGBTQIA+ as a Social Justice Issue

This presentation details my Introduction to LGBTQIA+ course and focuses on the advocacy projects created by my students as well as their reflections, thus demonstrating its necessity in a Liberal Arts curriculum. Too often, members of the LGBTQIA+ community in America are subject to “symbolic annihilation,” which is the silencing, erasure and misrepresentation of an underrepresented population (Caswell, Cifor and Ramirez). Inadequate representation has led to dire consequences. According to the CDC’s 2007-2017 Youth Risk Behavior Survey, “[f]or every variable explored in this report, lesbian, gay, or bisexual students were at significantly higher risk than heterosexual students” and this includes experiencing bullying at school (33% LGB as compared to 17.1% of heterosexual youth), bullying online (27.1% versus 13.3%), and forced sex (21.9% versus 5.4%). This negative climate results in serious mental health issues including increased depressive thoughts and self-harm plans or actualization. Education, via diversity curriculum and the presence of support groups, helps mitigate negative experiences. Therefore, offering an Introduction to LGBTQIA+ course becomes a social justice issue.

- Valerie Murrenus Pilmaier (She/Her/Hers), Associate Professor, English and Women's and Gender Studies, UW-Madison

The Politics of Citation: An Exploration of Feminist, Queer Pedagogy and the Scholarship of Teaching and Learning

In this presentation, we will discuss two key issues: the relationship between feminist and queer pedagogical practices and the erasure of these practices in broader conversations about inclusive and relational pedagogy. Within Women’s and Gender Studies, we have observed a shift in naming pedagogical practices as queer rather than feminist. To unpack this shift, we will examine the development of the fields, shared practices, and unique practices to these interconnected perspectives. Parsing out the connected and disparate aspects of feminist and queer pedagogical practices is particularly important when engaging broader interdisciplinary conversations about pedagogy. Recently, in the Scholarship of Teaching and Learning, scholars have begun touting inclusive pedagogy, relational pedagogy, and the pedagogy of belonging. Yet, these same scholars do not cite the ample literature within Women’s and Gender Studies on these issues, particularly rendering perspectives from anti-oppressive pedagogical practices and women of color feminists invisible. Our second aim in exploring feminist, queer pedagogy is to map out the literature to use as a response to the work produced in the Scholarship of Teaching and Learning.

- Ashley Barnes-Gilbert (She/Her/Hers), Lecturer, Women's and Gender Studies, UW-Whitewater

The Feminist Toolkit: How to Live a Bad Feminist Life

Being a feminist means critiquing structural inequalities, reflecting on our praxis, and often embodying the standpoint of a feminist killjoy. Being a feminist killjoy is two-fold: i) to take joy from others because you are a feminist and; ii) to be perceived as causing

your own unhappiness because you are a feminist. Living a feminist life is an alienating experience yet Ahmed offers her killjoy survival kit, a collection of feelings, materials, and relationships as a form of resistance. I also draw inspiration from *Bad Feminist*. Roxane Gay illustrates the messiness of living a feminist life, particularly when you enjoy things that do not align with feminist theory. The ways in which Ahmed and Gay both rely on their memoirs shows how lived experiences embody and shape feminist theory, and vice versa.

During this workshop, I will provide theoretical concepts embodied in *Living a Feminist Life* and *Bad Feminist*. Then participants will reflect on their experiences of living a feminist life through an individual writing exercise and a small group discussion. After sharing, we will come back as a large group to invent our own feminist toolkit as a form of resistance.

- Kayla Kuo (she/her/hers), Graduate Student, Urban Studies, Women's and Gender Studies, UW-Milwaukee

6D: Pyle TBA~Creating Autonomous Spaces of Health, Wellbeing, and Survival

Patriarchy in Medicine: Restoring Our Autonomy

This presentation will educate participants on violent and coercive practices that take place in medical spaces, and link these practices to the broader system of patriarchy. Storytelling and group discussion will promote the development of solutions that reflect the values of the community rather than medical institutions, moving us closer to restoring autonomy for all. Using the medium of video, we will share stories from community members who have faced violations of their bodily autonomy in medical spaces. We will then use historical evidence to examine the overlapping systems of patriarchal oppression that make medical coercion and violence prevalent and profitable in the US. Finally, we will use the tenets of the reproductive justice movement and a nursing model of patient-centered care to reimagine medical care in a way that preserves bodily autonomy for people of all identities. Participants will be prompted to offer their reactions to the materials, share their perspective, and discuss potential solutions. The formats of storytelling and group discussion will promote the development of solutions that reflect the values of the community rather than medical institutions, moving us closer to restoring autonomy for all.

- Katherine Reinemann (she/her/hers), Undergraduate Student, Nursing, Gender and Women's Studies, UW-Madison
- Payton Udo (She/Her/Hers), UW-Madison School of Nursing

Sanando mi Cuerpo, Mente, y Alma: Considerations for College Mental Health Professionals Supporting Latina Survivors of Intimate Partner Violence

Latina college students are at risk of experiencing mental health problems yet are less likely to utilize counseling services on college campuses. Unfortunately, Latinas are also at risk for stalking, sexual, and physical violence by a romantic partner in their pursuit

of a higher education (Coker et al., 2008). Although IPV is an issue for Latinas, the process of recovery and growth is virtually nonexistent in the higher education literature (e.g., Barrios, 2017; Torres, 2017). The combination of underutilization of services, mental health, and risks of IPV calls attention to ways that college mental health professionals can take more active steps to support Latinas. However, the methods by which college mental health professionals can best support Latina college students who are also survivors of IPV are non-existent. As such, this paper discusses cultural considerations and presents a Latina-empowerment-based model (ELLA) that college mental health professionals can implement to support the healing of Latinas. In particular, the approach considers the role of endemic racism in higher education and the importance of taking a holistic approach to supporting Latinas' bodymindspirit.

- Nancy Herrera (ella/her/hers), Doctoral Candidate and Co-director of the Greater University Tutoring Service, Department of Counseling Psychology, UW-Madison
- Dr. Alberta M. Gloria (Ella/Her/Hers) Department of Counseling Psychology, UW-Madison

No One Heals Without Dying: An Exploration of Absolution from White and Male Spaces

This short film focuses on healing from abuse, particularly abuse of women whose ancestors were chattel. The film examines how a culture's development around a lack of physical autonomy for any citizen can foster shame, silence and repression. This examination allows space for methods of healing that develop out of transitions like birth death and other emotionally indelible rights of passage. Like the #MeToo movement the post film conversation encourages audience engagement and will be guided towards certain topics: Black women's ability to possess themselves, healing in congruence with the need to inform and fight, the media's responsibility in certain forms of PTSD and the importance of woman centered healing community.

- Olamma Oparah (She/They), Graduate Student, School of Film, Media, and Theater, Georgia State University
- Colleen Gardner, Cinematographer

News Coverage of Domestic Violence in Nigeria

In this presentation, I examine which national newspapers in Nigeria report on domestic violence cases. Domestic violence continues to be an epidemic in developing countries due to the uneven enforcement of human rights, stigma and shame. To compound these issues, cultural practices also compel women to remain in abusive relationships for many reasons. The media is charged with the responsibility of reporting domestic violence issues, with the ultimate goal of drawing the attention of the government, psychologists, advocacy groups and non-profit organizations to helping victims of domestic violence. My study uses a qualitative content analysis of four national newspapers in Nigeria to reveal that coverage of domestic violence led to

minimal interventions. News coverage mostly blamed women in cases of domestic violence, and, if they made it that far, judges commonly dismissed cases in court. There were no follow-up stories, the frequency of coverage was small, the stories were brief, and the sources remained unidentified. I argue that the media needs to increase the coverage of domestic violence in developing countries by adopting the functional elements of investigative journalism.

- Diane Ezeh Aruah, PhD Student, Communication and Journalism, University of Florida

6E: Pyle TBA~Transcendence and Transformation: Art and Acts of Reclamation

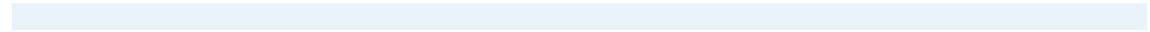
Portraits of Fictional Disabled Femmes

The words and images that surround us influence how we think about and move through the world. Movies and television shows, advertisements, books, magazines, social media, news media. The narratives presented by these media, whether we pause to think about them critically or not, all inform how we treat each other, how we choose to build our lives, and how we envision the future. Through this project I celebrate narratives that uplift disabled femmes that depict disabled femmes as powerful agents in their own lives and others'. Too often, narratives, if they include disabled femmes at all, portray them as pitiable, treat them as inspiration porn, use them as a way to demonstrate a protagonist's morality, kill or cure them by the end of the story. This leads people to view disabled femmes as archetypes rather than whole people. But disabled femmes ARE whole people, and we deserve to be represented as such. Using watercolors, acrylic paint, and ink I create portraits of powerful, fully fleshed out disabled femmes from fictional narratives. For example: Lauren Olamina from Octavia Butler's Parable series, Margo Hanson from SyFy's The Magicians, Breq/Justice of Toren from Ann Leckie's Radch Trilogy.

This talk concludes with an exhibit walk of Nash's art on the second floor of the Pyle Center.

- Laura Nash (She/Her/Hers), Graduate Student, Critical Studies and Applied Craft + Design, Pacific Northwest College of Art

TRANSCENDING BARRIERS. TRANSFORMING FINE ART.



Rae Senarighi is a cancer survivor inspiring self-compassion, activism and gender resilience via unapologetic portraiture of vibrant transgender and non-binary power and joyful presentations.

Sharing our stories is our path to understanding ourselves and to helping others understand us. Transgender people are constantly told to not take up space, and in fact, to hide in order to remain safe. Transgender life is rarely represented in the fine art world and that which does often simplifies our complex stories to a limited narrative of struggle and/or centers genitalia. Rae's work is reclamation of space, in the fine art world and beyond. Trans and nonbinary people experience heightened risk of violence, discrimination and houselessness so it's essential these voices be amplified and young trans people -especially those of color- are shown life-affirming images of themselves in revered art spaces.

Rae's talk will focus on stories of gratitude, self-acceptance and compassion. How do you align with your path and respect your life's work? How can you use your creativity to connect with and uplift your community?

This talk concludes with an exhibit walk of Senarighi's art in the Lee Lounge of the Pyle Center.

- Rae Senarighi (he/him or they/them), Fine Artist

6E: Pyle TBA~ Activist Artist Roundtables: Reimagining Resistance, Gender and Change Through the Arts

This is imagined as an activist artist roundtable over two back to back sessions (assuming there is room in the schedule). Made up of visual artists and creative writers/poets, each artist will be asked to do a 5-10 minute presentation on their activist art and how it fits the conference themes. Timed to allow at least half of each session for Q&A from the audience, the moderators will have back-up questions ready to insert or supplement audience interactions developed with the presenters to give them a chance to highlight key conference themes. In addition to the moderators/educators Helen Klebesadel, and Alison Gates; potential presenters will offer a diverse range of cultural approaches, media, and feminist art actions related to the conference themes. Participants TBA. We inquiries out to a number of artists, confirmations from some, and will have confirmations before you do the review.

Co-Facilitators:

- Alison Gates, artist and Chair of the Art Department, University of Wisconsin-Green Bay, <https://alisongatesart.com/alison-gates/about/>
- Helen Klebesadel, artist and Emeritus Director, Women's and Gender Studies, Madison, WI, <http://Klebesadel.com>

Participants:

- Finn Enke, graphic artist and Professor of History, Gender and Women's Studies, UW-Madison. Forthcoming publication includes a graphic memoir, *With Finn and Wing: Growing Up Amphibious in a Nuclear Age*, <https://finnenke.com>
- Angela Trudell Vasquez, Madison Poet Laureate, writer, editor, activist, author of three collections of poetry, the latest, *In Light, Always Light*, Madison, WI. <https://www.poetryfoundation.org/poets/angela-c-trudell-vasquez>
- Gabrielle Javier-Cerulli, mixed-media artist, workshop facilitator, and author of the book *Art Journal Your Archetypes*, Madison, WI. <https://about.me/GabrielleJC>
- Leslee Nelson, fiber artist and organizer of the Memory Circles Project, Emeritus Professor of Art, UW-Madison, WI. Author of the book *Memory Cloths*, <http://www.lesleenelson.com>, lesleeathome@gmail.com
- Sirinda Pairin, poet/writer, author of poetry collection, *Blood and Belonging*, Madison, WI, <https://bloodandbelonging.wordpress.com>
- Melanie Herzog, artist, art historian, and Dean of the School of Arts and Sciences at Edgewood College, Madison, WI. Publications include, *Imaging History, Memory, and the Raced and Gendered Body: The Legacy of Elizabeth Catlet*. <https://finearts.edgewood.edu/art-department/faculty/melanie-herzog>
- Introducing the art of Haitian American artist Babette Wainwright. <https://www.babettewainwright.com>

6F: Pyle TBA~Women, Wellbeing, and the World

It Takes a Village: Partnering with Civic Organizations and In-country Partners to Address Menstrual Hygiene for Adolescents in Ghana

4W teamed with Rotary clubs in Madison, Wisconsin, and Ghana to reach 16,000 junior high school girls in Ghana with menstrual hygiene information and free kits with washable sanitary pads. The overall goal of the 3-year project is to remove one of the barriers to girls' consistent school attendance. This session will discuss the challenges and outcomes of the project including school attendance, cultural and public education practices and barriers, and Ghana- and US-based partnerships. Project sustainability and participatory training and evaluation methods will also be reviewed.

- Linda O'Hern, Rotary Club of Madison

4W Internships with Global Impact

The UW-Madison International Internship Program (IIP) partners with the 4W Initiative leadership to connect undergraduate students with internships with artisans and community organizations that support women and well-being around the world. Since 2017, 4W and IIP have sent nearly 30 interns to Ecuador, Ghana, Mexico, India, Kenya and Nepal. With support from a 4W faculty mentor, coordination from IIP and funding from 4W and IIP, these students apply skills and engage in new communities to gain a global perspective on challenges. We will share this model and best practice ideas for

local to global internships.

- Michelle Kern Hall (She/Her/Hers), Director, International Internship Program, UW-Madison

Research with Mujeres Emprendedoras in Peru: Reflections on Women's Empowerment

Mujeres Emprendedoras translates to women entrepreneurs. It is also the name of a business development program run by a small NGO working to empower women in a rapidly urbanizing community on the outskirts of Lima. This presentation will explore multiple ways of conceptualizing empowerment and consider what the experiences and perspectives of women who have participated in the Mujeres Emprendedoras program can tell us about these meanings and critiques. Of particular interest are transformations related to self-confidence and self-perception, friendships and familial relationships, and perceptions of gender roles.

- Erin DeMuyck, she, her, hers, Assistant Professor, Geography, University of Wisconsin Oshkosh - Fox Cities

Wisconsin Without Borders Marketplace (WWBM): A student organization partnering with women artisans to promote income generation and personal empowerment

Wisconsin Without Borders Marketplace is a UW-Madison student organization, tied to 4W and the Global Artisans Initiative, that partners with women's artisan groups in three communities across the globe: La Calera, Ecuador; Presa de Barajas in Jalisco, Mexico; and Katmandu, Nepal. These women create beautiful, hand-made products using traditional techniques but need help expanding markets for their work. Thus, WWBM offers a market in the US, buying inventory directly from the artisans so they can generate income for themselves, their families and their communities. This presentation will reflect on the personal experiences of the women that have led to our partnership, as well as touch on how students collaborate with the artisans to design new products and the various positive social impacts our collaboration has created.

- Anna Whisler (She/Her), Undergraduate Student, Wisconsin School of Business and SOHE, UW-Madison
- Bridget Motiff

6F: Pyle TBA~Art as Feminist Pedagogy

Mythology and Feminism: The Connection Between Myths and Feminist Thought

How were concepts and ideas conveyed before the Internet, the printing press, or even written language? Through oral storytelling, which is how ancient myths were first shared before being written down. Mythology is an art form that was used in the ancient era to explain everything from the seasons to the origin of the universe to life and death. This includes ideas related to gender that we now study in Women's, Gender and Sexuality Studies. This presentation discusses how myths from Greek, Roman, and other ancient mythologies from around the world represent women,

gender, and sexuality and socialize audiences into the norms these express of that period. Each myth examined will be discussed in depth, with special emphasis on how it incorporates one or more beliefs about women, gender and sexuality. The talk concludes by drawing attention to how these beliefs relate to modern feminist views.

- Marisa Gorski, Undergraduate Student, Behavioral Sciences, Purdue University Northwest

Women Who Dare! Women in the Performing Arts

This talk provides a brief summary and context for Women Who Dare, a recorded live lecture that I gave as part of a series of women's lecture topics at UW-Green Bay. It is based on findings of Women in the Performing Arts, a class I have been teaching at UWGB for 30 years. I give the profiles of 4 outstanding international women performing artists from different genres of the performing arts including Hildegard von Bingen, Clara Schumann, Isadora Duncan, and Marian Anderson. I then discuss the factors which constrain and further women's creativity and the patterns and obstacles that exist in the lives of women performing artists from genres of dance, conducting, singers, actresses, filmmakers, etc. The talk ends with a live performance and talk with Jiebing Chen, Chinese erhu player, and the first woman to play this instrument with an international orchestra. This lecture was recorded for Wisconsin Public Television and has been shown several times on University Place. The most recent showing was at the Music Academy, Bydgoszcz, Poland, in where I was teaching in May of 2019. The full film is on display during both days of conference in Room 112 of the Pyle Center for those interested in seeing the entire lecture.

- Sarah Meredith, Professor, Music/Women and Gender Studies/Global Studies, UW-Green Bay

Women Speak: Art as Feminist Pedagogy?

Panelists will explore women's voices in four different creative contexts of medium and focus, ultimately to explore the critical, fundamental question, whether and in what ways feminine voices differ with those of their male counterparts. Are women's perspectives distinctive?

Discussion will focus on women writers on the early Industrial Revolution; anthropologist Ruth Benedict; Impressionist painters Berthe Morisot and Mary Cassatt; and women writers in science fiction.

- Elizabeth A. Harry, Adjunct Professor, University of St. Thomas, St. Paul, MN
- Gretchen R. Harry, Retired Social Worker and Teacher, Minneapolis Public Schools
- Barbara B. Kirby, Artist and Teacher, Madison Metropolitan School District,
- Scott M. Ryan, Freelance Writer and Technician, The Good Guys, St. Paul, MN

6G: Pyle TBA~ Outreach and Leadership Committee: Students' Educational, Professional, and Community Impact

Undergraduate college students, the panelists, will express their experiences of

participating in an Outreach and Leadership Committee. The panelists are based on members of a student-led committee. This committee hosts professional self-care workshops to other college students as well as youth-driven self-care workshops to youth girls who identify as at-risk and underrepresented. To advance the experience, the committee has developed a post-survey for the youth and such results have been and will be used for program evaluation.

Indirectly, the committee is hopeful that their presentation efforts will inspire the youth to consider advancing their education, including attending Alverno College. Alverno is nationally known for their unique curriculum that often excels at serving women as well as students who identify with minority races and first generation.

The panelists identify as women, with minority races, and are in a social work program. They will share the impact of this committee experience on their educational and professional futures. They will process social justice's impacts on the specific at-risk, female youth groups.

- Crystal Aschenbrener, Department Chair of Social Work, Alverno College
- Elizabeth C. Rivera, Social Work Student, Alverno College
- Alyssa M. Peterson, Social Work Student, Alverno College
- Janet Avendano, Social Work Student, Alverno College