

NATIONAL WOMEN'S STUDIES ASSOCIATION



32nd Annual Conference
NOVEMBER 2011 • ATLANTA, GA



Feminist Transformations

- THE POLITICS OF CRISIS
- SUBVERTING THE "MASTER'S" TOOLS?
- DEPLOYING FEMINISMS
- WOMEN'S STUDIES WITHOUT WALLS
- CREATIVE INTERVENTIONS



KEYNOTE SPEAKER
Ruth Wilson Gilmore

NATIONAL WOMEN'S STUDIES ASSOCIATION
NOVEMBER 2011



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PRESIDENT'S WELCOME

November 2011

Dear Colleagues,

As National Women's Studies Association president and conference co-chair, I am happy to welcome you to Feminist Transformations. Feminist Transformations will extend the conversations begun in the past two years by NWSA on "Difficult Dialogues" by exploring how we as feminists and women's studies scholars are transforming the academy—even as it experiences its own transformation—and how it has also transformed us; how we understand and assess the limitations and inroads we have made in transforming our relationship to traditional disciplines; and how we continue the struggle to make social justice a central aim of our scholarship and a core value of this society.



We know that such concerns demand our urgent attention, especially as we gather to meet in Atlanta, Georgia, where recent anti-immigrant legislation will undoubtedly limit immigrants' rights to social justice as well as basic human rights; we view this law as one that conflicts with our feminist values and commitments. We have chosen to use our time here to raise our individual and collective voices to speak out against oppressive measures like HB 87 because we believe education and action are important steps in mobilizing opposition to such policies throughout the U.S. I encourage you to support the work of local organizers who will be present at the conference and take part in sessions that reflect our response to both local and national anti-immigration policies.

The program committee and staff have worked hard to provide a dynamic program, which I hope you will find both challenging and enjoyable. I remain excited about NWSA's future and the role you can play in its growth, and once again I welcome you to the conference.

Sincerely,

Bonnie Thornton Dill
NWSA President 2010-2012
Dean, College of Arts and Humanities University of Maryland

NATIONAL WOMEN'S STUDIES ASSOCIATION REGISTRATION
Thursday and Friday November 10 – 11 7am – 7pm Georgia Booth
Saturday 7am – 6pm Georgia Booth
Sunday 9am – 12 noon NWSA booth in exhibit hall

CONFERENCE HIGHLIGHTS

THURSDAY NOVEMBER 10

Ruth Wilson Gilmore Keynote and Booksigning
7 - 9pm *Grand Ballroom*

Georgia Area College and University Sponsored Welcome Reception
9 - 11pm *Garden Courtyard*

FRIDAY NOVEMBER 11

Poster Session
12 - 1:15pm *Georgia Hallway*

Lunchtime Training with SOMOS Georgia/We Are Georgia Organizers
12:05 - 12:55pm *Valdosta*

Plenary Session Feminist Transformations and the Discipline Featuring: Linda Martín Alcoff, Michael Kimmel, and Trinh Minh-ha
2:20 - 3:50pm *Grand Ballroom*

The Feminist Press Sponsored Reception
4-5pm *Booth 213*

SUNY Press Sponsored Reception
4 - 5pm *Booth 104/106*

Women of Color Caucus Awards and Networking Zone
5:30 - 7pm *Macon*

Plenary Session Resisting Anti-Immigration Backlash Featuring: Laura Briggs, Michelle Lapointe, Anna Sampaio
7-9pm *Grand Ballroom*

SATURDAY NOVEMBER 12

Poster Session
12 - 1:15pm *Georgia Hallway*

Lunchtime Training with SOMOS Georgia/We Are Georgia Organizers
12:05 - 12:55pm *Valdosta*

Plenary Session Women's Studies Without Walls Featuring: Barbara Ransby and Lisa Yun Lee
2:20 - 3:50pm *Grand Ballroom*

SUNY Press Sponsored Reception
4 - 5pm *Booth 104/106*

We'Moon Sponsored Reception
4 - 5pm *Booth 308*

Seal Sponsored Reception
4 - 5pm *Booth 208*

Ms. Magazine in the Classroom Sponsored Reception
4 - 5:30pm *Booth 110/112*

Routledge Sponsored Reception
5 - 6pm *Booth 203*

MA/PhD Sponsored Reception
5 - 6:30pm *Garden Courtyard*

Membership Assembly
5:25 - 6:40pm *Macon*

NWSA Author Reception
6 - 7:30pm *Georgia Hallway*

On the Issues Magazine, Publisher Merle Hoffman, and The Feminist Press Sponsored Reception
6-8pm *Valdosta*

Feminist Studies Sponsored Dance Event
8 - 10:30pm *Macon*

Doin' Time Through the Visiting Glass: One Women Show and Booksigning
8pm *Grand Ballroom*

NWSA Sponsored Reception
10 - 11pm *Grand Ballroom Prefunction*

SUNDAY NOVEMBER 13

Delegate Assembly
8 - 9:15am *Macon*

Governing Council
9:25 - 4pm *Savannah 3*

EXHIBIT HALL HOURS

Thursday 3 - 7pm, Friday 9am - 6pm
Saturday 9am - 6pm, Sunday 9am - 12 noon

EMPLOYMENT SERVICES

Thursday, Friday, Saturday 9am - 7pm
Sunday 9am - 1pm
Athens

CHILD CARE SERVICE

Friday 8am - 7pm
Saturday 8am - 7pm
Pre-arranged appointments only

CONFERENCE AT A GLANCE

THURSDAY, NOVEMBER 10

7 am - 7 pm	General Conference Registration
9 am - 7 pm	Employment Services
7:30 am - 6:30 pm	Women of Color Leadership Project
9 - 10:15 am	Women's Studies and/as Civic Engagement: Research and Recommendations from the NWSA Teagle Foundation Grant Project
10:15 am - 4:45 pm	Program Administration and Development Pre-Conference Campus Women's Centers Pre-Conference
12:55 - 5 pm	Every Semester Needs a Plan Workshop
3 - 7 pm	Exhibit Hall Opens
7 - 9 pm	Keynote Address: Ruth Wilson Gilmore

FRIDAY, NOVEMBER 11

7 am - 7 pm	General Conference Registration
9 am - 6 pm	Exhibit Hall Open
9 am - 7 pm	Employment Services
8 - 9:15 am	General Conference Break-out Sessions
9:25 - 10:40 am	General Conference Break-out Sessions
10:50 am - 12:05 pm	General Conference Break-out Sessions
12 - 1:30 pm	Poster Sessions and lunch/networking time
12:05 - 12:55 pm	Lunchtime Training with Somos Georgia/We Are Georgia Organizers
12:55 - 2:10 pm	General Conference Break-out Sessions
2:20 - 3:50 pm	Plenary Session: Feminist Transformations and the Disciplines
4 - 5:15 pm	General Conference Break-out Sessions
5:25 - 6:40 pm	General Conference Break-out Sessions
7 - 9 pm	Plenary Session: Resisting Anti-Immigration Backlash: Feminists Respond to HB 87 and Beyond

SATURDAY, NOVEMBER 12

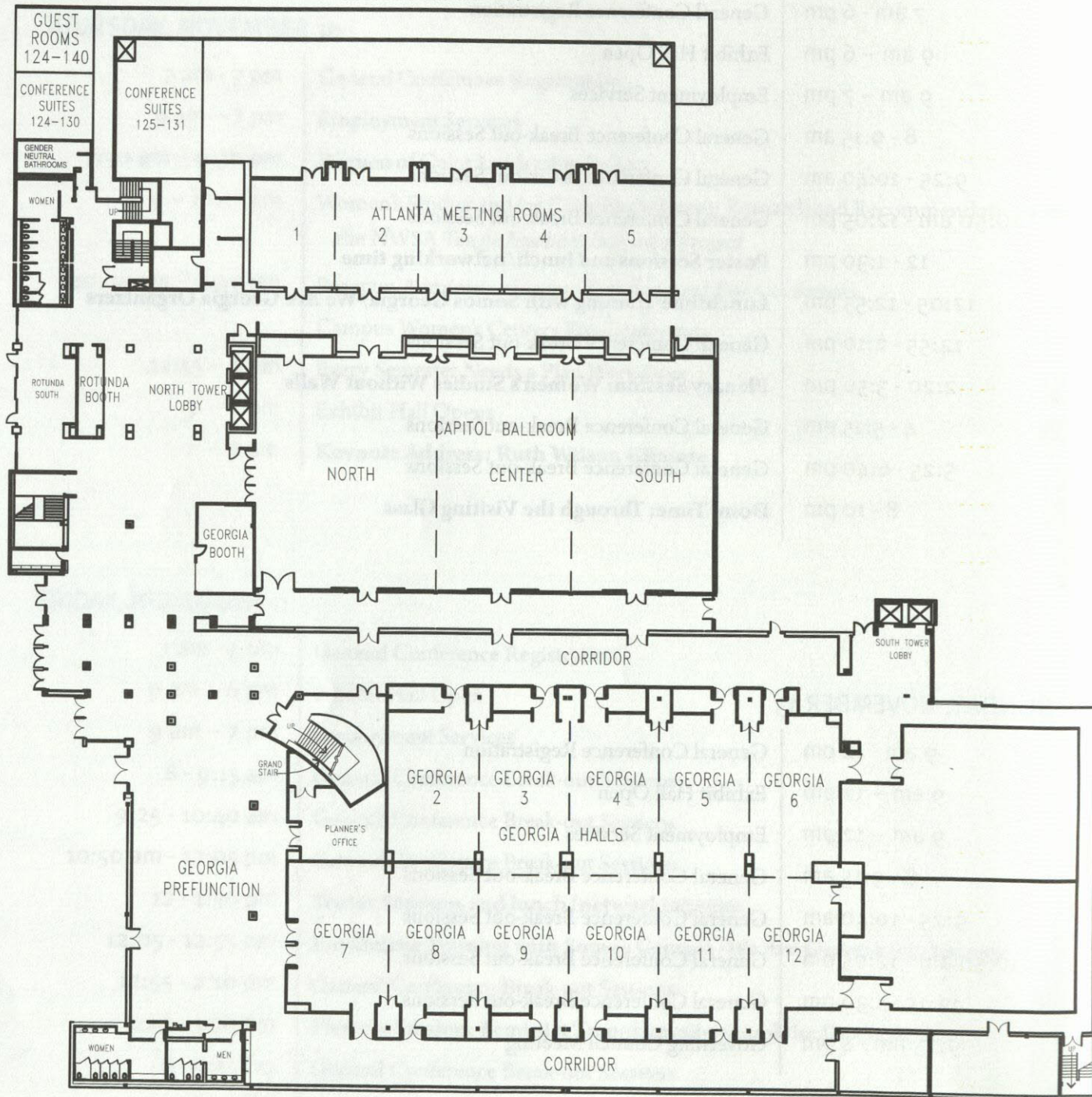
7 am - 6 pm	General Conference Registration
9 am - 6 pm	Exhibit Hall Open
9 am - 7 pm	Employment Services
8 - 9:15 am	General Conference Break-out Sessions
9:25 - 10:40 am	General Conference Break-out Sessions
10:50 am - 12:05 pm	General Conference Break-out Sessions
12 - 1:30 pm	Poster Sessions and lunch/networking time
12:05 - 12:55 pm	Lunchtime Training with Somos Georgia/We Are Georgia Organizers
12:55 - 2:10 pm	General Conference Break-out Sessions
2:20 - 3:50 pm	Plenary Session: Women's Studies Without Walls
4 - 5:15 pm	General Conference Break-out Sessions
5:25 - 6:40 pm	General Conference Break-out Sessions
8 - 10 pm	Do in' Time: Through the Visiting Glass

SUNDAY, NOVEMBER 13

9 am - 12 pm	General Conference Registration
9 am - 12 pm	Exhibit Hall Open
9 am - 12 pm	Employment Services
8 - 9:15 am	General Conference Break-out Sessions
9:25 - 10:40 am	General Conference Break-out Sessions
10:50 am - 12:05 pm	General Conference Break-out Sessions
12:15 - 1:30 pm	General Conference Break-out Sessions
9:25 am - 4 pm	Governing Council Meeting

MAPS OF THE SHERATON HOTEL

GUEST ROOMS 140-170

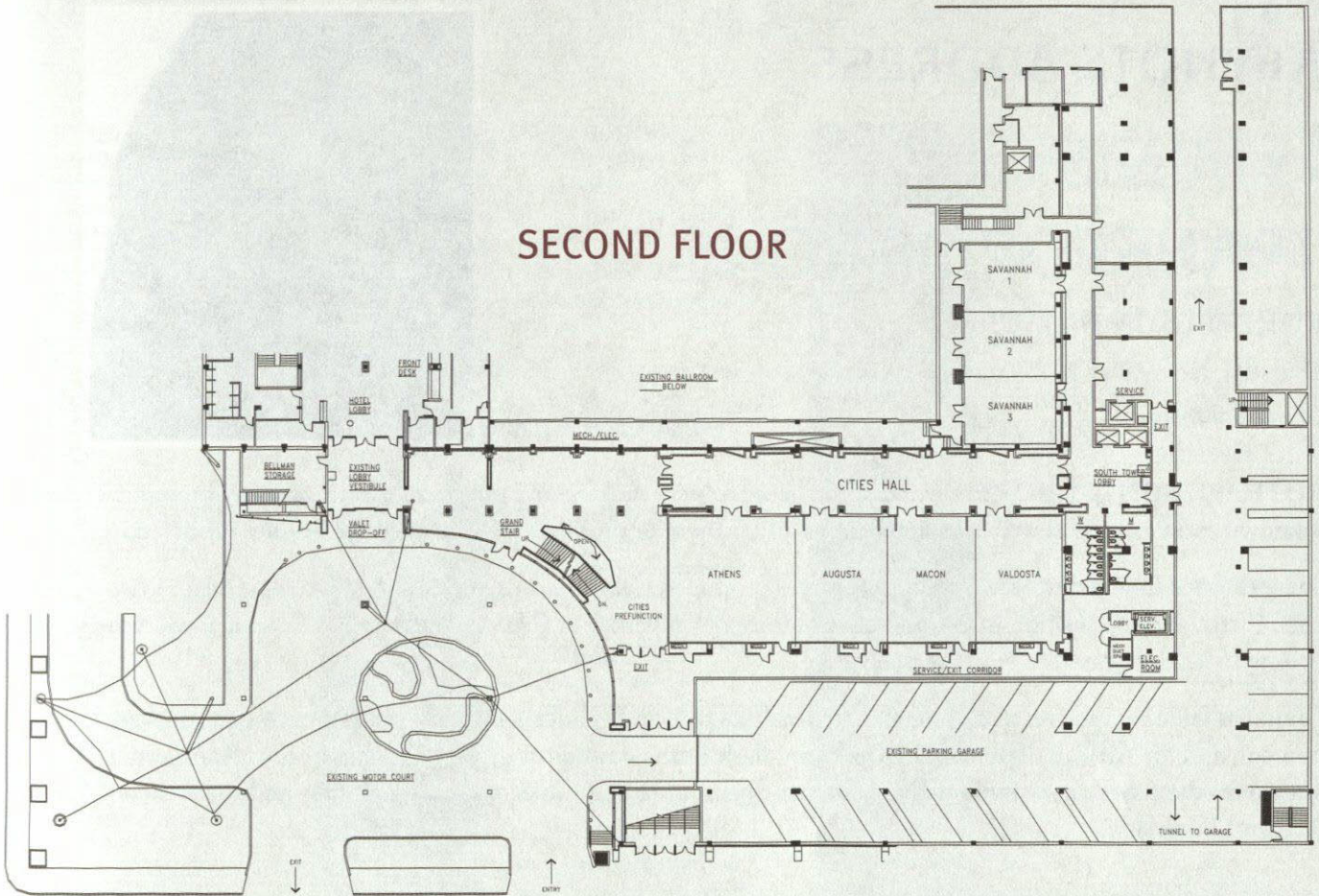


FIRST FLOOR

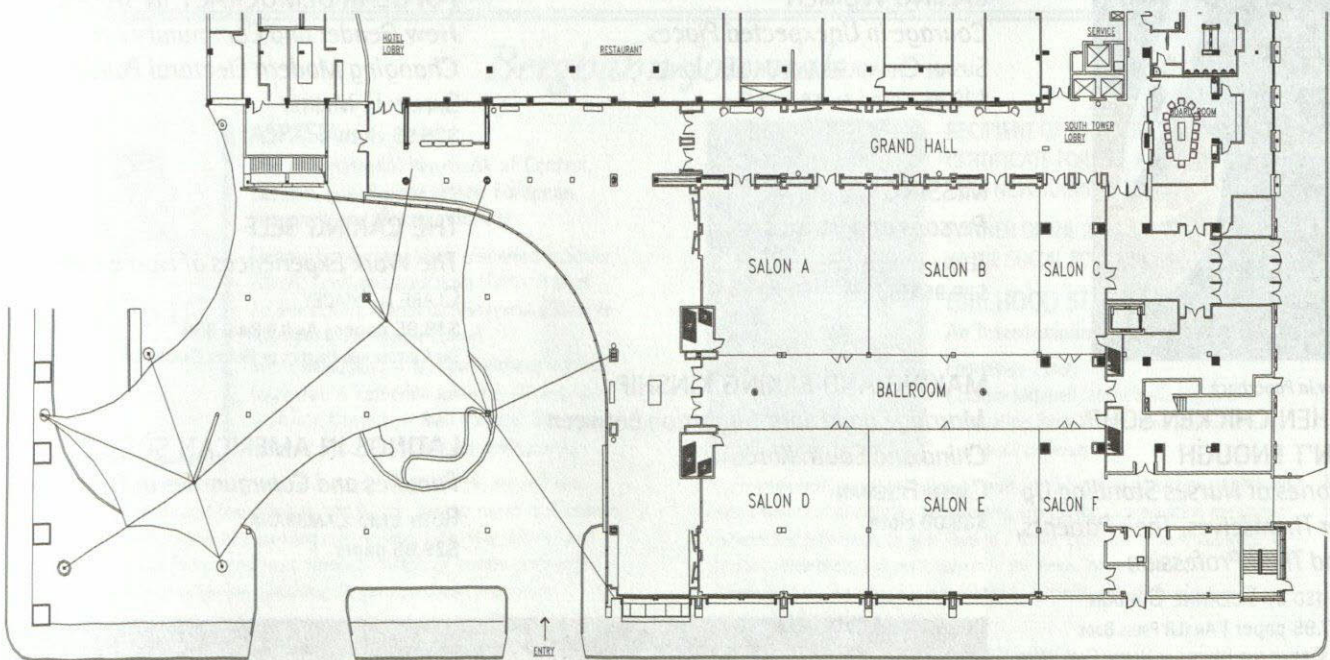
The following rooms are A/V equipped: Atlanta 1 - 5; Georgia 5 - 6

Gender Neutral Bathrooms located on First Floor by Georgia 7 and second floor by the Savannah rooms

SECOND FLOOR



THIRD FLOOR



KEYNOTE ADDRESS

FEMINIST TRANSFORMATIONS

RUTH WILSON GILMORE

Thursday, November 10 7-9 pm

Grand Ballroom

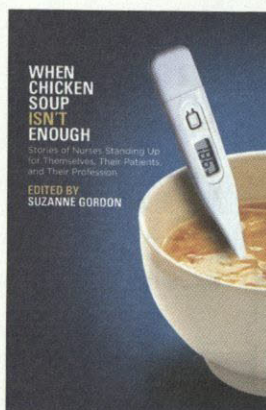


RUTH WILSON GILMORE, a professor of geography in the doctoral program in earth and environmental sciences, is known as an activist as well as an intellectual and is the past president of the American Studies Association (ASA).

She examined how political and economic forces produced California's prison boom in *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California* (University of California Press, 2007), which was recognized by ASA with its Lora Romero First Book Award.

Gilmore's wide-ranging research interests also include race and gender, labor and social movements, uneven development, and the African diaspora. She works regularly with community groups and grassroots organizations and is known for the broad accessibility of her research. She holds a Ph.D. in economic geography and social theory from Rutgers University.

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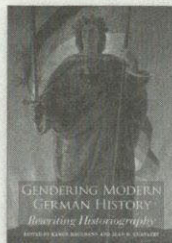
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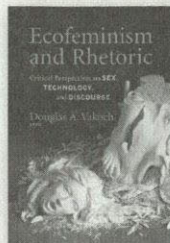
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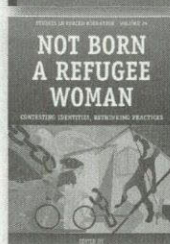
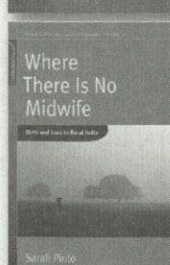


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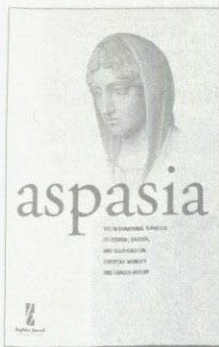
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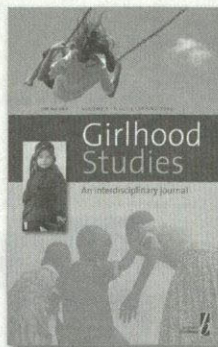
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PLENARY SESSIONS

FEMINIST TRANSFORMATIONS AND THE DISCIPLINES

FEATURING LINDA MARTÍN ALCOFF, MICHAEL KIMMEL, AND TRINH MINH-HA

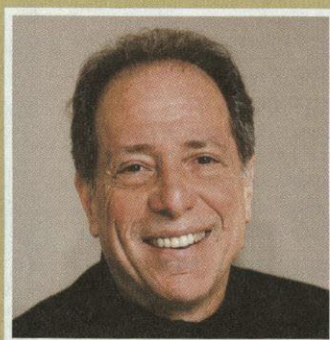
Friday, November 11 2:20-3:50 pm

Grand Ballroom

Linda Martín Alcoff (Hunter College), Michael Kimmel (State University of New York, Stony Brook), and Trinh Minh-ha (University of California, Berkeley) will discuss how feminist scholars have made “(inter)disciplinary trouble” in traditional disciplines and how we can understand and assess the limitations and inroads available in these intellectual sites.



Linda Martín Alcoff



Michael Kimmel



Trinh Minh-ha

RESISTING ANTI-IMMIGRATION BACKLASH: FEMINISTS RESPOND TO HB 87 AND BEYOND

FEATURING LAURA BRIGGS, MICHELLE LAPOINTE, ANNA SAMPAIO

Friday, November 11 7-9 pm

Grand Ballroom

Laura Briggs (University of Massachusetts), Michelle Lapointe (Southern Poverty Law Center), Anna Sampaio (Santa Clara University) will consider immigration from historical, political, public policy, and legal perspectives in light of recent anti-immigrant legislation in Georgia and nationally.



Laura Briggs



Michelle Lapointe



Anna Sampaio

WOMEN'S STUDIES WITHOUT WALLS

FEATURING BARBARA RANSBY AND LISA YUN LEE

Saturday, November 12 2:20-3:50 pm

Grand Ballroom

Barbara Ransby (University of Illinois, Chicago) and Lisa Yun Lee (Jane Addams Hull-House Museum) will discuss their collaborative work and their successful efforts in transgressing barriers and constructions that separate the "ivory tower" from the "real world."

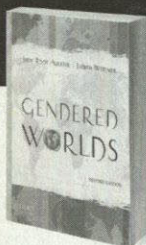


Barbara Ransby



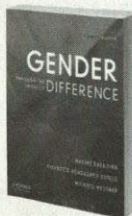
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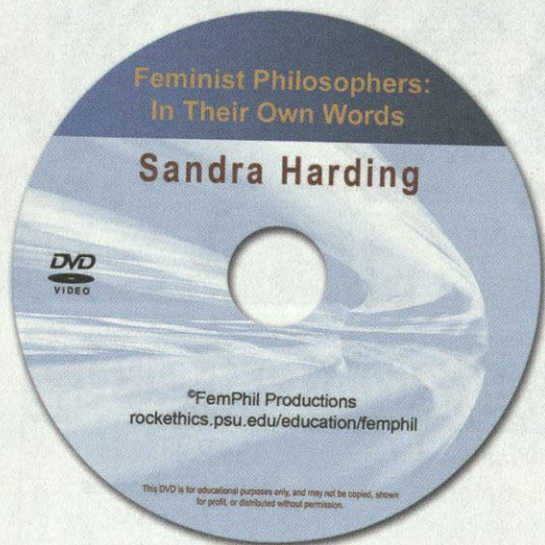
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Feminist Philosophers: In Their Own Words provides educators and scholars with in-depth, digitally filmed interviews with many of the scholars who generated and initially sustained feminist philosophy in North America. These two-hour DVDs provide an excellent introduction to the philosophical approaches of these theorists, as well as assisting scholars in understanding the ways in which social movements (such as the civil rights, anti-war, and women's movements of the 1960s and 1970s) influenced academic scholarship.

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AUTHORS MEET CRITICS

Authors Meet Critics sessions are designed to bring authors of recent books, deemed to be important contributions to the field of women's studies, together with discussants chosen to provide a variety of viewpoints.

MAKING UP THE DIFFERENCE: WOMEN, BEAUTY, AND DIRECT SELLING IN ECUADOR

AUTHOR: ERYNN MASI DE CASANOVA

Friday, November 11

10:50 am - 12:05 pm

Augusta

This first in-depth study of a cosmetics direct selling organization in Latin America uses women's experiences of informal employment to illuminate our understandings of work and gender, offering an analysis of the global and local economic conditions that make selling cosmetics an appealing option.



Author Biography

Erynn Masi de Casanova is Assistant Professor of Sociology and a Faculty Affiliate of Women's Gender, and Sexuality Studies at the University of Cincinnati. She has been conducting research in Ecuador for a decade, and her work has been published in journals such as *Gender & Society*, *Women's Studies Quarterly*, and *Latino Studies*. Her research and teaching interests include gender, family, globalization, qualitative research methods/ethnography, and sociology of the body. She is the recipient of NWSA's 2010 Sara A. Whaley Book Prize.

Critics

Amy Lind

Mary Ellen Heintz Associate Professor, Women's, Gender, and Sexuality Studies,
University of Cincinnati

Carla Freeman

Winship Distinguished Research Professor, Anthropology and Women's, Gender, and Sexuality Studies,
Emory University

Miliann Kang

Associate Professor, Women, Gender, Sexuality Studies
University of Massachusetts, Amherst

GENDERED CITIZENSHIPS: TRANSNATIONAL PERSPECTIVES ON KNOWLEDGE PRODUCTION, POLITICAL ACTIVISM, AND CULTURE

EDITORS: KIA LILLY CALDWELL, KATHLEEN COLL, TRACY FISHER, RENYA RAMIREZ, AND LOK SIU

Friday, November 11

12:55 - 2:10 pm

Augusta

Gendered Citizenships is the product of collective scholarship undertaken by the Gender and Cultural Citizenship Working Group. It explores the ways in which, feminist conceptualizations of intersectionality, feminist approaches to citizenship and ethnographic studies of cultural citizenship allow us to reframe our thinking about knowledge production, political activism, and culture.

Participating Editor Biographies

Tracy Fisher is an assistant professor in the Department of Women's Studies at the University of California, Riverside. Her research lies at the intersections of Women's, Gender and Feminist studies, critical Race and Ethnic studies, African Diaspora studies, and critical Anthropology. She is the author of *What's Left of Blackness?* (Forthcoming from Palgrave) a book that analyzes the political transformations in black women's socially engaged community-based political work alongside shifts in the deployment of blackness as a political imaginary in England from the late 1960s until the 2000s. She is a co-editor of *Gendered Citizenships: Transnational Perspectives on Knowledge Production, Political Activism, and Culture* (Palgrave 2009). She has published journal articles in *Small Axe*, *Social Justice*, and *Critical Sociology*; and, she has received fellowships and grants from the Rockefeller Foundation and the Mellon Foundation.

Kia Lilly Caldwell is an associate professor in the Department of African and Afro-American Studies and adjunct associate professor in the Department of Anthropology at the University of North Carolina at Chapel Hill. She has conducted research on questions of race, gender, and social activism in Brazil since 1994. Her book *Negras in Brazil: Re-envisioning Black Women, Citizenship, and the Politics of Identity* was published by Rutgers University Press in 2007. She is a co-editor of *Gendered Citizenships: Transnational Perspectives on Knowledge Production, Political Activism, and Culture*, which was published by Palgrave in 2009. Dr. Caldwell has published journal articles in *Frontiers*, *Transforming Anthropology*, *The Journal of Negro Education*, and leading women's studies journals in Brazil. Her current research focuses on HIV prevention for black women and black young adults in North Carolina and on the dynamics of race, gender, and public policy in Brazil. She has received grants and fellowships from the UNC-Chapel Hill Center for AIDS Research, the American Psychological Association, the Rockefeller Foundation, and the Ford Foundation.

Critics

Nancy Naples

Professor, Sociology and Women's Studies

University of Connecticut

Erica Williams

Assistant Professor, Anthropology

Spelman College

Renya Ramirez

Associate Professor, American Studies

University of California, Santa Cruz

DIGITAL DEAD END: FIGHTING FOR SOCIAL JUSTICE IN THE INFORMATION AGE**AUTHOR: VIRGINIA EUBANKS****Saturday, November 12****10:50 am - 12:05 pm***Augusta*

The idea that technology will pave the road to prosperity has been promoted through boom and bust. Today we are told that broadband access, high-tech jobs, and cutting-edge science will pull us out of our current economic downturn and move us toward social equality. In *Digital Dead End*, Virginia Eubanks argues that to believe this is to engage in a kind of magical thinking: a technological utopia will come about simply because we want it to. This vision of the miraculous power of high-tech development is driven by flawed assumptions about race, class, gender, citizenship and politics. The realities of the information age are more complicated, particularly for poor and working-class women and families.



One of the questions addressed by the book, which is based on four years of participatory action research with women living in the YWCA community of Troy, NY, is how engaged scholarship can both support progressive social movements and create better knowledge. This Author-Meets-Critics session will be focused on how, in the context of the growing immigrants' rights struggle in Georgia and beyond, NWSA members can become more informed allies and more effective forces for social, economic and political change.

Author Biography

Virginia Eubanks is a founding member of Our Knowledge, Our Power (OKOP), a grassroots anti-poverty and welfare rights organization, and teaches in the Department of Women's Studies at the University at Albany, SUNY. She edited the cyberfeminist 'zine *Brillo* and was active in the community technology center movements in the San Francisco Bay Area and Troy, NY. You can find out more about Virginia and *Digital Dead End* at <http://www.digitaldeadend.com/>.

Critics**Mary Margaret Fonow**

Director, School of Social Transformation and Professor,
Women and Gender Studies

Arizona State University

Author, *Making Feminist Politics: Transnational Alliances
between Women and Labor*

Paulina Hernandez

Co-Director, Southerners on New Ground (SONG)

Somos Georgia/We Are Georgia

Board of Directors, Third Wave Foundation

Dianne Mathiowetz

Host, The Labor Forum Radio Show, WRFG 89.3 FM

Retired autoworker (GM)

Atlanta Coordinator, International Action Center

Session Organizer**Carole McCann**

Associate Professor and Director, Gender and
Women's Studies

University of Maryland, Baltimore County (UMBC)

Moderator**Banu Subramaniam**

Associate Professor, Women, Gender
and Sexuality Studies

University of Massachusetts Amherst

SPIRITUAL MESTIZAJE: RELIGION, GENDER, RACE AND NATION IN CONTEMPORARY CHICANA NARRATIVE

AUTHOR: THERESA DELGADILLO

Saturday, November 12

12:55 - 2:10 pm

Augusta

In this volume, Delgadillo contends that spiritual mestizaje is central to Anzaldúa's life and thought, and that it provides a critical framework for interpreting contemporary Chicana narratives. Defining spiritual mestizaje as a transformative process involving a radical, sustained critique of oppression, and a renewed engagement with the sacred, Delgadillo analyzes the concept in Anzaldúa's work and in relation to existing theologies and theories of oppressions. Reading contemporary Chicana narratives, she critically examines the literary and visual technologies through which Chicana novels and documentary films engage spiritual mestizaje. In powerful cultural critiques, Chicanas offers alternative visions of spirituality as they challenge normative categories of gender, sexuality, nation, and race. Well-known scholars and critics of Women's Studies, Chicano/a Studies and Religious Studies will discuss this volume in light of debate and research in these three fields.



Author Biography

Theresa Delgadillo's research and teaching focuses on three areas: gender, religion and ethnicity; Latino/as in the Midwest; Afro Latin America and Afro-Latinidad. Her objects of study include literature, visual culture, performance, music. She has published on all these topics in journals and edited volumes. She is currently at work on a volume of Latina oral history of Milwaukee, Wisconsin, and ongoing research on Afro-Latinidad.

Critics

Luis Leon

Associate Professor, Religious Studies
University of Denver

Chela Sandoval

Associate Professor, Chicana Studies
University of California at Santa Barbara

AnaLouise Keating

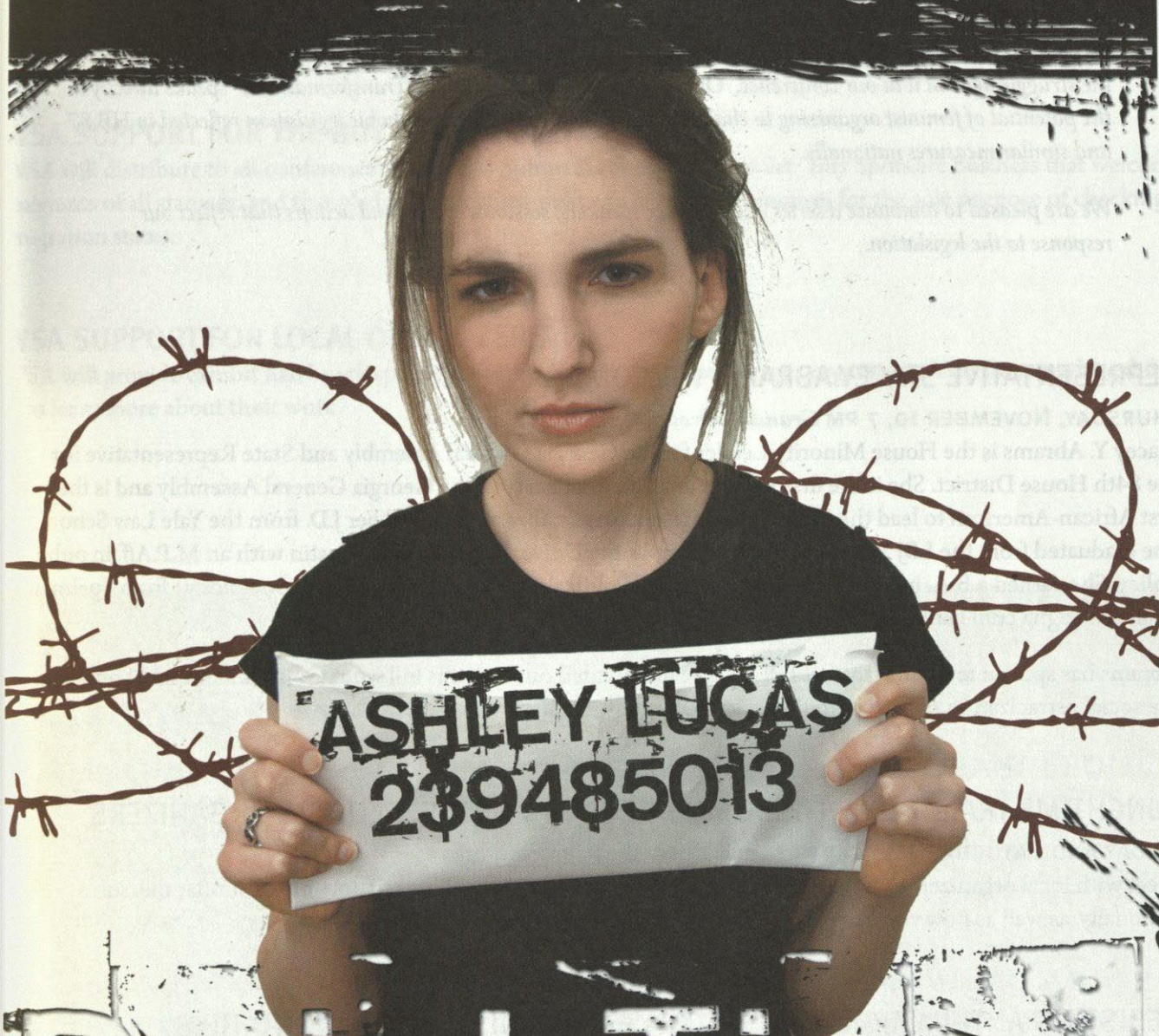
Professor, Women's Studies
Texas Woman's University

NATIONAL WOMEN'S STUDIES ASSOCIATION CONFERENCE

GRAND BALLROOM

SATURDAY

NOVEMBER 12, 2011 - 8.00PM



Doin' Time

THROUGH THE VISITING GLASS

DIRECTED BY JOSEPH MEGEL

ONE WOMAN SHOW WRITTEN & PERFORMED BY ASHLEY LUCAS

BOOK SIGNING OF *RAZOR WIRE WOMEN: PRISONERS, ACTIVISTS, SCHOLARS, AND ARTISTS* WITH EDITORS JODIE LAWSTON AND ASHLEY LUCAS TO FOLLOW THE PERFORMANCE

UTOPIA LHM

DESIGN + PHOTOGRAPHY

NWSA RESPONDS TO HB 87

NWSA leaders and conference organizers believe that the anti-immigration legislation in Georgia, HB 87, will undoubtedly limit immigrants' rights to social justice as well as basic human rights; we view this law as one that conflicts with our feminist values and commitments. We also believe that oppressive measures like HB 87 can be addressed through education and action, and we plan to address the issues driving HB 87 and the struggle against it at our conference. Our conference theme, "Feminist Transformations," speaks directly to the potential of feminist organizing to challenge anti-immigrant and xenophobic legislation reflected in HB 87 and similar measures nationally.

We are pleased to announce a series of conference speakers, sessions, events, and actions that reflect our response to the legislation.

REPRESENTATIVE STACEY ABRAMS WELCOME

THURSDAY, NOVEMBER 10, 7 PM *Grand Ballroom*

Stacey Y. Abrams is the House Minority Leader for the Georgia General Assembly and State Representative for the 84th House District. She is the first woman to lead either party in the Georgia General Assembly and is the first African-American to lead the House of Representatives. Abrams received her J.D. from the Yale Law School. She graduated from the LBJ School of Public Affairs at the University of Texas at Austin with an M.P.Aff. in public policy. She earned a B.A. in Interdisciplinary Studies (Political Science, Economics and Sociology) from Spelman College, magna cum laude.

Abrams has spoken forcefully against HB 87. She has pointed out that this bill would cause the moral blindness, the social ostracization of legal immigrants and economic paralysis across the state.

LUNCHTIME TRAININGS WITH SOMOS GEORGIA/WE ARE GEORGIA ORGANIZERS

FRIDAY AND SATURDAY, NOVEMBER 11-12, 12:05-12:55 PM *Valdosta*

Meet with local organizers to learn about the scope and impact of HB 87, its relationship to similar measures nationally, as well as how you can make a difference.

RESISTING ANTI-IMMIGRATION BACKLASH: FEMINISTS RESPOND TO HB 87 AND BEYOND

FRIDAY, NOVEMBER 11, 7-9 PM *Grand Ballroom*

Featuring Laura Briggs, Michelle Lapointe, Anna Sampaio

Laura Briggs (University of Massachusetts), Michelle Lapointe (Southern Poverty Law Center), Anna Sampaio (Santa Clara University) will consider immigration from historical, political, public policy, and legal perspectives in light of recent anti-immigrant legislation in Georgia and nationally.

NWSA CONFERENCE AS SANCTUARY ZONE

The National Women's Studies Association has agreed to become a Somos Georgia Sanctuary Zone for the duration of the conference. A Sanctuary Zone is a place where people can gather to work towards the well-being of all communities, and a place that can provide a place of sanctuary for the persecuted.

NWSA SUPPORT FOR THE BUY SPOT CAMPAIGN

NWSA will distribute to all conference attendees a Somos Georgia Buy Spot list. Buy Spots are business that welcome immigrants of all statuses, and that pledge to not allow police to enter their premises for the sole purpose of checking immigration status.

NWSA SUPPORT FOR LOCAL ORGANIZERS

NWSA will provide exhibit hall booth space for Somos Georgia/We Are Georgia organizers. Visit them in the exhibit hall to learn more about their work.

WOMEN'S STUDIES AND/AS CIVIC ENGAGEMENT: RESEARCH AND RECOMMENDATIONS FROM THE NWSA TEAGLE FOUNDATION GRANT PROJECT

THURSDAY, NOVEMBER 10, 9:00-10:15 AM *Georgia 2,3,4*

SATURDAY, NOVEMBER 12, 10:50 AM -12:05 PM *Georgia 9*

Featuring Karen Leong, Catherine Orr, and Theresa White

Karen Leong (Arizona State University), Catherine Orr (Beloit College), and Theresa White (California State University, Northridge) will discuss the results of a two-year National Women's Studies Association project funded with generous support from The Teagle Foundation. Women's Studies has drawn on its activist roots in the women's, civil rights, and student movements of 1960s and 1970s to grapple with the intellectual and practical at work in the context of what is widely known now as "civic engagement," arguably one of the very center pieces of liberal arts learning. The session will address the ways that women's studies can both support and critically engage higher education's mandate to produce more engaged citizens, focusing on highlights from the Teagle Working Group's white paper and suggestions for curriculum design.

MEETINGS

THURSDAY

PAD Business Meeting	Atlanta 1	3:45 - 4:45 pm
Jewish Caucus Business Meeting	Georgia 1	3:45 - 4:45 pm

FRIDAY

Regional Chairs Meetings	Georgia 1	8 - 9:15 am
Iota, Iota, Iota (Triota) - Women's Studies Honor Society	Savannah 2	8 - 9:15 am
Anti-White Supremacy Task Force Meeting	Georgia 1	9:25 - 10:40 am
Feminist Mothering Caucus Meeting	Georgia 1	10:50 am - 12:05 pm
Lesbian Caucus Meeting	Georgia 1	12:55 - 2:10 pm
Women's Centers Committee Meeting	Georgia 1	4 - 5:15 pm
Women of Color Caucus Meeting	Georgia 7	4 - 5:15 pm
Mid-Atlantic Region Meeting	Georgia 1	5:25 - 6:40 pm

SATURDAY

Community College Caucus Meeting	Georgia 1	8 - 9:15 am
Fat Studies Interest Group Business Meeting	Georgia 10	8 - 9:15 am
Distance Education Task Force	Georgia 13	8 - 9:15 am
Ethics, Equity, Diversity & Accessibility Committee Business Meeting	Georgia 1	9:25 - 10:40 am
Ageing and Ageism Caucus Meeting	Georgia 1	10:50 am - 12:05 pm
Transgender Caucus Meeting	Georgia 1	12:05 - 12:55 pm
Law and Public Policy Interest Group Meeting	Georgia 1	12:55 - 2:10 pm
Graduate Student Caucus Business Meeting	Georgia 1	4 - 5:15 pm
Girls & Their Allies Caucus Meeting	Georgia 1	5:25 - 6:40 pm
Science and Technology Task Force	Georgia 3	5:25 - 6:40 pm

SUNDAY

Feminists Against Academic Discrimination Business Meeting	Georgia 1	8 - 9:15 am
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QUIET SPACE

Thursday Executive Boardroom • 9 am – 5 pm
Friday Executive Boardroom • 8 am – 7 pm
Saturday Executive Boardroom • 10:30 am – 7 pm
Sunday Executive Boardroom • 8 am – 1:30 pm

CHILD CARE

Friday & Saturday Georgia 14 • 8 am – 7 pm

FIRST-TIME ATTENDEE INFORMATION

You are not alone! Almost half of all National Women's Studies Association 2011 conference registrants are attending this event for the first time.

Here are some ideas about how to make the most of your conference experience.

NWSA STAFF AND LEADERS CAN HELP

National Women's Studies Association staff are available at registration on the conference floor to assist with questions large and small. Do not hesitate to bring questions or concerns to their attention and they will do their best to assist you.

NWSA GOVERNING COUNCIL members serve on the organization's board of directors and are eager to make your conference experience positive and to cultivate future organization leadership. They can be identified by special ribbons attached to their badges—stop anyone to ask questions, share ideas, or learn more about leadership in NWSA.

ATTEND A BUSINESS MEETING

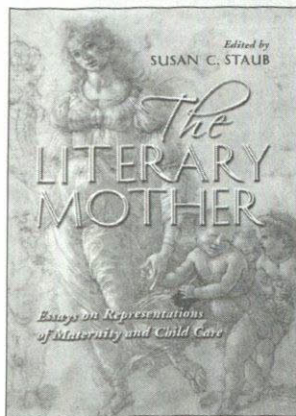
Caucus, task force, and interest group meetings are a good entry point for learning about specific constituencies within NWSA and for brainstorming about future conference planning. Often business meetings focus on what the constituent group intends to put forward for its sponsored conference session in the coming year.

IDENTIFY PROFESSIONAL DEVELOPMENT OPPORTUNITIES

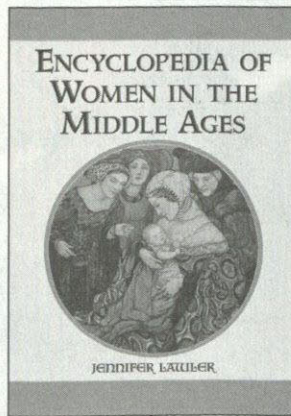
This may mean talking with acquisitions editors in the exhibit hall, attending special conference sessions, or grabbing coffee with a presenter who reframed your thinking about your own research. The conference offers many opportunities—scheduled and unscheduled—for you to make new connections and explore ideas.



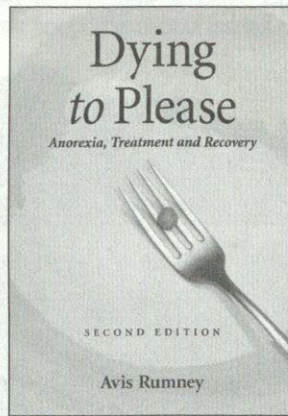
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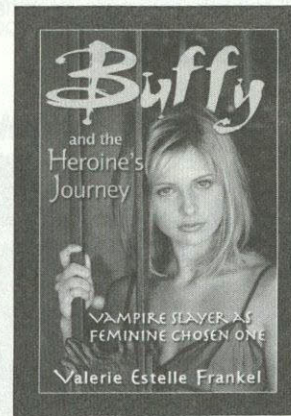
Edited by Susan C. Staub
\$39.95, 978-0-7864-3046-8



Jennifer Lawler
\$55, 978-0-7864-3253-0



Avis Rumney
\$35, 978-0-7864-4378-9
ebook 978-0-7864-5391-7



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Ms. in the Classroom

It's never been easier to add the digital version of *Ms.* magazine as a required text in your online, hybrid and classroom courses in women's studies. Faculty and graduate students register for *free* at **MsintheClassroom.com**, and receive unlimited access to the ever-growing digital collection of *Ms.* magazines, as well as a complete **Article Index** and **Instructors' Guides**. *Ms.* provides cutting edge analysis of contemporary issues using a race, class and gender lens. *Ms. in the Classroom* provides a total feminist learning experience.

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- See a demonstration of *Ms. in the Classroom*

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Capital Ballroom 110–112

MsintheClassroom.com

or call toll free for more information:

1-866-672-6363

Ms. Community Events at NWSA:

Ms. Reception

Honoring Bonnie Thornton Dill,
NWSA President

Saturday, November 12, 4–5:30 pm
Capital Ballroom, Ms. Booths 110–112

Ms. Sessions

Writing for the Popular Press:

A Workshop for Feminist Scholars

PAD: Thursday, November 10, 12:55–3:35 pm
Level 1/Atlanta 3

Teaching Women's Studies Online

Friday, November 11, 9:25–10:40 am
Level 1/Georgia 6

**Bringing Women's Studies into Feminist Media
& Feminist Media into the Classroom**

Friday, November 11, 5:25–6:40 pm
Level 1/Atlanta 3



PRE-CONFERENCE SCHEDULE AT A GLANCE

7:30 - 8 am	WoCLP Breakfast
7:30 - 8:45 am	PAD/WCC Breakfast and Welcome
8 - 8:20 am	WoCLP Welcome
8:20 - 10:15 am	WoCLP Session One
8:30 - 8:55 am	Welcome and Opening (WCC and PAD)
9 - 10:15 am	Civic Engagement Plenary (PAD, WCC, WoCLP)
10:25 - 11:40 am	Concurrent Sessions (PAD, WCC, WoCLP)
11:40 am - 12:55 pm	Lunch (PAD, WCC, WoCLP)
12:55 - 5 pm	Every Semester Needs A Plan
12:55 - 2:10 pm	Concurrent Sessions (PAD, WCC, WoCLP)
2:20 - 3:35 pm	Concurrent Sessions (PAD, WCC, WoCLP)
3:45 - 4:45 pm	WoCLP session
3:45 - 4:45 pm	Meet the WCC (WCC)
3:45 - 4:45 pm	Business Meeting (PAD)
4:45 - 5:30 pm	WoCLP Closing
5 - 6 pm	Awards and Closing (WCC)
5:30 - 6:30 pm	Women of Color Leadership Project Reception



Independent Critical Thinking

www.ontheissuesmagazine.com

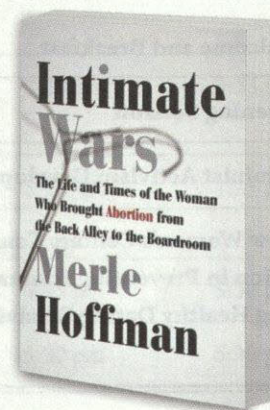
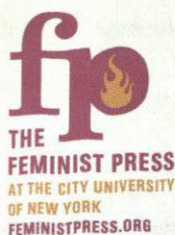
On The Issues Magazine is heralded for its analysis, discussion, art and poetry from a wide range of top-tier feminist and progressive writers. Quarterly themed issues and our original print editions (1983-1999) are available free of charge online.

On The Issues Magazine online is a valuable resource for women studies professors, students and anyone who cares about the critical issues of today.

Join Us Saturday, November 12, 6 - 8 pm in the Valdosta Room

Meet On the Issues Publisher/Editor-in-Chief Merle Hoffman and Feminist Press Executive Director Gloria Jacobs, along with *On the Issues* and *Feminist Press* writers at a special conference reception hosted by On The Issues Magazine and The Feminist Press.

Copies of Merle's memoir, *Intimate Wars, The Life and Times of the Woman Who Brought Abortion from the Back Alley to the Boardroom*, published by Feminist Press will be available for sale and signing at the reception. Books also will be on sale at The Feminist Press booth. This is a special opportunity to purchase the book which won't be in stores until January 2012.



PAD PRE-CONFERENCE SCHEDULE

PANEL TITLE	ROOM	START TIME	END TIME
PAD Breakfast and Welcome	Atlanta 1	7:30 am	8:45 am
Civic Engagement Plenary	Georgia 2,3, 4	9:00 am	10:15 am
PAD: And It Continues... Dealing with Tenure and Promotion Challenges in Women and Gender Studies	Atlanta 3	10:25 am	11:40 am
PAD: Chairs and Directors Workshop	Atlanta 1	10:25 am	11:40 am
PAD: The Past as Prologue: Annual Reports as Strategic Tools for Program Development	Atlanta 2	10:25 am	11:40 am
PAD: Balancing Work and Life	Atlanta 4	10:25 am	11:40 am
PAD: Building, Structuring, Sustaining Small Programs: Thinking Through the "Identity Project" of Women's Studies	Atlanta 4	12:55 pm	2:10 pm
PAD: Cornucopias of Good Will: Building Friends of Women's Studies Groups in Times of Scarcity	Atlanta 2	12:55 pm	2:10 pm
PAD: Writing for the Popular Press: A Workshop for Feminist Scholars	Atlanta 3	12:55 pm	3:35 pm
PAD: From Program to Department: Transitional Challenges in Organization and Curriculum	Atlanta 1	12:55 pm	2:10 pm
PAD: Building a WGS Program in a Chilly and Gusty Environment	Atlanta 1	2:20 pm	3:35 pm
PAD: Building Collaborations for Study Abroad: Women's Studies across Borders	Atlanta 2	2:20 pm	3:35 pm
PAD: Sticks in a Bundle: Creating Regional WGST Collaborations	Atlanta 4	2:20 pm	3:35 pm
PAD Business Meeting	Atlanta 1	3:45 pm	4:45 pm

WOMEN'S CENTERS PRE-CONFERENCE SCHEDULE

WCC: Welcome and Breakfast	Georgia 5	7:30 am	8:30 am
WCC: Opening Session	Georgia 5	8:30 am	8:55 am
WCC: Feminist Activism Development: A Balancing Act	Georgia 5	10:25 am	11:40 am
WCC: How Women's Centers Can Advance Bystander Intervention in Preventing Intimate Partner Violence and Promoting Healthy Dating Behaviors	Georgia 6	10:25 am	11:40 am

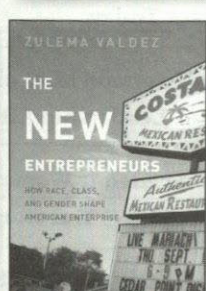
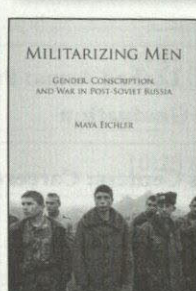
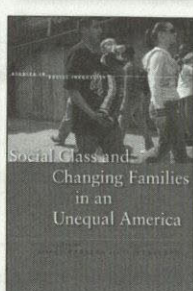
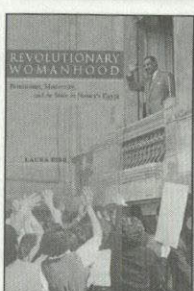
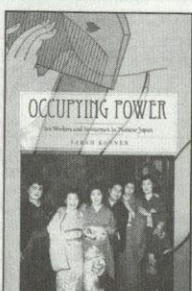
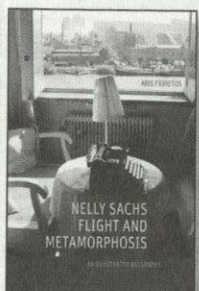
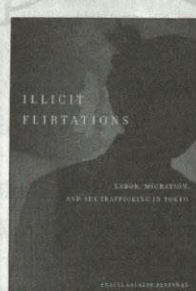
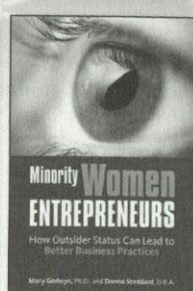
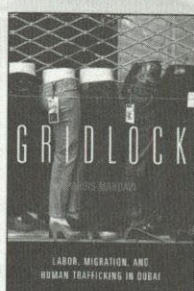
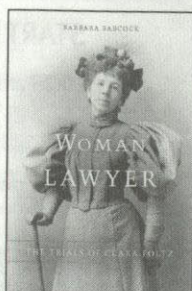
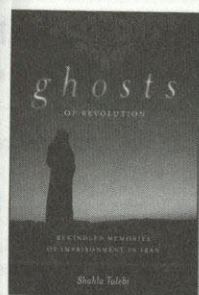
WOMEN'S CENTERS PRE-CONFERENCE SCHEDULE (CON'T)

PANEL TITLE	ROOM	START TIME	END TIME
WCC: Career Advancement for Women's Center Professionals: Transitions, Trajectories, and Tips for Success	Georgia 2, 3, 4	10:25 am	11:40 am
WCC: Transforming the Conversation on Race: Strategies to Disrupt and Dismantle Racism and White Privilege	Georgia 6	12:55 pm	2:10 pm
WCC: She's Got Moxie: Connecting Women's History to Activism Today	Georgia 4	12:55 pm	2:10 pm
WCC: Common Missions, Linked Arms: Preparing Students for Life and Leadership After Graduation	Georgia 5	12:55 pm	2:10 pm
WCC: Academic Women's Centers: Careers, Professionalization and Structural Transformation	Georgia 4	2:20 pm	3:35 pm
Women's Centers and the Trans Community: Building Feminist Solidarities	Georgia 6	2:20 pm	3:35 pm
WCC: Campus Climate Assessments: Subverting the "Master's" Tools for Feminist Social Change	Georgia 5	2:20 pm	3:35 pm
WCC: Meet the WCC	Georgia 3	3:45 pm	4:45 pm
WCC: Awards and Closing	Georgia 3	5:00 pm	6:00 pm

WOMEN OF COLOR LEADERSHIP PROJECT SESSIONS

WOCLP Breakfast	Georgia 14	7:30 am	8:00 am
WOCLP Welcome	Georgia 14	8:00 am	8:20 am
"Defining Myself for Myself:" Moving From Surviving to Thriving in the Academy	Georgia 14	8:20 am	10:15 am
"When I Dare to be Powerful:" Leadership Development Workshop	Georgia 14	10:25 am	11:40 am
Words of Wisdom Panel: Challenges and Opportunities Along the Career Journey	Georgia 14	12:55 pm	2:10 pm
"Sanctuaries and Fortresses:" Assessing Your Career Goals and Path	Georgia 14	2:20 pm	3:35 pm
Preparing the "Spawning Ground:" Strategic Planning for Your Vision	Georgia 14	2:20 pm	3:35 pm
Wrap-up	Georgia 14	4:45 pm	5:30 pm
WOCLP Reception	Georgia 14	5:30 pm	6:30 pm

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SARAH KOVNER
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Institute, Columbia University*
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*Labor, Migration, and Human
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PARDIS MAHDAVI
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*Marriage, Realism, and
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AMY MOTLAGH
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*Women, Service Work,
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EILEEN M. OTIS
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Illicit Flirtations
*Labor, Migration,
and Sex Trafficking
in Tokyo*
RHACEL SALAZAR PARREÑAS
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*Rekindled Memories
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PRE-CONFERENCE SCHEDULE DETAIL

THURSDAY, NOVEMBER 10

001. PAD Breakfast/Welcome

7:30 to 8:45 am • Level 1: Atlanta 1 - AV

002. WomCLP Breakfast

7:30 to 8 am • Level 1: Georgia 14

003. WCC Breakfast/Welcome

7:30 to 8:45 am • Level 1: Georgia 5 - AV

004. WomCLP Welcome

8 to 8:20 am • Level 1: Georgia 14

005. WomCLP: "Defining Myself for Myself:" Moving From Surviving to Thriving in the Academy

8:20 to 10:15 am • Level 1: Georgia 14

This panel will give participants the opportunity to process challenges they face as women of color within and outside the academy, and to collaboratively discover ways to thrive in the midst of those challenges.

006. WCC: Opening Session

8:30 to 8:55 am • Level 1: Georgia 5 - AV

Opening Session

007. Employment Services

9 am to 7 pm • Level 2: Athens

008. Exhibit Hall - Thursday

3 to 7 pm • Level 1: Capitol Ballroom

009. Quiet Room - Thursday

9 am to 5 pm • Level 3: Executive Boardroom

010. PAD/WCC/WomCLP Women's Studies and/as Civic Engagement: Research and Recommendations from the NWSA Teagle Foundation Grant Project

9 to 10:15 am • Level 1: Georgia 2 & 3 & 4

Karen Leong (Arizona State University), Catherine Orr (Beloit College), and Theresa White (California State University, Northridge) will discuss the results of a two-year National Women's Studies Association project funded with generous support from The Teagle Foundation. Women's Studies has drawn on its activist roots in the women's, civil rights, and student movements of 1960s and 1970s to grapple with the intellectual and practical at work in the context of what is widely known now as "civic engagement," arguably one of the very center pieces of liberal arts learning. The session will address the ways that women's studies can both support and critically engage higher education's mandate to produce more engaged citizens, focusing on highlights from the Teagle Working Group's white paper and suggestions for curriculum design.

Presenters:

Karen J. Leong, *Arizona State University*

Catherine M. Orr, *Beloit College*

Theresa Renee White, *California State University, Northridge*

Moderator:

Allison Kimmich, *National Women's Studies Association*

011. PAD: Chairs and Directors Workshop

10:25 to 11:40 am • Level 1: Atlanta 1 - AV

In this workshop, a panel of experienced women's studies chairs and directors offers advice, fields questions, and participates in dialogue with audience members to address pressing questions of women's studies administration.

Presenters:

Alison Piepmeier, *College of Charleston*

Jill M. Adams, *Jefferson Community and Technical College*

Jill M. Bystydzienski, *Ohio State University*

Maria Bevacqua, *Minnesota State University, Mankato*

Phyllis L. Baker, *University of Northern Iowa*

Moderator:

Susan M. Shaw, *Oregon State University*

012. PAD: The Past as Prologue: Annual Reports as Strategic Tools for Program Development

10:25 to 11:40 am • Level 1: Atlanta 2 - AV

We know that annual reports serve multiple purposes-- defining accomplishments, data collection to see trends, reflection and goal setting, and accountability to constituents--but actually writing one is often daunting. For directors and administrators of women and gender studies programs they can also lay the groundwork for new hires, additional funding, and program growth. Participants in this workshop will be asked to bring examples of course development, staff, programming, strategic plans, budgets, and laptops. Working with colleagues experienced in writing annual reports, at the end of the session you will have a draft of your 2011-12 report.

Presenters:

Mary Alice Gibson, *University of North Carolina Greensboro*

DoVeanna S. Fulton Minor, *University of Alabama*

Coral Wayland, *University of North Carolina Charlotte*

Moderator:

Kathleen Underwood, *Grand Valley State University*

013. PAD: And It Continues... Dealing with Tenure and Promotion Challenges in Women and Gender Studies

10:25 to 11:40 am • Level 1: Atlanta 3 - AV

Women and Gender Studies directors often face challenges when coming up for tenure and promotion: their "home" department requires research and teaching independent of women's studies; committee members are either blatantly biased against women's studies or demonstrate implicit bias; standards become fluid. This panel, comprised of members of *Feminists Against Academic Discrimination*, will discuss their experiences and provide their expert advice.

Presenters:

Sharon Leder, *Feminists Against Academic Discrimination*

Betty J. Harris, *University of Oklahoma, Norman*

Ann Burnett, *North Dakota State University*

Moderator:

Ann Burnett, *North Dakota State University*

014. PAD: Balancing Work and Life

10:25 to 11:40 am • Level 1: Atlanta 4 - AV

PARTICIPANTS:**Redefining Success in the Academy and Life: the Adjunct Route**Elizabeth Anne Hubble, *University of Montana*

The traditional academic route to success involves attending graduate school, completing the Ph.D., entering the job market, and getting a tenure-track position at an accredited university. Some feminist scholars are seeing their "choice" to not pursue a tenure-track position as a conscious political statement, as a refusal to "use the master's tools to dismantle the master's house." This talk will look at how perennial-adjunct status can offer opportunities: 1) freedom of research and teaching; 2) more time for family and outside interests; and 3) choice of geographical location. It will also address the important challenges of that status: 1) lack of respect from the "master's house;" 2) lack of financial stability; and 3) lack of job security. Ultimately, this talk will theorize one professor's path to her own brand of academic success and situate that path within the wider framework of current feminist pedagogy and theory.

Redefining Success on the Job MarketAbigail Louise Palko, *University of Notre Dame*

This panelist will discuss some of the calculations she made when job-hunting in AY 2008-09 (ABD) and 2009-10 (defended and ready to graduate) as a married woman with a toddler. In the process, she created for herself a new definition of "success on the job market." She will consider the ways that her committee and graduate school responded to her decisions, and start to tease out how we might juxtapose the traditional model of academic success against a more life-friendly model.

How Many Hours are in a Day?: Considering The Work We Assign Outside the ClassroomJill Elizabeth Eichhorn, *Austin Peay State University*

This panelist will reflect on the origins of the 12-18-hour semester and the lives of those students in contrast with students we teach today. Specifically, she will consider how many hours are available in a day if we sleep eight hours, cook and eat well, exercise, take time for family and friends, attend and prepare for class. She will discuss implications of homework outside class work for in-class discussions and participation.

Moderator:Peggy Rivage-Seul, *Berea College***015. WomCLP: "When I Dare to be Powerful:" Leadership Development Workshop**

10:25 to 11:40 am • Level 1: Georgia 14

This panel will provide time to reflect on individual strengths and growing edges we have as leaders, as well as time to provide and receive feedback around developing leadership skills and specific leadership styles.

016. WCC: Career Advancement for Women's Center Professionals: Transitions, Trajectories, and Tips for Success

10:35 to 11:40 am • Level 1: Georgia 2 & 3 & 4

Women's Center professionals possess a wide variety of disciplinary backgrounds and previous job experiences. However, we often lack clear, comprehensive examples of how to advance our careers in thoughtful, strategic ways. This panel provides the opportunity to hear from those who

have made transitions to a variety of different positions in Women's Center staffing and beyond. Panelists will share their career paths and success strategies moving from program coordinator to assistant director, from assistant director to director, from director to assistant dean, and everything in between. Audience members will be encouraged to ask questions, share their experiences, and network with one another.

Presenters:Lamea Shaaban-Magana, *University of Alabama, Tuscaloosa*Jessica Caldwell-O'Keefe, *Boise State University*Colleen Riggle, *Georgia Institute of Technology*Susan Marine, *Harvard University***Moderator:**Adale Sholock, *West Chester University of Pennsylvania***017. WCC: Feminist Activism Development: A Balancing Act**

10:25 to 11:40 am • Level 1: Georgia 5 - AV

This workshop will explore and discuss issues around student development as feminist activists and leaders on campus. In Women's Centers our work is a balancing act of supporting, teaching and developing students as agents of change. In this workshop I will use my experience coordinating and facilitating our Women's Center year-long undergraduate student feminist activism program as an example. I will share the questions, challenges, hopes and successes from this program and learn from others.

Moderator:Kim A Fulbright, *University of Cincinnati***018. WCC: How Women's Centers Can Advance Bystander Intervention in Preventing Intimate Partner Violence and Promoting Healthy Dating Behaviors**

10:25 to 11:40 am • Level 1: Georgia 6 - AV

1 in 5 college students report violence by a current intimate partner. This workshop will examine the use of bystander intervention as an effective prevention strategy to address sexual and intimate partner violence on campus and promote healthy dating behaviors. Participants will explore how a bystander intervention campaign encourages individual changes in behavior and larger collaborative approaches to address intimate partner violence on campus. Specific attention will be given to discussing how Women's Centers can broaden and strengthen their collaborative partnerships to address and prevent intimate partner violence on campus.

Presenters:Jen Underwood, *Virginia Tech*Kate McCord, *Virginia Sexual & Domestic Violence Action Alliance*Liz Cascone, *Virginia Sexual and Domestic Violence Action Alliance***019. Pre-Conference Lunch**

11:40 am to 12:55 pm • Level 2: Garden Courtyard

Presenters:Chimi L. Boyd-Keyes, *North Carolina Central University*Vivien Ng, *University at Albany*Aimee Carrillo Rowe, *University of Iowa***020. PAD: From Program to Department: Transitional Challenges in Organization and Curriculum**

12:55 to 2:10 pm • Level 1: Atlanta 1 - AV

Moderator:Vivien Ng, *University at Albany*

PARTICIPANTS:**Advantages of the Hybrid Department/Program Model**Deanna Hutson Mihaly, *Eastern Michigan University*

A university with a newly formed department of Women's and Gender Studies has found a way to preserve inter-disciplinarity through a hybrid input structure that allows for wide participation in program design, while also preserving a core space for central and centered curricular planning. When Sneja Gunew speaks of "commonality driven by differences," she is capturing the challenge academic feminism confronts as it activates marginal dialogues while seeking coherence. This paper outlines the advantages of a hybrid structure that offers the solution of framing, yet not dissolving, difference within a common academic pursuit.

Another Difficult Dialogue: The Field of Women's and Gender Studies as an Evolving DisciplineSolange Simoes, *Eastern Michigan University*

Beyond the administrative renovation, our organizational transformation from a Women's and Gender Studies program to department status was intertwined with significant intellectual challenges. This paper presents the uncertainties, the questions, the visions and the proposals for a new curriculum emerging from a workshop that assessed how the field of women's and gender studies - in the United States and internationally - has been redefined by a new centrality given to intersectionality, interdisciplinarity and transnationalization.

Strengthening the Position of the Department within the University and the CommunityAnna B Brogan-Knight, *Eastern Michigan University*

This presentation addresses the importance of community connections going forward as a department, and details the work of a graduate student alumna who has been enlisted to build relationships via friend groups in the community, student organizations, an alumni chapter and a national honor society. These efforts will instill in Women's and Gender Studies students a sense of continuity from undergrad experience through post graduation. From these efforts to build a broad academic community, we will identify potential Board of Advisors members who will contribute to our reflection on and refining of the undergraduate and graduate curriculum.

Moderator:Linda K. Pritchard, *Eastern Michigan University***021. PAD: Cornucopias of Good Will: Building Friends of Women's Studies Groups in Times of Scarcity**

12:55 to 2:10 pm • Level 1: Atlanta 2 - AV

This workshop provides participants with proven examples of how to: develop Friends of Women's Studies groups, create flexible funding options for student and program needs, provide low cost networking events, and raise visibility both on and off-campus for Women's Studies programs/departments. These strategies can help: strengthen off-campus partnerships for internships, mentoring, and fundraising, maximize energy and resources of students, alumnae and community feminists. Panelists provide perspectives of directors, community members, and faculty on forming a FOWS group. They share strategies for creating effective giving and networking mechanisms, building alliances for future donations, and raising visibility.

Presenters:Brenda Ann Risch, *University of Texas, El Paso*Kathryn Schmidt, *Valdosta State University*Carliene S Quist, *University of Texas, El Paso***022. PAD: Writing for the Popular Press: A Workshop for Feminist Scholars**

12:55 to 3:35 pm • Level 1: Atlanta 3 - AV

More than ever, there is a critical need for feminist scholars to advance public knowledge and debate by making women's studies and feminist scholarship more accessible to a mass audience. In this writing workshop, editors of a feminist magazine and blog, along with women's studies scholars who have published in feminist and mainstream media, will provide NWSA scholars with essential tools to translate their research for a wider non-academic audience.

Presenters:Janell Hobson, *State University of New York, Albany*Audrey Bilger, *Claremont McKenna College*Aviva Dove-Viebahn, *University of Northern Colorado*Michele Kort, *Ms. Magazine*Jessica Stites, *Ms. Magazine***Moderator:**Katherine Spillar, *Ms. Magazine***023. PAD: Building, Structuring, Sustaining Small Programs: Thinking Through the "Identity Project" of Women's Studies**

12:55 to 2:10 pm • Level 1: Atlanta 4 - AV

Small programs often face unique hurdles to structuring and sustaining themselves as viable and coherent academic units. One of the major issues is that of "identity": defining a Women's Studies program when it is often composed mostly of cross listed courses from a variety of other disciplines and departments, and staffed by faculty with varying degrees of knowledge about (and sometimes even interest in) WS as an academic field. This roundtable will explore some of the issues that arise in facing and addressing this question of identity or self-definition and offer some effective strategies and processes for addressing them.

Presenters:Ann Braithwaite, *University of Prince Edward Island*Catherine M. Orr, *Beloit College*Astrid Henry, *Grinnell College***024. Every Semester Needs a Plan**

12:55 to 5 pm • Level 1: Atlanta 5 - AV

The Every Semester Needs A Plan Workshop is specifically designed to address these questions by teaching participants how to create a semester plan. Specifically, participants learn to: Identify personal and professional goals for the semester, create a strategic plan to accomplish their goals, identify the types of community, support and accountability they need to execute their plan. Every participant walks out of the workshop with a clear work-plan for their semester that can be immediately shared with their department chair and mentors.

Presenter:Kerry Ann Rockquemore, *National Center for Faculty Development & Diversity***025. WomCLP: Words of Wisdom Panel: Challenges and Opportunities Along the Career Journey**

12:55 to 2:10 pm • Level 1: Georgia 14

This panel will feature women of color from a variety of positions in higher education who have successfully navigated a variety of challenges. Focus will be on providing participants with practical advice related to career and work/life balance.

026. WCC: She's Got Moxie: Connecting Women's History to Activism Today

12:55 to 2:10 pm • Level 1: Georgia 4

The Moxie Project connects women's history to current social change efforts through curricular, co-curricular and civic engagement experiences. We will discuss how this yearlong program integrates theory and practice as students move from the classroom to internships in women's organizations and back to campus for a capstone seminar. We will share ideas about the power of history to increase student's sense of agency and political activism and the benefits of moving in and out of the classroom through a faculty/Women's Center partnership with community organizations. We will open up a conversation about possibilities for further program development.

Presenters:Ada Gregory, *Duke University*Rachel F Seidman, *Duke University***027. WCC: Common Missions, Linked Arms: Preparing Students for Life and Leadership After Graduation**

12:55 to 2:10 pm • Level 1: Georgia 5 - AV

Many of today's women college students are woefully unprepared for the discrimination they will likely experience after graduation. Women's Centers are uniquely positioned to help them understand that gender-based discrimination is still an issue, and then equip them to overcome its effects. Participants will hear from colleagues about Elect Her-Campus Women Win, a program that inspires and trains college women to run for student government; Start \$mart, a salary negotiation workshop for college women entering the job market; and Campus Action Projects, financial grants and leadership opportunities for student and faculty/staff teams to implement current women's equity research.

Presenters:Jessica Hitchins, *University of Alabama, Tuscaloosa*Lisa S. Rismiller, *University of Dayton*Chimi L. Boyd-Keyes, *North Carolina Central University***Moderator:**Kate Farrar, *American Association of University Women***028. WCC: Transforming the Conversation on Race: Strategies to Disrupt and Dismantle Racism and White Privilege**

12:55 to 2:10 pm • Level 1: Georgia 6 - AV

This session is an opportunity to discuss some of the challenges to moving forward with anti-racism and anti-white supremacy work in NWSA and on our campuses. This workshop will offer frameworks for thinking, explore case studies, and engage small group discussions to create productive conversation and action steps. Strategies will be based on the results of a February 2011 needs assessment, an evaluation of the 2010 pre-conference program, and the contributions of new voices in anti-racism/anti-white supremacy work. Participants encouraged to read: hooks, bell. "What Happens When White People Change." Teaching Community: A Pedagogy of Hope." New York: Routledge, 2003.

Presenters:Susannah Bartlow, *Dickinson College*Kathleen Holgerson, *University of Connecticut*Sasha Avagale Smith, *Emory University*Chimi L. Boyd-Keyes, *North Carolina Central University*Kaye Wise Whitehead, *Loyola University, Maryland***029. PAD: Building a WGS Program in a Chilly and Gusty Environment**

2:20 to 3:35 pm • Level 1: Atlanta 1 - AV

PARTICIPANTS:**Can we cope with a State Funding Crises in a Chilly Political Climate and Still Thrive?**Karla Brent Hackstaff, *Northern Arizona University*

How does one do more with less without implying the program has been previously overfunded? How does one produce compelling programming on the cheap? How do we recruit and retain students without turning W into a consumerist driven model of academics? These dilemmas are addressed by illustrating a couple of ways WGS has done more with less while trying to raise its profile.

Coping with Limits from a Lecturer's PerspectiveArianne Lynne Burford, *Northern Arizona University*

How can we deepen participation with marginalized groups through curriculum, centers, and programming from ethnic studies, queer studies, and disability studies? What are the best ways to form coalitions with various student groups across campus and thus build more interest in and recognition for WGS both in terms of students and from the perspective of the university? Under conditions of time-famine, how do we connect to the campus and larger community?

Working with Limits in an Unyielding EnvironmentFrances Julia Riemer, *Northern Arizona University*

How are qualitative values of WGS sustained when head counts matter to administration? In a time of a growing undergraduate population, should programs raise caps to accommodate the numbers while compromising values in WGS? Can one raise consciousness in chilly political climates with meager economic resources?

Moderator:Karla B. Hackstaff, *Northern Arizona University***030. PAD: Building Collaborations for Study Abroad: Women's Studies across Borders**

2:20 to 3:35 pm • Level 1: Atlanta 2 - AV

This session offers models for collaboration to provide opportunities for women's/gender studies students to study and work in another culture. As colleges and universities recognize the importance of preparing students for global understanding, women's/gender studies programs, with their focus on transnational feminist issues, are obvious locations for such endeavors.

PARTICIPANTS:**Expanding Our Research on Campus: Developing a Cross-listed, Interdisciplinary, Cultural Immersion Experience**Tracy Lynn Woodard-Meyers, *Valdosta State University*

The presenter will provide her experience of building alliances through collaborating with the Criminal Justice and Modern Classical Language departments to develop a cross-listed, interdisciplinary program. The Borderland Cultural Immersion Experience (BCIE) is an interdisciplinary, experiential based program offered by the WGST program. It is a "study away," (El Paso Texas--Ciudad Juarez border) program committed to the pedagogy of experiential and immersion learning. As such, learning takes place outside the classroom or lecture environment. In addition to discussing strategies for expanding WGST program's reach on campus, the presenter will discuss the issues and consequences encountered while building these alliances.

Collaborating to Develop Short-term Faculty-Led Feminist Study Abroad ExperiencesDanielle DeMuth, *Grand Valley State University*

This presentation focuses on collaborative models to create short-term faculty led feminist study abroad experiences ranging from short-term not-for-credit programs to six-week programs for credit. Using examples from four short-term programs, the presenter will discuss partnerships that focus on cultural immersion, service learning and civic engagement in Nicaragua, Cuba, Egypt and South Africa as well as how such partnerships might be adapted to other sites and study abroad programs.

International Internship for Women in Costa RicaDeanna Hutson Mihaly, *Eastern Michigan University*

This presentation gives an overview of the planning steps involved in international programming for WGST students. The work of securing funding and planning site visits will be reviewed. The presenter will discuss in-process development of a cultural immersion experience in Costa Rica, consisting of fieldwork in the cloud forest at an eco-tourism center, under the direction of a biologist who will serve as both mentor and teacher to the visiting students. Details of the recently signed agreement between Eastern Michigan University and the Instituto Tecnológico of Cartago will be shared with participants.

031. PAD: Sticks in a Bundle: Creating Regional WGST Collaborations

2:20 to 3:35 pm • Level 1: Atlanta 4 - AV

How do Women and Gender Studies (WGST) faculty residing in the margins of higher education deploy feminisms that use each other as strategies for stability and growth? This workshop introduces participants to the Greater Rochester Consortium (GRC) of WGST faculty, a collective of diverse WGST academics who work at separate colleges/universities but in close geographical proximity. The goal of the workshop is to offer participants the chance to develop hands-on strategies for constructing similar feminist collectives in their own regions, championing WGST's interdisciplinary merit while capitalizing on the resources of differently positioned but geographically-linked WGST scholars.

Presenters:Deborah Uman, *St. John Fisher College*Maria Frances Brandt, *Monroe Community College*Barbara LeSavoy, *State University of New York, Brockport***Moderator:**Sekile Nzinga-Johnson, *Nazareth College***032. WomCLP: "Sanctuaries and Fortresses:" Assessing Your Career Goals and Path**

2:20 to 3:35 pm • Level 1: Georgia 14

This workshop, in conjunction with the following session, will provide guided time to work on specific personal, career, departmental or institutional goals that participants want to bring to the session. Focus will be on goal clarification, problem-solving, and group collaboration.

032a. Jewish Caucus Business Meeting

2:20 - 3:45pm • Georgia 1

033. WCC: Academic Women's Centers: Careers, Professionalization and Structural Transformation

2:20 to 3:35 pm • Level 1: Georgia 4

This roundtable will discuss points of tension in career paths for women's center staff as well as opportunities to leverage our contributions to campuses more generally. Recent conversations about the increasing number of Ph.D.-prepared center directors expose disagreement about the need for the Ph.D. in these positions, as well as the consequences for younger center staff in terms of limiting potential career paths. In addition, attention to alternative academic career paths has been expanding, and proposals put forward about the ways in which universities might better support, develop, deploy, and recognize the contributions and potential contributions of Ph.D.-prepared non-faculty administrators.

Presenters:Brenda Bethman, *University of Missouri, Kansas City*Donna M. Bickford, *University of North Carolina, Chapel Hill*Gail E. Cohee, *Brown University*Michelle N. Issadore, *School and College Organization for Prevention Educators***Moderator:**Anitra D. Cottledge, *University of Minnesota***034. WCC: Campus Climate Assessments: Subverting the "Master's" Tools for Feminist Social Change**

2:20 to 3:35 pm • Level 1: Georgia 5 - AV

Many campuses engage in campus climate assessment projects in order to understand their institution's unique challenges around issues of diversity and with the intention of making their institutions more welcoming and inclusive. As these surveys are typically designed to assess the wider population, what implications do these comprehensive assessments have specifically for women? This workshop will explore four diverse campus experiences with developing and implementing comprehensive campus climate assessment and how issues affecting women's voice, institutional sexism and privilege and resulting outcomes were addressed. Workshop participants will have an opportunity to interact and discuss possible solutions.

Presenters:Heather Shea Gasser, *University of Idaho*Barbara Bonnekesen, *New Mexico Tech*Ada Gregory, *Duke University*Rita Michelle Jones, *Lehigh University***035. Women's Centers and the Trans Community: Building Feminist Solidarities**

2:20 to 3:35 pm • Level 1: Georgia 6 - AV

Linking with the 2011 NWSA Conference theme "Deploying Feminisms," this workshop explores the intersections and tensions of trans feminisms and women's center spaces. Beginning with a brief overview of trans issues, we will facilitate a conversation about the intersections of trans rights and feminist interests, reflecting on both commonalities and tensions. The workshop will explore what it means to be an effective trans ally in a women's center, focusing especially on the following issues: programming; who is welcome in women's center space, when, and for what reasons; vocabulary use and building trans-friendly community; and questions around authenticity and gender expression.

Presenter:Susan Marine, *Harvard University***Moderator:**Gina Helfrich, *Harvard University*

036. PAD Business Meeting

3:45 to 4:45 pm • Level 1: Atlanta 1 - AV

037. WomCLP: Preparing the "Spawning Ground:" Strategic Planning for Your Vision

3:45 to 4:45 pm • Level 1: Georgia 14

This workshop will provide time for strategic planning around the specific goals identified in the previous session. Participants will be paired up with other participants with similar goals in order to leverage collaborative strategic planning.

038. WCC: Meet the WCC

3:45 to 4:45 pm • Level 1: Georgia 3

039. WomCLP: Day 1 Wrap-Up

4:45 to 5:30 pm • Level 1: Georgia 14

040. WCC: Awards and Closing

5 to 6 pm • Level 1: Georgia 3

041. WomCLP Reception

5:30 to 6:30 pm • Level 1: Georgia 14

042. Keynote: Ruth Wilson Gilmore

7 to 9 pm • Level 3: Grand Ballroom

Ruth Wilson Gilmore, a professor of geography in the doctoral program in earth and environmental sciences, is known as an activist as well as an intellectual and is currently president of the American Studies Association (ASA). She examined how political and economic forces produced California's prison boom in *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California* (University of California Press, 2007), which was recognized by ASA with its Lora Romero First Book Award. Gilmore's wide-ranging research interests also include race and gender, labor and social movements, uneven development, and the African diaspora. She works regularly with community groups and grassroots organizations and is known for the broad accessibility of her research. She holds a Ph.D. in economic geography and social theory from Rutgers University.

Presenter:

Ruth Wilson Gilmore, *The Graduate Center, City University of New York*

043. Georgia Area College and University Sponsored Welcome Reception

9 to 11 pm • Level 2: Garden Courtyard

All conference attendees are welcome at this reception, generously sponsored by Georgia area colleges and universities.

"EVERY SEMESTER NEEDS A PLAN" OVERVIEW

Thursday 12:55 - 5 pm • Atlanta 5

- Are you tired of your deadline-driven, binge-and-bust writing routine?
- Have you thought lately about leaving the Academy because you just can't imagine how to be a professor without working 60-80 hours a week?
- Do you want structure, accountability, and support when you implement the best practices for academic time management and increasing writing productivity?

The *Every Semester Needs A Plan Workshop* is specifically designed to address these questions by teaching participants how to create a semester plan. Specifically, participants learn to:

- Identify personal and professional goals for the semester
- Create a strategic plan to accomplish their goals
- Identify the types of community, support and accountability they need to execute their plan

Best of all, every participant walks out of the workshop with a clear work-plan for their semester that can be immediately shared with their department chair and mentors.

WORKSHOP FACILITATOR • KERRY ANN ROCKQUEM

Kerry Ann Rockquemore, PhD is Executive Director of the *National Center for Faculty Development & Diversity*. Her scholarship has focused on interracial families, biracial identity, and the politics of racial categorization. She is author of two books: *Beyond Black* and *Raising Biracial Children*, as well as over two dozen articles and book chapters on multiracial youth. After Dr. Rockquemore became a tenured professor (at the University of Illinois at Chicago) her focus shifted to improving conditions for pre-tenure faculty by creating supportive communities for professional development, writing productivity and work/life balance. Her award-winning work with underrepresented faculty led to the publication of her most recent book: *The Black Academic's Guide to Winning Tenure Without Losing Your Soul*. Through the NCFDD, Dr. Rockquemore provides workshops for new faculty at colleges across the United States, writes a weekly advice column for *Inside Higher Education*, and works with a select group of new faculty each semester in the NCFDD's *Faculty Success Program*.

ACKNOWLEDGEMENTS AND AWARD COMMITTEES

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The National Women's Studies Association would also like to thank more than 40 reviewers who evaluated hundreds of paper and panel submissions as part of our anonymous review process.

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NWSA 2011 BOOK PRIZE RECIPIENTS

SARA A. WHALEY PRIZE

Senior Scholars

Jane Collins, *University of Wisconsin, Madison*
Victoria Mayer, *Colby College*

Both Hands Tied: Welfare Reform and the Race to the Bottom in the Low-Wage Labor Market
 University Of Chicago Press
 (May 2010)

SARA A. WHALEY PRIZE

Junior Scholar

Sarah Damaske, *Rice University*

For the Family: How Class and Gender Shape Women's Work
 Oxford University Press
 (September 2011)

GLORIA E. ANZALDÚA PRIZE

Winner

Barbara Sutton, *University at Albany, State University of New York*

Bodies in Crisis: Culture, Violence, and Women's Resistance in Neoliberal Argentina
 Rutgers University Press
 (March 2010)

GLORIA E. ANZALDÚA PRIZE

Honorable Mention

Megan Sweeney, *University of Michigan*

Reading Is My Window: Books and the Art of Reading in Women's Prisons
 The University of North Carolina Press
 (January 2010)

ABOUT THE BOOK PRIZES

NWSA GLORIA E. ANZALDÚA BOOK PRIZE

The prize honors Gloria Anzaldúa, a valued and long-active member of the National Women's Studies Association. The prize gives recognition for groundbreaking scholarship in women's studies that makes significant multicultural feminist contributions to women of color/transnational scholarship.

Deadline to apply for either award: May 1, each year.

For more details and to apply please visit: www.nwsa.org/awards/

NWSA SARA A. WHALEY BOOK PRIZE

Thanks to a generous bequest from Sara A. Whaley, NWSA will offer two \$2,000 Sara A. Whaley book awards on the topic of women and labor. This prize honors Sara Whaley, who owned Rush Publishing and was the editor of Women's Studies Abstracts. Each year NWSA will award up to 2 book awards on the topic of women and labor.

A BRIEF (AND INCOMPLETE) HISTORY OF THE NWSA WOMEN OF COLOR CAUCUS

Participants in the 2007 NWSA Women of Color Caucus retreat discussed the central role women of color have played in NWSA history and activities, and wanted to establish a record of those contributions. Pat Washington and Nupur Chaudhuri have begun that work here.

The history of the Women of Color Caucus of the National Women's Studies Association is an inexorable and irreducible part of the history of NWSA. From the Association's first national conference in 1979 (Lawrence, Kansas)—when the Women of Color Caucus drew its first breath as the “Third World Caucus”—to the landmark 1981 Storrs Conference (“Women Respond to Racism”); to the watershed 1990 Akron Conference where over a hundred women of color and their allies walked out to protest the Association's entrenched racism; to the “healing” presidencies of Vivien Ng and Betty Harris (1994 and 1997, respectively); to the 2000 Simmons Conference developed and delivered by the Caucus's advisor/benefactor/champion/mainstay Christina Brinkley; to the 2002 Las Vegas conference where the Women of Color Caucus and the then-newly-constituted Anti White Supremacy Task Force joined forces to agitate for the inclusion of perspectives and contributions of women of color in the Association's 25th anniversary celebration; down to the present time when the Women of Color Caucus and the Women of Color Leadership Project figure prominently in the Association's multi-year Ford Foundation capacity-building grant, the Women of Color Caucus has been a driving force within the Association.

The Caucus has benefited from the courage, persistence, and commitment of many “sturdy bridges” of all colors. Several such “bridges” are listed by name in the above highlights of Caucus history. However, there is a long succession of others, leading from the Association's inaugural conference to the present day, and stretching well into the future.

Nupur Chaudhuri was present at the first national conference, where she recalls “many American women of color and other longtime U.S. residents were ‘congratulated’ by their white peers for ‘speaking good English’ or having ‘a good grasp of the subject matter.’” Chaudhuri was elected that year as one of the Coordinating Council members of the fledgling Third World Caucus, and, in this role, she drafted guidelines for a more inclusive

1980 conference in Bloomington, as well as helped set the stage for the ground-breaking Storrs conference on racism in 1981. It was regarding the experience of women of color at this latter conference that Chela Sandoval would subsequently write, “To be ‘Third World’ meant... first, to have been de-centered from any point of power in order to be used as the negative pole against which the dominant powers can then define themselves [and] second, to be working politically to challenge the systems that keep power moving in its current patterns, thus shifting it onto new terrains....”

Sandoval's assessment of the dialectic between “Third World” women's status (“de-centered”) and their purpose (“shifting power ... onto new terrains”) captures the essence of what the Women of Color Caucus has been historically and what it strives to be today.

The Women of Color Caucus continues to offer our Association a singular opportunity to look within our own ranks to discover ways to promote broader inclusion of historical, social, cultural, political and economical perspectives of racialized women in the United States (and abroad). We do this in a variety of ways with a variety of supporters and allies. Recent examples include our work with Program Administration and Development to create the Women of Color Leadership Project, our work with the NWSA Journal to develop a cluster of articles by emerging and established women of color scholars, our work with ABAFAZI Journal to fund a women of color student essay award (subsequently expanded to several awards through the generous contributions of donors), our work with the Anti White Supremacy Task Force to present an annual “Stop Dreaming/Keep Working” workshop, and numerous other endeavors.

NWSA can be proud of this history of women of color, allies, and social justice advocates who have openly challenged, critiqued, and moved the Association to live up to its mission.

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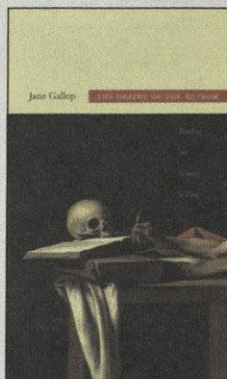
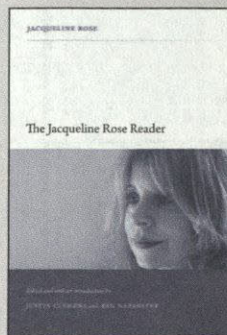
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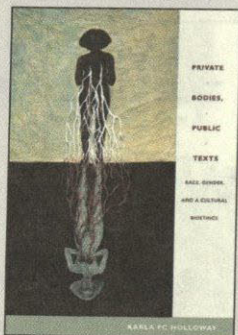
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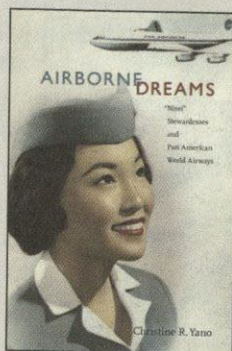
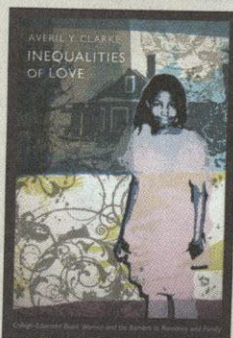
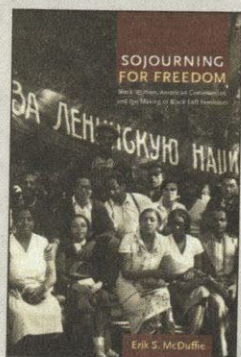
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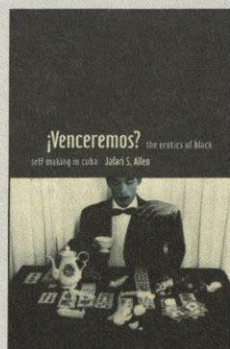
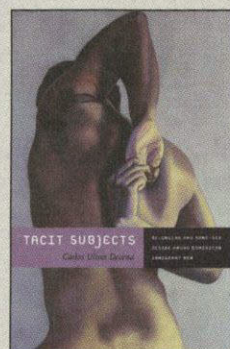
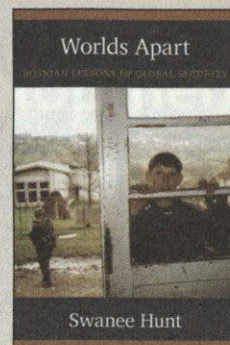
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NWSA MEMBER AND LEADER MEETING INFORMATION

MEMBER ASSEMBLY MEETING

Saturday, November 12 5:25 to 6:40 pm • Macon

Members can learn about the state of the organization, make recommendations in support of the NWSA mission, and talk with NWSA leaders.

DELEGATE ASSEMBLY MEETING

Sunday, November 13 8 - 9:15 am • Macon

Delegate Assembly members can learn about the state of the organization, make resolutions and deliberate on MA recommendations in support of the NWSA mission, and talk with NWSA leaders.

GOVERNING COUNCIL MEETING

Sunday, November 13 9:25 am - 4 pm • Savannah 3

The Governing Council serves as the NWSA Board of Directors with chief responsibilities for finances and strategic direction.

NATIONAL WOMEN'S STUDIES ASSOCIATION GOVERNING COUNCIL MEMBERS

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Program Administration and Development Co-Chair Amy Levin, *Northern Illinois University*

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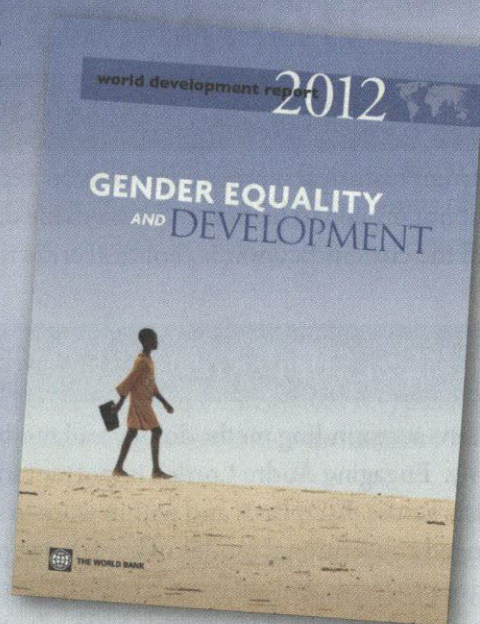
- Lesbian Caucus Chair** Mel Michelle Lewis, *University of Maryland*
Caucus Representative Donna Thompson, *Chandler-Gilbert Community College*
Member at Large Representative & Women of Color Caucus Co-Chair Stephanie Troutman, *Berea College*
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PROGRAM THEME INFORMATION

THEME 1: THE POLITICS OF CRISIS

The current historical moment demands an exploration of feminist understandings of and responses to crises, including, but not limited to natural and man-made disasters and conflicts such as Katrina, Haiti, 9-11, Burma, Congo, Darfur, and the current Economic/Political crisis in the U.S. and globally.

THEME 2: SUBVERTING THE “MASTER’S” TOOLS?

Questions surrounding methodology and methods have often been at the heart of feminist transformations in the academy. Engaging Audre Lorde’s important insight that “the master’s tools will never dismantle the master’s house,” feminists across disciplines and within women’s studies programs and departments for more than four decades have challenged conventional modes of knowledge production. They have exposed the inherent subjectivity of seemingly objective processes and analyses, troubled the epistemological and ontological worldviews at the heart of disciplinary practices, and pioneered innovative methods and theorizing in advancing feminist research and scholarship.

THEME 3: DEPLOYING FEMINISMS

The meaning and reach of feminism are under constant negotiation. On the one hand, feminist and other social movements have witnessed a recurring and ongoing co-optation of their history, key terms, and organizing tactics. Whether through Glenn Beck’s March on Washington on the anniversary of Martin Luther King Jr.’s historic “I Have a Dream Speech” or the 2008 Republican Vice-Presidential nominee Sarah Palin’s claiming the banner of feminism, the naming and framing strategies of women’s studies and progressive social activists remain contested terrain.

THEME 4: WOMEN’S STUDIES WITHOUT WALLS

Women’s studies has always sought to transgress barriers and constructions that separate the “ivory tower” from the “real world.” The explosion of feminist social networking and blogging is a notable reminder of both the interest in feminism and its longstanding engagements beyond the academy. Indeed, now, more than ever, women’s studies needs to affirm its understanding of itself as a knowledge formation that exceeds academic boundaries.

THEME 5: CREATIVE INTERVENTIONS

For feminists, art, music, literature, film, new media and other creative projects and forms have been vital in elaborating political ideas, building communities, and fomenting social change. Indeed, art has presented itself as another theatre of political power and expression, serving as an important means of political consciousness-raising and repository of historical memory.

SESSION FORMAT INFORMATION

PANELS provide an opportunity for examining specific problems or topics from a variety of perspectives given that they include **3-4 participants**. Panels may present alternative solutions, interpretations, or contrasting points of view on a specified subject or in relation to a common theme. Panel members are expected to prepare papers addressing central questions described in the proposal.

INDIVIDUAL PAPER proposals are submitted individually and arranged into sessions by the Proposal Review Committee. In paper sessions, authors present 10-12 minute papers followed by audience discussion. A typical structure for a session with four papers allows approximately 5 minutes for the moderator to introduce the session, 10 minutes for each presenter, and 30 minutes for discussion.

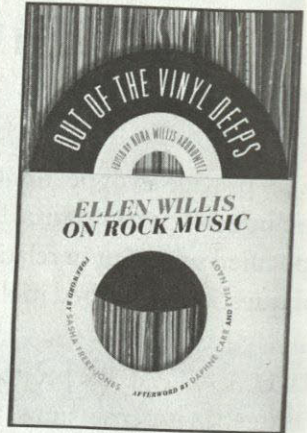
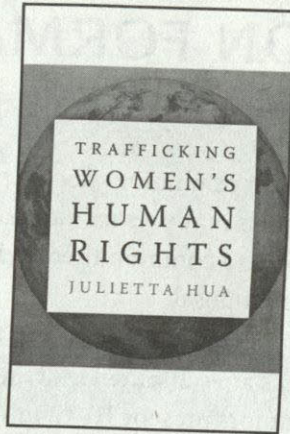
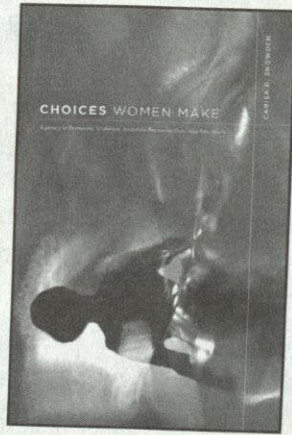
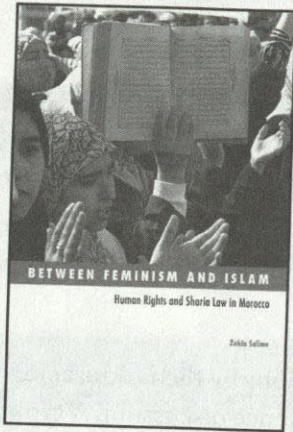
SPONSORED SESSIONS may be submitted by NWSA Caucuses on topics of particular interest to caucus members and NWSA members as a whole. One sponsored session per caucus will be offered space in the Conference Program if submissions are received by the proposal deadline and proposals meet review criteria. Task forces and interest groups may also submit proposals for sponsored sessions.

ROUNDTABLES typically include a moderator and 4-6 presenters who make brief, informal remarks about a specific idea or project. They allow for extensive discussion and audience participation.

POSTER SESSIONS present research or analysis on a topic by combining graphics and text on a 4'x8' board. The poster session presenter is available during an assigned session time in order to interact on a one-on-one basis with the attendees viewing the poster. A well-planned poster communicates its message in a visually and textually powerful way, allowing the attendee to grasp the information quickly.

WORKSHOPS provide an opportunity to exchange information or work on a common problem, project, or shared interest. Workshops are typically experientially oriented, grounded in some sort of women's and gender studies research agenda, and include brief presentations that allow adequate time for reflective discussion and interaction.

***A Note About Scheduling:** NWSA staff and the program co-chairs have made every effort to organize the conference program taking into account thematic synergies while avoiding thematic conflicts. The schedule has been repeatedly reviewed and frequently re-organized to that end. Please note that some thematic conflicts are inevitable given the complexity and scope of the overall program.*



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SESSION TITLES BY THEME

SESSION TITLE	ROOM	PRESENTERS
8 - 9:15 am, Friday		
● Engaging Empire, Imagining Resistance: The Sexual Politics of Islamophobia	Atlanta 5 - AV	Amira J. Jarmakani, <i>Georgia State University</i> ; Moon Charania, <i>Georgia State University</i> ; Tahereh Aghdasifar, <i>Georgia State University</i> ; Basuli Deb, <i>University of Nebraska, Lincoln</i>
● Neoliberal Assault on Reproductive Rights and Health: Transnational Perspectives from Turkey, France and the United States	Georgia 5 - AV	Ayse Dayi, <i>Towson University</i> ; Brigitte Marti, <i>Center for Transnational Women's Issues</i> ; Carol Ritter, <i>Conversation Coalition Maryland</i>
● Crisis in Women's Closets: Bill 94 and Full-face Veils in Quebec (Canada)	Atlanta 2 - AV	Natalie Turrin, <i>Emory University</i> ; Katrin Aslani, <i>University of Ottawa</i> ; Samantha Feder, <i>University of Ottawa</i> ; Nairra Tariq, <i>University of Ottawa</i>
● A Re-Shaped Tool?: Possibilities of Feminist Ethnography in Oral History, "Native" Ethnography, and Social Business	Georgia 3	Carla Freeman, <i>Emory University</i> ; Hilary King, <i>Emory University</i> ; Pankhuree Dube, <i>Emory University</i> ; Hemangini Gupta, <i>Emory University</i>
● Epistemology, Courage and Women's Participation in Academia	Savannah 1	Julie Ann Winterich, <i>Guilford College</i> ; Naadiya Hasan, <i>Guilford College</i> ; Maria Renee Rosales, <i>Guilford College</i> ; Lisa Jo McLeod, <i>Guilford College</i>
● Tenure, Transformation and Institutionalization: Women's and Gender Studies and the Ivory Tower	Georgia 10	Rebecca Dingo, <i>University of Missouri, Columbia</i> ; Zakiya R Adair, <i>University of Missouri, Columbia</i> ; Treva Lindsey, <i>University of Missouri, Columbia</i> ; Rebecca G. Martinez, <i>University of Missouri, Columbia</i>
● Feminist Interventions into Queer Liberalism	Savannah 3	Calla E. Chancellor, <i>University of Washington</i> ; Amanda Lock Swarr, <i>University of Washington</i> ; Kate Mottola, <i>University of Washington</i>
● Seeing Motherhood: Reconstructions and Challenges	Georgia 7	Maria D. Davidson, <i>University of Oklahoma</i> ; Lisa Levenstein, <i>University of North Carolina, Greensboro</i> ; Jennifer Rothchild, <i>University of Minnesota, Morris</i> ; Lynn Kuechle, <i>Motherhood Foundation/The Museum of Motherhood</i>
● What Does a Feminist Look Like? The Politics of Labeling	Georgia 4	Megan Rolfe, <i>State University of New York, Albany</i> ; Michael Steklof, <i>State University of New York, Albany</i> ; Soojin Kim, <i>State University of New York, Albany</i>
● "That's Not Racist, It's Racial": How Post-feminism Is Fucking Up Our Politics	Atlanta 1 - AV	Ashley Boyd, <i>San Diego State University</i> ; Nicholas Reyes Franco, <i>University of San Diego</i>

KEY TO SESSION THEMES

● The Politics of Crisis

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● Deploying Feminisms

● Women's Studies Without Walls

● Creative Interventions

8 - 9:15 am, Friday

- | | | |
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| ● Moving Beyond the Walls of Women's Studies with Service Learning | Georgia 8 | Jamie Lee Huber, <i>Southern Illinois University, Carbondale</i> ; Elizabeth Colwill, <i>San Diego State University</i> ; Susan Iverson, <i>Kent State University</i> ; Susan Marine, <i>Harvard University</i> ; Jennifer Musial, <i>Trent University</i> ; Leandra Preston, <i>University of Central Florida</i> ; Leselie Rose Welch, <i>University of Michigan</i> |
| ● Feminist Refashionings: Embodying Activism through Photographs, Oral History, and Directing the Stage | Georgia 6 - AV | Annika Corwin Speer, <i>University of California, Santa Barbara</i> ; Kellyn Johnson, <i>University of California, Santa Barbara</i> ; Jessie Turner, <i>University of California, Santa Barbara</i> ; Xin Huang, <i>University of British Columbia</i> |
| ● Creative Communities: Blogs, Zines and Online Fan Fiction | Atlanta 3 - AV | Matt Jones, <i>University of Virginia</i> ; Jessalynn Marie Keller, <i>University of Texas, Austin</i> ; Kristen Jamaya Warner, <i>University of Alabama</i> ; Erika M. Behrmann, <i>Eastern Michigan University</i> ; Elizabeth Groeneveld, <i>University of Guelph</i> |
| ● Morning Movement: Breath; Root; Hands & Feet; Sphere; Voice; Relational Contact; Playing, Walking & Talking | Augusta | Kristy Lee Gano, <i>Bowling Green State University</i> |
| ● A New Visibility: Changing Representations of Aging Bodies in European Media | Atlanta 4 - AV | Melanie A. Cattrell, <i>University of New Mexico</i> ; Simona Fojtova, <i>Transylvania University</i> ; Monika Wilińska, <i>Jönköping University</i> |
| ● Creative Interventions: Transformations in a College Setting | Georgia 12 | Kimberly Dark, <i>California State University San Marcos</i> ; Rachel Dean-Ruzicka, <i>Bowling Green State University</i> ; Michaela A. N., <i>Purdue University</i> |
| ● Borderlands Testimonianza: Considering the Work/Legacy of Gloria Anzaldúa and Maria Luisa Arroyo | Georgia 2 | Ariana Elizabeth Vigil, <i>University of Nebraska, Lincoln</i> ; Hannah Noel, <i>University of Michigan</i> ; Alexandra Mendoza Covarrubias, <i>University of Minnesota, Twin Cities</i> ; Roberta Hurtado, <i>University of Texas, San Antonio</i> |
| ● Women Environmental Artists' Connections to Feminism, Nature, and Art | Georgia 9 | Maria F Minickiello, <i>Plymouth State University</i> |
| ● What would you do 4 Love? | Georgia 13 | |

KEY TO SESSION THEMES

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9:25 - 10:40 am, Friday

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| ● African American Women Looking Back: The Use of Storyboards to Facilitate Narrative and Meaning Construction around Disclosure of Childhood Sexual Abuse | Valdosta | Jewell F Brazelton, <i>University of Chicago</i> |
| ● Embodying Health: Talking Back and Fighting for Health Justice | Georgia 3 | Nicole Grant, <i>Northern Kentucky University</i> ; Chikako Takeshita, <i>University of California, Riverside</i> ; Jill E. Murray, <i>Southern University, New Orleans</i> ; Julie Ann Winterich, <i>Guilford College</i> |
| ● "Ripples in the Water: Black Women's Ontology as Sustenance and Upliftment" | Savannah 2 | Angela D. Sims, <i>Saint Paul School of Theology</i> ; AnneMarie Mingo, <i>Emory University</i> ; C. S'themble West, <i>Western Illinois University</i> ; Erica Kierulf, <i>Union Presbyterian Seminary</i> |
| ● Emerging Trends in Feminist Pedagogy: Challenging Mainstream Women's Studies | Savannah 1 | Jasikran K. Mathur, <i>St. Francis College</i> ; Jessica Spain Sadr, <i>San Diego State University</i> ; Huma Ahmed-Ghosh, <i>San Diego State University</i> ; Sara Giordano, <i>Emory University</i> |
| ● Decolonizing Methodologies: How Women of Color Studies Transforms Women's Studies | Georgia 2 | Patti L. Duncan, <i>Oregon State University</i> ; Lynn Hatsue Fujiwara, <i>University of Oregon</i> ; Priya Kandaswamy, <i>Mills College</i> ; Svati Shah, <i>University of Massachusetts</i> |
| ● Black Feminist Anthropological Thought and Praxis in Women's Studies | Atlanta 5 - AV | A. Lynn Bolles, <i>University of Maryland, College Park</i> ; Lydia Kelow-Bennett, <i>Georgetown University</i> ; Treva Lindsey, <i>University of Missouri, Columbia</i> ; Riche Barnes, <i>Smith College</i> |
| ● The State of Motherhood Studies in the Academy | Georgia 4 | Gerakina Arlene Sgoutas, <i>Metropolitan State College of Denver</i> ; Andrea O'Reilly, <i>Motherhood Initiative for Research and Community Involvement - Exhibitor</i> ; Lakshmi Jayaram, <i>Virginia Tech</i> ; Susan Carol Logsdon-Conradson, <i>Berry College</i> ; Andrea Doucet, <i>Carleton University</i> |
| ● From Center to Margin and Not there Yet: Women's Studies? Gender Studies? Sexualities Studies? | Georgia 7 | Stacey Schlauf, <i>West Chester University of Pennsylvania</i> ; Deborah Mahlstedt, <i>West Chester University of Pennsylvania</i> ; Judith Ann Parker, <i>University of Mary Washington</i> |
| ● Revisions and Deployments of Feminism in the Academy | Georgia 12 | Kathryn Moeller, <i>University of California, Berkeley</i> ; Amy Johnson Howton, <i>University of Cincinnati</i> ; Nicole Murphy, <i>Beloit College</i> ; Arisika Razak, <i>California Institute of Integral Studies</i> |
| ● (Re)constructing Body Image: Identity, Power(ful) Media and Agency | Atlanta 1 - AV | Jill Franks, <i>Austin Peay State University</i> ; Rebecca Lynne Harris, <i>Texas A&M University</i> ; Thelathia Young, <i>Bucknell University</i> ; Amy Adele Hasinoff, <i>McGill University</i> ; Robyn E. Henderson-Espinoza, <i>University of Denver</i> |
| ● "Teacher-Scholar-Activist": Black Faculty Women and Mentorship | Georgia 11 | Shannon J. Miller, <i>Minnesota State University, Mankato</i> ; Thelathia Young, <i>Bucknell University</i> ; Layli Phillips, <i>Georgia State University</i> ; Jillian Ford, <i>Kennesaw State University</i> ; Erica Lorraine Williams, <i>Spelman College</i> |
| ● Winning the Battle, But (Losing?) the War: Women's Studies Programs in Community Colleges | Augusta | Joylette Williams, <i>Nassau Community College</i> ; Pramila Venkateswaran, <i>Nassau Community College</i> ; Melissa Juszcak, <i>Nassau Community College</i> ; Susan Cushman, <i>Nassau Community College</i> |

9:25 - 10:40 am, Friday

● Technology Moves: Knowledge Production as Participatory Art	Atlanta 4 - AV	Angela Beatriz Ginorio, <i>University of Washington</i> ; Calla E. Chancellor, <i>University of Washington</i> ; Martha Gonzalez, <i>University of Washington</i> ; Nicole Leigh Robert, <i>University of Washington</i>
● Teaching Women's Studies Online: Innovations in Course Design	Georgia 6 - AV	Kryn Freehling-Burton, <i>Oregon State University</i> ; Karon Jolna, <i>University of California, Los Angeles</i> ; Sheena Malhotra, <i>California State University, Northridge</i>
● Public Health in Indigenous, Transgender and People of Color Communities	Atlanta 2 - AV	Danielle DeMuth, <i>Grand Valley State University</i> ; Sel J Hwang, <i>Columbia University</i> ; Rosemary Nonye Ndubizu, <i>Rutgers University</i> ; Erin Lynn Hill, <i>University of Colorado, Denver</i>
● Gone Virtual: Opportunities and Challenges for Feminist Scholar-Bloggers	Georgia 13	Veronica Arreola, <i>University of Illinois at Chicago</i> ; Heather Hewett, <i>State University of New York, New Paltz</i> ; Allison Kimmich, <i>National Women's Studies Association</i> ; Eline Lipkin, <i>University of California, Los Angeles</i> ; Alison Piepmeier, <i>College of Charleston</i> ; Deborah Siegel, <i>SheWrites.com</i>
● Feminist Food Studies: Pedagogy, Popular Culture, and U.S. Food Systems	Georgia 5 - AV	Maria Bevacqua, <i>Minnesota State University, Mankato</i> ; Justine Ann Johnson, <i>Minnesota State University, Mankato</i>
● Race, Gender, and the Politics of Solidarity	Georgia 8	Ann Russo, <i>DePaul University</i> ; Laila Farah, <i>DePaul University</i> ; Simona Sharoni, <i>State University of New York, Plattsburgh</i> ; Jane Hobson, <i>State University of New York, Albany</i>
● Private Lives, Public Relations: Counternarratives and the Interior Lives of Women of Color	Savannah 3	Heidy M. Gonzalez, <i>Massachusetts Institute of Technology</i> ; Britney Chante' Cooper, <i>University of Alabama</i> ; Maha Marouan, <i>University of Alabama</i> ; Susana M. Morris, <i>Auburn University</i>
● SPARKing Creative Reactions to Media Sexualization	Atlanta 3 - AV	Lyn Mikel Brown, <i>Colby College</i> ; Dana Edell, <i>New York University</i> ; Kelly Parks Snider, <i>Project Girl</i> ; Jane Bartell, <i>Project Girl</i>
● Gendered Heroism: African Women Writers Inscribing the Personal as Political	Georgia 9	Winter Elliott, <i>Brenau University</i> ; Monique Wimby, <i>Brenau University</i> ; Heather Gollmar Casey, <i>Brenau University</i>
● Poetic Interventions for Race, Gender, and Sexual Equality	Georgia 10	Katie Hogan, <i>Carlow University</i> ; Anne Marie Rashid, <i>Carlow University</i> ; Darcy Lee Brandel, <i>Marygrove College</i> ; Sigrid King, <i>Carlow University</i>

10:50 am - 12:05 pm, Friday

● "Responding to the Politics of Crisis: Thirty Years Fighting Intersecting Discriminations"	Georgia 9	Ines Shaw, <i>State University of New York, Nassau Community College</i> ; Crystal Renee Chambers, <i>East Carolina University</i> ; Ann Burnett, <i>North Dakota State University</i> ; Sharon Leder, <i>Feminist Against Academic Discrimination</i>
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10:50 am - 12:05 pm, Friday

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| ● Visualizing Identity: Surveillance, Gender, Race, Embodiment | Georgia 6 - AV | Shoshana Magnet, <i>Ottawa, Ontario, CA</i> ; Lisa Nakamura, <i>University of Illinois at Urbana, Champaign</i> ; Sayantani DasGupta, <i>Columbia University</i> ; Moya Zakia Bailey, <i>Emory University</i> |
| ● The Whole is Greater than the Sum of its Parts: Institutional Collaboration Toward Transforming Introductory WGS Courses | Georgia 10 | Christie Launius, <i>University of Wisconsin, Oshkosh</i> ; Glenda Jones, <i>University of Wisconsin, Stout</i> ; Deborah Hoskins, <i>University of Wisconsin, Lacrosse</i> |
| ● When Matter Speaks: New Materialisms, Womanist Theories, and a Transformational Politics of Things | Georgia 13 | Lauren Elise Cross, <i>Texas Woman's University</i> ; Pamela Kay White, <i>Texas Woman's University</i> ; Angela Johnson-Fisher, <i>Texas Woman's University</i> ; Lindsay Robertson, <i>Texas Woman's University</i> ; AnaLouise Keating, <i>Texas Woman's University</i> |
| ● Quilted Narratives: Reimagining Digital Media Tools as a Form of Agency and Expression | Atlanta 2 - AV | Yi-Chun Tricia Lin, <i>Southern Connecticut State University</i> ; Vivien Ng, <i>State University of New York, Albany</i> ; Kaye Wise Whitehead, <i>Loyola University, Maryland</i> |
| ● Inclusion and Exclusion: Belongingness and the Notion of Identity | Savannah 1 | Kimberly A. Williams, <i>Mount Royal University</i> ; Carrie Sampson, <i>University of Nevada, Las Vegas</i> ; Kelly Renee Coogan-Gehr, <i>Eastern Washington University</i> ; Shanna Greene Benjamin, <i>Grinnell College</i> ; Karen Carole Flynn, <i>University of Illinois, Urbana-Champaign</i> |
| ● Foucault and Feminism | Georgia 2 | Susan Catherine Dewey, <i>University of Wyoming</i> ; Alison Quaggin Harkin, <i>University of Wyoming</i> ; Maurice Hamington, <i>Metropolitan State College of Denver</i> ; Susan Iverson, <i>Kent State University</i> ; Jamie Huff Sisson, <i>Kent State University</i> |
| ● Deploying Feminism within Higher Education | Georgia 4 | Janet Badia, <i>Indiana University/Purdue University, Fort Wayne</i> ; Rita Michelle Jones, <i>Lehigh University</i> ; Sheila Hassell Hughes, <i>University of Dayton</i> |
| ● Material Girl: Girls, Educational Subjectivity, and the Materiality of Girlhood | Georgia 12 | Alice Ginsberg, <i>Educational Consultant/Writer</i> ; Becky Atkinson, <i>University of Alabama</i> ; Jeena Williams, <i>University of Alabama</i> ; Sara Childers, <i>University of Alabama</i> ; Lamea Shaaban-Magana, <i>University of Alabama, Tuscaloosa</i> |
| ● Intimate Bodied Relations: Locating the Struggles Within and Without | Savannah 3 | Dena Marie Wyum, <i>North Dakota State University</i> ; Sarah Rainey, <i>Bowling Green State University</i> ; Jennifer Purvis, <i>The University of Alabama</i> ; Shannon J. Miller, <i>Minnesota State University, Mankato</i> ; Durell Maurice Callier, <i>University of Illinois at Urbana-Champaign</i> ; Dominique Cacine Hill, <i>University of Illinois at Urbana-Champaign</i> |
| ● Black Feminisms as Critical Pedagogy: Engaging Power, Privilege and Difference in the Classroom | Georgia 5 - AV | Tracy Fisher, <i>University of California, Riverside</i> ; Zenzele Isoke, <i>University of Minnesota</i> ; Kia L. Caldwell, <i>University of North Carolina, Chapel Hill</i> ; Caroline M. Tushabe, <i>University of California, Riverside</i> ; Ruth Nicole Brown, <i>University of Illinois at Urbana-Champaign</i> ; Beverly Guy-Sheftall, <i>Spelman College</i> |
| ● Feminisms * Masculinities + Men / NWSA = Welcome to the Feminist Masculinities Interest Group! | Valdosta | Brian R. Jara, <i>Penn State University</i> ; Tal Haim Peretz, <i>University of Southern California</i> ; Robert Buelow, <i>University of California, Irvine</i> |

10:50 am - 12:05 pm, Friday

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| ● "What Academic Feminism Has Come To?": Thinking Through the Futures of Feminist Theorizing | Georgia 3 | Catherine M. Orr, <i>Beloit College</i> ; Ann Braithwaite, <i>University of Prince Edward Island</i> ; Karlyn A. Crowley, <i>St. Norbert College</i> ; Diane Lichtenstein, <i>Beloit College</i> ; Annalee Lepp, <i>University of Victoria</i> |
| ● Today, Not Someday When We're Grown: How Girls "Do" Activism | Atlanta 3 - AV | Faduma Guhad, <i>Imani Nailah</i> ; Jessica Karen Taft, <i>Davidson College</i> ; Kiersten C, <i>Alice Paul Institute</i> ; Nadia T., <i>Girls Learn International</i> ; Soledad F., <i>Feminists for Action</i> ; Laura R. Boutwell, <i>Virginia Tech</i> ; Emily Christine Bent, <i>National University of Ireland, Galway</i> |
| ● Gender, State and Politics: Transformative Potentials of Women's Political Participation in India | Georgia 11 | Vidya Kalaramadam, <i>William Paterson University</i> ; Jana Everett, <i>University of Colorado, Denver</i> ; Aparna Thomas, <i>Cornell College, Iowa</i> |
| ● "If You Build It, They Will Come: Visions and Challenges for Gender & Women's Studies Program Building" | Savannah 2 | Amy Buddie, <i>Kennesaw State University</i> ; Stacy Keltner, <i>Kennesaw State University</i> ; Reta Ugena Whitlock, <i>Kennesaw State University</i> ; Susan Talburt, <i>Georgia State University</i> |
| ● Building Communities, Ending Violence: Strategies for Community Accountability and Transformative Justice | Georgia 7 | Michelle Emery, <i>DePaul University</i> ; Laurie Fuller, <i>Northeastern Illinois University</i> ; Ann Russo, <i>DePaul University</i> |
| ● Domestic Workers on the Move: From the Local to the Global | Atlanta 1 - AV | Mary Margaret Fonow, <i>Arizona State University</i> ; Premilla Nadasen, <i>Queens College, City University of NY</i> ; Eileen Boris, <i>University of California, Santa Barbara</i> |
| ● Pedagogy of Feminism | Atlanta 5 - AV | Helen Crump, <i>Minnesota State University, Mankato</i> ; Beth Catlett, <i>DePaul University</i> ; Kate Summer Drabinski, <i>University of Maryland, Baltimore County</i> ; Margaret Ji Rhee, <i>University of California, Berkeley</i> ; Amira Proweller, <i>DePaul University</i> |
| ● Narrating Black Feminisms: U.S. Women of Color and Black South African Writers | Atlanta 4 - AV | Cambria Stamper, <i>Arizona State University</i> ; Agatha Beins, <i>Rutgers University</i> ; Erin Ranft, <i>University of Texas, San Antonio</i> |

12:55 - 2:10 pm, Friday

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| ● Reframing of Sisterhood: Pathways to Voice for African and African American Women in Women's Studies | Atlanta 1 - AV | Durene Imani Wheeler, <i>Northeastern Illinois University</i> ; Olivia Perlow, <i>Northeastern Illinois University</i> |
| ● Narrative In(ter)ventions: Constructing and Contesting Normality in Discourses of Embodiment and Kinship | Georgia 11 | Jennifer L. Pierce, <i>University of Minnesota</i> ; Jessica Marie Petocz, <i>University of Minnesota</i> ; Angela Megan Carter, <i>University of Minnesota</i> ; Elias Vitulli, <i>University of Minnesota</i> ; Karisa Butler-Wall, <i>University of Minnesota</i> |

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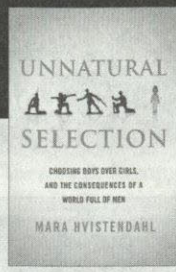
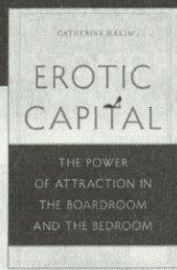
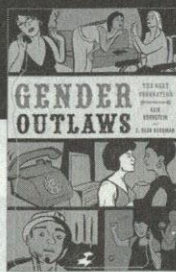
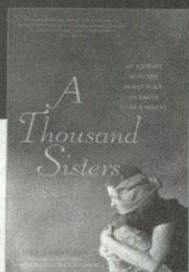
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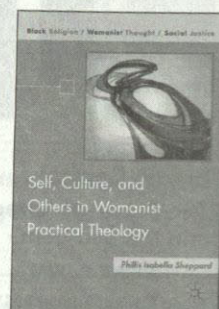
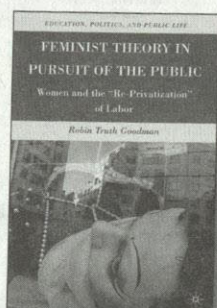
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12:55 - 2:10 pm, Friday

- | | | |
|---|----------------|---|
| ● High Touch, Bottom Line, and Branding: How to Promote Women's Issues in a Business Culture | Savannah 2 | Terri Hasseler, <i>Bryant University</i> ; Janet Dean, <i>Bryant University</i> ; Toby Simon, <i>Bryant University</i> |
| ● Feminist Editing: Another One of the "Master's Tools"? Or Can It Transform the Academy? | Georgia 8 | Gail E. Cohee, <i>Brown University</i> ; Monica Barron, <i>Truman State University</i> ; Theresa D. Kemp, <i>University of Wisconsin, Eau Claire</i> ; Petra Mohr, <i>University of Wisconsin, Stout</i> ; Catherine Emmanuelle, <i>University of Wisconsin, Eau Claire</i> ; Betty Rae Matthews, <i>University of Wisconsin, Eau Claire</i> ; Tuesday Wustrack, <i>University of Wisconsin, Eau Claire</i> ; Heather Laine Talley, <i>Western Carolina University</i> ; Wendy Gunther-Canada, <i>University of Alabama at Birmingham</i> |
| ● Commodity Feminisms: Can the Popular Be Political? | Atlanta 5 - AV | Michele Tracy Berger, <i>University of North Carolina, Chapel Hill</i> ; Francesca Therese Royster, <i>DePaul University</i> ; R. Dianne Bartlow, <i>California State University, Northridge</i> ; Amy Rose Scott, <i>State University of New York, Albany</i> ; Janell Hobson, <i>State University of New York, Albany</i> |
| ● Deploying Feminism, Crossing (Sexual) Borders: Reconfiguring Sexuality in Transnational Feminist Media Studies | Atlanta 4 - AV | Ann Schofield, <i>University of Kansas</i> ; Clare Jen, <i>Denison University</i> ; L. Ayu Saraswati P., <i>University of Hawaii</i> ; Barbara Shaw, <i>Allegheny College</i> |
| ● Deploying Feminisms :Re-Imagining Kashmir Beyond Nationalist Racisms | Georgia 6 - AV | Fawzia Afzal-Khan, <i>Montclair State University</i> ; Angana Chatterji, <i>California Institute of Integral Studies</i> ; Nyla Ali Khan, <i>University of Oklahoma</i> |
| ● From Academia to Activist: Issues in the Deployment of Feminist Identity | Georgia 2 | Susan M. Haworth-Hoepfner, <i>Aquinas College</i> ; Stephanie Gilmore, <i>Dickinson College</i> ; Jo Reger, <i>Oakland University</i> ; Judith Taylor, <i>University of Toronto</i> |
| ● Sexual Politics, Neoliberalism and Policy Transformation | Georgia 7 | Christine Keating, <i>Ohio State University</i> ; Drucilla Barker, <i>University of South Carolina</i> ; Suzanne Bergeron, <i>University of Michigan, Dearborn</i> ; Sonnet Seeborg Gabbard, <i>University of Cincinnati</i> ; Amy Lind, <i>University of Cincinnati</i> |
| ● Reading Images of the Women of Islam | Savannah 3 | Joyce Zonana, <i>City University of New York</i> ; Merry L. Byrd, <i>Virginia State University</i> ; Michael Francis McClure, <i>Virginia State University</i> ; Donna Crawford, <i>Virginia State University</i> ; Kay H. Heath, <i>Georgia Gwinnett College</i> |
| ● Queering Language, Questioning Terminology: An Examination of Language in the Trans- Community | Georgia 12 | Reese Kelly, <i>University of Vermont</i> ; Regina Mariam Wright, <i>Brandeis University</i> ; Joelle Ruby Ryan, <i>University of New Hampshire</i> |
| ● Gender, Sexualities and Social Movements/ Activism | Georgia 4 | Jamie Lee Huber, <i>Southern Illinois University, Carbondale</i> ; Breanne Fahs, <i>Arizona State University</i> ; K. L. Broad, <i>University of Florida</i> ; Ayana Weekley, <i>Grand Valley State University</i> |
| ● Building Effective Community Classroom Partnerships | Georgia 3 | Holly Blake, <i>University of Richmond</i> ; Katina Williams, <i>St. Joseph's Villa</i> ; Katherine Peiper, <i>St. Joseph's Villa</i> ; Alexandra Croushore Rooke, <i>University of Richmond</i> ; Katherine Schmidt, <i>University of Richmond</i> |

12:55 - 2:10 pm, Friday

● Breaking Barriers, Channeling Energy: Feminist Social Media in Action	Georgia 5 - AV	Joanna Snawder, <i>Metropolitan State College of Denver</i> ; Crystal Hoffman, <i>Metropolitan State College of Denver</i> ; Gerakina Arlen Sgoutas, <i>Metropolitan State College of Denver</i>
● Hey, Shorty!: Young Women of Color Take Research Out of the Academy	Atlanta 2 - AV	Mandy Van Deven, <i>Independent Scholar</i> ; Meghan Huppuch, <i>Girls for Gender Equity</i> ; Joanne Smith, <i>Girls for Gender Equity</i>
● Desperate (be)longing: W(h)ither Asian North American Feminisms?	Georgia 10	Vivien Ng, <i>State University of New York, Albany</i> ; Jo-Anne Lee, <i>University of Victoria</i> ; Yi-Chun Tricia Lin, <i>Southern Connecticut State University</i> ; Hijin Park, <i>Brock University</i>
● Demonic Temptress: Feminist Fantasy and the Molding of Social Reality	Savannah 1	Michael Rex, <i>Cumberland University</i> ; Jennifer Butler, <i>Cumberland University</i> ; Kimberly Davis, <i>Cumberland University</i> ; Jasper Driskill, <i>Cumberland University</i>
● Live to Be a Hundred: Creative Interventions in Cultural Narratives of the Fourth Age	Valdosta	Pamela Heath Gravagne, <i>University of New Mexico</i> ; Ulla Kribernegg, <i>University of Graz</i> ; Judith Tydings, <i>University of Maryland</i> ; Heidrun Alena Moertl, <i>University of Graz</i>
● The Cultural Politics of Burlesque Then and Now	Georgia 9	Elizabeth Steeby, <i>University of New Orleans</i> ; Red Vaughan Tremmel, <i>Tulane University</i> ; Maura Ryan, <i>Georgia State University</i>
● Feminist Moves: A Multi-disciplinary, Multi-media Performance on Representations of the Body	Atlanta 3 - AV	Janet Badia, <i>Indiana University/Purdue University, Fort Wayne</i> ; George Kalamaras, <i>Indiana University Purdue University Fort Wayne</i> ; Mary Ann Cain, <i>Indiana University Purdue University Fort Wayne</i> ; Amy Amanda Arehart, <i>Indiana University/Purdue University, Fort Wayne</i> ; Melanie Bookout, <i>Indiana University Purdue University Fort Wayne</i>
● Disability/Feminism/Poetry/Embodiment/Performance Workshop	Georgia 13	Petra Koppers, <i>University of Michigan</i>

4 - 5:15 pm, Friday

● Bodies as Crisis/Bodies in Crisis	Georgia 12	Michaela A. Null, <i>Purdue University</i> ; Corey Stevens, <i>Ohio University</i> ; Heather Brown, <i>Northern Illinois University</i> ; Nyaura Stevens, <i>University of Connecticut</i> ; Amy Erdman Farrell, <i>Dickinson College</i>
● Feminism and Librarianship: A Transformational Connection	Savannah 3	Cindy Ingold, <i>University of Illinois at Urbana-Champaign</i> ; Janet Lois Freedman, <i>Brandeis University</i> ; Phyllis Holman Weisbard, <i>Women's Studies Librarian's Office</i>
● What Happens to Africana Studies If You Put Black Women's Studies at the Center?	Augusta	Simone C. Drake, <i>Ohio State University</i> ; Carol Henderson, <i>University of Delaware</i> ; Jennifer Williams, <i>New York University</i> ; Kimberly Brown, <i>Texas A&M University</i> ; Kalenda Eaton, <i>Arcadia University</i> ; Terrance Wooten, <i>University of Maryland</i>

KEY TO SESSION THEMES

● The Politics of Crisis

● Subverting the "Master's" Tools?

● Deploying Feminisms

● Women's Studies Without Walls

● Creative Interventions

4 - 5:15 pm, Friday

- | | | | |
|---|---|----------------|---|
| ● | Black Women, How Do We Know What We Know: Issues of Visibility and Invisibility in Black Feminist Epistemology | Atlanta 1 - AV | Nikol Alexander-Floyd, <i>Rutgers University</i> ; Dawn Hinton, <i>Saginaw Valley State University</i> ; Helane Adams Androne, <i>Miami University of Ohio</i> ; Claudia D. Nelson, <i>Coppin State University</i> ; Julia S. Jordan-Zachery, <i>Providence College</i> ; Tierra B. Tivis, <i>Saginaw Valley State University</i> |
| ● | Campus Climate Assessments: Subverting "Master's" Tools for Feminist Social Change | Georgia 10 | Heather Shea Gasser, <i>University of Idaho</i> ; Barbara Bonnekesen, <i>New Mexico Tech</i> ; Ada Gregory, <i>Duke University</i> ; Rita Michelle Jones, <i>Lehigh University</i> |
| ● | Bridging Cultures through Feminist Inquiry: A Standpoint Methodology Project To Transform the US Academy | Savannah 2 | Amy Buddie, <i>Kennesaw State University</i> ; Sabine H. Smith, <i>Kennesaw State University</i> ; Gertrude Tinker Sachs, <i>Georgia State University</i> ; Sarah R. Robbins, <i>Texas Christian University</i> ; Federica Santini, <i>Kennesaw State University</i> |
| ● | The Sexualization of Girls Across Time, Space and Cultural Mediums | Atlanta 2 - AV | Hara Bastas, <i>University of Cincinnati</i> ; Kamila A. Alexander, <i>University of Pennsylvania</i> ; Amanda Rossie, <i>The Ohio State University</i> ; Tamara Michelle Beauboeuf, <i>DePauw University</i> ; Elisabeth Morgan Thompson, <i>University of Arizona</i> |
| ● | Beyond Bodies: Reexamining Our Work in Campus Women's Centers | Georgia 4 | Nora Anne Spencer, <i>Vanderbilt University</i> ; Katherine Protos, <i>Vanderbilt University</i> ; Katie Garcia, <i>Vanderbilt University</i> |
| ● | Feminist Transformations: Deploying Feminisms in Death and Dying | Georgia 2 | Liz R. Canfield, <i>Virginia Commonwealth University</i> ; Carol Ann Gosselink, <i>Missouri State University</i> ; Janet R. Hutchinson, <i>Virginia Commonwealth University</i> |
| ● | Starting from Scratch: Building a Women's Leadership Program for Community Colleges | Savannah 1 | Monique Bruner, <i>Rose State College</i> ; Michelle Brockmeier, <i>Rose State College</i> |
| ● | Rescue, Religion, and Resistance: Feminist Critiques of War and Development in South Asia | Georgia 5 - AV | Vidya Kalaramadam, <i>William Paterson University</i> ; Elora Halim Chowdhury, <i>University of Massachusetts, Boston</i> ; Shahnaz Khan, <i>Wilfrid Laurier University</i> ; Alka Kurian, <i>University of Puget Sound, Washington</i> |
| ● | Out of the Classroom and into Practice: Taking Women's Studies Knowledges Off-Campus | Georgia 3 | Donna M. Bickford, <i>University of North Carolina, Chapel Hill</i> ; Virginia McCarver, <i>Metropolitan State College of Denver</i> ; Gordene MacKenzie, <i>Merrimack College</i> ; Jeannie Ludlow, <i>Eastern Illinois University</i> |
| ● | Blogging as Feminist Activism | Atlanta 5 - AV | Sunhay You, <i>Duke University</i> ; Lysa C. Salsbury, <i>University of Idaho</i> ; Erin Stephens, <i>Duke University</i> ; Brenda Bethman, <i>University of Missouri, Kansas City</i> |
| ● | Creatures, Spaceships, and Utopia: Feminist Frontiers in Fantasy and Science Fiction | Georgia 11 | Nancy M. Correro, <i>McNeese State University</i> ; Laura L. Beadling, <i>University of Wisconsin, Platteville</i> ; Rita D. Costello, <i>McNeese State University</i> ; Mary M. Hughes, <i>University of Louisiana, Lafayette</i> ; Stacy Lynn Austin, <i>McNeese State University</i> |
| ● | Navigating Intersectional Film Pedagogies in The Classroom: A Workshop and Clearinghouse | Atlanta 4 - AV | Kristin Jean Jacobson, <i>Richard Stockton College of New Jersey</i> ; Brian R. Jara, <i>Penn State University</i> ; Marla L. Jaksch, <i>The College of New Jersey</i> ; Robert Buelow, <i>University of California, Irvine</i> |

4 - 5:15 pm, Friday

- **Mothering and Hip Hop Culture: A Roundtable With the Contributors** Georgia 6 - AV Shana Lee Calixte, *Thorneloe University College at Laurentian University*; Erik Nielson, *University of Sheffield*
- **Embodying Power and Powerful Embodiment: From Commedia Dell'arte to Performative Activist Interventions** Georgia 13 Domnica Radalescu, *Washington and Lee University*; Kathleen Juhl, *Southwestern University*; Norma Bowles, *Fringe Benefits Theatre Company*; Ann Elizabeth Armstrong, *Miami University*; Joan Pinkvoss, *Aunt Lute Books*
- **Transnational Journeys: The Life Stories of Three Women** Georgia 9 Christina Gish Hill, *Iowa State University*; Seung-Kyung Kim, *University of Maryland, College Park*; yh Patt, *University of Maryland*; Jane E Dusselier, *Iowa State University*
- **Overcoming Traumas: Beauty, Borders, and Gendered Boundaries** Atlanta 3 - AV Elizabeth Whittenburg Ozment, *University of Georgia*; Theresa Renee White, *California State University, Northridge*; Alvina E. Quintana, *University of Delaware*; Hulya Naciye Yilmaz, *Penn State University*; Miduk Kim, *Independent Scholar*

5:25 - 6:40 pm, Friday

- **Moral Panics + Publics: Abortion + HIV/AIDS** Atlanta 4 - AV Christine Jean Cynn, *Independent Scholar*; Kathryn Oliviero, *Emory University*; Tamara L. Spira, *University of California, Davis*; Cynthia R. Greenlee-Donnell, *Duke University*; Karen M Booth, *University of North Carolina, Chapel Hill*; Heather M. Turcotte, *University of Connecticut*
- **Feminist Critique and Response to Natural Disasters** Atlanta 2 - AV Jennifer Ann Nelson, *University of Redlands*; Ophera Davis, *Independent Scholar*; Clare M. Daniel, *University of New Mexico*; Corinne Lysandra Mason, *University of Ottawa*
- **Globalization, the Politics of Intimacy and State Policy** Georgia 4 Kristine Byron, *Michigan State University*; Stacey Leigh Hunt, *Auburn University*; Melissa Autumn White, *Syracuse University*; Anahi Russo Garrido, *Rutgers, The State University of New Jersey*
- **Refusing the Split: Critical Race, Gender and Sexuality Studies** Savannah 3 Christina Accomando, *Humboldt State University*; Kimberly Berry, *Humboldt State University*; Jessica Urban, *Humboldt State University*
- **Negotiating Shifting Terrains of Whiteness: Strategies for Building Alliances and Transforming Communities** Augusta Laila Farah, *DePaul University*; Ann Russo, *DePaul University*; Francesca Therese Royster, *DePaul University*; Sheena Malhotra, *California State University, Northridge*; Christine Keating, *Ohio State University*; Aimee Carrillo Rowe, *University of Iowa*
- **Cross-Cutting Disciplines: Sociologist, Political Scientists, and Philosophy Guiding and Shaping Knowledge Production** Savannah 2 Gwenola Mathilde Ricordeau, *Université Lille I*; Donna Taylor, *University College London*; Kristin Marsh, *University of Mary Washington*; Sarah Katherine Tyson, *Vanderbilt University*

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● Creative Interventions

5:25 - 6:40 pm, Friday

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|--|----------------|--|
| ● Reconfiguring Space: Leadership and Activism | Atlanta 1 - AV | Lois Ann West, <i>Independent Researcher</i> ; Kathryn Coffey, <i>State University of New York, Cortland</i> ; Zenzele Isoke, <i>University of Minnesota</i> ; Keisha Edwards Tassie, <i>Clayton State University</i> ; Shawn Arango Ricks, <i>Winston-Salem State University</i> ; Holly S Fodge, <i>Southern Illinois University</i> |
| ● Writing the Self: Personal Narrative as Subversive Methodology | Georgia 12 | Mazie Hough, <i>University of Maine</i> ; Susan Iverson, <i>Kent State University</i> ; Susan G. Cumings, <i>Georgia College & State University</i> ; Jessie Turner, <i>University of California, Santa Barbara</i> |
| ● Applying Queer Methods of Inquiry | Georgia 9 | Elizabeth Currans, <i>Eastern Michigan University</i> ; Lacey Story, <i>Eastern Michigan University</i> ; Mignonette Chiu, <i>Columbia University</i> |
| ● Science Education as Activism to Subvert the "Master's" Tools | Georgia 7 | Susan V. Castagnetto, <i>Intercollegiate Women's Studies of the Claremont Colleges</i> ; Linda C. Fuselier, <i>Minnesota State University, Moorhead</i> ; Deepa Trivedi, <i>Minnesota State University, Moorhead</i> ; Claudia Murphy, <i>Minnesota State University, Moorhead</i> ; Kristina S. Mead, <i>University of California, Berkeley</i> |
| ● Body Politics and Politicized Bodies: Rethinking Gender Variance | Georgia 10 | David A. Rubin, <i>Vanderbilt University</i> ; Anson (Anne) Koch-Rein, <i>Emory University</i> ; A. Rez Pullen, <i>Emory University</i> ; Mairead Sullivan, <i>Emory University</i> |
| ● (Re)Thinking Mama: Representation and Motherhood | Atlanta 5 - AV | Barbara LeSavoy, <i>State University of New York, Brockport</i> ; Mary Jo Klinker, <i>Washington State University</i> ; Pamela A. Fox, <i>Georgetown University</i> ; Matthew Ray Stewart, <i>Simmons College</i> ; Cory Rachael Struder, <i>Simmons College</i> |
| ● A Breach in the Wall? Teaching Women's and Gender Studies through a Transnational Lens | Georgia 3 | Barbara Sutton, <i>State University of New York, Albany</i> ; Alex Barron, <i>St. Edward's University</i> ; Dana Mohammed Olwan, <i>Simon Fraser University</i> ; Sanjukta Mukherjee, <i>DePaul University</i> ; Liz Philipose, <i>California State University, Long Beach</i> ; Sonalini Kaur Sapra, <i>Saint Mary's College</i> |
| ● And Finally We Meet: Intersections and Intersectionality Among Feminist Activists, Academics and Students | Georgia 13 | Alice Ginsberg, <i>Educational Consultant/Writer</i> ; Deborah L. Byrd, <i>Lafayette College</i> ; Linda Garber, <i>Santa Clara University</i> ; Astrid Henry, <i>Grinnell College</i> ; Karen Dugger, <i>Towson University</i> |
| ● Extending the Classroom: Community-Based WGSS Education | Georgia 11 | Barbara Baumgartner, <i>Washington University</i> ; Susan Stiritz, <i>Washington University</i> ; Jami Ake, <i>Washington University</i> ; Amy Eisen Cislo, <i>Washington University in St. Louis</i> ; Shaina Goodman, <i>Washington University</i> |
| ● Inside, Outside, & The Space Between the Walls: Social Justice and Activism in the Academy | Georgia 6 - AV | Mary Robertson, <i>University of Colorado, Boulder</i> ; Kate Parsons, <i>Webster University</i> ; Yndia Lorick-Wilmot, PhD, <i>The FrameWorks Institute</i> ; Annjanette Alejano-Steele, <i>Metropolitan State College of Denver</i> |
| ● Reimagining the Movement through Feminist Science and Technology Studies | Georgia 8 | Deboleena Roy, <i>Emory University</i> ; Chikako Takeshita, <i>University of California, Riverside</i> ; Virginia Eubanks, <i>State University of New York, Albany</i> ; Diana Pei Wu, <i>Antioch University, Los Angeles</i> ; Tiffany Lamoreaux, <i>Arizona State University</i> |

5:25 - 6:40 pm, Friday

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|---|----------------|--|
| ● Innovations in Intro: Activism, Transnationalism, Intersectionality, Collaboration, and Creativity in the Intro to WGS Classroom | Valdosta | Amy K. Levin, <i>Northern Illinois University</i> ; Amanda Hope Lister, <i>Northern Illinois University</i> ; Billy Clem, <i>Waubesaee Community College</i> ; Deb Cohler, <i>San Francisco State University</i> ; Rory Dickel, <i>Vanderbilt University</i> ; Sandy Stahl, <i>Vanderbilt University</i> |
| ● Theorizing African Womanhood and Girlhood | Savannah 1 | Bertrade Ngo-Ngijol Banoum, <i>Lehman College, City University of New York</i> ; Anne Rice, <i>City University of New York, Lehman College</i> |
| ● Girls Studies Without Walls | Georgia 5 - AV | Sel J Hwang, <i>Columbia University</i> ; Meg Panichelli, <i>Solace Crisis Treatment Center</i> ; Lilia Soto, <i>University of Wyoming</i> ; Adriane Brown, <i>The Ohio State University</i> ; Alexandra Mendoza Covarrubias, <i>University of Minnesota, Twin Cities</i> ; Jessie C Workman, <i>Youth Emergency Shelter</i> |
| ● Bringing Women's Studies into Feminist Media, and Feminist Media into the Classroom | Atlanta 3 - AV | Beverly Guy-Sheftall, <i>Spelman College</i> ; Katherine Spillar, <i>Ms. Magazine</i> ; Carrie N. Baker, <i>Berry College</i> ; Patricia Marina Trujillo, <i>Northern New Mexico College</i> ; Gina Ulysse, <i>Wesleyan University</i> |
| ● Performance Geneologies: Neale Hurston, Ntzoke Shange, Alice Childress, Azalia Hackley, and Paula Cizmar | Georgia 2 | Marie Anne Cartier, <i>California State University Northridge</i> ; April S. Pelt, <i>University of Delaware</i> ; Beth Widmaier Capo, <i>Illinois College</i> ; Tracey Coretta Ferdinand, <i>Clark Atlanta University</i> |

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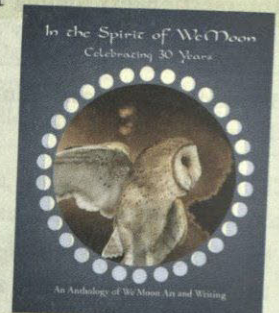


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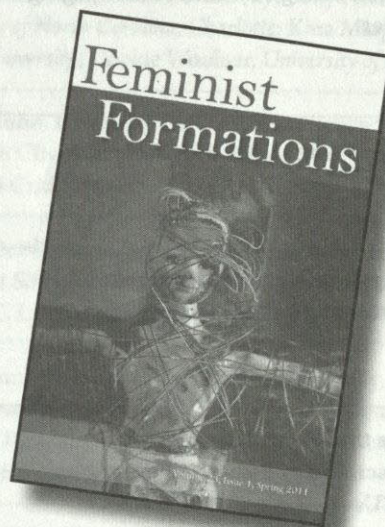
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8 - 9:15 am, Saturday

● Empowerment, Women's Experience and State/Corporate Interests	Georgia 2	Jennifer Ann Nelson, <i>University of Redlands</i> ; Nafisa Tanjeem, <i> Rutgers University</i> ; Jennifer Musial, <i>Trent University</i> ; Nuning Sulias Purwaningrum, <i>State University of New York, Buffalo</i> ; Michelle Hughes Miller, <i>University of South Florida</i>
● Transformative Epistemologies and Feminist Praxis	Georgia 6 - AV	Durene Imani Wheeler, <i>Northeastern Illinois University</i> ; Elisabe Sheff, <i>Georgia State University</i> ; Kristen C. Blinne, <i>University of South Florida</i> ; April Marie Sharkey, <i>York University</i> ; Carmen Kynard, <i>St. John's University</i> ; Solange Simoes, <i>Eastern Michigan University</i>
● Transitioning, Training, and Transforming: Women's Studies in the 21st Century	Savannah 3	Stephanie Beaver, <i>Texas Woman's University</i> ; Susan Blanche Harper, <i>Texas Woman's University</i> ; Debra Friedman Dayton, <i>Texas Woman's University</i> ; Molly Diamond-Ramirez, <i>Texas Woman's University</i>
● Living Raced and Gendered Academic Spaces: Wielding Power and Challenging Identities	Georgia 3	Reed W. Taylor, <i>Virginia Tech</i> ; Danielle M. Jackson, <i>The Graduate Center, City University of New York</i> ; Arlene E. Edwards, <i>The ELU Collective</i> ; Crystal Renee Chambers, <i>East Carolina University</i> ; Fabienne Snowden, <i>The Graduate Center, City University of New York</i>
● Pedagogy: "Othering" the Classroom	Georgia 8	Sel J Hwahng, <i>Columbia University</i> ; Laura Victoria Heston, <i>University of Massachusetts, Amherst</i> ; Kulvinder Arora, <i>University of Illinois, Chicago</i> ; Dana Bisignani, <i>Purdue University</i>
● Globalization: Activism, Indigenous Populations and Ways of Knowing	Atlanta 3 - AV	Michael Francis McClure, <i>Virginia State University</i> ; Erin Christine Tobin, <i>New York University</i> ; Elizabeth Swart, <i>University of Central Florida</i> ; Barbara Suzanne Fisher, <i>Old Dominion University</i> ; Rosalee Gonzalez, <i>Arizona State University</i>
● Outside the Master's House: Interdisciplinary Feminist Pedagogies at HBCUs	Atlanta 5 - AV	Melencia M Johnson, <i>Paine College</i> ; LaShawnda Lindsay Dennis, <i>Paine College</i> ; Pamela Beth June, <i>Paine College</i>
● Producing Knowledge for Social Change: An Interdisciplinary Conversation about the Politics of Feminist Research Methods	Savannah 1	Nancy A Naples, <i>University of Connecticut</i> ; Nikki Katrina McGary, <i>University of Connecticut</i> ; Alison Happel, <i>Georgia State University</i>
● Feminisms and Empires: Deploying Anti-Imperialist Transnational Feminist Analytics in Multiple Sites of Struggle	Georgia 11	Soumitree Gupta, <i>Syracuse University</i> ; Anna Hensley, <i>Syracuse University</i> ; Denise Nepveux, <i>Syracuse University</i>
● "Taking the Body Elsewhere": Imagining Feminist Interventions in Mainstream Health Discourses	Valdosta	Whitney A. Peoples, <i>Emory University</i> ; Sheri Dione Davis-Faulkner, <i>Emory University</i> ; Rachel Kwan, <i>York University, Canada</i> ; Mashadi Matabane, <i>Emory University</i>

KEY TO SESSION THEMES

● The Politics of Crisis

● Subverting the "Master's" Tools?

● Deploying Feminisms

● Women's Studies Without Walls

● Creative Interventions

8 - 9:15 am, Saturday

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| ● Deploying Feminist Mobilizations with Incarcerated Women | Georgia 7 | Christine Jean Cynn, <i>Independent Scholar</i> ; Wendy Wolters Hinshaw, <i>Florida Atlantic University</i> ; Emily Rachel Williams, <i>DePaul University</i> ; Tria Andrews, <i>University of California, Berkeley</i> |
| ● "Doing It For Themselves!": the Complexities of Girls' Social Activism | Atlanta 2 - AV | Julee LaNelle Rosser, <i>Ball State University</i> ; Denise Dixon Goerisch, <i>San Diego State University</i> ; Alison Marie Albright, <i>State University of New York, Buffalo</i> ; Britney G. Brinkman, <i>Chatham University</i> ; Laura R. Boutwell, <i>Virginia Tech</i> |
| ● Not My Her-story: Teaching Women's Studies in the General Education Curriculum at a Public HBCU | Atlanta 4 - AV | Paula Barnes, <i>Hampton University</i> ; Helen Houston, <i>Tennessee State University</i> ; Samantha Ann Morgan-Curtis, <i>Tennessee State University</i> ; Rebecca Dixon, <i>Tennessee State University</i> |
| ● Feminism is What I Do: Blurring the Activist and Academic Self | Georgia 4 | Jackie Cuevas, <i>Syracuse University</i> ; Farah Zeb, <i>University of Exeter</i> ; Dana Michelle Hill, <i>Syracuse University</i> ; Anya Stanger, <i>Syracuse University</i> |
| ● Transformation Through Dance: Feminist Interpretations of Popular Dance in the 20th Century | Savannah 2 | Kendra Rae Unruh, <i>Purdue University</i> ; Sonya Ramsey, <i>University of North Carolina, Charlotte</i> ; Kara Margaret Kvaran, <i>Purdue University</i> ; Cookie Woolner, <i>University of Michigan</i> |
| ● Photographic Interventions: Feminist Approaches | Georgia 5 - AV | Winter Elliott, <i>Brenau University</i> ; Jillian Hernandez, <i>Rutgers University</i> ; Chene Koppitz, <i>University of Michigan, Dearborn</i> ; Juanita M Crider, <i>Purdue University</i> |
| ● Creating Culture: Resistance, Belonging and Activism | Atlanta 1 - AV | Sally E. McWilliams, <i>Portland State University</i> ; Allie Marie Jones, <i>Claremont School of Theology</i> ; Jessica Lee Balmer, <i>Independent Scholar</i> ; C. Laura Lovin, <i>Rutgers University</i> |
| ● Challenging Norms Through Literature: Race, Gender, Crime and Science | Georgia 12 | Matt Jones, <i>University of Virginia</i> ; Sarah Whitney, <i>Pennsylvania State University, Erie</i> ; Jerilyn Fisher, <i>Hostos Community College</i> ; Christine Florence Vogt-William, <i>Emory University</i> ; Layne Parish Craig, <i>University of Texas, Austin</i> |
| ● Pencils and Pirouettes: The Politics of Black Women Writers and Choreographers | Georgia 9 | Saroya Corbett, <i>Temple University</i> ; Takiyah Nur Amin, <i>Temple University</i> ; Osizwe Eyidiyiye, <i>Temple University</i> ; Aimee Glocke, <i>University of Wyoming</i> |
| ● Confront Backlash with Humor! Expanding Dialogue about Women's Studies through Performance and Comedy | Augusta | Bonnie J. Morris, <i>George Washington University</i> |

9:25 - 10:40 am, Saturday

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| ● Crises of Representation: More Visibility, Less Agency? | Atlanta 2 - AV | Carole Stoneking, <i>High Point University</i> ; Nahed Eltantawy, <i>High Point University</i> ; Joshua Fisher, <i>High Point University</i> ; Claudia Femenias, <i>High Point University</i> ; Pamela Hedrick, <i>High Point University</i> ; Judy Lynn Isaksen, <i>High Point University</i> ; Jenny Lukow, <i>High Point University</i> ; Alixandra B. Yanus, <i>High Point University</i> |
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9:25 - 10:40 am, Saturday

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| ● Women of Color Delegation to Palestine | Georgia 6 - AV | Beverly Guy-Sheftall, <i>Spelman College</i> ; Premilla Nadasen, <i>Queens College, City University of NY</i> ; Chandra Talpade Mohanty, <i>Syracuse University</i> ; Rabab Ibrahim Abdulhadi, <i>Arab & Muslim Ethnicities and Diasporas, SFS</i> ; Barbara Ransby, <i>University of Illinois, Chicago</i> |
| ● The Canary's Call: Women of Color in the "Liberal Academy": A Staged Reading and Facilitated Dialogue | Georgia 12 | Archana A. Pathak, <i>Virginia Commonwealth University</i> ; Liz R. Canfield, <i>Virginia Commonwealth University</i> ; Tawyna Pettiford-Wates, <i>Virginia Commonwealth University</i> |
| ● Anzaldúan Studies for the Twenty-First Century: A Transdisciplinary Dialogue, Part I and Part II
(This is a double session running until 12:05) | Georgia 8 | AnaLouise Keating, <i>Texas Woman's University</i> ; Aida Hurtado, <i>University of California, Santa Barbara</i> ; Kelli Zaytoun, <i>Wright State University</i> ; Betsy Eudey, <i>California State University, Stanislaus</i> ; Andrea Lunsford, <i>Stanford University</i> ; Anahi Viladrich, <i>Queens College</i> ; Norma Cantu, <i>University of Texas at San Antonio</i> ; Suzanne Bost, <i>Loyola University</i> ; Gloria González-López, <i>University of Texas, Austin</i> ; Lei Zhang, <i>Texas Woman's University</i> |
| ● Becoming Better Allies | Georgia 3 | Julia Balén, <i>California State University, Channel Islands</i> ; Maria Bevacqua, <i>Minnesota State University, Mankato</i> |
| ● Strengthening Women's Activism in Post-Conflict and Militarized West African Contexts: An Activist Research and Civil Society Capacity-Building Collaboration | Savannah 1 | Margo Okazawa-Rey, <i>Mills College</i> ; Amina Mama, <i>University of California, Davis</i> |
| ● Trans/formative Pedagogy | Georgia 11 | Reese C. Kelly, <i>State University of New York, Albany</i> ; Kylan Matias de Vries, <i>Southern Oregon University</i> ; Carey Jean Sojka, <i>State University of New York, Albany</i> |
| ● Girl, I've Really Got You Now: Unintended Consequences of Commercially-Deployed Feminist Themes | Atlanta 3 - AV | Judith M. Roy, <i>Century College</i> ; Kim McKeage, <i>Hamline University</i> ; Stacie Bosley, <i>Hamline University</i> ; Ashley Susan McGuffie, <i>Southern Connecticut State University</i> ; Shannon M. Risk, <i>Niagara University</i> |
| ● The Feminization of Higher Education: How Should Feminist Responses be Deployed? | Georgia 7 | Dona Yarbrough, <i>Emory University</i> ; Lisa M. Coleman, <i>Harvard University</i> |
| ● Subject, Object, Abject: Black Women on View | Atlanta 4 - AV | Mireille Miller-Young, <i>University of California, Santa Barbara</i> ; Nikol Alexander-Floyd, <i>Rutgers University</i> ; Kai Small, <i>University of California, San Diego</i> ; Jennifer DeClue, <i>University of Southern California</i> ; Sara Clarke Kaplan, <i>University of California, San Diego</i> |
| ● Transforming the Conversation on Race: Exploring Strategies to Disrupt and Dismantle Racism and White Privilege | Georgia 9 | Susannah Bartlow, <i>Dickinson College</i> ; Kathleen Holgerson, <i>University of Connecticut</i> ; Sasha Avagale Smith, <i>Emory University</i> |

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● The Politics of Crisis

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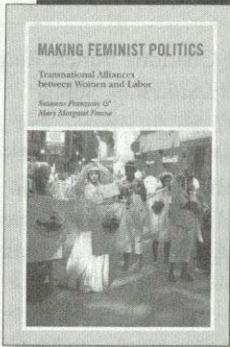
● Creative Interventions

9:25 - 10:40 am, Saturday

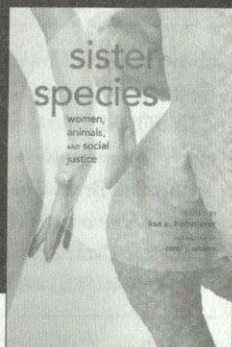
● Transforming Course Content Through Collaboration	Georgia 2	Dena Marie Wyum, <i>North Dakota State University</i> ; Erienne L. Fawcett, <i>North Dakota State University</i> ; Amanda Lindseth, <i>North Dakota State University</i>
● FILM Showing: Passionate Politics: The Life and Work of Charlotte Bunch (Panel Session Immediately Following)	Georgia 5 - AV	Debra J. Liebowitz, <i>Drew University</i> ; Charlotte Bunch, <i>Rutgers University, Center for Women's Global Leadership</i> ; Sunila Abeyskera, <i>INFORM</i>
● An Ethics of Transformation and Challenge: Deploying Intersectional Feminist Approaches Across Communities of Practice	Georgia 13	Stephanie Troutman, <i>Berea College</i> ; Lindah Mhando, <i>The Pennsylvania State University</i> ; Michelle (Mel) Lewis, <i>University of Maryland, College Park</i> ; Katina Brynn Sawyer, <i>Penn State University</i>
● Beyond the Classroom Walls: Civic Engagement in Women's Studies	Augusta	Carrie N. Baker, <i>Berry College</i> ; Catherine M. Orr, <i>Beloit College</i> ; Rachel Williams, <i>University of Iowa</i> ; Shealeen A. Meaney, <i>Russell Sage College</i> ; Danielle DeMuth, <i>Grand Valley State University</i> ; Stacy Elizabeth Grooters, <i>Stonehill College</i>
● Whose Sustainability? Women's Studies and "Education for Sustainability"	Savannah 3	Cheryl Hopson, <i>Roanoke College</i> ; Molly Kerby, <i>Western Kentucky University</i> ; Kristi Branham, <i>Western Kentucky University</i> ; Jane Olmsted, <i>Western Kentucky University</i>
● Fat Feminisms: Exceeding Academic Boundaries	Georgia 10	Joelle Ruby Ryan, <i>University of New Hampshire</i> ; Candice Darlene Buss, <i>University of North Carolina, Greensboro</i> ; Anna Guest-Jelley, <i>Vanderbilt University</i> ; Maya Maor, <i>Ben-Gurion University of the Negev, Israel</i> ; Hanne Blanke, <i>Independent Scholar</i>
● Women's Studies North and South: Theory, Policy, Activism	Valdosta	Valentine M. Moghadam, <i>Purdue University</i> ; Mary Margaret Fonow, <i>Arizona State University</i> ; Alicia Decker, <i>Purdue University</i> ; Michelle Carreon, <i>Purdue University</i> ; Allison Kimmich, <i>NWSA</i>
● Testimoniando: Women of Color Share Stories of Resistance and Creating Spaces in Academia	Atlanta 5 - AV	Noralis Rodriguez-Coss, <i>University of Washington</i> ; Monica De La Torre, <i>University of Washington</i> ; Martha Gonzalez, <i>University of Washington</i> ; Angela Beatriz Ginorio, <i>University of Washington</i>
● Representing Girlhood and Girls of Color, From Hip-Hop to Health	Georgia 4	Catherine Creasy, <i>Sweet Briar College</i> ; yolanda ann hood, <i>University of Northern Iowa</i> ; Letizia Guglielmo, <i>Kennesaw State University</i> ; Bianca L Guzman, <i>California State University, Los Angeles</i> ; Kimberly Wallace Stewart, <i>Kennesaw State University</i>
● South Asian Mothers and Daughters: A Creative Feminist Reframing of a Difficult Dialogue	Macon	Pramila Venkateswaran, <i>Nassau Community College</i> ; Fawzia Afzal-Khan, <i>Montclair State University</i> ; Alka Kurian, <i>University of Puget Sound, Washington</i> ; Shreerexha Subramanian, <i>University of Houston, Clear Lake</i>
● Collaborating with the Dead: Agency, Authorship, Feminism, and the Creative Act	Atlanta 1 - AV	Jo-Anne Lee, <i>University of Victoria</i> ; Judith Johnson, <i>Independent Scholar</i> ; M. Jacqui Alexander, <i>University of Toronto</i> ; Vivien Ng, <i>University at Albany</i>
● War, Gender, and Nation Building	Savannah 2	Barbara LeSavoy, <i>State University of New York, Brockport</i> ; Naomi J Edwards, <i>Stony Brook University</i> ; Jill Franks, <i>Austin Peay State University</i> ; Laura D'Amore, <i>Roger Williams University</i> ; Rehnuma Karim, <i>College of Brockport, State University of New York</i>

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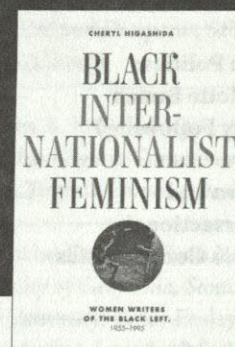
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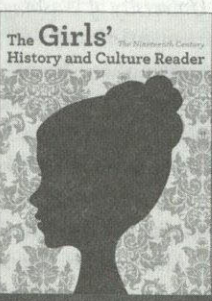
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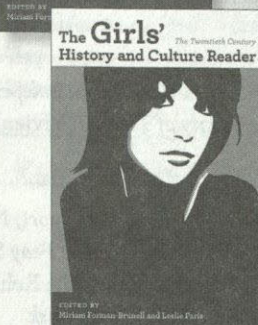
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10:50 am - 12:05 pm, Saturday

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| ● The Clock is Ticking: (Re)Thinking the Girl Effect | Atlanta 3 - AV | Hara Bastas, <i>University of Cincinnati</i> ; Emily Christine Bent, <i>National University of Ireland, Galway</i> ; Heather D. Switzer, <i>Arizona State University</i> ; Jordene Hale, <i>University of Massachusetts</i> ; Elline Lipkin, <i>University of California, Los Angeles</i> |
| ● Constructing the "New Asian Woman" in Singapore and Malaysia | Valdosta | Frieda Ekotto, <i>University of Michigan</i> ; Karen M Teoh, <i>Stonehill College</i> ; Dashini Jeyathurai, <i>University of Michigan</i> ; Adeline Koh, <i>Richard Stockton College</i> ; Sviatlana Fenichel, <i>Richard Stockton College</i> |
| ● Conflictive Encounters, Epistemic Alterity, and Resister Identities in National and Transnational Contexts." | Savannah 2 | Laura Gillman, <i>Virginia Tech</i> ; Kay Ann Yandell, <i>University of Wisconsin</i> ; Carol J. Moeller, <i>Moravian College</i> |
| ● Queer Media Archives: Transnational Interventions And New Methodologies | Atlanta 2 - AV | Carlos Decena, <i>Rutgers University</i> ; Irmay Reyes-Santos, <i>University of Oregon</i> ; Natalie Havlin, <i>University of Illinois, Urbana-Champaign</i> ; Deepti Misri, <i>University of Colorado, Boulder</i> ; Celiany Rivera, <i>New York University</i> |
| ● The World is Tilting on an Uneven Axis: Teaching about Justice when Everything Hurts | Georgia 6 - AV | Diane Sue Harriford, <i>Vassar College</i> ; Becky Thompson, <i>Simmons College</i> ; Ashley Glassburn Falzetti, <i>Rutgers University</i> ; Marshall Jefferies, <i>Georgia State University</i> |
| ● Crip Theory and/as Feminist Methodology | Georgia 7 | Margaret Price, <i>Spelman College</i> ; Merri Lisa Johnson, <i>University of South Carolina, Upstate</i> ; Cynthia Barounis, <i>University of Illinois, Chicago</i> ; Alison Kafer, <i>Southwestern University</i> |
| ● Passionate Politics: Analyzing Transnational Feminist Human Rights Activism (<i>This session follows film showing of Passionate Politics</i>) | Georgia 5 - AV | Debra J. Liebowitz, <i>Drew University</i> ; Charlotte Bunch, <i>Rutgers University, Center for Women's Global Leadership</i> ; Sunila Abeysekera, <i>INFORM</i> |
| ● (Re)discovering Education Through Critical Feminist Pedagogy | Georgia 10 | Donna Marie Johnson, <i>Education Consultant</i> ; DeAnna Kay Varela, <i>University of Texas, El Paso</i> ; Laura Rattner, <i>The Pennsylvania State University</i> ; Dolana Mogadime, <i>Brock University, Ontario Canada</i> ; Ganiva Reyes, <i>University of Texas, Austin</i> |
| ● Creating an Intersectional Dialogue Between Feminist and Queer Theories | Savannah 3 | Nancy A Naples, <i>University of Connecticut</i> ; Lorena Munoz, <i>Westfield State College</i> ; Barbara Gurr, <i>University of Connecticut</i> |
| ● Transformative Activism in the Introductory Women's Studies Classroom | Georgia 4 | Holly Blake, <i>University of Richmond</i> ; Alessa Garland-Smith, <i>University of Richmond</i> ; Christine Parker, <i>University of Richmond</i> ; Tiffani Lewis-Lockhart, <i>University of Richmond</i> ; Mariah Williams, <i>University of Richmond</i> |

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10:50 am - 12:05 pm, Saturday

● Hiding in Plain Sight: Queer Theory and Lesbian (In)Visibility in the Museum	Georgia 13	Karlynn A. Crowley, <i>St. Norbert College</i> ; Jessica D. Shaffer, <i>City University of New York, Graduate Center</i> ; Amy K. Levin, <i>Northwestern Illinois University</i> ; Joshua G Adair, <i>Murray State University</i> ; Lisa Stein, <i>On the Issues Magazine</i>
● What Our Stories Tell Us: Women of Color and LGBT Narratives of "Coming Out"	Georgia 3	Marie Anne Cartier, <i>California State University Northridge</i> ; Gabriela Margarita De Jesus, <i>Yale University</i> ; Helen Crump, <i>Minnesota State University, Mankato</i> ; Sobeira Latorre, <i>Southern Connecticut State University</i>
● From Hickeys to House Burning, or Breaking the Patterns of the Master Narrative: Honing Nonfiction Craft	Georgia 12	Jody Lisberger, <i>University of Rhode Island</i>
● Maternal Identity and Agency: 3 Performances	Savannah 1	Denise L. Schultz, <i>University of Massachusetts, Dartmouth</i> ; Kristin Freehling-Burton, <i>Oregon State University</i> ; Andrea Doyle, <i>Oregon State University</i> ; Amber E. Kinser, <i>East Tennessee State University</i>
● Queering the Norm? Comedic Interventions	Atlanta 4 - AV	Cynthia Willett, <i>Emory University</i> ; Yael D. Sherman, <i>Spelman College</i> ; Elizabeth Venell, <i>Emory University</i> ; Julie Ann Willett, <i>Texas Tech University</i> ; Elizabeth A. Gailey, <i>University of Tennessee</i>
● Narratives of Resistance: Identity, Disability, and Fat Studies	Georgia 11	Simone C. Drake, <i>Ohio State University</i> ; Maureen Meharg Kentoff, <i>George Washington University</i> ; Brenda Ann Risch, <i>University of Texas, El Paso</i> ; Jessica Lynn Jennrich, <i>University of Missouri, Columbia</i> ; Melanie Dora Janus, <i>The George Washington University</i>

12:55 - 2:10 pm, Saturday

● Hands on the Freedom Plow: Women in SNCC (Student Non-Violent Coordinating Committee)	Georgia 4	Peggy Rivage-Seul, <i>Berea College</i> ; Connie Curry, <i>Emory University</i> ; Delores Derby, <i>Georgia State University</i> ; Faye Bellamy, <i>Independent Scholar</i> ; Carolyn Daniels, <i>Independent Scholar</i>
● The Politics and Practical Implications of Women's Center Evaluation and Assessment	Georgia 7	Susanne B. Dietzel, <i>Ohio University</i> ; Kim A Fulbright, <i>University of Cincinnati</i> ; Jane M. Goettsch, <i>Miami University of Ohio</i> ; Amy Johnson Howton, <i>University of Cincinnati</i> ; Lisa S. Rismiller, <i>University of Dayton</i> ; Amber L. Vlasnik, <i>Wright State University</i>
● The Transforming Community Project: Fact-based Community Dialogues on Race, Gender, and Sexuality	Georgia 6 - AV	Dona Yarbrough, <i>Emory University</i> ; Sasha Avagale Smith, <i>Emory University</i>
● The Maids of Academe: Subverting and Reclaiming Academic Service	Georgia 8	Angela Beatriz Ginorio, <i>University of Washington</i> ; Katie Hogart, <i>Carlow University</i> ; Mary Frank Fox, <i>Georgia Tech</i> ; Renata Kobel Miller, <i>City College, City University of New York</i>

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- Subverting the "Master's" Tools?

- Deploying Feminisms
- Women's Studies Without Walls
- Creative Interventions

12:55 - 2:10 pm, Saturday

- **Black women, how do we know what we know? Ethics, interdisciplinarity and Black Feminist epistemology** Atlanta 1 - AV
 Julia S. Jordan-Zachery, *Providence College*; Nikol Alexander-Floyd, *Rutgers University*; Lisa Johnson, *University of South Carolina, Upstate*; Wendy Smooth, *The Ohio State University*
- **Interrogating the Feminist Toolbox: Subverting the Master's tools?** Georgia 11
 Nana Osei-Kofi, *Iowa State University*; Kathleen Erin Gillon, *Iowa State University*; Robyn Epstein, *University of Maryland, College Park*; Lissa Denielle Place, *Iowa State University*; Michelle (Mel) Lewis, *University of Maryland, College Park*
- **What's In a Name? WS, and Race and Ethnic Studies at U Conn** Georgia 10
 Manisha K. Desai, *University of Connecticut*; Michael Gill, *University of Connecticut*; Vanessa L. Lovelace, *University of Connecticut*; Nancy A Naples, *University of Connecticut*; Heather M. Turcotte, *University of Connecticut*
- **Third Wave Feminism: Reflections on the Deployment of a Generational Marker** Valdosta
 Kristin Aune, *University of Derby, UK*; Ann Braithwaite, *University of Prince Edward Island*; Astrid Henry, *Grinnell College*; Cheryl Hopson, *Roanoke College*; Alison Piepmeier, *College of Charleston*
- **Locating Transnational Feminism Across Continents: Perspectives from Chile, Brazil, Netherlands and Africa** Savannah 2
 Archana A. Pathak, *Virginia Commonwealth University*; Gwenola Mathilde Ricordeau, *Université Lille I*; M. Bahati Kuumba, *Spelman College*; Jaira J Harrington, *University of Chicago*; Susan Talburt, *Georgia State University*
- **Girls Social Identities (Re)Created** Atlanta 2 - AV
 Lisa Covington, *Clarion University of Pennsylvania*; Bianca L Guzman, *California State University, Los Angeles*; Kristen Proehl, *Clemson University*; Patricia M. Clarke, *Athabasca University*
- **Career and Change Agent Pathways for Women's and Gender Studies Graduates: Reflections, Trends, and Lessons Learned** Macon
 Mary Margaret Fonow, *Arizona State University*; Maryanne Dever, *University of Newcastle*; Gabriele Griffin, *University of York*; Michele Tracy Berger, *University of North Carolina, Chapel Hill*; Cheryl Radeloff, *Community College of Southern Nevada*
- **Practicing Theory, Theorizing Practice: Making Women's Studies Relevant to Campus and Community** Georgia 12
 Melissa Ooten, *University of Richmond*; Rose Ann Gutierrez, *University of Richmond*; Emily Bartle, *University of Richmond*; Carmen L. Wicker, *University of Richmond*
- **Feminism from the Inside Out, or How the Personal Became Political Institutions** Savannah 1
 Merle Hoffman, *On the Issues Magazine*; Loretta June Ross, *SisterSong Women of Color Reproductive Health Collective*
- **"Barriers to Internationalizing Women's Studies: Faculty Recruitment and Retention, and Curricular Transformation"** Georgia 3
 Ann Burnett, *North Dakota State University*; Ines Shaw, *State University of New York, Nassau Community College*; Pramila Venkateswaran, *Nassau Community College*; Betty J. Harris, *University of Oklahoma, Norman*
- **Intersectionality of Nonprofits & Classrooms: A Case Study** Georgia 9
 Pamela O'Leary, *Public Leadership Education Network*
- **Rebels with Causes and Everyday Activists: Real-World Activism in the Women's Studies Classroom** Georgia 13
 Karen Cajka, *East Tennessee State University*; Danielle M. Currier, *College of William & Mary*; K.C. Gott, *East Tennessee State University*; Jill MacLeod-Powell, *California Institute for Integrative Studies*; Veronica Limeberry, *East Tennessee State University*

12:55 - 2:10 pm, Saturday

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| ● Invoking Feminism, Fostering Resistance, Creating Legacies: Youth Cultures, Education, and Institutional Change | Atlanta 3 - AV | Katherine Johnson, <i>The Pennsylvania State University</i> ; Ileana Jimenez, <i>Little Red School House & Elisabeth Irwin High School (LREI)</i> ; Stephanie Troutman, <i>Berea College</i> ; Anya Wallace, <i>Freelance Artist/ Educator/ Mentor</i> |
| ● Jewish Studies and Women's Studies: Transnational Transformations | Georgia 5 - AV | Janet Lois Freedman, <i>Brandeis University</i> ; Abby Suzanne Gondek, <i>San Diego State University</i> ; Laini Kasia Kavaloski, <i>University of Wisconsin- Madison</i> ; Sharon Leder, <i>Feminists Against Academic Discrimination</i> |
| ● Off the Beaten Path: Documenting Lesbian Land Communities in the Pacific Northwest | Atlanta 5 - AV | Bethroot Gwynn, <i>We'Moon</i> ; Linda Long, <i>Manuscripts Librarian University of Oregon</i> ; H. Ni Aódagáin, <i>Umpqua Community College</i> ; Lesley Pollard, <i>University of Oregon</i> ; Francoise Flamant, <i>Archives du Feminisme</i> |
| ● Fatness, Gender and Visual Culture: Reflections on the Power and Potential of Representation to Disrupt Systems of Oppression | Atlanta 4 - AV | Sheana Director, <i>Bowling Green State University</i> ; Johnanna Joy Ganz, <i>Bowling Green State University</i> ; Jennifer Lynn Jones, <i>Indiana University, Bloomington</i> ; Lindsey Issow Averill, <i>Florida Atlantic University & Keiser University</i> |
| ● Weaving Art, Politics, and Social Change Across Cultures | Georgia 2 | Sarah E. Barbour, <i>Wake Forest University</i> ; Mary Dalton, <i>Wake Forest University</i> ; Sandya Hewamanne, <i>Wake Forest University</i> ; Ayla Samli, <i>Wake Forest University</i> ; Wanda Balzano, <i>Wake Forest University</i> |
| ● Creative Interruptions: Three Challenges to Familiar Gender Narratives | Savannah 3 | Elizabeth Marie Zanichkowsky, <i>University of Wisconsin</i> ; Lisa Hager, <i>University of Wisconsin, Waukesha</i> ; Anders Michael Zanichkowsky, <i>Madison AIDS Network</i> |

4 - 5:15 pm, Saturday

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| ● Gender, Race & Educational Politics | Atlanta 2 - AV | Nicole Grant, <i>Northern Kentucky University</i> ; Tanya McNeill, <i>Wellesley College</i> ; Dara Nix-Stevenson, <i>University of North Carolina, Greensboro</i> ; Sarah E. Colonna, <i>University of North Carolina, Greensboro</i> |
| ● Food Politics | Atlanta 1 - AV | Sally E. McWilliams, <i>Portland State University</i> ; Aysel Vazirova, <i>Gender Consultant UNDP - Azerbaijan</i> ; Analena Hope, <i>University of Southern California</i> ; Keridwen Luis, <i>Harvard University</i> |
| ● Remembered Girlhoods: Memoir, Oral History, and the History of Girls and Girlhood | Georgia 10 | Batya Weinbaum, <i>Femspec/Red Serpent Arts/Transformational Palmistry</i> ; Rebecca Hains, <i>Salem State University</i> ; Amanda Hope Littauer, <i>Northern Illinois University</i> ; Jennifer Helgren, <i>University of the Pacific</i> ; Shayla Thiel-Stern, <i>University of Minnesota</i> |

KEY TO SESSION THEMES

● The Politics of Crisis

● Subverting the "Master's" Tools?

● Deploying Feminisms

● Women's Studies Without Walls

● Creative Interventions

4 - 5:15 pm, Saturday

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| ● Dismantling Feminist Masculinities | Atlanta 3 - AV | Tal Haim Peretz, <i>University of Southern California</i> ; Marla L. Jaksch, <i>The College of New Jersey</i> ; Brian R. Jara, <i>Penn State University</i> ; Kristin Jean Jacobson, <i>Richard Stockton College of New Jersey</i> |
| ● Historical Perspectives on Feminism and Labor | Savannah 3 | John Michael Erickson, <i>Claremont Graduate University</i> ; Carney Michaela Maley, <i>University of Massachusetts, Boston</i> ; Nichole M. Shippen, <i>Ohio University</i> ; Janet Lee, <i>Oregon State University</i> ; Sharon L. Barnes, <i>University of Toledo</i> |
| ● Islamic Feminist Identities and Activism | Georgia 2 | Dena Marie Wyum, <i>North Dakota State University</i> ; Catherine Raissiguier, <i>New Jersey City University</i> ; Reed W. Taylor, <i>Virginia Tech</i> ; Kelsi Shannon Hasden, <i>Feminist Transformations</i> ; Sarah Megan Weirich, <i>Rutgers University</i> |
| ● Bodily Integrity: Meaning, Application, and Role in Human Rights | Georgia 9 | Al-Yasha Ilhaam Williams, <i>Spelman College</i> ; Malika Redmond, <i>Georgia State University</i> |
| ● Feminist Theorizing: From Language to Activism | Georgia 3 | Gwenola Mathilde Ricordeau, <i>Université Lille I</i> ; Tanya Ann Kennedy, <i>University of Maine, Farmington</i> ; Ridhima Tewari, <i>The English and Foreign Languages University</i> ; Vivian M. May, <i>Syracuse University</i> ; Holloway Sparks, <i>Emory University</i> |
| ● Career and Change Agent Pathways for Women's and Gender Studies Graduates: Reflections, Trends, and Lessons Learned | Macon | Mary Margaret Fonow, <i>Arizona State University</i> ; Maryanne Dever, <i>University of Newcastle</i> ; Gabriele Griffin, <i>University of York</i> ; Michele Tracy Berger, <i>University of North Carolina, Chapel Hill</i> ; Cheryl Radeloff, <i>Community College of Southern Nevada</i> |
| ● What's a Girl to Do: Women and the Redefinition of Social Power | Savannah 1 | Natalie Inman, <i>Cumberland University</i> ; Kaitlyn Gross, <i>Cumberland University</i> ; Emme Taylor, <i>Cumberland University</i> ; AC Agee, <i>Cumberland University</i> |
| ● Moxie In and Out of the Classroom: Connecting Women's History to Activism Today | Georgia 6 - AV | Ada Gregory, <i>Duke University</i> ; Rachel F Seidman, <i>Duke University</i> |
| ● Moving Theory into Practice: Community Partnerships and Activism With/By Girls | Atlanta 5 - AV | Katy A. Strzepek, <i>St. Ambrose University</i> ; Rebecca Dolhinow, <i>California State University, Fullerton</i> ; Lyn Mikel Brown, <i>Colby College</i> ; Trisha Franzen, <i>Albion College</i> ; Rachel Wilson Keener, <i>Albion College</i> |
| ● Transforming the Streets: Addressing Public Sexual Harassment Outside the Walls of Women's Studies | Augusta | Holly Kearn, <i>AAUW</i> ; Shannon Lynberg, <i>HollaBack DC!</i> |
| ● Performing Fatness, Fattening Performance: Gender Subversion, Corporeal Pride and Euphoric Resistance on Stage | Georgia 11 | Joelle Ruby Ryan, <i>University of New Hampshire</i> ; Sheana Director, <i>Bowling Green State University</i> ; Lena Brooks, <i>University of California, Berkeley</i> ; Kimberly Dark, <i>California State University San Marcos</i> |

4 - 5:15 pm, Saturday

● Using Theatre of the Oppressed to Create Community and Dialogue with College Students	Georgia 13	M. Candace Christensen, <i>University of Utah</i> ; Shireen Sarah Ghorbani, <i>University of Utah</i>
● All the Girls aren't White: Using Black Feminist Paradigms to subvert current girlhood practices	Georgia 12	Meghan Huppuch, <i>Girls for Gender Equity</i> ; Lisa Covington, <i>Clarion University of Pennsylvania</i> ; Joanne Smith, <i>Girls for Gender Equity</i>
● Queer Images: Film, Cinema, and Advertising	Georgia 5 - AV	Nikki Katrina McGary, <i>University of Connecticut</i> ; Liz R. Canfield, <i>Virginia Commonwealth University</i> ; Huma Dar, <i>University of California, Berkeley</i> ; Carrie Elizabeth Hart, <i>University of North Carolina, Greensboro</i>
● Challenging Discourses of Sexuality and the Body: Through Performance and Film	Atlanta 4 - AV	Jerilyn Fisher, <i>Hostos Community College</i> ; Kris Grey, <i>Ohio University</i> ; Lauren Grace Bakst, <i>Hollins University</i> ; Charlotte Loftus, <i>Independent Scholar</i>
● "Now You See Her"	Georgia 7	Karen Alexander, <i>Signs: Journal of Women in Culture and Society</i> ; Francesca Coppa, <i>Muhlenberg College</i> ; Brighde Mullins, <i>University of Southern California</i> ; Margo Thompson, <i>Muhlenberg College</i> ; Beth Schachter, <i>Muhlenberg College</i>
● Ladyfest Deep South 2011: Feminism Lives?	Georgia 4	Aryn Gieger, <i>The University of Alabama</i> ; Maigen Sullivan, <i>The University of Alabama</i> ; Jennifer Purvis, <i>The University of Alabama</i>
● ArchAndroid to Pretty Girl Rock: Current Conversations on Gender, Race, and Sexuality in Popular Music	Valdosta	Tara Rodgers, <i>University of Maryland</i> ; Charity Marsh, <i>University of Regina</i> ; Sara Marcus, <i>Writer</i> ; Lauren Onkey, <i>Rock and Roll Hall of Fame and Museum</i> ; Ann Powers, <i>Music Critic/Writer</i>

5:25 - 6:40 pm, Saturday

● Multi and Interdisciplinary Approaches to Transnational Feminist Practices	Atlanta 5 - AV	Ariana Elizabeth Vigil, <i>University of Nebraska, Lincoln</i> ; Aniruddha Dutta, <i>University of Minnesota</i> ; Hülya Çaglayan, <i>Sabancı University, Turkey</i> ; Elizabeth Mesok, <i>New York University</i> ; Lynn Marie Healy, <i>Ohio State University</i>
● Masculinities in Crisis	Atlanta 4 - AV	Michael Francis McClure, <i>Virginia State University</i> ; Michelle Dawn Corbin, <i>University of Maryland</i> ; Fauzia Erfan Ahmed, <i>Miami University of Ohio</i> ; Eunsung Lee, <i>Rutgers University</i> ; Erik Robert Kline, <i>Winona State University</i>
● Food Politics II	Atlanta 1 - AV	Josephine J. Dawuni, <i>Georgia Gwinnett College</i> ; Alicia Woodbury, <i>Arizona State University</i> ; Holly A. Stovall, <i>Western Illinois University</i> ; Carolyn E. Sachs, <i>Penn State University</i> ; Anna Rachel Terman, <i>Penn State University</i>

KEY TO SESSION THEMES

● The Politics of Crisis

● Subverting the "Master's" Tools?

● Deploying Feminisms

● Women's Studies Without Walls

● Creative Interventions

5:25 - 6:40 pm, Saturday

● Feminist Activist Theory and the Environment	Savannah 2	John Michael Erickson, <i>Claremont Graduate University</i> ; Lisa H. Weasel, <i>Portland State University</i> ; Jennifer Cohen-Jordan, <i>Appalachian State University</i> ; Grace Chobela Mukupa, <i>State University of New York, Buffalo</i> ; Rachel K. Brinker, <i>Oregon State University</i>
● African Ways of Knowing: Ancestral Memory, Knowledge and Action	Georgia 8	Kenja Royce McCray, <i>Atlanta Metropolitan College</i> ; Ifetayo Ojelade, <i>A Healing Paradigm</i> ; Martha Louise Dorsey, <i>Kennesaw State University</i>
● Deploying Feminist Perspective on Gender-Based Violence	Savannah 1	Tiffany Lethabo King, <i>University of Maryland, College Park</i> ; Sidra Meredith Lawrence, <i>University of Texas, Austin</i> ; Amy Pradip Bhatt, <i>University of Maryland Baltimore County</i> ; Nancy Chi Cantalupo, <i>Georgetown University</i>
● Feminist Analyses of Funding Practices	Georgia 11	Ayana Weekley, <i>Grand Valley State University</i> ; Kimberly A. Williams, <i>Mount Royal University</i> ; Stacia L. Kock, <i>Ohio State University</i> ; Heather Montes Ireland, <i>Indiana University Bloomington</i> ; Corinne Lysandra Mason, <i>University of Ottawa</i>
● "The Making of Women in the 21st Century: Daughters Love Like You Do"	Georgia 2	Ebonie Cunningham Stringer, <i>Wingate University</i> ; Heidi Renee Lewis, <i>Colorado College</i> ; Stephany R. Spaulding, <i>University of Colorado, Colorado Springs</i> ; Brandee Mimitzraiem, <i>Drew University</i>
● Bridges of Desire in Black Women's Popular Fiction	Georgia 9	Beauty L. Bragg, <i>Georgia College & State University</i> ; Juanita Crider, <i>Purdue University</i> ; Jennifer Lynn Freeman Marshall, <i>Purdue University</i>
● Historicizing Prostitution, Pornography, and Politics	Atlanta 3 - AV	Carlos Decena, <i>Rutgers University</i> ; Chadwick Roberts, <i>University of North Carolina, Wilmington</i> ; Angela Fitzpatrick, <i>Bowling Green State University</i> ; Susana Pena, <i>Bowling Green State University</i>
● Rethinking Sex (Work): Destabilizing Hegemonic Feminist Discourses	Georgia 4	Carly Ann Thomsen, <i>University of California, Santa Barbara</i> ; Chloe Emma Diamond-Lenow, <i>University of California, Santa Barbara</i> ; Sandibel Borges, <i>University of California, Santa Barbara</i> ; Oliver Ting, <i>University of California, San Diego</i> ; Leigh Marie Dodson, <i>University of California, Santa Barbara</i>
● Feminist Transformations: Anthropological Approaches	Georgia 12	Debarati Sen, <i>Kennesaw State University</i> ; Lauren McKown, <i>American University</i> ; Mahri Irvine, <i>American University</i> ; Ashante Monique Reese, <i>American University</i>
● The Postfeminism Problematic: How Popular Culture Takes the Feminist Out of Feminism	Augusta	Stephanie Troutman, <i>Berea College</i> ; Gigi McNamara, <i>Duquesne University</i> ; Lauren J. DeCarvalho, <i>The Pennsylvania State University</i> ; Nicole B. Cox, <i>The Florida State University</i>
● Mapping Community Colleges in the U.S. as Spaces for a Transformational Transnational Feminist Praxis	Georgia 10	Joylette Williams-Samuels, <i>Nassau Community College</i> ; Elisabeth Nicole Arruda, <i>City College of San Francisco</i> ; Pramila Venkateswaran, <i>Nassau Community College</i> ; Susan Cushman, <i>Nassau Community College</i>
● New Media and the Virtual Feminist World on Stage	Georgia 6 - AV	Adeline Koh, <i>Richard Stockton College</i> ; Lauren Elise Cross, <i>Texas Woman's University</i> ; Yuenmei Wong, <i>University of Maryland, College Park</i> ; Nicholas Reyes Franco, <i>University of San Diego</i> ; Victoria Bromley, <i>Carleton University</i>

5:25 - 6:40 pm, Saturday

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| ● Education Interrupted: The Nexus Between Education, Performance and Gender and Women's Studies | Georgia 13 | Aisha S. Durham, <i>Texas A&M University</i> ; Chamara Jewel Kwakye, <i>University of Illinois at Urbana-Champaign</i> ; Cecilia Elizabeth Suarez, <i>University of Illinois at Urbana-Champaign</i> ; Durell Maurice Callier, <i>University of Illinois at Urbana-Champaign</i> ; Dominique Cacine Hill, <i>University of Illinois at Urbana-Champaign</i> |
| ● Making Her Presence Known: Multi-Sited Interventions through Imaginative Narratives | Savannah 3 | Asha Layila French, <i>Emory University</i> ; Sheri Dione Davis-Faulkner, <i>Emory University</i> ; Kazumi Hasegawa, <i>Emory University</i> ; Mashadi Matabane, <i>Emory University</i> |
| ● Women's Activist Art in Social Justice Pedagogy | Georgia 7 | Barbara A. Beyerbach, <i>State University of New York, Oswego</i> ; Jane Winslow, <i>State University of New York, Oswego</i> ; Lisa Seppi, <i>State University of New York, Oswego</i> ; Lisa Langlois, <i>State University of New York, Oswego</i> ; Tania Ramalho, <i>State University of New York, Oswego</i> ; Amy Chamberlain, <i>State University of New York, Oswego</i> |
| ● Advocating for Women's Health Using Documentaries as Tools for Social Change | Georgia 5 - AV | Sue V. Rosser, <i>San Francisco State University</i> ; Judy Norsigian, <i>Boston Women's Health Book Collective</i> ; Carol Ciancutti-Leyva, <i>Amaranth Productions Inc.</i> |
| ● Challenging the Academy: Creative Interventions and Knowledge Production | Atlanta 2 - AV | Matthew Ray Stewart, <i>Simmons College</i> ; Rachel Williams, <i>University of Iowa</i> ; Shannon Weber, <i>University of California, Santa Barbara</i> ; Jill M. Bystydzienski, <i>Ohio State University</i> ; Kathryn E. Trevenen, <i>University of Ottawa</i> ; Adriane Brown, <i>Ohio State University</i> |



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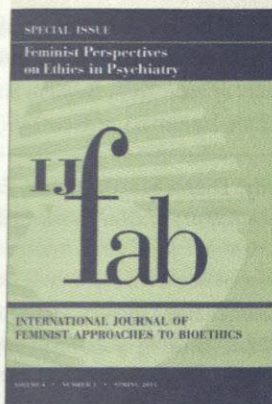
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SATURDAY

JOURNALS FROM INDIANA UNIVERSITY PRESS



IJFAB: International Journal of Feminist Approaches to Bioethics

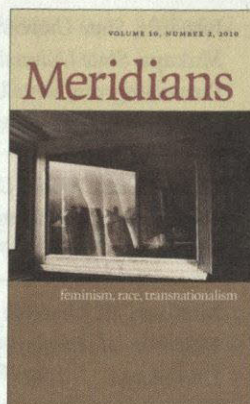
Edited by Mary C. Rawlinson

The International Journal of Feminist Approaches to Bioethics (IJFAB) provides a forum within bioethics for feminist thought and debate on ethical issues related to health, health care, and the biomedical sciences.

Published semiannually
eISSN 1937-4577
pISSN 1937-4585

“Attention to gender in bioethics is not only an issue of equal rights for women; rather, rethinking ethics starting from women’s experience produces new concepts and strategies more adequate to sustain human health and happiness.”

Mary Rawlinson



Meridians, Feminism, race, transnationalism

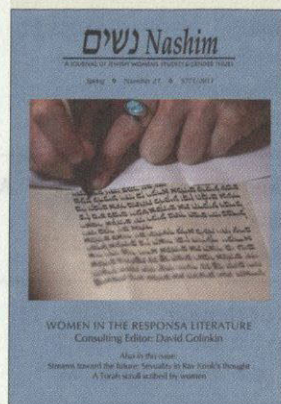
Edited by Paula J. Giddings

Meridians provides a forum for the finest scholarship and creative work by and about women of color in U.S. and international contexts and recognizes that feminism, race, transnationalism, and women of color are contested terms and engages in a dialogue across ethnic and national boundaries.

Published semiannually
eISSN 1547-8424
pISSN 1536-6936

“A central task of feminist scholarship is to provide new frameworks—and new applications of existing ones—that correct, explain, and analyze the gendered experiences of women across and within multiple cultural contexts.”

Paula Giddings



Nashim, A Journal of Jewish Women’s Studies & Gender Issues

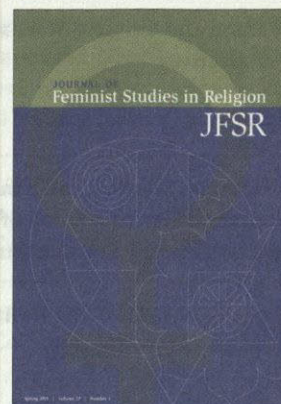
Academic Editor: Renée Levine Melammed
Managing Editor: Deborah Greniman

Nashim provides an international, interdisciplinary academic forum in Jewish women’s and gender studies. Each issue is theme-oriented, produced in consultation with a distinguished feminist scholar, and includes articles on literature, text studies, anthropology, archeology, theology, contemporary thought, sociology, the arts, and more.

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pISSN 0793-8934

“Feminist studies in Judaism broadens the field immensely, from the point of view not only of the subject matter but also of the perspectives brought to bear on it.”

Debbie Greniman



Journal of Feminist Studies in Religion

Edited by Elisabeth Schüssler Fiorenza and Melanie Johnson-Debaufre

The Journal of Feminist Studies in Religion, the oldest interdisciplinary, inter-religious feminist academic journal in religious studies, is a channel for the publication of feminist scholarship in religion and a forum for discussion and dialogue among women and men of differing feminist perspectives.

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pISSN 8755-4178

“Since religion and culture are intertwined, critical feminist scholarship in religion seeks to change people’s mindsets internalized in and through cultural customs, religious education, and preaching.”

Elisabeth Schüssler Fiorenza

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8 - 9:15 am, Sunday

● Women and Crises: International Perspectives	Georgia 12	Juhi Roy, <i>State University of New York, Buffalo</i> ; Grace Chobela Mukupa, <i>State University of New York, Buffalo</i> ; Nuning Suliasih Purwaningrum, <i>State University of New York, Buffalo</i> ; Sitora Marufjonovna Khakimova, <i>State University of New York, Buffalo</i>
● “Violence, Silence, and Kindness”: Visual and Aural Constructions of Black Women in 21st Century Popular Culture	Georgia 5 - AV	Chanel Craft, <i>Emory University</i> ; Diana Martha Louis, <i>Emory University</i> ; Gabriel Peoples, <i>University of Maryland, College Park</i>
● Emotional Crises: The Politics of Gender, Capacity & Citizenship	Georgia 13	Michael Gill, <i>University of Connecticut</i> ; Laurel Clark Shire, <i>University of Hartford</i> ; Julie Passanante Elman, <i>New York University</i>
● Subverting the Master’s Tools: From Local Situation(s) to Transnational Network(s)	Georgia 14	Enid Schatz, <i>University of Missouri</i> ; Rebecca Dingo, <i>University of Missouri, Columbia</i> ; Jen L. Wingard, <i>University of Houston</i> ; Rachel Claire Riedner, <i>George Washington University</i>
● Beyond Orientation: Methods, Challenges, and Possibilities for the Study of Asexuality	Georgia 7	Margaret Ji Rhee, <i>University of California, Berkeley</i> ; Megan Elizabeth Milks, <i>University of Illinois at Chicago</i> ; Karli June Cerankowski, <i>Stanford University</i> ; Ianna Hawkins Owen, <i>University of California, Berkeley</i> ; Eunjung Kim, <i>University of Wisconsin</i>
● Environmental and Ecofeminism: Fighting Back and Challenging How We Know What We Know	Savannah 1	Shireen Sarah Ghorbani, <i>University of Utah</i> ; Esther Maria Lopez, <i>Georgia College & State University</i> ; Ellen Anna Kohl, <i>University of Georgia</i> ; Nancy B. Parent, <i>University of Connecticut</i>
● The Politics of Able-Bodiedness and Disability: Discourses on Fat, Disease and Transformation	Georgia 2	Maria D. Davidson, <i>University of Oklahoma</i> ; Charlotte Loftus, <i>Independent Scholar</i> ; Meredith Minister, <i>Southern Methodist University</i>
● Engaging “Alternative” Epistemologies: Transgressing Identity Boundaries in Feminist Pedagogy and Research	Savannah 2	Sandra L. Spencer, <i>University of North Texas</i> ; Kristin Marie Alder, <i>University of North Texas</i> ; Susan Blanche Harper, <i>Texas Woman’s University</i> ; Sara Alicia Cooley, <i>University of California, Santa Barbara</i>
● Writing and Visualizing Intersectionality: Refining and Challenging the Masters Images	Georgia 3	Linda Strong Leek, <i>Berea College</i> ; Tiffany Lethabo King, <i>University of Maryland, College Park</i> ; Jennifer Gilley, <i>Penn State University</i> ; Cambria Stamper, <i>Arizona State University</i>
● Burning Bridges: Crises, Embodiment and Politics	Georgia 6 - AV	Adeyinka Ayobambo Omotunde, <i>Pacific Resources</i> ; Carmen Mercedes Cusack, <i>Independent Scholar</i> ; Jennifer Rothchild, <i>University of Minnesota Morris</i> ; Alissa Hawks, <i>University of Minnesota Morris</i> ; Alicia E Johnson, <i>University of Minnesota Morris</i>

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8 - 9:15 am, Sunday

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| ● Finding our own tools: Envisioning radical feminist methods | Atlanta 2 - AV | Liz R. Canfield, <i>Virginia Commonwealth University</i> ; Archana A. Pathak, <i>Virginia Commonwealth University</i> ; Shana Meganck, <i>Virginia Commonwealth University</i> ; Rebecca Johnson, <i>Virginia Commonwealth University</i> ; Kimberly Lawrence, <i>Virginia Commonwealth University</i> |
| ● Nurturing Communities: The Role of Feminist Working Groups in Professional and Personal Edification | Valdosta | Lisa M. Yount, <i>Savannah State University</i> ; Amy Story, <i>Baldwin-Wallace College</i> ; Rochelle Green, <i>St. Mary's College of Maryland</i> |
| ● Transforming Bodies & Feminist Strategies: Power, Nation, and Race | Atlanta 3 - AV | Cassia Roth, <i>University of California, Los Angeles</i> ; Esha Momeni, <i>University of California, Los Angeles</i> ; Gitanjali Kaur Singh, <i>University of California, Los Angeles</i> |
| ● "Do Not Talk About Us, Simply Speak To Us": Deploying Feminism(s) in Understanding Youth | Georgia 9 | Cyrus Fernandez, <i>Independent Scholar</i> ; Alexander Kamal Karman, <i>California State University, Long Beach</i> ; Sara Castledine, <i>California State University, Long Beach</i> |
| ● Deploying feminisms transnationally: in conversations with NGOs, filmmakers, queer immigrant collectives and same-sex support groups | Atlanta 1 - AV | Srirupa Prasad, <i>University of Missouri, Columbia</i> ; Niharika Banerjea, <i>University of Southern Indiana</i> ; Raili Roy, <i>The Ohio State University</i> ; Swati Bandi, <i>State University of New York, Buffalo</i> ; Debanuj Dasgupta, <i>The Ohio State University</i> |
| ● Beyond Ambivalence: Contemporary Young Women's (Post-)Feminist Expressions and Enactments in their Everyday Lives | Georgia 10 | Alison Quaggin Harkin, <i>University of Wyoming</i> ; Elisabeth Morgan Thompson, <i>University of Arizona</i> ; Cynthia Lynn Konrad, <i>Purdue University</i> ; Victoria Eunkyung Nam, <i>University of California, Santa Cruz</i> |
| ● Deploying Feminisms and Disciplinary Engagements | Georgia 8 | Angela Willey, <i>University of Massachusetts, Amherst</i> ; Letitia M. Campbell, <i>Emory University</i> ; Lisa Catherine Knisely, <i>Emory University</i> ; Brandy Simula, <i>Emory University</i> |
| ● Local/Global Feminist Education & Activism | Atlanta 4 - AV | Teal Inzunza, <i>Fordham University</i> ; Annica Ren Stull-Lane, <i>Oberlin College</i> ; Antonio Ortega, <i>Center for Global Education, Augsburg College</i> ; Billy Hamilton, <i>Augsburg College</i> |
| ● Praxis Access: Including disability in the difficult dialogues of Women's Studies | Augusta | Sarah Rainey, <i>Bowling Green State University</i> ; Petra Koppers, <i>University of Michigan</i> ; Bethany Stevens, <i>Georgia State University</i> ; Candice Darlene Buss, <i>University of North Carolina, Greensboro</i> ; Angel Love Miles, <i>University of Maryland, College Park</i> ; Michelle A'Stuckey, <i>Arizona State University</i> ; Sami Dawn Schalk, <i>University of Indiana</i> |
| ● Framing Afro-Atlantic Womanhood: Diasporic Daughters in the Age of Mechanical Reproduction & Technology | Atlanta 5 - AV | Kristen Jamaya Warner, <i>University of Alabama</i> ; Celeste Henery, <i>University of Texas, Austin</i> ; Takkara Brunson, <i>University of Texas, Austin</i> ; Jacqueline Monique Smith, <i>University of Texas, Austin</i> ; Juli Grigsby, <i>University of Texas, Austin</i> |
| ● The Possibilities of Performance: Perspectives on Radical, Queer, and Womanist Theater | Georgia 11 | Heather Palmer, <i>University of Tennessee, Chattanooga</i> ; Freda Fair, <i>University of California, Los Angeles</i> ; Katie Rebecca Horowitz, <i>University of California, Berkeley</i> ; Tabitha Jamie Mary Chester, <i>Arizona State University</i> |

8 - 9:15 am, Sunday

- **Beyond Divides: Using Social Justice Theater to Challenge Dominant Discourses, Incite Action, and Produce Theory** Georgia 4
Ayisha Ashley Al-Sayyad, *Emory University*; Annika Corwin Speer, *University of California, Santa Barbara*; Amanda Denes, *University of California, Santa Barbara*; Carly Ann Thomsen, *University of California, Santa Barbara*

9:25 - 10:40 am, Sunday

- **"Comfort Women" Scholarship and Activism, Evolving and Transforming** Atlanta 1 - AV
Margaret D. Stetz, *University of Delaware*; Joo Young Lee, *Emory University*; You-me Park, *Georgetown University*; Min-Ah Cho, *Emory University*
- **Displaced: An Intersectional Analysis of Life in the Katrina Diaspora** Atlanta 3 - AV
Lori Peek, *Colorado State University*; Alice Fothergill, *University of Vermont*; Pam Jenkins, *University of New Orleans*; Lynn Weber, *University of South Carolina*; Jacqueline Litt, *Rutgers University*; Lee Miller, *Sam Houston State University*; Jessica Pardee, *Rochester Institute of Technology*
- **Notes from the First Year: Transitions from Feminist Student to Feminist Instructor** Georgia 7
Ashley E Greenwood, *San Diego State University*; Jessica Spain Sadr, *San Diego State University*; Cristina M. Dominguez, *San Diego State University*
- **Enacting Inclusion: Centering Disability in Women's and Gender Studies Courses** Atlanta 4 - AV
Betsy Eudey, *California State University, Stanislaus*; Stacy Elizabeth Grooters, *Stonehill College*
- **Subverting The Tools of Heteronormativity** Savannah 2
Michael Steklof, *State University of New York, Albany*; Ciara Anna Bush, *University at Albany*; Shantala Latrice Thompson, *State University of New York, Albany*; Megan Rolfe, *State University of New York, Albany*; Maureen Whitcomb, *State University of New York, Albany*
- **Navigating Contradictions: Some Feminist Thoughts on the Institutional Experience** Georgia 3
Maria Velazquez, *University of Maryland*; Jessica Kaiser, *Purdue University*; Crystal Rizzo, *Simmons College*; D'Lynn Jacobs, *Simmons College*; Becky Thompson, *Simmons College*
- **"Master's Tools 101": Teaching Feminism in the Core Humanities Curriculum** Macon
Layne Parish Craig, *University of Texas, Austin*; Erin Hurt, *West Chester University of Pennsylvania*; Rose Holz, *University of Nebraska-Lincoln*; Elizabeth Hohl, *Fairfield University*; Traci Abbott, *Bentley University*; Laura Howard, *Georgia State University*
- **Tools of the Trade: Mastering Methodologies while Complicating Subversion** Savannah 1
Jennifer Nash, *George Washington University*; Sarah Carnahan, *The Ohio State University*; Nikki Lane, *American University*; Cora Ann Presley, *Georgia State University*

KEY TO SESSION THEMES

● The Politics of Crisis

● Subverting the "Master's" Tools?

● Deploying Feminisms

● Women's Studies Without Walls

● Creative Interventions

9:25 - 10:40 am, Sunday

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| ● Bodies Matter: The Impacts of Theories of the Body in Feminist Discourse | Georgia 12 | Heather M. Turcotte, <i>University of Connecticut</i> ; Jamie Huff, <i>University of Connecticut</i> ; Vanessa L. Lovelace, <i>University of Connecticut</i> ; Lee Rogers, <i>University of California, Los Angeles</i> ; Sarah Cote Hampson, <i>University of Connecticut</i> |
| ● Illuminating Addiction and Recovery through Feminism(S) | Valdosta | Beth Glover Reed, <i>University of Michigan</i> ; Michelle McClellan, <i>University of Michigan</i> ; Jolene Sanders, <i>Hood College</i> ; Kyla Marie Day, <i>University of Michigan</i> ; Elizabeth Armstrong, <i>University of Michigan</i> |
| ● Deploying or Toying with Feminisms : Exploring Representations in "Post-Feminist"/"Post-Racist" Popular Culture | Atlanta 2 - AV | M. Bahati Kuumba, <i>Spelman College</i> ; Megan Tomei, <i>Florida Atlantic University</i> ; Monica L Melton, <i>Spelman University</i> ; Jane Caputi, <i>Florida Atlantic University</i> ; Lauren Ann Walleser, <i>Florida Atlantic University</i> ; Sika Dagbovie, <i>Florida Atlantic University</i> |
| ● Power, Privilege, and Politics: Exploring Identity in Classroom and Community Activism | Augusta | Jill M. Adams, <i>Jefferson Community and Technical College</i> ; Rus Ervin Funk, <i>MensWork</i> |
| ● Using Feminist Pedagogy to Take Learning into the Community | Georgia 11 | Lisa C. Ruchti, <i>West Chester University of Pennsylvania</i> ; Linda Burns, <i>Carlow University</i> ; Jennifer Snyder-Duch, <i>Carlow University</i> ; Melissa Swauger, <i>Indiana University of Pennsylvania</i> |
| ● Feminist Dialogues and the Transformation of Teaching in Higher Education | Georgia 13 | Josephine J. Dawuni, <i>Georgia Gwinnett College</i> ; Donna Abrams, <i>Georgia Gwinnett College</i> ; Tina Adusah-Karikari, <i>Ghana Institute of Management and Public Administration</i> ; Dovile Budryte, <i>Georgia Gwinnett College</i> |
| ● Breaking Through the Boundaries of Women's Studies: Girl's Studies, Global Service Learning, and Critical White Studies | Georgia 10 | Maria Cristina Santana, <i>University of Central Florida</i> ; Leandra Preston, <i>University of Central Florida</i> ; Meredith Tweed, <i>University of Central Florida</i> ; Caroline Ruth McFadden, <i>University of Central Florida</i> |
| ● From Margin to Center: Women of Color with Disabilities Tearing Down the Walls | Atlanta 5 - AV | Charlotte McClain-Nhlapo, <i>Office of Disability & Inclusive Development USAID</i> ; Angel Love Miles, <i>University of Maryland, College Park</i> ; Pushpa Naidu Parekh, <i>Spelman College</i> |
| ● Placing Transnational Feminists at the Center | Georgia 5 - AV | Kristine Byron, <i>Michigan State University</i> ; Elena Sabogal, <i>William Paterson University</i> ; Amanda E Filipczuk-Baker, <i>Towson University</i> ; Chanida Chitbundid, <i>Thammasat University</i> |
| ● Production and Performance of the Vagina Monologues: A Comparative Case | Georgia 8 | Jordan Nicole Tompkins, <i>Georgia Southern University</i> ; Kirsten Zeiter, <i>Grand Valley State University</i> |
| ● Packaging Identities: The Representations of Lived Experience in Popular Culture | Georgia 9 | Johnanna Joy Ganz, <i>Bowling Green State University</i> ; Nancy Barbour, <i>Oregon State University</i> ; Derk Babbitt, <i>University of Northern Iowa</i> ; Carolyn McSherry, <i>University of New Mexico</i> |
| ● Making a Scene, Building Communities: Conversations about Women Who Rock | Georgia 4 | Nicole Leigh Robert, <i>University of Washington</i> ; Monica De La Torre, <i>University of Washington</i> ; Martha Gonzalez, <i>University of Washington</i> |

9:25 - 10:40 am, Sunday

- **Creative Agency, Ingenious Interventions: Unlikely Spaces of Gender Justice and Transnational Feminisms** Georgia 2
Debjani Chakravarty, *Arizona State University*; Basuli Deb, *University of Nebraska, Lincoln*; Alicia Woodbury, *Arizona State University*; Suchismita Banerjee, *University of Wisconsin, Milwaukee*
- **Race, Gender & New Media: Transforming Identity** Georgia 6 - AV
Tiffany Lethabo King, *University of Maryland, College Park*; Jesse Whitehead, *Southern Connecticut State University*; Rachel Erice Nickens, *University of Cincinnati*; Mary Caroline Hyatt, *University of Cincinnati*

10:50 am - 12:05 pm, Sunday

- **Crisis Narratives of Children and Youth: From the Local to the Transnational** Georgia 6 - AV
Megan Sinnott, *Georgia State University*; Juliana Marie Kubala, *Georgia State University*; Andrew Reisinger, *Georgia State University*; Jennifer Patino, *Georgia State University*
- **Trust Black Women: The Continual Assault on Black Women's Autonomy** Georgia 10
Loretta June Ross, *SisterSong Women of Color Reproductive Health Collective*; Candace Camille Cabbil, *SisterSong Women of Color Reproductive Justice Health Collective*; Janette Robinson Flint, *Black Women for Wellness*
- **In Dialogue: Rethinking Intersectionality in Transnational Feminist Praxis** Valdosta
Deb Cohler, *San Francisco State University*; Julietta Hua, *San Francisco State University*; Kasturi Ray, *San Francisco State University*; Marlon Bailey, *Indiana University*; Jillian Sandell, *San Francisco State University*
- **All the Girls Still Are Black: Using Black Feminist Paradigms to subvert current girlhood practices** Georgia 12
Lisa Covington, *Clarion University of Pennsylvania*; Meghan Huppuch, *Girls for Gender Equity*; Joanne Smith, *Girls for Gender Equity*
- **"One of These Things is not like the Other": Engaging Identities and Bodies in the Classroom.** Georgia 7
Michael Gill, *University of Connecticut*; Veronica Lozano, *DePaul University*; Sonny Nordmarken, *University of Massachusetts, Amherst*; Ariella Rabin Rotramel, *Rutgers University*; Bethany Stevens, *Georgia State University*
- **Exiting the Masters' Schoolhouse: Students Lead the Way** Atlanta 3 - AV
Marie Ilene Drews, *Augusta State University*; Susan McKew, *Augusta State University*; Lindsay Rogillio, *Augusta State University*; Rachael Foss, *Augusta State University*; Melinda McKew, *Augusta State University*
- **Menopause: Transforming the Master's Narratives** Georgia 13
Erin Gentry Lamb, *Hiram College*; Elizabeth Gregory, *University of Houston*; Margaret Morganroth Gullette, *Brandeis University*; Roberta Maierhofer, *University of Graz*

KEY TO SESSION THEMES

● The Politics of Crisis

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10:50 am - 12:05 pm, Sunday

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| ● Beyond the Global/Local Divide: Transnational and Rural Queer Intimacies, Discourses and Movements | Georgia 4 | Annika Corwin Speer, <i>University of California, Santa Barbara</i> ; Melissa Autumn White, <i>Syracuse University</i> ; Ayisha Ashley Al-Sayyad, <i>Emory University</i> ; Carly Ann Thomsen, <i>University of California, Santa Barbara</i> |
| ● Gender and the Science of Difference: Cultural Politics of Contemporary Science and Medicine | Augusta | Jill A. Fisher, <i>Vanderbilt University</i> ; Angela Willey, <i>University of Massachusetts, Amherst</i> ; Heather Laine Talley, <i>Western Carolina University</i> ; Sel J. Hwahng, <i>Columbia University</i> ; Banu Subramaniam, <i>University of Massachusetts, Amherst</i> |
| ● Reexamining Sex Work from a Women of Labor Perspective | Georgia 8 | Durene Imani Wheeler, <i>Northeastern Illinois University</i> ; Sandibel Borges, <i>University of California, Santa Barbara</i> ; Ummni Khan, <i>Carleton University</i> |
| ● The "Identity" of Feminism in a Neo-Liberal Era: A Dialogue on Individualism, Subjection, and Politics | Savannah 2 | Nancy J Meyer, <i>Independent Scholar</i> ; Kathy Miriam, <i>New York University</i> |
| ● Is Law Redeemable? Thinking Through the Consequences of the Legal Regulation of Sexuality | Georgia 2 | Nikki Karalekas, <i>Emory University</i> ; Cyd Cipolla, <i>Emory University</i> ; Kristina Gupta, <i>Emory University</i> |
| ● Reframing Sexual Violence and Sexual Assault | Savannah 1 | Lena Judith Drake, <i>Arizona State University</i> ; Shireen Sarah Ghorbani, <i>University of Utah</i> ; Nancy Chi Cantalupo, <i>Georgetown University</i> |
| ● Gender and Sexuality: Orientations, Practices and Desires | Atlanta 4 - AV | Adeyinka Ayobambo Omotunde, <i>Pacific Resources</i> ; Elizabeth Ann Suellentrop, <i>George Washington University</i> ; Samantha Anne Montgomery, <i>University of Michigan</i> ; Jeannie Ludlow, <i>Eastern Illinois University</i> ; Breanne Fahs, <i>Arizona State University</i> |
| ● Gay Marriage, Chinese Toys, and the (mis)Use of Reproductive Technologies: Moral Panics & the Fantastic Future Family | Atlanta 5 - AV | Margaret Price, <i>Spelman College</i> ; Sujatha Jesudason, <i>Generations Ahead</i> ; Alison Kafer, <i>Southwestern University</i> ; Judy Rohrer, <i>University of Connecticut</i> ; Mel Chen, <i>University of California Berkeley</i> |
| ● Women's Studies Can't Wait: Feminism 101 for Girls | Georgia 11 | Asha Layila French, <i>Emory University</i> ; Chanel Craft, <i>Emory University</i> ; Mashadi Matabane, <i>Emory University</i> |
| ● Reformatting Bodies: Technology, Surveillance, and Agency | Georgia 9 | Diane Price Herndl, <i>University of South Florida</i> ; Zoe DuPree Fine, <i>University of South Florida</i> ; Mary Catherine Whitlock, <i>University of South Florida</i> ; Cheryl Anne DeFlavis, <i>University of South Florida</i> |
| ● Bridges and Boundaries: Attempts at Transnational Organizing Outside Academia | Macon | Christina Holmes, <i>DePauw University</i> ; Nicole Jackson, <i>The Ohio State University</i> ; Jessica Pliley, <i>Texas State University</i> ; Lauran Whitworth, <i>Emory University</i> |
| ● Intersections - Academics, Art and Action: Changing the Conversation on Gun Violence | Atlanta 1 - AV | Marian Joanne Meyers, <i>Georgia State University</i> ; Janet L. Fitch, <i>New Moon Productions</i> ; Carolyn M Byerly, <i>Howard University</i> |
| ● Reading, Dancing, Creating: Re-Imagined Narratives as Feminist Interventions | Georgia 3 | Laurie Fuller, <i>Northeastern Illinois University</i> ; Mark Broomfield, <i>University of California, Riverside</i> ; Ahalya Satkunaratnam, <i>Northeastern Illinois University</i> ; Alison Bory, <i>Davidson College</i> ; Susannah Laramée-Kidd, <i>Emory University</i> |

10:50 am - 12:05 pm, Sunday

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| ● Red Light, Green Light: Family Values, Family Pride | Atlanta 2 - AV | Sandra Patton-Imani, <i>Drake University</i> ; Melanie Patton-Imani, <i>Independent Filmmaker</i> |
| ● The College Hook Up Culture: Risks, Reasons, and Realities | Georgia 5 - AV | Denice Ann Evans, <i>Independent Scholar</i> |

12:15 - 1:30 pm, Sunday

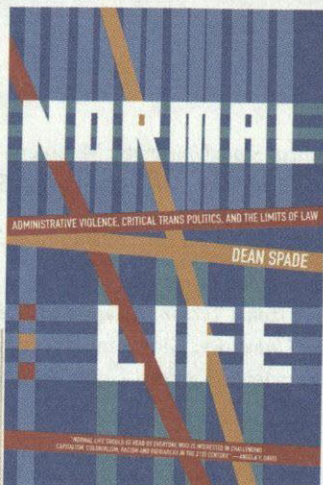
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| ● More Than Just The Tip: Feminist Penetrations into Social Transformations | Georgia 9 | Drew J. Friedfertig, <i>State University of New York, Buffalo</i> ; Theresa Anne Warburton, <i>State University of New York, Buffalo</i> ; Maria Fernanda Glaser Danton, <i>State University of New York, Buffalo</i> ; Sophia Azeb, <i>State University of New York, Buffalo</i> ; Josh James Cerretti, <i>State University of New York, Buffalo</i> |
| ● Hidden Bodies of Humanitarianism: Violence, Women and Protective Interventio | Atlanta 5 - AV | Lois Ann West, <i>Independent Researcher</i> ; Sherry Gorelick, <i>Rutgers University</i> ; Courtney E. Reynolds, <i>University of Cincinnati</i> ; Penny Rosenwasser, <i>City College of San Francisco</i> |
| ● Subverting the Master's Science: Feminist Philosophical Contributions to Teaching about Science. | Atlanta 3 - AV | Linda C. Fuselier, <i>Minnesota State University, Moorhead</i> ; Claudia Murphy, <i>Minnesota State University, Moorhead</i> ; Susan V. Castagnetto, <i>Intercollegiate Women's Studies of the Claremont Colleges</i> |
| ● Sex Work and Social Justice: New Research Directions | Atlanta 4 - AV | Yasmina Katsulis, <i>Arizona State University</i> ; Jill McCracken, <i>University of South Florida, St. Petersburg</i> ; Susan Catherine Dewey, <i>University of Wyoming</i> ; Megan Andelloux, <i>Independent Scholar</i> ; Susan Lopez, <i>Independent Scholar</i> |
| ● Methods in Feminist Body Studies | Augusta | Erynn Masi de Casanova, <i>University of Cincinnati</i> ; Jacqueline M. Martinez, <i>Arizona State University</i> ; Barbara Sutton, <i>State University of New York, Albany</i> ; Jamie Schmidt Wagman, <i>Saint Louis University</i> |
| ● Politics of Memories and Futures | Atlanta 1 - AV | Danielle DeMuth, <i>Grand Valley State University</i> ; Juan R. Portillo, <i>University of Texas at Austin</i> ; Jennie Lightweis-Goff, <i>Tulane University</i> ; Heather Rellihan, <i>Anne Arundel Community College</i> |
| ● Kyriarchy's Promise to Feminist Permutations: Exploring Liminality, Gender Fluidity, and Adolescent Postfeminisms | Georgia 12 | Kerrita Kimberly Mayfield, <i>University of Massachusetts, Amherst</i> ; Louise Marie Doire, <i>College of Charleston</i> |
| ● Indigenous Feminisms Coming Alive: Global Indigenous Women's Movements | Georgia 10 | Megan L. MacDonald, <i>University of Minnesota</i> ; Elizabeth Gunn, <i>Morgan State University</i> ; Beth Williford, <i>Manhattanville College</i> |
| ● Film & Dialogue: Cracking the Codes & Cultivating Love as Radical Acts for Social Change | Georgia 6 - AV | Shakti Butler, <i>World Trust Educational Services Inc</i> |

KEY TO SESSION THEMES

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| ● The Politics of Crisis | ● Deploying Feminisms |
| ● Subverting the "Master's" Tools? | ● Women's Studies Without Walls |
| | ● Creative Interventions |

12:15 - 1:30 pm, Sunday

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|---|----------------|---|
| "Outside" Women's Studies: Feminism, Pedagogy, and Service Learning | Georgia 4 | Nan King, <i>Eastern Connecticut State University</i> ; Maureen McDonnell, <i>Eastern Connecticut State University</i> ; Pavitra Sundar, <i>Kettering University</i> ; Sejal Sutaria, <i>Earlham College</i> |
| Pedagogy Without Walls: Challenges and Dialogue about Queer, Anti-Racist, Feminist Teaching for Social Change in the Aftermath of SB1070 and Sarah Palin | Georgia 7 | Rebecca Castro, <i>Northern Arizona University</i> ; Laura K. Gronewold, <i>University of Arizona, Tucson</i> ; Arianne Lynne Burford, <i>Northern Arizona University</i> ; Giovanina Bucci, <i>Northern Arizona University</i> ; Chamara Jewel Kwakye, <i>University of Illinois at Urbana-Champaign</i> |
| Reimagining Feminist Practices Beyond Traditional Academic Boundaries | Valdosta | Rachel A. Raimist, <i>University of Alabama</i> ; Maha Marouan, <i>University of Alabama</i> ; Jennifer Shoaff, <i>University of Alabama</i> ; DoVeanna S. Fulton Minor, <i>University of Alabama</i> |
| The Risks of Student Activism In and Out of the Classroom | Georgia 11 | Erin Hurt, <i>West Chester University of Pennsylvania</i> ; Adale Sholock, <i>West Chester University of Pennsylvania</i> ; Jen Bacon, <i>West Chester University of Pennsylvania</i> ; Lisa C. Ruchti, <i>West Chester University of Pennsylvania</i> ; Chris Stangl, <i>West Chester University of Pennsylvania</i> ; Elizabeth A. Ruchti, <i>West Chester University of Pennsylvania</i> |
| R.A.D.ical Classrooms: Theorizing Sexual Assault through the Basic Self-Defense Course | Georgia 8 | K.C. Gott, <i>East Tennessee State University</i> ; Aimee Dudas, <i>R.A.D.</i> ; Kim Bushore-Maki, <i>R.A.D.</i> |
| "Let Me Speak:" Women's Work and Health, Multidisciplinary Perspectives | Atlanta 2 - AV | Andrea Holyfield Scott, <i>Georgia Gwinnett College</i> ; Donna Abrams, <i>Georgia Gwinnett College</i> ; Monica Brown, <i>Walden University</i> ; Polly F. Radosh, <i>State University of New York, Geneseo</i> ; Beth Higgs, <i>Georgia Gwinnett College</i> |
| Sexualizing the Political: A Feminist Erotic Poetry Workshop | Savannah 1 | Harmony Leanna Eichsteadt, <i>University of Texas, Austin</i> ; Kristin Cerda, <i>Bay Area Feminist Collective</i> |



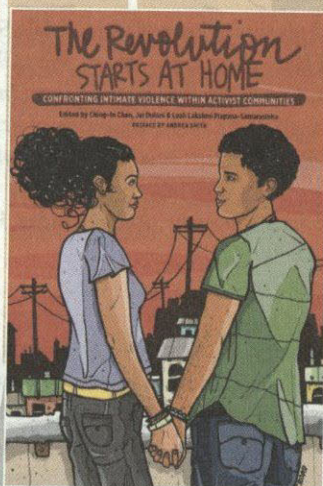
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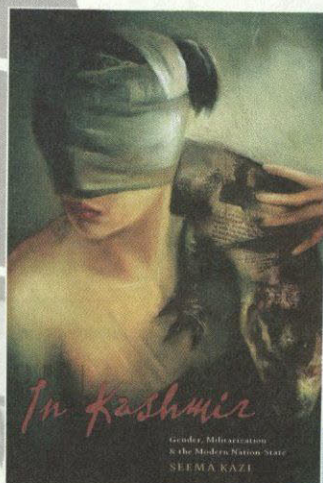


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CHRONOLOGICAL PROGRAM DESCRIPTIONS

FRIDAY, NOVEMBER 11

044. Employment Services

9:00 am to 7:00 pm • Level 2: Athens

045. "That's Not Racist, It's Racial": How Post-feminism Is Fucking Up Our Politics

8:00 to 9:15 am • Level 1: Atlanta 1 - AV

This interactive presentation will critically explore the ways in which post-feminism is navigated in university classrooms and popular culture, which falls under the "Deploying Feminisms" conference theme. Both presenters have a strong background in Women's Studies and will be using feminist scholarship to contextualize the ongoing struggle to address issues of power and privilege, specifically in interdisciplinary graduate classrooms and popular media like social networking sites, blogs, and mainstream news broadcasting. Presenters and participants will reflect upon these topics and personal experiences to facilitate dialogues around best practices that counteract the erasing, blaming, avoiding, and increasingly pervasive nature of post-feminism.

Presenters:

Ashley Boyd, *San Diego State University*
Nicholas Reyes Franco, *University of San Diego*

046. Crisis in Women's Closets: Bill 94 and Full-face Veils in Quebec (Canada)

8:00 to 9:15 am • Level 1: Atlanta 2 - AV

PARTICIPANTS:

From Iran to Quebec: The Choice to (Un)Veil

Katrin Aslani, *University of Ottawa*

Bill 94 has been proposed as a policy solution to the perceived cultural crisis of accommodating minorities in Quebec (Canada). This legislation makes seeing a woman's face imperative. Speaker one will examine how over different periods of time, women in Iran have been coerced to both unveil and veil through legitimized force and codified laws. Using Iran as a comparative example, this paper will highlight how veil policies, which restrict choice, can render Muslim women's well-being in crisis. Speaker one will juxtapose veil policies in Iran with Bill 94, to assess potential implications for Muslim women in Quebec.

Crisis Unveiled

Samantha Feder, *University of Ottawa*

Proponents of Bill 94 argue that Muslim women who wear full-face veils are threatening to Canadian society because they deprive other people of the ability to see their faces. Yet legislation which would render women socially invisible for refusing to unveil, has not been framed as equally threatening. Using a critical race lens, speaker two argues that Bill 94 puts citizenship rights in crisis by denying veiled Muslim women essential services such as employment, education and health care. Ultimately, this paper questions who defines a crisis and why seeing a Muslim woman's face is more critical than social citizenship.

Dangerous Diversions: Muslim Women's Bodies as Distractions from the Quebec Welfare State Crisis

Nairra Tariq, *University of Ottawa*

Speaker three argues that Bill 94 was strategically proposed just days before the 2010 provincial budget. This tactic placed surveillance on Muslim

women's bodies rather than the eroding financial state of Quebec. Indeed, veiled Muslim women have become "sexual decoys," diverting attention from the rise of privatization threatening Quebec's welfare state. These figures are constructed as paradoxical bodies, which are both dangerous to Quebec's gender norms and endangered by their patriarchal religion. Using material feminist and post-colonial approaches, speaker three discusses the regulation of Muslim women's bodies as a means to control the deliberately constructed cultural crisis.

Moderator:

Natalie Turrin, *Emory University*

047. Creative Communities: Blogs, Zines and Online Fan Fiction

8:00 to 9:15 am • Level 1: Atlanta 3 - AV

PARTICIPANTS:

A Pile of Hope: Zine-Making as Pedagogy in the Women's Studies Classroom

Elizabeth Groeneveld, *University of Guelph*

This paper analyzes zine crafting as activism and pedagogy, against the backdrop of institutional threats to Women's/Gender Studies programs. It argues that collaborative crafting offers opportunities for building trust and hope in spaces that are often increasingly hostile towards feminism. Zine-making enacts what Alison Piepmeier calls "pedagogies of hope" in ways that challenge conventional and reductive understandings of what constitutes political engagement. Through an account of a collaborative zine-making project within a Women's Studies class, this paper theorizes the place of feminist dreams and the ways in which we might build accountable spaces within the neoliberal corporate university.

Investigating Cultural Producer and Audience Dualisms in Gendered Avatar Play: An Analysis of The Sims 3

Erika M. Behrmann, *Eastern Michigan University*

This presentation investigates how life simulation games, specifically the bestseller, *The Sims 3*, aids in gender deconstruction. *The Sims 3* allows its player audience the capability to attribute the same traits to male or female avatars. In doing so, players are permitted to experiment with taboo trait attributions and potentially defy a male-female binary. The conceptual framework Kessler and McKenna's (1978) gender trait attribution coupled with Haraway's (1991) notion of gender deconstruction via cyborgs allows for a discussion on whether *The Sims 3* permits players to deconstruct the gender binary.

Virtual Feminisms: Girls' Blogging Communities as Feminist Counterpublics

Jessalynn Marie Keller, *University of Texas, Austin*

This paper analyzes two contemporary blogs written by teenage girls - *The Fbomb* (<http://thefbomb.org>), which founder 17-year-old Julie Zeilinger describes as a "community created for teenage girls who care about their rights as women and want to be heard" and *The Seventeen Magazine Project* (<http://www.theseventeenmagazineproject.com>), a media criticism blog written by 18-year-old Jamie Keiles. Through interviews with Zeilinger and Keiles, as well as two *Fbomb* contributors, I investigate how teenage girls are using online spaces to creatively reclaim feminisms in distinctively "third

FRIDAY

wave" terms, reframe feminist activism, and reflect their experiences and concerns as political agents and citizens.

Writing Ourselves Out of the Margins: Women of Color and the Subversive Use of Racebending in Fandom

Kristen Jamaya Warner, *University of Alabama*

The stereotype of women in fandom as well as the genres that most frequently cultivate fans generally precludes women of color. Yet, online communities are emerging that attempt to re-inscribe women of color into central roles where before they were invisible or absent. Through a practice called "racebending," fanfiction writers change the race of central characters. For example, one story transformed *Pride and Prejudice's* Elizabeth Bennett into a black woman. The goals of these subversive acts are identification and representation. Thus, I aim to highlight some of these online communities and examine how these women self-fashion themselves into stories.

Moderator:

Matt Jones, *University of Virginia*

048. A New Visibility: European Perspectives

8:00 to 9:15 am • Level 1: Atlanta 4 - AV

PARTICIPANTS:

Scheduled Life of Grandma

Monika Wilińska, *Jönköping University*

The aim of this paper is to critically examine the intersection of old age and womanhood in the popular culture. This study is based on the discursive analysis of weekly opinion news magazines in Poland. It focuses on the attitudes evoked towards a category of old women in the media. The study is grounded in the concept of life schedules that portrays cultural expectations towards various groups of people and their lifestyles. The results of the study indicate a complicated process of (re)creating stereotypical images of old women that takes the position of grandmother as a norm.

Fall and Rise of Czech Feminism

Simona Fojtova, *Transylvania University*

The 1990s were characterized by difficult dialogues between Western and Eastern European women about resistance to feminism and the relevance of gender as a category of analysis. Yet, despite "backlash before feminism," the Czech society has witnessed a rapid institutionalization of feminism in the new millennium: gender studies programs have become established; feminist scholarship has proliferated; and new explicitly feminist magazines have appeared. This paper will examine how, since the fall of communism, Czech feminists have deployed feminism in a cultural environment where the mainstream media and some prominent émigré intellectuals have denounced feminism as an unnecessary foreign import.

Moderator:

Melanie A. Cattrell, *University of New Mexico*

049. Engaging Empire, Imagining Resistance: The Sexual Politics of Islamophobia

8:00 to 9:15 am • Level 1: Atlanta 5 - AV

PARTICIPANTS:

"The Sword and the Sheath": The Rise of Desert Romances During the War on Terror

Amira J. Jarmakani, *Georgia State University*

If romance novels have long been the subject of vibrant feminist inquiry (Radway, 1991; Modelski, 2007; Goade, 2007), the increased popularity of the sheikh hero in mass market romances since 2001 suggests their continuing relevance to feminist discussions of militarism and crisis. While the character of the sheikh is certainly not new in U.S. popular culture, its resurgence as a desirable figure is particularly interesting in the context of the U.S.-led war on terror. Using data collected from semi-structured interviews with romance readers, I explore the ways that anxieties about the war on terror are sublimated in desert romances.

"Is there a Queer Democracy, Or – Stop Looking Straight? Benazir Bhutto and the Hetero-Erotics of Democracy"

Moon Charania, *Georgia State University*

This paper examines the representational imagery and narration that positioned Benazir Bhutto as both symbol and spectacle of democracy. In the midst of madly wrought representations of Pakistan as the "most dangerous place on earth," the figure of Benazir Bhutto emerged as both a stable emblem of emancipated modernity and a visual opportunity to narrate empire through a multicultural heteronormative democracy. I argue that this fantasy of democratization relies on a particular kind of racialization and hetero-eroticism that allowed Bhutto to prevail as democratic *célébre*. I ask, through Bhutto, who/what advanced? Who/what was deferred, displaced, defeated?

Neoliberal U.S. Constructions of Female Desire in Iran

Tahereh Aghdasifar, *Georgia State University*

Through Jasbir Puar's formulation of "queer exceptionalism" I demonstrate how constructions of "LGBT" Iranians are necessary for U.S. neoliberal understandings of self that frame the U.S. as tolerant and progressive vis-à-vis barbaric/sexually repressed Iran. Incitement to this and "Green Movement" discourses demands recognition of the self as a liberal subject deserving of civil rights, regardless of sexual "identity." Through Puar, Massad's *Desiring Arabs*, and Najmabadi's work on homosociality, I demonstrate how both discourses diminish different forms of female desire and demand an Iranian understanding of the self that assimilates into the neoliberal multicultural fabric of the U.S.

Dismantling Empire: Arab Women in the 2011 People's Revolution

Basuli Deb, *University of Nebraska, Lincoln*

Empires have historically hijacked women's rights to justify their direct or indirect presence in other territories. Engaging with such imperial hijacking, this paper reflects on figures of women in the 2011 people's uprising against dictatorships and dynastic rule across Arab North Africa and the Middle East, held in place by a Euro-American transnational white empire. Such figures of resistance go a long way in dismantling the imperial mechanism of using native women to divide and conquer the population of a region. Of special interest to this paper is the alertness of transnational feminism in capturing and circulating such images to tear down imperialism's cherished strategies.

Moderator:

Amira J. Jarmakani, *Georgia State University*

050. Morning Movement: Breath; Root; Hands & Feet; Sphere; Voice; Relational Contact; Playing, Walking & Talking

8:00 to 9:15 am • Level 2: Augusta

Wake up with a gentle morning workout. All bodily formations welcome! Participants invited to move in their own bodies' way through a series of movement exercises created to stimulate circulation, release tension, and foster community. This workshop will feature exercises developed through my bodily conversation between feminist theory and a variety of movement arts. Movement-data derived from my participant-observation ethnography of women-led aikido dojos is combined with theory-moves inspired by auxiliary study of zen, tai chi, nia, opera, contact improvisation, feminist theory, and my body. Join and exit the workshop as desired. Please bring water, wear comfortable clothes, and enjoy!

Presenter:

Kristy Lee Gano, *Bowling Green State University*

051. Exhibit Hall - Friday

9:00 to 6:00 pm • Level 1: Capitol Ballroom

052. Quiet Space - Friday

8:00 to 7:00 pm • Level 3: Executive Boardroom

053. NWSA All Regions: Regional Chairs Meeting

8:00 to 9:15 am • Level 1: Georgia 01

NWSA All Regions: Regional Chairs Meeting

Participants:

- Kathleen Underwood, *Grand Valley State University*
- Genevieve Carminati, *Montgomery College*
- Lisa Johnson, *University of South Carolina, Upstate*
- Jennifer Purvis, *The University of Alabama*
- Sandra L. Spencer, *University of North Texas*
- Glenda Hufnagel, *University of Oklahoma*
- Deborah Hoskins, *University of Wisconsin, Lacrosse*
- Susan V. Castagnetto, *Intercollegiate Women's Studies of the Claremont Colleges*
- Betsy Eudey, *California State University, Stanislaus*
- Wendelin Hume, *University of North Dakota*
- Kris Peleg, *Century College*

054. Tenure, Transformation and Institutionalization: Women's and Gender Studies and the Ivory Tower

8:00 to 9:15 am • Level 1: Georgia 10

What does it mean to be a tenured professor in Women's and Gender Studies? The institutionalization of Women's and Gender studies has been a long and sometimes turbulent process. Barbara Boxer's germinal text "When Women Ask the Questions" tackled some of the unique pedagogy and curricula questions that women's and gender studies negotiated. For nearly forty years Women's and Gender Studies, in various incarnations has been a part of the "Academy". This roundtable panel seeks to provoke and engage a discussion on the ways in which women's and gender studies professors are transforming the academy.

Presenters:

- Zakiya R Adair, *University of Missouri, Columbia*
- Treva Lindsey, *University of Missouri, Columbia*
- Rebecca G. Martinez, *University of Missouri, Columbia*

Moderator:

Rebecca Dingo, *University of Missouri, Columbia*

055. Yoga: Women of Color Leadership Project (Friday)

8:00 to 9:00 am • Level 1: Georgia 11

Presenter:

Michele Tracy Berger, *University of North Carolina, Chapel Hill*

056. Creative Interventions: Transformations in a College Setting

8:00 to 9:15 am • Level 1: Georgia 12

PARTICIPANTS:

Is This the Fiction that Fat Girls Need? Teaching Hairspray and She's Come Undone in the Women's Studies & English Classroom

Rachel Dean-Ruzicka, *Bowling Green State University*

In the spring of 2011 I taught an upper-division course titled "Diversity and Difference in Girls' Studies." I wanted to include fatness as one of our intersectional categories of analysis, and I chose to teach Hairspray (Waters 1988) and She's Come Undone (Lamb 1992) for their popularity and because I wanted to trouble the notion of how fatness is represented in (very) popular culture. The overriding question for the unit came from Susan Stinson: "Is this the fiction that fat girls need?" In my presentation I discuss the conclusions we came to about the narratives of Hairspray and She's Come Undone, how teaching these texts helped students expand their analyses of discrimination, and what representational strategies might work better as creative interventions to combat sizeism.

Fat Pedagogies of Discomfort: Using Productive Discomfort in the Classroom

Michaela A. Null, *Purdue University*

Discomfort often has the effect of shutting people down, both mentally and physically, serving as a barrier to dialogue. However, discomfort can also be productive, particularly in a course focused on critical thinking, reflection, and dialogue. Using scholarship which focuses on productive discomfort, I examine the usefulness of making my students uncomfortable when I teach about fatness. Since fatness is a topic which inevitably makes most people uncomfortable, my strategy has been to use that discomfort to my advantage. In what ways can students' discomfort about fatness and fat bodies be rendered productive?

Moderator:

Kimberly Dark, *California State University San Marcos*

057. What would you do 4 Love?

8:00 to 9:15 am • Level 1: Georgia 13

058. Child Care Friday

8:00 to 7:00 pm • Level 1: Georgia 14

059. Borderlands Testimonianza: Considering the Work/Legacy of Gloria Anzaldua and Maria Luisa Arroyo

8:00 to 9:15 am • Level 1: Georgia 2

PARTICIPANTS:

Approaching Borderlands through a Critical Dialogue with Blood Memory: Creative and Theoretical Interventions

Hannah Noel, *University of Michigan*

A mestisa "insider/outsider" theoretical approach is useful when discussing cultural productions of borderlands. It is particularly useful in discussing Forgetting the Alamo, or Blood Memory by Emma Pérez. Blood Memory

tells the story of about a cross-dressing lesbian protagonist named Micaela Campos who wonders around what today is the Texas/Mexico border zone where she witnesses violence against Mexicans, African Americans, and indigenous people. Pérez's historical intervention into queer Tejana history and her critiques of national memory, embodied in the re-remembrance of the Mexican American War from the point of view of a Tejana are re/evolutionary.

Illustrated Borderlands: Reading Chicana Feminisms in Barrio Hoppers

Alexandra Mendoza Covarrubias, *University of Minnesota, Twin Cities*
Anzaldúa describes the relationship between art and life writing "my people, the Indians, did not split the artistic from the functional, the sacred from the secular, art from everyday life." It is precisely this marriage between art and everyday life that defines Jaime Hernandez's work in the *Love and Rockets* series. Drawing from Anzaldúa's essays, "Tlilli, Tlapalli: The Path of Red and Black Ink" and "Border Arte: Nepantla, el Lugar de la Frontera," this paper proposes that Hernandez's characters and stories can be read as the enacted embodiments of Anzaldúan dialectics.

Violent Effects: Puertorriqueñas, Domestic Violence, and the Artistry of Resistance

Roberta Hurtado, *University of Texas, San Antonio*

Maria Luisa Arroyo's *Gathering Words* deploys testimonio poetry to identify violences perpetrated against Puertorriqueñas and other women of color while also formulating new ways of constructing identity. I will analyze how Arroyo creates images of real, live humans in these poems, rather than stereotypes and nameless-victims. I analyze Maria Luisa Arroyo's "invisible women at the shelter," "days of dirt," and "gathering words" as testimonios and argue for an understanding of how race, gender, class, and location enable violence against women of color, and the need to create dialogues across the barriers they impose for purposes of survival and resistance.

Moderator:

Ariana Elizabeth Vigil, *University of Nebraska, Lincoln*

060. A Re-Shaped Tool?: Possibilities of Feminist Ethnography in Oral History, "Native" Ethnography, and Social Business

8:00 to 9:15 am • Level 1: Georgia 3

PARTICIPANTS:

Re-Presenting Lives and Representational Limitations

Pankhuree Dube, *Emory University*

In this paper, I examine my own interviews with an indigenous woman artist from India, Nankusiya Shyam, and ask what are the ethical and political implications of doing feminist ethnography within a postmodern framework? Kamala Visweswaran's feminist ethnographer as "trickster" who knows she cannot master the dialogical hope of speaking with let alone the colonial hope of speaking for is useful here. Juggling the "trickster's" desire to know and the limits of representation, I search for spaces within feminist ethnography from which a politics of possibility might be articulated.

An Encounter on New Ground: Returning Home to Consider the Middle-Class Self

Hemangini Gupta, *Emory University*

Feminism's political project of 'situated knowledges' that cannot be appropriated is challenged by anthropological work premised on the possibility of representing the 'Other'. However, recent feminist work by "native" and "halfie" feminist anthropologists (Lila abu-Lughod, Kirin Narayan) whose

ethnographic encounters take place at 'home', redraw the configurations between Self and Other, and Western and Native. This paper examines the possibility of new feminist ethnographies when the traditional boundaries are further fragmented by the ethnographer's return "home" to study, not the native, but the middle-class citizen, and engages in the activism that forms the 'object' of her ethnography in Bangalore, India.

Dismantling the "Master's Tools" of Business: Feminist Methods in Social Enterprise

Hilary King, *Emory University*

Social enterprise aims to re-conceive business interactions to incorporate human and environmental values thereby subverting 'rational' business strategies. Feminist understandings of power, emotional life, and values are crucial for expanding and changing business structures in this new model. Feminist ethnography and queer theory can be used to re-shape relationships between participants in social enterprise endeavors, thereby altering historic patterns of domination within business. Drawing on research with a direct trade coffee company and farmers in the Dominican Republic, this paper examines ways that feminist frameworks can be applied to social enterprise in order to 'dismantle the master's house' of business.

Moderator:

Carla Freeman, *Emory University*

061. What Does a Feminist Look Like? The Politics of Labeling

8:00 to 9:15 am • Level 1: Georgia 4

PARTICIPANTS:

Men: Partners in Feminism?

Michael Steklof, *State University of New York, Albany*

This paper will explore the relationship between men and feminism. Assuming that most men believe that women should not be raped and discriminated against due to their gender, why are they not more visibly involved in feminist movement? This paper will explore the historical relationship between men and feminism, suggest why feminism benefits men, and investigate how feminist men can further the political agenda of the feminist movement. I will specifically look at the work of self-identified male feminists and consider how they have entered into conversations that address sexism and male privilege.

Don't Call Me Feminist!: Korean Housewives' Leadership in Consumer Cooperative Activism

Soojin Kim, *State University of New York, Albany*

This paper will examine the political and socio-cultural implications of housewives' engagement in consumers' cooperatives movement in Korean society. In contemporary societies, food has come to be an arena where a variety of political economic, socio-cultural, and globalized issues are complicatedly intertwined. Under these circumstances, especially in Korean case, consumers' cooperatives of food products have provided housewives with an opportunity to participate in larger social issues. This paper will analyze how these women and other social groups have evaluated their social activities in the perspectives of feminism.

Moderator:

Megan Rolfe, *State University of New York, Albany*

062. Neoliberal Assault on Reproductive Rights and Health: Transnational Perspectives from Turkey, France and the United States

8:00 to 9:15 am • Level 1: Georgia 5 - AV

PARTICIPANTS:

Crisis and Pernicious Consequences for Reproductive Health in France?

Brigitte Marti, *Center for Transnational Women's Issues*

Although France stands out for its integrative and comprehensive reproductive policies and its public health care system, the current surge of social austerity plans following neoliberal ideologies led to a restructuring of the delivery system that will affect women especially the most vulnerable despite recommendations of its own administration, feminist activists and providers. Using narratives of women, providers, French Movement for the Family Planning counselors, including narratives of resistance, the presenter will examine the interactions between the political climate and reproductive health in transnational and intersectional perspectives in France, in comparison with the United States' and Turkey's health reforms.

Crisis and Down Regulations of Women's Rights in the United States

Carol Ritter, *Conversation Coalition Maryland*

The speaker addresses the root causes of dehumanization within the context of the current organized crisis of access to reproductive health in the United States. Using her experience as a gynecologist, working in underserved communities in and outside of the U.S., she will expose the pernicious effects of the absence of awareness and the complacency of the physicians especially those working with women. She will use a historical transnational feminist approach to interpret her observations and field notes on the interactions between all the actors of the medical industrial complex, i.e., pharmaceutical companies, health insurances and the medical profession.

Is (Reproductive) Health a Right for Women of Turkey?

Ayse Dayi, *Towson University*

In the paper "Is (Reproductive) Health a Right for Women of Turkey?," using interviews and reviews of policy documents and reports, the third presenter will review the recent policy changes in the health 'reform' in Turkey, especially as they relate to reproductive health care for girls and women, teasing out the responses of medicine (doctors, nurses, and pharmacists), labor organizations, insurance and pharmaceutical industry, and women themselves to these changes, as situated within the larger context of EU negotiations and neoliberal pressures. The paper will also address the connections of reproductive health care to sexuality, especially for unmarried women.

Moderator:

Ayse Dayi, *Center for Transnational Women's Issues*

063. Feminist Refashionings: Embodying Activism through Photographs, Oral History, and Directing the Stage

8:00 to 9:15 am • Level 1: Georgia 6 - AV

PARTICIPANTS:

Changing Representations of Gender in China in Personal Photo Albums: A Feminist Participatory Research Approach to "Life Photo-autobiography."

Xin Huang, *University of British Columbia*

This paper discusses the methodological issues of a research project that copies women's personal photos to examine the bodily project of "taming" the Maoist women and changing performances of femininity in China.

Inspired by feminist participatory research methods, this project is designed to encourage women's agency and facilitate self-representation by inviting the participant to re-organize their photos into an album as "photo-autobiography"—a life story told largely through images. Based on the author's five-month fieldwork experience, this paper discusses the ethical and methodological issues raised during the research process, as well as the lessons and promising practices.

56 Years of Whiteness: Using Oral History to Voice My Family's Multiracial Heritage

Jessie Turner, *University of California, Santa Barbara*

Oral history has a strong anti-racist and feminist social justice tradition as a tool to document, correct, and uncover accessible histories by and about a variety of structurally oppressed communities. Within the context of Multiracial Studies theorization of racial and ethnic identity migrations, this paper traces the ways in which the oral history process facilitates the creation of new racial knowledge and memory in my "white" Vermont family, which in turn generates the possibility for an alternate feminist and anti-racist familial racial narrative and identity.

Aesthetic Activism: The Transformative Potential of Feminist Directing

Kellyn Johnson, *University of California, Santa Barbara*

Feminist directors utilize alternative aesthetics to challenge hegemonic narratives. Their practice questions political structures through the construction of an ephemeral "imagined space" with transformative potential. While much attention has been paid to the possibility of a feminist aesthetic in playwrighting, relatively little work has been done on the embodied aesthetic created by feminist directors. This paper posits the potential activist efficacy of such directing strategies through their aesthetic impact on audiences. Examining commercial productions, this paper specifically explores the possibility of a feminist aesthetic within "mainstream" theatre, challenging both the politics of traditional theatre and assumed marginality of "feminist" theatre.

Moderator:

Annika Corwin Speer, *University of California, Santa Barbara*

064. Seeing Motherhood: Reconstructions and Challenges

8:00 to 9:15 am • Level 1: Georgia 7

PARTICIPANTS:

"Don't Agonize, Organize": The Displaced Homemakers Movement and the Politicization of Housework in the 1970s

Lisa Levenstein, *University of North Carolina, Greensboro*

This paper explores the 1970s feminist campaign on behalf of displaced homemakers – middle-aged housewives who experienced downward mobility after being divorced or widowed. This movement challenges stereotypes of 1970s feminists as uninterested in the plight of homemakers and helps us to understand how feminists and conservatives reconceptualized homemaking at a time when increasing numbers of mothers entered the labor force. In championing the interests of white middle-class mothers, the displaced homemakers movement contributed to the stigmatization of welfare recipients by emphasizing the way that former homemakers' experiences and struggles differed from those of poor mothers who received public assistance.

Sandeep Has Four Mommies: Social Constructions of Gender and Family In Nepali Orphanages

Jennifer Rothchild, *University of Minnesota, Morris*

This paper identifies gender as a socially-constructed process that legitimizes gender inequalities or produces gender forms that challenge prevailing attitudes about women and girls. Based on ethnographies of orphanages in Nepal, we focus on traditionally conceptualized ideas of gender and family (specifically, "womanhood" and "motherhood") as resisted, renegotiated, and reconstructed. Orphanages—as "extra-social" spaces—offer a changing set of possibilities for gender roles and a resistance to the status quo. Findings from this study not only inform our understanding of gender but also provide innovative models of egalitarian gender practices and opportunities for promoting gender equity in a variety of settings.

The Museum of Motherhood

Lynn Kuechle, *Motherhood Foundation/The Museum of Motherhood*
The Museum of Motherhood is the first and only facility of its kind serving as a unique resource for those who wish to study the history of mothers, mother-art and the culture of family. The Museum's purpose is to provide a space and platform that raises awareness of mother-work and amplifies the voices of women and families. Its purpose is to encourage individuals to evaluate their own experiences as mothers in authentic and mindful ways. The Museum of Motherhood serves as a unique resource and archive for everyone who wants to study mothers from lay-people to schoolchildren to serious scholars.

Moderator:

Maria D. Davidson, *University of Oklahoma*

065. Moving Beyond the Walls of Women's Studies with Service Learning

8:00 to 9:15 am • Level 1: Georgia 8

This roundtable session is designed to explore service learning, including how it is defined, the terminology used and whether it is problematic, teachers' and students' experiences with service learning, challenges to service learning, innovative ways to employ service learning, and gauging the community impact of service learning. While all panel participants have experiences with service learning to share, this roundtable will also call on the audience to share their experiences and thoughts.

Presenters:

Elizabeth Colwill, *San Diego State University*
Susan Iverson, *Kent State University*
Susan Marine, *Harvard University*
Jennifer Musial, *Trent University*
Leandra Preston, *University of Central Florida*
Leseliey Rose Welch, *University of Michigan*

Moderator:

Jamie Lee Huber, *Southern Illinois University, Carbondale*

066. Women Environmental Artists' Connections to Feminism, Nature, and Art

8:00 to 9:15 am • Level 1: Georgia 9

Are women environmental artists creating art with a feminist agenda? Is Mother Nature their muse? As discussed in this workshop, feminist research has allowed women environmental artists to share their work through personal interviews and images. We will discuss these artists' particular works and will further explore connections between feminism, nature, and art. In doing so, we will consider women environmental artists' contemporary challenges and interests, including their desire to increase awareness of the environment.

Presenter:

Maria F Minickiello, *Plymouth State University*

067. Graduate Career Document Review

8:00 to 4:00 pm • Level 2: Macon

All day mentoring sessions with graduate students and faculty mentors. 30-45 min sessions.

068. Epistemology, Courage and Women's Participation in Academia

8:00 to 9:15 am • Level 2: Savannah 1

PARTICIPANTS:

Social Positioning and Courage as a Political Virtue

Maria Renee Rosales, *Guilford College*

The idea of courage as a political virtue is ancient. Plato argues that one form of courage is telling the truth in politics even when that truth is unpopular. Similarly, Hannah Arendt suggests that "courage, which we now feel to be an indispensable quality of the hero, is in fact already present in a willingness to act and speak at all, to insert one's self into the world and begin a story of one's own." Using Hannah Arendt and bell hooks, this paper interrogates the racialized and gendered ways that courage has been constructed in the politics of academia.

Contextualizing Courage in Academia

Naadiya Hasan, *Guilford College*

As Patricia Hill Collins notes, academics that operate from the standpoint of the outsider within are often evaluated according to epistemological standards that devalue and contradict their experiential knowledge. For women of color, demonstrating a willingness to act and speak can also become the justification for exclusion and suppression of critique of the institution. Do constructions of courage reinforce an ideal of social participation that masks privilege conferred by position in intersecting systems of inequality? Can silence and inaction be perceived as courageous and integral to resistance efforts for academics that are more vulnerable to exclusion and intimidation?

White Women as Allies in Academia

Lisa Jo McLeod, *Guilford College*

Gatekeepers in academia have not been held accountable for understanding the workings of systemic oppressions, and the dominant narrative of "excellence" for academics is, in every domain, raced and gendered in a way that remains unspoken in tenure and promotion reviews. In this paper, I argue that, given these conditions, white women allies will benefit themselves and their institutions by learning to be effective allies to their women of color colleagues. Whether such behavior counts as a duty or a kind of supererogatory courage depends upon how we identify our own interests in supporting our women of color colleagues.

Moderator:

Julie Ann Winterich, *Guilford College*

069. Iota, Iota, Iota (Triota) - Women's Studies Honor Society

8:00 to 9:15 am • Level 2: Savannah 2

Iota, Iota, Iota (Triota) - Women's Studies Honor Society Meeting. This meeting is for current chapters of Triota and those interested in starting a chapter at their institution.

Participants:

Gerakina Arlene Sgoutas, *Metropolitan State College of Denver*
Maurice Hamington, *Metropolitan State College of Denver*

070. Feminist Interventions into Queer Liberalism

8:00 to 9:15 am • Level 2: Savannah 3

PARTICIPANTS:

Disturbing Queer Liberalism: "Corrective Rape" and Lesbian Activism in South Africa

Amanda Lock Swarr, *University of Washington*

Violence targeting South African lesbians has increased exponentially in the past ten years. But despite activists' pleas and actions, not enough has been done to undermine and understand this violence, which remains largely outside the purview of mainstream queer global activism. This paper draws on research conducted in the region since 1997, exploring the multifaceted causes for so-called "corrective rapes" and murders and connections to reconceptualizations of masculinities. It highlights South African activists' implicit critiques of queer liberalism and possibilities for reconceptualizing gender and sexuality within feminist frameworks.

Power Trickles Up: Same-Sex Marriage and Post-Racial Politics

Kate Mottola, *University of Washington*

This paper addresses the tactics of erasure at work in neoliberal queer politics in the US and the implications and significant material effects of suturing 'progress' to the expansion of marriage rights; specifically, the ways in which gay marriage functions to marginalize people of color, poor people, trans people, immigrants, prisoners, and people with disabilities in our 'colorblind' political moment. I focus on the need to create coalitions with other social equality movements in the struggle for gender, racial, and economic justice where the experiences of vulnerable members of society get centralized rather than neglected.

Finding the Misfit: Current Epistemological Frameworks on GLBTQ Youth in the U.S.

Calla E. Chancellor, *University of Washington*

Social scientific research on GLBTQ young people in the U.S. has become an emerging scholarly field over the last twenty years. While recognizing its importance in addressing the emergent needs of GLBTQ youth, I offer a critical discussion on how dominant epistemological frameworks in this literature have shaped notions of GLBTQ youth as a unique identity group aligned with, rather than challenging, neoliberal and imperialist politics in the U.S. I also examine specific feminist critiques of identity, nationality, and the politics of knowledge production that may productively engage this research agenda.

Moderator:

Calla E. Chancellor, *University of Washington*

071. Women's Centers Meeting Space (Friday AM)

8:00 to 9:15 am • Level 2: Valdosta

An informal space for women's center staff to meet during specific times in the conference to connect, network, and share with other women's center staff members.

072. (Re)constructing Body Image: Identity, Power(ful) Media, and Agency

9:25 to 10:40 am • Level 1: Atlanta 1 - AV

PARTICIPANTS:

Living Dolls and Female Chauvinist Pigs

Jill Franks, *Austin Peay State University*

The first decade of the twenty-first century has seen a resurgence of pornog-

raphy, stripping, and prostitution, with a mainstream acceptance of these as "empowerment" and "choice" for young women. My paper critiques third wave "sex-positive" feminism in Britain and the United States, analyzing the terms and concepts of Natasha Walker's and Ariel Levy's recent books. The purpose of the paper is to explore not only similarities but different nuances in both countries' return to sexism in the 2000s, in order to show how the socioeconomic structure of each country affects its cultural production around patriarchy and sex roles.

Sexing as Feminist Media Production? Gender, Sexuality, and Discourses about Technology

Amy Adele Hasinoff, *McGill University*

While girls' media production practices garner attention and praise from feminist academics, many scholars and cultural commentators worry that teenage girls who create their own sexually explicit media are pressured by peers or suffering from low self-esteem. How do discourses about sexting complicate both popular narratives about youth and technology and the growing academic attention and valorization of girls' nonsexual digital media production?

"Feminism"-ing Queer Theory: On the Body, Women, and Rights

Rebecca Lynne Harris, *Texas A&M University*

"Queering feminism" and "queer feminism" have been extremely useful strategies for pointing to the ways in which feminist theory needed to account for power relations that were not strictly heterosexual. However, this paper makes an intervention into those two theoretical models, "feminist" and "queer," and deploys feminism as the verb. This paper seeks to "feminism" queer in a way that re-examines what has become a well-rehearsed dismissal of rights discourse from within queer frameworks through what I argue is a feminization of the concept of "rights" as they are associated with the body, the home, and privacy.

"Relating Queer: This Bridge Called Our Bodies"

Thelathia Young, *Bucknell University*; Robyn E. Henderson-Espinoza, *University of Denver*

Bodies are borderland spaces acting as modes of knowing and knowledge production, means for relating, and sites for moral reflection and action. Queer bodies not only possess potential for moral agency, they perform a morality which destabilizes the notion of identity categories by signaling two important images: the borderlands, a complex and contested site for bodies to orient themselves; and bridges, transformative pathways highlighting the intersecting realities of borderlands. Queering our orientation to bodies permits us to access different points of departures from which we understand morality in our society and interrogate the kind of relating that bridges make possible.

Moderator:

Jill Franks, *Austin Peay State University*

073. Public Health in Indigenous, Transgender and People of Color Communities

9:25 to 10:40 am • Level 1: Atlanta 2 - AV

PARTICIPANTS:

Is it Time for a New Stride in Community Organizing?: Preliminary Thoughts on Wellness and Healing Organizing

Rosemary Nonye Ndubuizu, *Rutgers University*

Most recently, there have been calls among people of color in urban communities for a different approach and objective to community organizing.

FRIDAY

Wellness and Healing organizing offers scholars and organizers an opportunity to rethink how organizing can be done in urban, people of color-majority communities. It is my contention that wellness organizing has historical influences of women-based and black feminist organizing.

Nurses' Perceptions of and Attitudes Toward Transgender Patients

Erin Lynn Hill, *University of Colorado, Denver*

Nurses have the potential to provide life-saving interventions to diverse patients with a wide range of gender identities. However, when a nurse's judgment is clouded by negative perceptions of their patients, their ability to treat within ethical bounds may be hindered. This study (in progress) hopes to examine how nurses perceive transgender patients and how their perceptions might impact direct patient care. Qualitative and quantitative data will be obtained through a survey administered to staff nurses at a safety-net hospital in a major metropolitan area. Findings will be used to provide recommendations for future studies and implications for nursing education.

Social Contexts and HIV Risk among Low-Income Cocaine, Crack, and Heroin-Using WSW of Color

Sel J Hwahng, *Columbia University*

Low-income/poverty-class cocaine-, crack-, and heroin-using WSW of color (women of color who have sex with women) prefer women as their relational and sexual partners, but often trade sex with men out of economic necessity. Low-income drug-using WSW are a high-risk HIV population, with HIV seroprevalence ranging from 12.8% to 53%. In randomly selected samples of high HIV risk drug-using women, drug-using WSW comprise a sizable portion, and sometimes even a majority of drug-using women. Studies indicate that drug-using WSW are at higher HIV risk from both distal and proximal factors compared to drug-using women who have sex with men only.

Moderator:

Danielle DeMuth, *Grand Valley State University*

074. SPARKing Creative Reactions to Media Sexualization

9:25 to 10:40 am • Level 1: Atlanta 3 - AV

Sexualization Protest: Action, Resistance, Knowledge (SPARK) is a growing intergenerational feminist movement for girls' and women's rights to healthy sexuality. SPARK partners work in coalition to challenge the sexualization of girls by generating alternative forms of media and coordinating actions on the ground and online. Each of three different girl-serving SPARK partner organizations-- Project Girl, viBe Theater Experience, and Hardy Girls Healthy Women/Powered By Girl--will briefly present a hands-on, interactive "SPARKit" activity. Presentations are designed to open up discussion about sexual expression, media sexualization, and ways to engage girls in creative forceful reactions.

Presenters:

Lyn Mikel Brown, *Colby College*
Dana Edell, *New York University*
Kelly Parks Snider, *Project Girl*
Jane Bartell, *Project Girl*

075. Technology Moves: Knowledge Production as Participatory Art

9:25 to 10:40 am • Level 1: Atlanta 4 - AV

PARTICIPANTS:

Mixing in the Kitchen: Transnational Musical Compositions

Martha Gonzalez, *University of Washington*

Low-cost portable recording equipment such as Digi-O1 Pro-tools facilitates transnational musical dialogues between U.S. based Chicana@s and Jarocho musicians in Vera Cruz, Mexico. Previously, only "professionals" had access to cost-prohibitive recording equipment. Chicana and Jarocho musician mothers usually consumed by familial responsibilities record and compose around domestic duties and locations. Mixing and music editing in the kitchen and living room space redefines patriarchal and male normative ideas of the recording process. Ultimately, portable recording technologies as they are utilized by women across borders, compel us to ask-what pedagogical shifts occur when one re-contextualizes the "sound booth" with kitchens?

Telling Stories with Youth: Creating Visual Dialogues on Queer Identities and Communities

Calla E. Chancellor, *University of Washington*

In popular culture and academic scholarship, discussions about GLBT/Queer youth are profoundly shaped around technologies of visibility. This paper offers a critical perspective on queer youth and their relationship to visibility (ways of seeing/being seen) based on a unique case study with a group of GLBTQ youth in Seattle using photovoice, a participatory research method. In this project, we used Holga cameras (a low-tech film camera) to explore the uses of photography as a means to engage in critical thinking and dialogues with peers and strangers through a six-month project culminating in a collaboratively produced public art exhibit and website.

Intertextual Interventions in the Archive of Rock

Nicole Leigh Robert, *University of Washington*

This paper is grounded in a digital media project that is built upon personal narratives contributed by women excluded from the hegemonic historical narrative of rock. Using free tools, this project connects their stories to physical locations, takes their histories outside the walls of institutions, and uses metadata tags to explore the intersectional possibilities of online linking. Based on the historical interventions of Black and Chicana feminists, I consider the theoretical and practical implications of using these tools to intervene in hegemonic constructs of what counts as knowledge, as history and as archive.

Moderator:

Angela Beatriz Ginorio, *University of Washington*

076. Black Feminist Anthropological Thought and Praxis in Women's Studies

9:25 to 10:40 am • Level 1: Atlanta 5 - AV

PARTICIPANTS:

Housewives, Divorcees, and Professionals: Zora Neale Hurston, Feminist Ethnography, and Black Male/Female Relationships

Riche Barnes, *Smith College*

While Zora Neale Hurston's work and life were revived in 1975 through Alice Walker's Ms. Magazine article "In Search of Zora Neale Hurston", scholars have just recently begun to not only discover her contributions to the discipline of anthropology but to recognize the fact that much of Hurston's literary scholarship was developed through her ethnographic field-work in her native Eatonville, FL, New Orleans, and the Caribbean. In this paper, I suggest that much of Hurston's ethnographic focus was on understanding and theorizing black male/female relationships. I also suggest that her treatment of marriage, work and family in the black community and particularly the gender roles and strategies of black women, merges with contemporary

questions in the black community and the larger society about the roles and strategies of men and women in relation to career and family decisions.

Politics of Being Black, Feminist and an Anthropologist

A. Lynn Bolles, *University of Maryland, College Park*

For as long as there have been graduates of anthropology departments, there have been Black women who studied this field of inquiry. Most are not acknowledged for their theoretical and methodological contributions by some of the influential figures of the discipline or in the canon-setting texts of feminist anthropology and few are recognized by the academy and field at large— notwithstanding the election of Black woman anthropologists, Yolanda Moses (1995) and Leith Mullings (2011-12) as presidents of the American Anthropological Association. It is not the case, that “there are not enough of them”, or “they are that are good enough”, but there are other barriers that render Black women anthropologists barely visible. This paper theorizes why this is the case and suggests how Women’s Studies can help to undo this marginalization.

Even at Home, I’m Not at Home: Marginalization, U.S. Black Women and Postcolonial Feminist Frameworks

Lydia Kelow-Bennett, *Georgetown University*

This paper deploys black feminist criticism to question the positioning of U.S. black women in scholarly postcolonial and transnational feminist frameworks. Much scholarship in transnational and postcolonial feminist studies has not adequately accounted for the displaced and colonized bodies of African American women, discursively placing these women outside of important feminist frameworks. Using Hortense Spillers and other black feminist critical works on the discursive positioning of U.S. black women, this paper utilizes history, literature, and demographics to complicate the relationship between land, gender and raced bodies; and, to trouble claims that black feminism acts primarily as an agent of U.S. hegemony.

Black Feminism(s), Black Feminists and Women’s and Gender Studies

Treva Lindsey, *University of Missouri, Columbia*

Black feminist theory and praxis are foundational to critical inquiry within Women’s and Gender Studies, and yet black female bodies remain marginalized within the “Ivory Tower.” Considering the inextricability of black feminism from both black female bodies and from the institutionalization of women’s studies, feminists scholars must explore the appropriation of black feminism(s) and issues of dispossession as it pertains to black female bodies and bodies of knowledge. This paper offer a complex examination of the fractured and multidimensional relationship between women’s studies, black feminism(s), and black female bodies and black feminist interlocutors.

Moderator:

A. Lynn Bolles, *University of Maryland, College Park*

077. Winning the Battle, But (Losing?) the War: Women’s Studies Programs in Community Colleges

9:25 to 10:40 am • Level 2: Augusta

PARTICIPANTS:

Winning the Battle, But (Losing?) the War: Maintaining Strong Women’s Studies Programs in Community College Settings

Pramila Venkateswaran, *Nassau Community College*; Melissa Juszcak, *Nassau Community College*; Susan Cushman, *Nassau Community College*
While interdisciplinary programs struggle to survive recent nation-wide budget cuts in higher education settings, some Women’s Studies programs

have thrived in enrollment, adding upper-level courses to their course offerings and maintaining high enrollment. What does it mean for a community college student, potentially interested in transferring to a four-year setting, to become active in the Women’s Students’ Association or to consider Women’s Studies as a major? What inherent challenges do administrators face in maintaining a strong, highly visible program for students at an entirely commuter campus? This roundtable, innovatively composed of community college faculty, administrators, and students, will examine both the advantages and setbacks of effectively providing an enriching academic experience at the two-year college level. Topics will range from advocating for funding from administration to teaching faculty’s challenges in maintaining continuity between lower- and upper-level women’s studies classes. Faculty will incorporate an analysis of students’ academic preparedness in a suburban setting in which students have not often been conditioned to analyze women’s studies topics within a global context. Students will elaborate on the opportunities and resources available for activism within the community as well as attempts to bring major productions to campus, such as *The Vagina Monologues*.

Teaching Upper-Level Women’s Studies Courses at a Community College

Pramila Venkateswaran, *Nassau Community College*

Incorporating the paradigm of Jacqui Alexander and Chandra Talpade Mohanty in “Cartographies of Knowledge and Power: Transnational Feminism as Radical Praxis,” I analyze the challenges inherent in constructing syllabi and curricula for upper-level women’s studies courses for community college students, many of who have not been conditioned to examine women’s issues outside of their immediate environment.

Leading a Women’s Students Association at the Community College Level

Melissa Juszcak, *Nassau Community College*

I will discuss the challenges of maintaining continuity within a major campus organization at a two-year college, including advocating for student participation in activism to improve the quality of life for women within our community.

Moderator:

Joylette Williams, *Nassau Community College*

078. Anti-White Supremacy Task Force

9:25 to 10:40 am • Level 1: Georgia 01

Anti-White Supremacy Task Force meeting. A gathering of those interested in Anti-White Supremacy especially within NWSA and Women’s and Gender Studies. We will discuss the status of the Task Force, leadership, current issues, and future projects.

Participants:

Betsy Eudey, *California State University, Stanislaus*
Stephanie Troutman, *Berea College*
Claudia D. Nelson, *Coppin State University*
Lydia Kelow-Bennett, *Georgetown University*

079. Poetic Interventions for Race, Gender, and Sexual Equality

9:25 to 10:40 am • Level 1: Georgia 10

PARTICIPANTS:

Negotiating Memory and Violence in Lucille Clifton’s Poetry: Creative Intervention for Racial Equality
Anne Marie Rashid, *Carlow University*

In many of Lucille Clifton's poems, her speaker appeals to the natural world to either make sense of senseless violence, or to find empathy, since the speaker cannot find it in the human world. As she explores this volatile territory of the past and present, her poems create a space for solace, but also rupture. In her life affirming style, she not only memorializes those who have been wrongly killed throughout history, she creates a tone of intolerance for any more violence, and empowers her reader to seek the same justice.

Negotiating Language and Violation in Arielle Greenberg's Poetry: Creative Intervention for an Empowered Sexuality

Darcy Lee Brandel, *Marygrove College*

Greenberg's poetry provides a unique sense of the complexities of women's sexuality in the 21st century. Danger looms largely in her shifting language, where metaphors refuse easy assimilation and perspectives slip between our fingers. This linguistic instability helps us consider the blurry real-life boundaries between women's safety and violation, between our sexual power and vulnerability. Like an intuitive sense of danger many women learn to trust as we negotiate the world, Greenberg's poems teach us that abstract feelings require our recognition. The creative intervention of her poetry teaches readers strategies for trusting themselves and recognizing the complexity of female sexuality.

Negotiating Poverty and Religion in Taslima Nasrin's Poetry: Creative Intervention for Gender Equality

Sigrid King, *Carlow University*

Taslima Nasrin's poetry emerged from her experiences as a physician in Bangladesh's health clinics where she worked with women who were victims of domestic violence or extreme poverty. Her concerns were often framed within criticism of Islamic fundamentalist teachings that reinforce patriarchal cultural practices detrimental to women's health, education, and general well being. Because of her frank observations, she became the target of a campaign to ban her work and to silence her voice. Nasrin's poems depict the complex relationship between poverty, fundamentalism, and gender inequality, and they demonstrate Nasrin's commitment to help bring about gender equality in Bangladesh.

Moderator:

Katie Hogan, *Carlow University*

080. "Teacher-Scholar-Activist": Black Faculty Women and Mentorship

9:25 to 10:40 am • Level 1: Georgia 11

As a feature of our academic participation, women faculty face choices about ways to contribute simultaneously as teachers, scholars, and activists. The intersections of race, gender, and sexual identity within the academy force us to consider the complexities of the pedagogical, theoretical, and agential work that we perform in academic space. This roundtable is designed to promote discussion between both junior and senior Black women faculty about how our race, gender, and sexual identities impact our roles as feminist teachers, scholars, mentors, and activists within the academy.

Presenters:

Shannon J. Miller, *Minnesota State University, Mankato*

Thelathia Young, *Bucknell University*

Layli Phillips, *Georgia State University*

Jillian Ford, *Kennesaw State University*

Moderator:

Erica Lorraine Williams, *Spelman College*

081. Revisions and Deployments of Feminism in the Academy

9:25 to 10:40 am • Level 1: Georgia 12

PARTICIPANTS:

"It's Not a March on Washington": Deploying Feminism from within the Academy

Amy Johnson Howton, *University of Cincinnati*

WGSS faculty and WC staff from one institution participated in an action research project that considered ways in which we—both individually and organizationally—strategically deploy feminisms to create institutional change. Ultimately, the action research project aimed to: 1) deepen our understanding of the complex ways in which institutional change occurs at our institution; 2) build coalitions among and between us; and 3) inform ongoing attempts to make meaning of our organizations' work and institutional impact. This paper outlines three emergent themes from the data and reflects on the action research process itself.

Changing Face of the University: How Pre-college Programs Are Shaping University, Women's Studies and Agency

Nicole Murphy, *Beloit College*

In this presentation I will focus on how the success of pre-college programs, specifically those serving underrepresented student populations, are shaping our understandings of the university, women's studies, agency and identity. In the past two decades universities have experienced a demographic shift in their consumer, the student. Increasing enrollment from underrepresented groups like first generation, low income and minority students have forced conversations of diversity, privilege in scholarship and agency through education.

Re-visioning Academia - A Diversity of Libratory Pedagogies Designed by Women of Color

Arisika Razak, *California Institute of Integral Studies*

This paper explores the various approaches that feminist scholars from diverse socio-cultural locations within the USA (e.g. Collins, Grande, 2008; hooks, 1994, 2003; Kwok, 1995; Lee 2007; Miranda, 2002; Morales, 1998; Smith 2010; Westfield 2008; etc.) are utilizing in their attempts to construct a critical and libratory pedagogy that speaks to the needs and demands of diverse populations of color – and to the difficulties that radical women of color still have in the academy when their academic work supports their communities' survival.

Moderator:

Kathryn Moeller, *University of California, Berkeley*

082. Gone Virtual: Opportunities and Challenges for Feminist Scholar-Bloggers

9:25 to 10:40 am • Level 1: Georgia 13

The mission statement for our collective blog reads as follows: to "bridge [e] feminist research and popular reality" and "[to] publicly and passionately dispel modern myths concerning gender, encouraging other feminist scholars, writers, and thinkers to do the same." Our blog includes ten academic women who use the blog format to bring topics within their scholarly work to a wider audience and to reflexively bring topics explored online back to their classrooms and future projects. Contributors will speak about how blogging for a larger audience impacts their research, writing, and teaching, and how collaborative blogging can serve broader feminist goals.

Presenters:

Veronica Arreola, *University of Illinois at Chicago*

Heather Hewett, *State University of New York, New Paltz*
 Allison Kimmich, *National Women's Studies Association*
 Elline Lipkin, *University of California, Los Angeles*
 Alison Piepmeier, *College of Charleston*

Moderator:
 Deborah Siegel, *SheWrites.com*

083. Decolonizing Methodologies: How Women of Color Studies Transforms Women's Studies

9:25 to 10:40 am • Level 1: Georgia 2

In this roundtable, women's studies faculty members will discuss the practice and promise of intersectionality in women of color studies. We are interested in the ways in which theories and methods of ethnic studies and queer studies shape, inform, and transform modes of inquiry in women's studies, and we will discuss concrete practices of intersectionality in our teaching and scholarship. Examining the ideas and methodologies generated by intersectionality, we also interrogate its limits and ask what possibilities it may obscure or preclude. Does the use of intersectionality as a methodology necessarily subvert the 'master's' tools?

Presenters:
 Lynn Hatsue Fujiwara, *University of Oregon*
 Priya Kandaswamy, *Mills College*
 Svati Shah, *University of Massachusetts*

Moderator:
 Patti L. Duncan, *Oregon State University*

084. Embodying Health: Talking Back and Fighting for Health Justice

9:25 to 10:40 am • Level 1: Georgia 3

PARTICIPANTS:

From Pathology to Strengths: Transforming Perceptions of Latina Women in the Mental Health System

Jill E. Murray, *Southern University, New Orleans*
 Traditional pathological views of Latina women in the mental health system are challenged using a feminist analysis to examine mental health providers' perceptions of Latina women. This study finds a point of collaboration between feminisms and studies on resilience in mental health and seeks to understand how mental health providers perceive or understand Latina women as clients. Interviews of mental health providers are analyzed using standpoint theory as a theoretical framework with a phenomenological analysis. The study concludes that resilience and strength-based perspectives can transform the treatment of Latina women in the mental health system.

Reading Women's Cyber Health Dialogue as a Meso-level Mechanism of Power in Foucaultian Feminism

Chikako Takeshita, *University of California, Riverside*
 This paper evaluates the utility of Michel Foucault's notion of governmentality, which captures the contact between macro- and micro- levels of power, for feminist scholarship through a reading of women's online postings around distressing contraceptive side effects. Upon encountering others with similar symptoms, women regain an embodied sense of self and pursue wellness. A new concept, mechanism of power at the meso-level, is introduced to facilitate the understanding of women's cyber-health-dialogues as a site that channels macro-strategies of power that promote healthism in a neo-liberal society into micro-workings of power that motivates individual women to practice technologies of the self.

"Sick and Tired of Feeling Sick and Tired": The Politics of Thyroid Disease

Julie Ann Winterich, *Guilford College*
 Hypothyroidism is a thyroid disease that disproportionately affects women, typically between the ages of 30-50. The most common symptoms include constipation, depression, weight gain, and fatigue. Based on my experiences with hypothyroidism, and open-ended interviews with a diverse group of women, I examine the struggles of finding adequate medical care. This project uses feminist interviewing to allow women to "talk back" (hooks, 1989) to a biomedical system that devalues their illness accounts. I also draw on their narratives to discuss the politics of knowledge creation because no gender or sociological research has been conducted on this topic to date.

Moderator:
 Nicole Grant, *Northern Kentucky University*

085. The State of Motherhood Studies in the Academy

9:25 to 10:40 am • Level 1: Georgia 4

This sponsored session by the Feminist Mothering Caucus will examine and evaluate developments in the field of maternal feminist scholarship and address ways to assess and evaluate motherhood studies scholarship within and outside the discipline of women's studies. Among the questions to be explored are the following: What are some of the perspectives and/or theoretical frameworks that have inspired scholarship within maternal studies? What are the current debates? What is its place within in women's studies? Is a distinct scholarly discipline of motherhood studies needed or necessary? What are its future directions?

Presenters:
 Andrea O'Reilly, *MIRCI - Exhibitor*
 Lakshmi Jayaram, *Virginia Tech*
 Susan Carol Logsdon-Conradson, *Berry College*
 Andrea Doucet, *Carleton University*

Moderator:
 Gerakina Arlene Sgoutas, *Metropolitan State College of Denver*

086. Feminist Food Studies: Pedagogy, Popular Culture, and U.S. Food Systems

9:25 to 10:40 am • Level 1: Georgia 5 - AV

PARTICIPANTS:

Manfood: Masculinity on TV Food Programming

Maria Bevacqua, *Minnesota State University, Mankato*
 While the kitchen and cooking have long been associated with women and femininity, the large number of male chefs in instructional television food programming may lead some to propose that a fundamental shift in gender norms and representations has taken place. This paper presents content analysis of food programming to examine the gendered messages and possibilities depicted. It will question whether the masculinities presented in TV food programming are a departure from, or a reinscription of, hegemonic masculinities.

"Hegans": An Examination of the Emerging Male Vegan

Justine Ann Johnson, *Minnesota State University, Mankato*
 Research in critical food studies or masculinity studies assert that men use meat as a tool of power (Adams, Inness, Counihan). I argue that vegan men use the same rhetoric as traditional masculine ideologies even though they have rejected a major connection to power. My paper contributes new

knowledge to gender studies and food discourses by examining the connection between masculinity and male vegans. Through content analysis of explicit vegan material *Skinny Bastard* by Rory Freedman and Kim Barnouin and *Meat is for Pussies* by John Joseph and men's magazines I interrogate the prevalence of hegemonic masculinity in popular culture.

The Kitchen and the Classroom: Teaching Feminist Food Studies

Maria Bevacqua, *Minnesota State University, Mankato*; Justine Ann Johnson, *Minnesota State University, Mankato*

Presenters will reflect on and analyze the experience of co-teaching "Gender & Food" as an upper-division undergraduate seminar. As feminist food studies scholars (one faculty member and one master's-level graduate student), each will discuss successes and challenges posed by introducing students to food studies grouped around themes of identity & the personal, representation, the local, and the global. Syllabus and select assignments will be shared.

Moderator:

Maria Bevacqua, *Minnesota State University, Mankato*

087. Teaching Women's Studies Online: Innovations in Course Design

9:25 to 10:40 am • Level 1: Georgia 6 - AV

Online education is growing rapidly and Women's Studies faculty are being compelled to develop and teach more and more courses as online offerings and respond to the needs of the university and students. Online Women's Studies courses and degree programs provide increased access and flexibility for women who might otherwise not be able to attend college, especially non-traditional female students who work full time, return to school after an absence, have a long commute to campus or childcare responsibilities. The virtual classroom also engages the new generation of students who use technology in every aspect of their lives.

Presenters:

Kryn Freehling-Burton, *Oregon State University*

Sheena Malhotra, *California State University, Northridge*

Moderator:

Karon Jolna, *University of California, Los Angeles*

088. From Center to Margin: Women's Studies? Gender Studies? Sexualities Studies?

9:25 to 10:40 am • Level 1: Georgia 7

Feminisms now co-exist with gender studies and queer studies. These conceptual changes intersect with the particulars of our programs, students, campuses, and faculty. Decisions are made renaming programs, embracing sexualities studies, redefining curricular emphases, and hiring faculty. What have we gained from this repositioning of central areas of concern? What crucial questions remain unanswered? How have these changes taken place? Do we have a shared understanding of process? How do we want to develop into the future? This workshop offers a structured discussion on how these larger conceptual developments play out on our specific campuses.

Presenters:

Stacey Schlau, *West Chester University of Pennsylvania*

Deborah Mahlstedt, *West Chester University of Pennsylvania*

Judith Ann Parker, *University of Mary Washington*

089. Race, Gender, and the Politics of Solidarity

9:25 to 10:40 am • Level 1: Georgia 8

Drawing on our experiences as activist-scholars, our roundtable will explore the following questions: 1) Do the scholarship, curriculum, and pedagogy

practiced in Women's Studies reflect an understanding of feminism as a theory and praxis of solidarity and social justice? 2) Are intersectional analysis and transnational feminist frameworks sufficient to disrupt the "master's tools" and to radically transform women, gender, and sexuality studies in the academy? 3) How do we cultivate accountability in our classrooms and institutions to subvert the dominant (liberal) paradigm of inclusion and dialogue across differences?

Presenters:

Ann Russo, *DePaul University*

Laila Farah, *DePaul University*

Janell Hobson, *State University of New York, Albany*

Moderator:

Simona Sharoni, *State University of New York, Plattsburgh*

090. Gendered Heroism: African Women Writers Inscribing the Personal as Political

9:25 to 10:40 am • Level 1: Georgia 9

PARTICIPANTS:

Silent Goddesses and Sacrificial Mothers: Buchi Emecheta's The Joys of Motherhood

Winter Elliott, *Brenau University*

This paper assesses the relationship between ideology and speech in Buchi Emecheta's work, analyzing the ways in which the language of African motherhood, both culturally and in Emecheta's work, has been elevated to a kind of divinity that only serves to silence ordinary women. Significantly, at the end of Emecheta's *The Joys of Motherhood*, the main character, Nnu Ego is elevated to postmortem divinity and prayed to – but she never answers her supplicants. The character's failure to speak to her audience after her death implies Emecheta's position on female divinity.

Greatness Makes Tragedy: Achebe and Emecheta on Gendered Heroes

Monique Wimby, *Brenau University*

This paper discusses African cultural boundaries, gender roles, and heroism by contrasting Chinua Achebe's *Things Fall Apart* and Buchi Emecheta's *The Joys of Motherhood*. The protagonists in these novels, Okonkwo and Nnu Ego, are defined by cultural structures that limit roles for both men and women. Both protagonists function as paradigms within their limits: Okonkwo as a tragic hero and Nnu Ego as the prototypical average woman. But Okonkwo's heroism lends itself to Achebe's romanticized depiction of pre and post-colonial Africa, while Nnu Ego's relative mediocrity allows Emecheta to present a realistic view of traditional African values.

Pink and Blue Heroics in Chimamanda Ngozi Adichie's Purple Hibiscus and Half a Yellow Sun

Heather Gollmar Casey, *Brenau University*

This paper considers the intersection of gender relations, neocolonialism, and conceptions of heroism. Chimamanda Ngozi Adichie's novels, particularly *Purple Hibiscus* and *Half of a Yellow Sun*, are excellent sources for examining the impact of neocolonialism through a gendered lens. By telling her stories through the eyes of both male and female protagonists, Jaja and Kambili, and Ugwu and Olanna/Kainene, Adichie is able to show the effects of neocolonialism on gender stereotypes and gender relations. Similarly, an examination of the characters' "heroic" actions and perceptions of self reveals gendered conceptions of heroism.

Moderator:

Winter Elliott, *Brenau University*

091. Emerging Trends in Feminist Pedagogy and Curriculum: Challenging Mainstream Women's Studies

9:25 to 10:40 am • Level 2: Savannah 1

PARTICIPANTS:

The Politics of Teaching Gender and Islam in the West

Huma Ahmed-Ghosh, *San Diego State University*

In this paper I want to deconstruct and engage in a dialogue on why teaching courses on women/gender and Islam are mushrooming in colleges and Universities post 9/11. Two main themes that I will delve into are: 1) Why is this topic of particular interest now?; and 2) how are such courses positioned in academia in terms of what is being taught, who gets to teach such courses through which programs or departments? Towards that attempt, I will analyze syllabi available on-line on women/gender and Islam and discuss my own experiences of putting such a course together and of teaching it.

Women's Studies Curriculum Transformation for Feminist Solidarity: Integrating Transnational Perspectives

Jessica Spain Sadr, *San Diego State University*

Drawing on Chandra Mohanty's comparative feminist studies curricular model, which is premised on a recognition of the constitutive links between the local and the global foregrounding points of connection and disjuncture rather than physical geography or territory, I develop a framework necessary for the examination of transnational perspectives situated within US women's studies core curricula. Specifically, twenty feminist theory undergraduate course syllabi are analyzed through a feminist solidarity lens revealing the extent to which transnational perspectives are being integrated into women's studies, and to what degree the core curriculum highlight intersectional analyses based in co-implication, mutuality, and solidarity in globalized society.

Teaching Emerging Feminist Practices in Ethics and Science

Sara Giordano, *Emory University*

Bioethics has been critiqued by those inside and outside the sciences, for different reasons. Paul Rabinow suggests that we need a new bioethical model that can better address new sciences. I describe a co-taught course designed to have an impact on the emerging field of synthetic biology. The design takes up Rabinow's call to incorporate ethics from the beginning and collaborate across disciplines, from a feminist perspective. In the class, students from biology, philosophy and women's studies explored the intersections of synthetic biology, ethics and community based practices. Through this project students engaged directly with synthetic biologists and genetic engineers.

Moderator:

Jasikran K. Mathur, *St. Francis College*

092. Ripples in the Water: Black Women's Ontology as Sustenance and Upliftment

9:25 to 10:40 am • Level 2: Savannah 2

This roundtable will identify ontologically strategic characteristics of Black women's lived experiences that serve to 1) sustain identity, 2) support communal grounding, and 3) enhance continued action for justice and equality. Focusing on cultural expression – dance and the visual arts - lynching and civil rights activism, the roundtable discussants will tease out diverse techniques used by Black women to sustain and enrich daily life.

Presenters:

Angela D. Sims, *Saint Paul School of Theology*

AnneMarie Mingo, *Emory University*

C. S'thembile West, *Western Illinois University*

Erica Kierulf, *Union Presbyterian Seminary*



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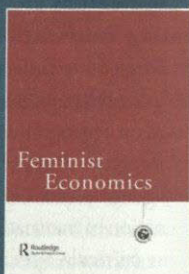
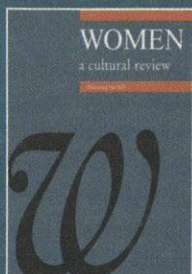
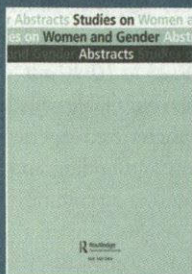
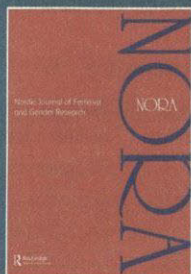
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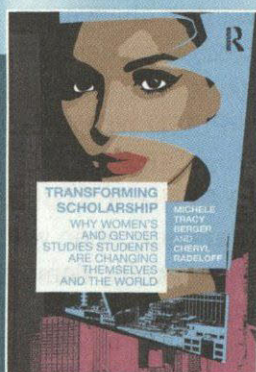
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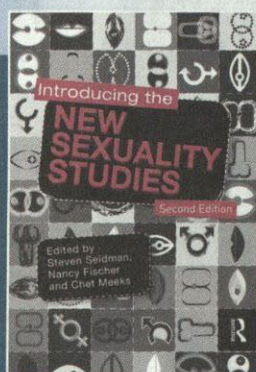


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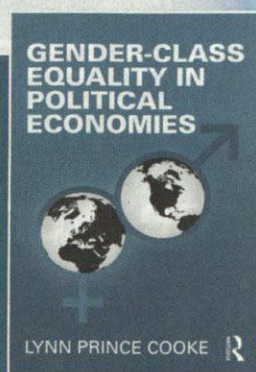
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093. Private Lives, Public Relations: Counternarratives and the Interior Lives of Women of Color

9:25 to 10:40 am • Level 2: Savannah 3

PARTICIPANTS:

Narrating Eroticism: Black Female Public Intellectuals Disrupting the Culture of Dissemblance

Brittney Chante' Cooper, *University of Alabama*

In *A Colored Woman in a White World*, Mary Church Terrell, an early Black female public intellectual, focuses significant attention on her love of dancing, an activity largely prohibited by Black communities' staunch adherence to the politics of respectability. This discussion of dancing bespeaks a particular strategy through which Black women intellectuals, always aware of the reception of their bodies in public, reclaim a Lordean notion of the erotic through an unapologetic narrative engagement with the corporeal. I argue that Black women's narrative entanglements with the corporeal disrupt prevailing scholarly configurations of the ever-present culture of dissemblance and politics of respectability.

Exploring Muslim Women's Lives Through the Medium of Storytelling

Maha Marouan, *University of Alabama*

Since the summer of 2009, I have been collecting stories from Moroccan women at home and in the Diaspora. Based on their stories, as well as my own story as a Muslim academic living in the US, this paper engages with female cultural identity beyond a superficial construction of Muslim women as passive and subdued, offering narratives of resistance. These stories also connect Moroccan women to a larger body of work concerned with recording the experiences of third-world women and women of color whose voices have been marginalized within colonial discourses and power relations.

True and Ancient Properties?: Sisterhood and Identity in Toni Morrison's *Tar Baby*

Susana M. Morris, *Auburn University*

Toni Morrison's 1981 novel *Tar Baby* is often read as a celebration of the ancestor figure. While *Tar Baby* does indeed celebrate the ancestor through the notion of "daughterhood," I would argue that the novel is a cautionary tale about heritage and women's public identity in more ways than one. To that end, this paper contends that not only does the novel indict imperialism and Eurocentrism as detrimental to black women's lives, it also illuminates both the possibilities and the pitfalls of romanticizing heritage through the novel's ongoing tensions between personal autonomy and familial duty for women in particular.

Moderator:

Heidy M. Gonzalez, *Massachusetts Institute of Technology*

094. African American Women Looking Back: The Use of Storyboards to Facilitate Narrative and Meaning Construction around Disclosure of Childhood Sexual Abuse

9:25 to 10:40 am • Level 2: Valdosta

The Story Board Method, born out of the narrative tradition, is participant-driven, and it has been effectively used to assist participants in articulating aspects of their lived experience that are challenging or painful to access. Creating a disclosure Story Board empowers participants to tell their stories in a way that is meaningful to them. Integration with a theoretically grounded interview guide allows the researcher to present key domains for each participant's consideration. This combination enhances trustworthiness of data and builds participants' confidence in the research endeavor.

Presenter:

Jewell F Brazelton, *University of Chicago*

095. Domestic Workers on the Move: From the Local to the Global

10:50 to 12:05 pm • Level 1: Atlanta 1 - AV

PARTICIPANTS:**The Global Politics of Local Domestic Worker Organizing**Premilla Nadasen, *Queens College, City University of NY*

Over the past decade and a half, domestic worker campaigns in the United States have fostered innovative organizing strategies. They have placed race, gender, nation, and culture at the center of labor organizing and challenged assumptions about the labor process and mobilization strategies. This paper will explore the transnational political organizing of the National Domestic Workers Alliance. It will examine how this organization has been able to forge a coalition among Chicano, Filipina, South Asian, Caribbean, Central American, and African American domestic workers. For many of these workers their identification as “workers” is integrated with their transnational connections. My paper will examine how and why domestic workers, despite the atomized nature of their employment and the racial and cultural differences, have been able to mobilize not only locally and nationally, but internationally. It will examine both the character of organizing as well as the neoliberal economic climate that has led to dramatic shifts in women’s employment.

“Protection of the kind . . . provided for other workers” while accounting for its “special character”: The International Labor Organization [ILO] Considers Domestic WorkersEileen Boris, *University of California, Santa Barbara*

This presentation, based on analysis of ILO and related UN records, analyzes earlier efforts at improving the working conditions of household workers—and why they failed. Whereas domestic workers are spearheading today’s fight for labor standards, in the mid-20th century labor feminists took the lead. While ILO experts in 1967 spoke of the “claim on the public conscience,” domestic workers themselves in 2010 demanded the same rights as any other laborer, that is, as a Mexican worker delegate explained, “non-discrimination and equal opportunity, meaning a decent wage, decent conditions regarding occupational safety and health, stable employment, non violence and access to social security, so that we have somewhere to live, health care and a decent retirement” but also “recognition of freedom of association and the right to organize.” Whereas her claim reinforces the ILO’s agenda of “decent work,” a half century ago the claims of domestic workers sat uneasily in the conflict between protective legislation, equality discourses, and the ILO’s focus on the industrial worker.

The International Domestic Workers Network: Women’s Transnational Activism at the Borders of UN Agencies.Jennifer Natalie Fish, *Old Dominion University*

The 2010 gathering of the International Labour Conference (ILC) in Geneva marked a poignant moment for domestic worker organizations and human rights advocates because it placed “Decent Work for Domestic Workers” at the center of its tripartite dialogue. This presentation will present a summary of two years of fieldwork with the International Domestic Workers Network at the International Labour Conferences in Geneva. The discourse and imagery that emerged surrounding domestic work throughout these proceedings provide data on a wider collective interpretation of the social constructions of gender, nation, and class within this global sector of women’s labour.

Appealing for Workers Rights: Rhetorical Resistance through Union SongsRobin Ormiston, *Old Dominion University*

Drawing from field research conducted in 2010, this paper will historicize the mitigating cultural factors that helped to shape song as a powerful rhetorical modality for domestic service workers employed in South African society. Seeking social liberation, domestic service workers of South Africa have historically been twice excluded from the opportunity to discursively engage in the public sphere due to their privatized working environment. Women working as domestic service workers in South Africa face harsh conditions, best. According to the South African Department of Labour, approximately one million women are employed as domestic service workers in South Africa, making that group the largest group of workers in South Africa.

Moderator:Mary Margaret Fonow, *Arizona State University***096. Quilted Narratives: Reimagining Digital Media Tools as a Form of Agency and Expression**

10:50 to 12:05 pm • Level 1: Atlanta 2 - AV

The purpose of this roundtable is to brainstorm and set into motion a collaborative project that makes strategic use of digital media and social networking tools to document/analyze the life stories of young women from different cultural communities in an effort to establish cross-cultural critical alliances as a form of empowerment and agency. By focusing on “strategic use,” the hope is that we will “think beyond” the current ways of using these tools and will instead brainstorm methods of reimagining the tools in such a way that they can be used to stitch the lives and experiences of women together.

Presenters:Vivien Ng, *State University of New York, Albany*Kaye Wise Whitehead, *Loyola University, Maryland***Moderator:**Yi-Chun Tricia Lin, *Southern Connecticut State University***097. Today, Not Someday When We’re Grown: How Girls “Do” Activism**

10:50 to 12:05 pm • Level 1: Atlanta 3 - AV

This roundtable privileges the ongoing and diverse work of girl activists. Through presentations, video, poetry, artwork, and dialogue, girls and their allies will showcase a variety of activist projects that illustrate the innovative ways that girls ‘do’ activism. Of particular interest are the varied spaces in which girls engage as activists: formally and informally, relationally and structurally, publically and privately. This roundtable will further explore girls’ activism techniques and offer new theorizations of doing feminist work with girls as the change agents of today - not the women of tomorrow.

Presenters:Jessica Karen Taft, *Davidson College*Kiersten C, *Alice Paul Institute*Nadia T., *Girls Learn International*Soledad F., *Feminists for Action*Laura R. Boutwell, *Virginia Tech*Emily Christine Bent, *National University of Ireland, Galway***Moderator:**Faduma Guhad, *Imani Nailah*

098. Narrating Black Feminisms: U.S. Women of Color and Black South African Writers

10:50 to 12:05 pm • Level 1: Atlanta 4 - AV

PARTICIPANTS:

An Image of Revolutionary Hope: Women of Color and U.S. Feminism in the 1970s

Agatha Beins, *Rutgers University*

This paper examines how images of women of color in feminist periodicals produced affective contours of feminism as a collective identity. I track the depictions of Sojourner Truth and figures of Indochinese women across a range of feminist periodicals published throughout the United States during the 1970s, paying attention to this repetition of imagery and to what is consistent and what varies in these representations. The frequency with which their images circulated through these publications indicates that their bodies were significant to the imagination and production of U.S. feminism.

The Cost of Empire: Slavery and Reproduction in Feminist Science Fiction

Erin Ranft, *University of Texas, San Antonio*

This paper argues that Octavia Butler's *Kindred* and Phyllis Alesia Perry's *Stigmata* re-envision history to voice narratives long silenced by dominant society and to portray enslaved women's resistance. Utilizing the creative tropes of science fiction, the authors illustrate the bodily oppressions experienced by enslaved women. These texts disprove the notions that US slavery is only germane in a discussion about the past and that racism, sexism, and classism can be separated from such a discussion, for the legacy of slavery continues to exist within the minds and on the bodies of the main characters.

Moderator:

Cambria Stamper, *Arizona State University*

099. Pedagogy of Feminism

10:50 to 12:05 pm • Level 1: Atlanta 5 - AV

PARTICIPANTS:

Beyond the University Classroom: College Students Negotiate Privilege in a Community-Based Violence Prevention Project

Beth Catlett, *DePaul University*; Amira Proweller, *DePaul University*
Women's Studies is opportune for the union of feminist pedagogy and critical service learning goals. Unlike dominant models of service learning that have been largely oriented towards more traditional understandings of service as volunteerism and charity, emerging scholarship has called for critical and feminist informed frameworks of service learning pedagogy and practice that help students link what they are theorizing in the classroom to practice beyond the classroom. The proposed paper will explore the ways in which students in a service learning course extend the principles of feminist pedagogy and practice in their social justice work with teen youth.

Considering the "Divides:" Intersectionality, Technology, and Feminist praxis

Margaret Ji Rhee, *University of California, Berkeley*

Feminist engagement with new media technologies, outside the academic walls, models the necessity of community based participatory education for feminist pedagogy and praxis. I argue feminist technological education, such as digital storytelling, may be one possible way, to unbind heteronormative, patriarchal, and racialized hegemonic and structural constructions of difference. Moreover by tracing a lineage of feminist cyborg literature, with

the scholarship on intersectionality, I provide for increased attention of the "divides"—structural inequality of incarceration, HIV/AIDS, and digital divide rates that "intersect" and shape women of color life chances.

Haven't We Been Here Before? Feminist Pedagogies of Service Learning

Kate Summer Drabinski, *University of Maryland, Baltimore County*
Curriculum planners across the disciplines are increasingly looking to service learning as a way to connect classroom learning and community engagement to prepare students for civic life. Service learning pedagogy stresses the importance of reflection, making connections between abstract classroom learning and concrete social practice, and critical thinking about our roles as citizens outside the ivory tower. Sound familiar? This presentation asks how insights gleaned from over 30 years of theorizing praxis in a women's studies context can be brought to bear on some of the more vexing issues in contemporary service learning.

Moderator:

Helen Crump, *Minnesota State University, Mankato*

100. Authors Meet Critics: Making Up the Difference: Women, Beauty, and Direct Selling in Ecuador

10:50 to 12:05 pm • Level 2: Augusta

This first in-depth study of a cosmetics direct selling organization in Latin America uses women's experiences of informal employment to illuminate our understandings of work and gender, offering an analysis of the global and local economic conditions that make selling cosmetics an appealing option.

Participants:

Erynn Masi de Casanova, *University of Cincinnati*

Amy Lind, *University of Cincinnati*

Carla Freeman, *Emory University*

Miliann Kang, *University of Massachusetts, Amherst*

101. Feminist Mothering Caucus

10:50 to 12:05 pm • Level 1: Georgia 01

Feminist Mothering Caucus Business Meeting. The business meeting for the Feminist Mothering Caucus members and individuals interested in learning about the Caucus.

Participants:

Gerakina Arlene Sgoutas, *Metropolitan State College of Denver*

Heather Hewett, *State University of New York, New Paltz*

102. The Whole is Greater than the Sum of its Parts: Institutional Collaboration Toward Transforming Introductory WGS Courses

10:50 to 12:05 pm • Level 1: Georgia 10

This roundtable features several members of a statewide Women's Studies consortium. Our objective in this roundtable is twofold: first, we would like to discuss the logistics of our collaboration and how we benefit from it, toward the goal of encouraging the formation and/or strengthening of more Women's and Gender Studies consortia; and second, we would like to share information about our most recent project, which focuses on shared threshold concepts and learning outcomes, as well as tools for assessing student learning in our introductory WGS courses.

Presenters:

Christie Launius, *University of Wisconsin, Oshkosh*

Glenda Jones, *University of Wisconsin, Stout*

Deborah Hoskins, *University of Wisconsin, Lacrosse*

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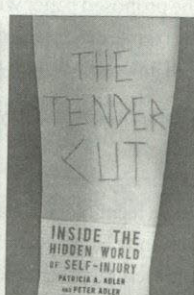
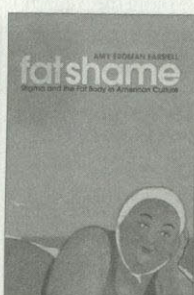
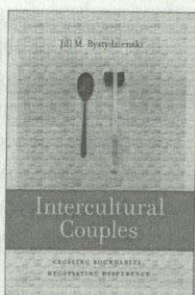
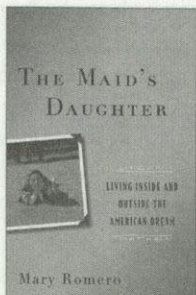
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103. Gender, State and Politics: Transformative Potentials of Women's Political Participation in India

10:50 to 12:05 pm • Level 1: Georgia 11

PARTICIPANTS:

Women Enter Local Politics: A Case Study of Women in PRIs in India

Jana Everett, *University of Colorado, Denver*

This paper discusses the implications for democratic participation of women's incorporation into India's local political system. As EWRs, women emphasize their roles in addressing gender issues, legal problems, and prohibition. The public visibility of EWRs legitimizes greater physical mobility for women. EWRs provide role models of value for girls. These gains seem to point to a need for grassroots mobilization to enable their constituents to articulate their needs and hold their EWRs accountable. Such mobilizations do exist, but they are few and far between and is much needed to challenge the control of local politics by dominant caste men.

Women as Political Representatives in India: The Case of Gender Quotas

Aparna Thomas, *Cornell College, Iowa*

As greater numbers of women contest elections, assessing their effects on local government councils becomes increasingly relevant. The state of Maharashtra was one of the first states to enact the legislation emphasizing the need for decentralization of PRIs and enhancing women's empowerment. This paper provides the background to the issue of gender quotas for women in Indian politics and provides a broad historical and institutional framework, and description of the structure of PRIs in Maharashtra. It will also demonstrate ways in which this context is tied to the development of other local institutions unique to the state.

Women as Political Actors: The Case of India's Decentralization Politics

Vidya Kalaramadam, *William Paterson University*

Over the last two decades, women have become a major marker of democracy. Every government showcases the number of women in formal politics. Transnational monitoring organizations routinely rank the quality of a democracy by citing women's presence in its political bodies. Using the case of EWRs in Karnataka, this paper will interrogate the following. How can feminists theorize seemingly "empowering" moments like the decentralization policy and women's presence in local councils for gender equity within the global context of neo-liberalism? How do state policies for increasing women's political participation transform patriarchal practices within the state and society?

Moderator:

Vidya Kalaramadam, *William Paterson University*

104. Material Girl: Girls, Educational Subjectivity, and the Materiality of Girlhood

10:50 to 12:05 pm • Level 1: Georgia 12

PARTICIPANTS:

Girls as Reading Subjects: Retrospective

Becky Atkinson, *University of Alabama*

Teenage girl books, girls next door books, suicide girl books, cheetah girl books, mean girl books, spice girl books, girls classic books, gossip girl books, ... popular trade books for girls, such as these popping up on a Google search using the terms "girls and books," seem to offer a variety of ways to be a girl today. This paper examines this apparent array of subject

positions for girls, and asks if they enact a simulacra of heteronormative femininity constructed in popular culture or offer empowering versions of girlhood. The paper will contrast these contemporary depictions with subject positions offered for girls in popular trade books from the past.

White Girls, Math Girls, Geeky Girls, IB Girls: Reading for Privilege

Sara Childers, *University of Alabama*

Based on a multi-sited ethnographic case study of a high-achieving, high-poverty high school, this paper looks at how white high-achieving girls navigated and articulated their subjectivity at a predominantly black high school. Using Critical Race Theory, Feminist Theory, and Post-Structural Qualitative Research, I perform a discursive analysis of interview data and field observations to address the ways in which these students lived within and against the discursive constructions of a high-achieving white girl identity within the school and practiced and narrated themselves as raced/gendered/educational subjects. This paper places considerable interest in how they appropriated white privilege in this high achieving urban high school.

A Girl's Place is In the Struggle: Gendered Identities and Resistance

Lamea Shaaban-Magana, *University of Alabama, Tuscaloosa*

While recent academic and public shifts placed a gaze on girls, girls' resistance has received minimal attention, leaving gaps in the literature. To develop a robust and operational understanding of resistance with the intersection of gender and youth at the center, this paper offers an exploratory study drawing on fields such as feminist scholarship and youth studies to interpolate dominant discourses of resistance contextualized within the relationship of girls to feminine subjectivities. An alternative storyline of a feminist post-structuralist account of girls' resistance as complex and multi-dimensional challenges the prevailing narrative of gender, identity, self-making, and girl culture characterized through binary frameworks.

Learning Teenage Black Girls' Experiences in a Social Club: A Qualitative Case Study

Jeena Williams, *University of Alabama*

The presentation reveals research findings that explored adolescent Black girls' experiences through involvement in a local community program in the southeastern region of the United States and how it relates to their academic career. Data for this study was collected from observations and semi-structured interviews with program participants. This data is significant because it provides parents/guardians, educators, and other stakeholders with information about Black girls' educational experiences to be able to provide support in various areas that extend beyond school walls. Possible implications are that educators and community members can develop collaborative efforts to assist and support Black girls which will support them in reaching their academic goals.

Moderator:

Alice Ginsberg, *Educational Consultant/Writer*

105. When Matter Speaks: New Materialisms, Womanist Theories, and a Transformational Politics of Things

10:50 to 12:05 pm • Level 1: Georgia 13

PARTICIPANTS:**From the "Linguistic Turn" to the Metaphysical: Visionary Pragmatism, Spiritual Activism, and Indigenous Thought**AnaLouise Keating, *Texas Woman's University*

It is by now a commonplace for feminists and other contemporary theorists to critique the "linguistic turn" in poststructuralist thought. Rather than extend this critique, I take a different approach. Drawing on writings by Patricia Hill Collins, Gloria Anzaldúa, and Marilou Awiakta, as well as recent work in speculative realism and object-oriented philosophy, I posit a participatory theory of language, a metaphysics of intra-connectedness, that leads to relational epistemologies and ethics. These holistic modes of perception-action transform subject/object divisions into new forms of activism, demonstrating the important contributions that women-of-color theory can make to contemporary post-continental philosophy.

Active Bodies and Distributive Agency: Rethinking the Political in Contemporary Social Justice ActivismLindsay Robertson, *Texas Woman's University*

Recent works in feminist theorizing emphasize distributive notions of agency across various bodies, both organic and inorganic. Rethinking agency as the ability to act on other subject/objects rather than a property one possesses has significant repercussions for conceptualizing social actors and the constitution of political spheres. Drawing from "new materialist" feminisms, as well as contemporary political and sociological theorists (Jane Bennett, Andrew Pickering, Bruno Latour), this paper explores how subaltern political bodies and contemporary queer social justice activism might be organized in response to the proliferation of agentic subjects.

Corn-ucopia: The Center, the Beginning, and the EndAngela Johnson-Fisher, *Texas Woman's University*

Pulsing with intelligence, inversely reciprocal in nature, simple yet complex, what we eat is more than just edible matter. Tracing corn as both food source and actant through myth (language) and ritual (action), I draw on the writings of Paula Gunn Allen, Marilou Awiakta, and Luisah Teish to show how the corn we grow and consume might, simultaneously, be growing and consuming us...functioning as a powerful catalyst for transformation. My goal is not to judge or condemn the food choices we make, but rather to explore the precarious yet complex bonds between corn, harmony, and human life.

Consumption Crisis: Building Reciprocal Relationships for Planetary Survival Through Connectual PoliticsPamela Kay White, *Texas Woman's University*

Typically, we view natural gas exploration as a unidirectional process: humans remove stored energy from plants and animals buried within the earth's crust. But what happens if we rewrite this script, viewing the shale, drill-bit, tubing, and everything else in the process as active agents, not passive objects? I explore this question through "connectual politics," a term I coined that resituates political issues within a framework of radical interconnectivity. More specifically, I draw on the Indigenous theory of "natural democracy," and Bennett's "vital materiality," to investigate how energy policy and consumption might change when we listen to non-humans.

Moderator:Lauren Elise Cross, *Texas Woman's University***106. Foucault and Feminism**

10:50 to 12:05 pm • Level 1: Georgia 2

PARTICIPANTS:**Foucault and Feminist Care Ethics**Maurice Hamington, *Metropolitan State College of Denver*

Foucault's notion of "technologies of the self" suggests embodied processes and techniques that individuals employ to create subjectivity or selves in light of the social power and forces that struggle against individual autonomy. In this paper, Foucault's technologies of the self are explored for their contribution to an expansive and performative theory of feminist care ethics where one's attentiveness to the physicality of care has significance not only for ethics but identity and epistemology. The implication of care as a technology of the self is that morality is more than abstracted rubrics of normativity entailing the imaginative and the aesthetic.

Mother and Child (Re)writing: Shared and Shifting Subjectivities in Co-created AutoethnographyAlison Quaggin Harkin, *University of Wyoming*

I developed an interest in autoethnographic (autobiographical and ethnographic) research when my thirteen-year-old son, William, was born with a disability. At that time, prevalent discourses of motherhood became evident to me. In particular, I was struck by the societal expectation that I would continually attempt to "overcome" his "deficits," and that he always would be the passive recipient of my devotion. In this paper, I describe our ongoing three-year autoethnographic project as an attempt to create shared "reverse" discourses to challenge the notion of static, fixed selves. The discussion includes a consideration of Foucault's work on technologies of the self.

Disciplining Professionals: A Feminist Foucauldian Analysis of Public Preschool TeachersSusan Iverson, *Kent State University*; Jamie Huff Sisson, *Kent State University*

Educational reforms have meant that issues of teacher professionalism and professional expectations are being contested at both the level of policy and of practice. This paper draws explicitly on a feminist Foucauldian lens to identify discourses shaping the professional identities of preschool teachers. Preschool teachers, predominantly women, identified as caring and motherly, images constructed by a dominant discourse of femininity, enact identities as managers, experts, and technicians, strands of professionalism discourse, shaped by a dominant discourse of masculinity. This research reveals how dominant discourses construct a double bind that leaves preschool teachers with conflicting identities as they navigate professional expectations.

Moderator:Susan Catherine Dewey, *University of Wyoming***107. "What Academic Feminism Has Come To?": Thinking Through the Futures of Feminist Theorizing**

10:50 to 12:05 pm • Level 1: Georgia 3

In her book, *Why Stories Matter*, Clare Hemmings argues that recent feminist theorizing has codified into a dominant narrative that permeates contemporary western academic feminist discourse, where nearly every story of our field's theoretical travels is recounted in terms of progress-->loss-->return. Members of this round table take up Hemmings' observation to examine and raise questions about both its premises and applications.

Presenters:

Catherine M. Orr, *Beloit College*
 Ann Braithwaite, *University of Prince Edward Island*
 Karlyn A. Crowley, *St. Norbert College*
 Diane Lichtenstein, *Beloit College*

Moderator:

Annalee Lepp, *University of Victoria*

108. Deploying Feminism within Higher Education

10:50 to 12:05 pm • Level 1: Georgia 4

PARTICIPANTS:

“Could You Find a Different Word?”: Power Structures and Feminist Work in Higher Education

Rita Michelle Jones, *Lehigh University*

Foucault considers how power structures operate and ideologies are deployed, particularly in terms of coming from below and above. Within higher education, administration operates similarly: bring ideas to create the institution you want, but our version will look differently and be controlled by us. My discussion analyzes scenarios, including strategies to increase education about gender violence on campuses, that specifically deploy “feminism” but meet resistance to feminism because power on university campuses still varies between top-down models and shared governance, because non-hierarchical feminism threatens the abundance of “org charts,” and because most university faculty and staff still fear feminism.

The Genocide Awareness Project on the College Campus: Deploying a Feminist Response

Janet Badia, *Indiana University/Purdue University, Fort Wayne*

This paper examines the tactics used by the Genocide Awareness Project (GAP), a travelling anti-abortion display funded and produced by the Center for Bioethical Reform that uses graphic images of aborted fetuses alongside images of the Holocaust, of lynched black men, etc., to make the argument that abortion is genocide. As part of its examination, this paper investigates the GAP’s impact on college campuses, the challenges it poses to campus anti-harassment policies and civil discourse, and the failures of feminist and university responses to the GAP. Finally, it considers the ways the GAP might be understood as deploying some of militant feminism’s own tactics and the implications of that appropriation.

Advancing Women’s Leadership on a Catholic Campus: Overt and Covert Feminist Deployments

Sheila Hassell Hughes, *University of Dayton*

Engaging scholarship on women’s leadership in higher education from several disciplines, I argue that the complexity of organizational structures, institutional cultures, and broader social patterns inhibiting women’s advancement to roles of institutional leadership necessitates multi-pronged responses. A mixed strategy, including the deployment of feminist knowledge and politics both within and outside authorized roles and structures, will work best at some male-dominated institutions. A Catholic university where women faculty and professional staff are leveraging mid-level leadership positions to push for incremental changes, while also organizing unofficially to create a climate of greater urgency, serves as my case study.

Moderator:

Janet Badia, *Indiana University/Purdue University, Fort Wayne*

109. Black Feminisms as Critical Pedagogy: Engaging Power, Privilege and Difference in the Classroom

10:50 to 12:05 pm • Level 1: Georgia 5 - AV

This roundtable engages in a productive conversation regarding the dilemmas black women and men encounter using black feminisms as critical pedagogy. What is a black feminist pedagogy? Is it more than enabling students to analyze, critique and deconstruct racial and gender ideologies using intersectional paradigms? Is there a normative and/or political imperative to teaching black feminisms in the academy? If so, what is it? What are the challenges, limitations and implications of using black feminisms to teach students at this neoliberal juncture? More than this, how might we think about critical black feminist pedagogies in the so-called “post-racial” moment?

Presenters:

Tracy Fisher, *University of California, Riverside*
 Zenzele Isoke, *University of Minnesota*
 Kia L. Caldwell, *University of North Carolina, Chapel Hill*
 Caroline M. Tushabe, *University of California, Riverside*
 Ruth Nicole Brown, *University of Illinois at Urbana-Champaign*

110. Visualizing Identity: Surveillance, Gender, Race, Embodiment

10:50 to 12:05 pm • Level 1: Georgia 6 - AV

PARTICIPANTS:

Imitation is the Sincerest Form of Flattery? Using Feminist Surveillance Studies to Theorize Biomimetics

Shoshana Magnet, *Ottawa, Ontario, CA*

Searching for soldiers that “never sleep and never bleed,” the US military is developing tiny electronic planes that combine animals and robots. One such creation, the “talibanator,” mixes moths with machines. During the pupal stage, electrodes and a chip are inserted into the moth. Once the moth has matured, it may be remotely controlled and used for military purposes. Robot insects also are proposed for use in surveillance. Grounding the growth of robot-animals in their development for military and surveillance purposes, I argue that the real world deployment of biomimetic robot-animal technologies depends upon practices of inscription, reading, and interpretation that are assumed to be transparent, neutral and self-evident, and yet remain complex, ambiguous and, as a result, inherently problematic. Exploring feminist surveillance studies as a theoretical framework, I will call into question assertions that “imitation is the sincerest form of flattery” and that mimicry of the natural world will necessarily yield productive and peaceful outcomes.

White Coats, White Doctors: The Flexner Report’s continued impact on Medical Student Education

Moya Zakia Bailey, *Emory University*

In 1910 Abraham Flexner, a leading U.S. educational scholar took on a task issued by the Carnegie Foundation to assess the curricular components of medical schools in the United States and Canada. His groundbreaking report transformed the practice of educating doctors, making institutions more standardized and uniform in their aim to educate the next generations of physicians. It is through his work that medical doctors became well respected professionals with extensive and complex training. The Flexner Report is an essential document that created the context for medical education as we understand it today, effectively constructing the conditions of optimal medical education and the subsequent need for a particular type of student, an archetype that still informs medical student classes today.

Stolidity, Patience, and Dexterity': the Neglected History of Racialized Indigenous Women's Labor in the U.S. Digital Industries

Lisa Nakamura, *University of Illinois at Urbana, Champaign*

When the Fairchild Corporation, a pioneering electronics manufacturer, opened a transistor fabrication plant on the Shiprock Navajo reservation in New Mexico 1970 they became the largest employer of Indians in the U.S. Most of these early digital industries workers were Navajo women who were described by Fairchild executives, quality control engineers, and journalists as perfectly suited to this new style of "light industrial" labor because of their cultural and physical traits. Their patience, dexterity, ability to visualize complex patterns, and "antimilitancy" or docility were cited as reasons for their remarkable productivity and success as digital workers. These traits were racialized as uniquely Navajo, an image of indigenous American women as digital model minorities that has been long forgotten. This neglected history of electronic worker surveillance and racial typing shaped the later racialization of women's digital labor in Asia, and continues to emerge in contemporary discourses about gendered styles of digital work and workers.

Consuming Fetuses, Commodifying Bumps: Western Intended Parent Blogs and the Surveillance of Transnational Indian Surrogacy

Sayantani DasGupta, *Columbia University*

The phenomenon of transnational surrogacy, what has been sensationally called the Indian 'wombs for rent' industry, is one example of a commercial trade made possible by not only the permeable real life national boundaries of a globalized world, but also through porous cybernetic ones. Transnational surrogacy brings into question the integrity of national bodies, and bodies politic, as well as gendered, racialized, and reproductive bodies. These (embodied) borderlands are policed only minimally by various state policies on surrogacy, gamete donation, and citizenship since policymakers are essentially playing catch-up to the rapidly changing ground realities of assistive reproductive technologies (ARTs), particularly on the transnational stage. This chapter will examine how Western Intended Parents (IPs) are doing the work of transnational surrogacy surveillance through online communities, by interrogating two cultural practices of Western IP bloggers: (1) the posting of online 3-D and 4-D ultrasound images of 'their' fetuses gestating in the wombs of Indian surrogates and (2) the posting of 'belly/bump shots' of the surrogates themselves – ie. usually headless images of (brown skinned, sari clad) surrogates' midsections. This chapter will draw from scholarly work on ultrasonographic pregnancy surveillance and gestational surrogacy to suggest that Western IPs are creating a cross-border cyber-nation whose primary purpose is to conduct surveillance upon Indian women's reproductive bodies.

Moderator:

Shoshana Magnet, *Ottawa, Ontario, CA*

111. Building Communities, Ending Violence: Strategies for Community Accountability and Transformative Justice

10:50 to 12:05 pm • Level 1: Georgia 7

Participants will create community-based strategies to promote collective healing, intervention, accountability, and transformation in response to violence. Presenters will share feminist frameworks of community accountability and transformative justice as developed by Incite! Women of Color against Violence, and will offer guidelines for participants to create workshops in their own communities.

Presenters:

Michelle Emery, *DePaul University*

Laurie Fuller, *Northeastern Illinois University*

Ann Russo, *DePaul University*

112. Responding to the Politics of Crisis: Thirty Years Fighting Intersecting Discriminations in the Academy

10:50 to 12:05 pm • Level 1: Georgia 9

PARTICIPANTS:

"The Right Place at the Right Time: Help in a Difficult Time"

Ann Burnett, *North Dakota State University*

My home chair and department unanimously denied my application for promotion to full professor, despite my having fulfilled the department's promotion criteria while being full time in Women and Gender Studies. I submitted my response and was awaiting the verdict from the college and dean. An advocacy organization listened to my story and provided advice (how to respond, to whom, and by what means), enabling me to preserve sanity. Ultimately, my college, dean, provost, president and State Board of Higher Education supported my promotion. The presentation identifies strategies feminist faculty in need can receive from advocacy organizations

Feminists Against Academic Discrimination: The First 30 Years and Now HB 87

Sharon Leder, *Feminists Against Academic Discrimination*

The vision for FAAD articulated by founder Annette Kolodny has guided the group's practice. Has Kolodny's vision been realized? What have been our successes? How has the academic playing field changed? Where do we go from here?

Fighting Academic Discrimination, the Law, and Human Rights

Crystal Renee Chambers, *East Carolina University*

Legal precedents may help or hinder feminist scholar/activists. Has the precedent of "the reasonable woman" (*Austen v. Univ. of Hawaii*) been beneficial for feminists? What threat has been posed to free speech in public higher education by *Garcetti v. Ceballos*, and how can we have a jurisprudence of academic freedom based more fully on human rights?

Moderator:

Ines Shaw, *State University of New York, Nassau Community College*

113. Inclusion and Exclusion: Belongingness and the Notion of Identity

10:50 to 12:05 pm • Level 2: Savannah 1

PARTICIPANTS:

Black Canadian feminisms: Problems, Prospects and Possibilities

Karen Carole Flynn, *University of Illinois, Urbana-Champaign*

To participate in the epistemological project of writing Black women into Black Canada, some scholars (Dua and Robinson, 1999, Banner, 2003) insist that an anti-racist feminist framework/theory/thought is more useful especially in delineating Black women's location in a white settler colony as Canada. Influenced by African-American feminists, others aim to develop and articulate a specific Black Canadian feminist thought (Wane Deliviosky and Lawson 2002; Massaquoi and Wane 2007). This presentation attends to the spaces or gaps in current feminist theorizing on the Black women in Canada.

Stop Re-writing Our Story! Moving into a Space of Resistance

Carrie Sampson, *University of Nevada, Las Vegas*

This paper uses feminist standpoint theory to present two positions on aca

democratic research. First, that it is vital for white feminists to acknowledge and value the existing and future intellectual work produced by women of color. It also asserts that oppressed groups should not be the subject of the dominant group's research. This paper offers an avenue toward achieving a place of common dialogue across gender and racial boundaries in the margins of resistance through a modified interpretation of standpoint theory.

Strategies Not Truths: Nellie Y. McKay and the Art of Self-Construction

Shanna Greene Benjamin, *Grinnell College*

In 2006, Nellie Y. McKay passed away after losing a hard-fought battle with cancer. Shortly before her passing, McKay shared a secret she had kept hidden from even her closest friends: not only was McKay a divorced mother of two, but the supposedly sixty-something-year-old scholar was also at least ten years older than her colleagues believed her to be. "Strategies not Truths" examines letters from McKay's thirty-year correspondence with Historian Nell Painter to explore how McKay's letters challenge the assumed candor of epistolary writing and, instead, mirror her academic perspectives on women writing autobiography.

The Politics of Race in U.S. Feminist Scholarship: An Archaeological Approach

Kelly Renee Coogan-Gehr, *Eastern Washington University*

This paper examines the fraught relation between constructions of third-world women and the displacement of Black feminist concerns in the pages of "Signs: Journal of Women in Culture and Society." As the frequency of scholarship on third-world women grew in the pages of Signs, scholarship on black women became increasingly absent. My talk examines enduring discursive consequences of this inverse relationship on the construction of the category "women of color" within feminist scholarship and on the relative attention given to particular metaphors and strategies of inclusion and exclusion within academic feminism.

Moderator:

Kimberly A. Williams, *Mount Royal University*

114. "If You Build It, They Will Come: Visions and Challenges for Gender & Women's Studies Program Building"

10:50 to 12:05 pm • Level 2: Savannah 2

This workshop traces the development of a Gender & Women's Studies Program from its beginnings in the shared visions of the university's first woman president and a group of women from across traditional university disciplines, to the development of a minor and a proposal for a major that emphasize the role of local and transnational forces, interdisciplinary perspectives, new technologies, and civic and community engagement for developing an innovative curriculum for the 21st century. The facilitators discuss the grassroots origins of the program's vision, the institutional and social challenges involved in its development, and strategies for responding to resistance/opposition.

Presenters:

Amy Buddie, *Kennesaw State University*

Stacy Keltner, *Kennesaw State University*

Reta Ugena Whitlock, *Kennesaw State University*

Moderator:

Susan Talburt, *Georgia State University*

115. Intimate Bodied Relations: Locating the Struggles Within and Without

10:50 to 12:05 pm • Level 2: Savannah 3

PARTICIPANTS:

"I am a Woman, but Not That Woman": Black Queer Womyn Attending Women's Colleges in the South

Shannon J. Miller, *Minnesota State University, Mankato*

Women's colleges often function as spaces to empower women in the midst of societal gender oppression. This is particularly evident in the area of academic achievement as, in general, women at single-sex colleges are more academically engaged than women at coeducational institutions. Nevertheless, women's colleges are not synonymous with feminism and can still promote heteropatriarchy through their policies and traditions. In this paper, I explore the experiences of 16 black-queer-womyn undergraduates and alumnae of two southern women's colleges, one historically Black and one predominately White. Through conversations, they recount how their college experiences positively and negatively impacted their Black queer identities.

Re-Deploying Gender Norms in Disabled/Nondisabled Relationships

Sarah Rainey, *Bowling Green State University*

This paper presents original research with disabled/nondisabled couples who deploy gender norms in creative and ironic ways. Their revisions of traditional gender roles counter dominant narratives about disabled/nondisabled intimate relationships and queer popular understandings of sex and care.

Terror and the Queer South: Exposing Cultural Narratives of Regional Supremacy and Heterosexual Patriotism

Jennifer Purvis, *The University of Alabama*

This paper explores the intersections of Terrorism Studies and Queer Theory to illuminate persistent narratives of sexuality concerning the Queer South, and it exposes the mechanisms by which we "other" the South (and especially the Deep South) in narratives of regional supremacy and sexual normalcy in the U.S. cultural landscape.

We Say We Love Each Other: Dialogues on Love, Gender, and Justice

Durell Maurice Callier, *University of Illinois at Urbana-Champaign*;

Dominique Cacine Hill, *University of Illinois at Urbana-Champaign*

Deploying women of color feminism, this co-authored text re-imagines intimate relationships within the Black community. Recognizing the limiting realities and legacies of heteropatriarchy and white supremacy in creating essentialist hierarchal dichotomies for the assumed relationship between Black males and females, we—queer and Black—assume no need for the possibility of a heterosexual encounter to love one another (hooks 2004, Collins 2005). Utilizing poetry, writing as a method of inquiry (Richardson 1997), and dialogue, we theorize love beyond romantic heterosexual desires and patriarchal, gendered scripts of acceptability and respectability in the name of racial solidarity and progress.

Moderator:

Dena Marie Wyum, *North Dakota State University*

116. Feminisms * Masculinities + Men / NWSA = Welcome to the Feminist Masculinities Interest Group!

10:50 to 12:05 pm • Level 2: Valdosta

The newly formed NWSA Interest Group in Feminist Masculinities was born out of a 2009 conference panel. In its first year, more than 200 members have joined. This session serves as an open discussion, community meeting, and town hall discussion. What relationships do we, as an as-

sociation, envision developing further as feminist masculinities scholarship continues to grow in presence and popularity? What are OUR investments in this interest area? Please join us for a lively, invigorating, and challenging conversation--and help us shape the trajectory of this new community within NWSA.

Presenters:

Brian R. Jara, *Penn State University*
Tal Haim Peretz, *University of Southern California*
Robert Buelow, *University of California, Irvine*

Moderators:

Brian R. Jara, *Penn State University*
Tal Haim Peretz, *University of Southern California*

117. Posters - Friday

12:00 to 1:30 pm • Level 1: Poster Area

PARTICIPANTS:

A Glimpse into the Families of Latina Immigrants Using Photovoice

Joy E. Cecil-Drykacz, *University of North Carolina, Greensboro*; Mary Y. Morgan, *University of North Carolina, Greensboro*

The purpose of the research project was to allow participants to document and critique their family and community conditions through photographs and stories of their everyday lives. This study used photovoice, a participatory action research methodology, with eight immigrant Latinas in a southern state in the U.S. Key themes were identified using interpretive inquiry to illustrate their experiences, with "improvements with sacrifices" as the overarching theme. The project empowered the participants by affirming their community strengths and providing them with an avenue for sharing their stories with others.

Before Blogs: Alternative Feminist Publications and Intergenerational Activism

Miranda Welch, *University of Wisconsin*

Alternative feminist publications such as local, feminist poetries of the 1970s, grrrl zines of the 1990s, and contemporary feminist blogs have commonalities in production, publication, distribution, and function, despite being generally considered as separate by both media studies and histories of feminism. I argue that these works are empowering pieces of activism, embodying theories of identity and oppression while providing an accessible entry to the public sphere for women. This project attempts to resituate understandings of both second and third space feminisms and suggests a new intergenerational dialogue through consideration of largely unrecognized bodies of work.

Beyond Subversion and Consolidation?: A Critical Analysis of Agency from an Islamic Feminist Perspective

Lisa R. Frazier, *Emory University*

This paper analyzes and critiques recent feminist interpretations of Muslim women's agency since the postsecular turn. Postsecular feminists have mainly posited that Muslim women enact agency outside of the paradigm of subversion and consolidation by discursively constituting themselves as moral subjects. As such, women may consolidate socio-political and religious norms while still practicing agency. A critical analysis of work by Saba Mahmood and Ousseina Alidou reveals both the utility and inadequacy of such a paradigm of agency. Ultimately I offer alternative conceptions of agency from an Islamic feminist standpoint, gesturing towards more labile frameworks of agency in relation to power.

Classical Ballet: The Land that Feminism Forgot

Anna Teresa Rigles, *Portland State University*

Feminist activism has been changing the way in which people define "woman," it has yet to reach classical ballet. Giselle, Swan Lake and La Bayadere are three classic ballets which clearly demonstrate the heterosexism, racism and homophobia that still infest the world of classical ballet and create an unrealistic and unreachable image of what a woman is and should be. By using these three ballets as a template and questioning ballet dancers between the ages of 10-18 years to define "woman" in ballet I will demonstrate how ingrained gender stereotyping, racism, sexism and homophobia is in classical ballet.

Corporate Menstruation: The Takeover of Online Menstruation Information Dissemination

Ciara Anna Bush, *University at Albany*

Some scholars have argued that the openness with which mainstream menstruation product producers are talking about menstruation breaks down barriers and creates a more open dialogue. Instead, as many other scholars agree, they are reinforcing a culture of shame and silence surrounding menstruation, and furthermore, primarily trying to sell a product. Young women are finding a lot of autonomy through the internet, and so I believe it is important to analyze what they might be discovering on their own, and how corporations are deploying what looks like girl power and feminism, while really expounding on the same old tired truisms.

De-Gendering Intimate Partner Violence Curriculums: New Strategies for Victims of Same-Sex Intimate Partner Violence

Whitney Shadownens, *University of Florida*

Same-sex intimate partner violence (SSIPV) remains marginalized and understudied in academia and social services. Some previous studies argue that research should be based on gender norms and how they perpetuate the violence between the couple. While helpful, this overlooks the fact that gender in same-sex relationships may be complicated and non-normative. IPV can no longer be typecast in the male as batterer/female as victim binary. Instead, it should be viewed outside of a heteronormative frame without referring to gender as its main explanation. My presentation focuses on how IPV functions in same-sex relationships and what specific issues a curriculum must address.

Enacting Masculinity: Gender Performance in the Southern Baptist Convention

Rita Anne Snyder Furr, *Oregon State University*

This paper explores feminist poststructuralist theory and its contributions to understanding masculine gender identities within the SBC utilizing the concept of gender performativity. This provides a theoretical foundation to better understand how masculinity is embodied and produced. Drawing on Judith Butler's work on gender performativity in *Gender Trouble* and *Undoing Gender*, this project is engaging in a direct observation at the 2011 Southern Baptist Convention Annual Meeting to analyze how masculine gender identities are performed and enacted.

Exploited Women's Labor in the Global Market

Juan Carlos Acosta, *State University of New York, Brockport*
 This poster will trace ways the global market impacts feminist efforts to stabilize and further women's labor contributions. Using Eisenstein's *Feminism Seduced* (2009), this poster explores how global markets co-opt feminisms and consumer capital. As outlined in the Politics of Crisis theme research conclusions consider, "How can we fashion a feminist policy analysis of what is happening in the global economy?" and, "To what extent do current aid and rebuilding efforts reproduce unequal economic and social relations of power within and between nations?"

Facebook and the Transformation of Agency and Feminist Activism

Tracy Lynn Hawkins, *Claremont Graduate University*
 My poster explores the ways that the concept of agency is being transformed through the use of social networking sites such as Facebook. Using the work of Judith Butler as a background, my poster will suggest that agency on Facebook in some ways demonstrates and in some ways challenges Butler's theory of mutually and contextual produced agency. This discussion of agency will conclude with theorizing the ways that the agency of individuals as it is produced on Facebook also has a profound impact on the possibilities for and the future of feminist activism.

Fat Bias Among Social Work Practitioners

Melissa Ann McCardle, *Molloy College*
 This poster presentation will provide the findings from a study designed to assess fat bias among social work clinicians and to determine its potential impact on practice. Findings indicate that this is a serious issue, requiring social work practitioners to reconsider their attitudes and beliefs about clients. Clinician-focused interventions will be discussed.

Feminism, Familism and Academia: Ideological Barriers to Latina Education

Amy Stalzer, *Emory University*
 Latina college completion rates constitute a crisis in higher education and for our greater society, expanding a socioeconomic chasm which reproduces over time. While empirical data has documented tangible barriers, the powerful social norms resulting from dominant ideologies require further examination. This poster considers the crisis of Latina higher education participation from a theoretical perspective. Through examination of three primary ideologies, feminism, familism, and contemporary academia, this poster will explore how cultural production of each ideology creates intersectional and potentially immovable barriers to the educational achievements of Latina women. Important questions on re-deploying feminism within academia are posed.

Girl-Leaders Confront White Privilege: Young Women Bridging Difference to Build Community

Caroline Ruth McFadden, *University of Central Florida*
 This poster displays girls' conceptualizations of identity, privilege, community, and leadership. Based on a research project analyzing the impact of white privilege education on middle-school girls' leadership development, this poster features both narrative and artistic representations of such outcomes. Specifically, through journal entries and quilt patches produced by girls, we are able to visualize answers to the following inquiries: If young women are encouraged to think critically about their identities, will it alter how they imagine and create community? Does an awareness of racial/ethnic privilege influence how girls understand and perform leadership?

Hearing the Subaltern Voices Speak: Women in the Naxalite Movement of West Bengal, India (1967-75)

Pooja Chaudhuri, *University of California, Berkeley*
 The Naxalite period (1967-75) began as a radical communist uprising in the State of West Bengal (India) that spread across the country and became one of the bloodiest moments in Indian history. In rewriting the history of this time period, I suggest that both the movement and its State sponsored backlash relied on the sanctioned institution of gender difference to construct a framework for the struggle. I argue that this strategic manipulation of gender in the initial unfolding of the movement has enabled rape of women as a weapon in the present-day war between the Maoists and the Indian State.

"If Boys Would be Men, Would Women be Ladies?": Gender in Christian Youth Culture

Beth Shively, *The Ohio State University*
 "If boys would be men, would women be ladies?" Christian author Joshua Harris poses this question in his relationship self-help book for young singles, *Boy Meets Girl: Say Hello to Courtship*. Using the language of feminism, Harris acknowledges that women suffer from living in a "chauvinistic" culture. However, he argues that the solution to a chauvinistic culture is a return to essentialist gender roles, where men are leaders and women are protected under their authority. This paper explores the colonization of feminist ideas and language by the Christian courtship movement and broader Christian youth culture.

It Was Just a Joke: Misogynistic Humor, Masculinity, and Rape Culture on College Campuses

Emily Rose Scrivani, *State University of New York, College at Brockport*
 This poster focuses on ways students on college campuses reproduce and sustain rape culture through humor. Jokes about race, class, disability status and religion foster outrage in these communities, whereas sexist and homophobic jokes are generally accepted. This trend in college-educated individuals devaluing and debasing women and the LGBTQ community is a growing problem. Using the theoretical frameworks of Crenshaw, McRobbie, Collins, and Kimmel, this poster analyzes how we can use offensive behavior to deploy feminisms that correct this cultural phenomenon of humorous misogyny and patent acceptance of anti-feminist jokes to derail the prevalence of rape culture on college campuses.

Inspiration to Plantation? A Black Womyn's Journey through Graduate School & Beyond

Lisa Covington, *Clarion University of Pennsylvania*
 hooks finds class is an issue that is ignored and this discipline is intended to allow space where students from underprivileged backgrounds can speak from their position. I would argue that "feminist" classrooms allow for students from various social positions the ability to voice their opinions and concerns without repercussions. Through implementing feminist pedagogy, hooks' encourages us to speak our truths often with only the options of being obedient and quiet or empowered to disrupt the social order of the classroom. I will explore hooks' notion of silence and obedience through pedagogical strategies.

118. Lunchtime Training with Somos Georgia/We Are Georgia Organizers (Friday)

12:05 to 12:55 pm • Level 2: Valdosta

119. Reframing of Sisterhood: Pathways to Voice for African and African American Women in Women's Studies

12:55 to 2:10 pm • Level 1: Atlanta 1 - AV

Sisterhood is a concept that has multiple meanings depending on one's social and cultural location. For some, the term "sisterhood" refers to the biological and genetic state of being sisters. In our workshop, "sisterhood" will be defined as a community of sisters forming solidarity to oppose shared conditions. In using this definition one can historically examine various periods from the Women's Suffrage Movement to the current interactions in some Women's Studies departments. While women as a whole have made great strides, African and African American women continue to fight for their right to sit at the table and be heard.

Presenters:Durene Imani Wheeler, *Northeastern Illinois University*Olivia Perlow, *Northeastern Illinois University***120. Hey, Shorty!: Young Women of Color Take Research Out of the Academy**

12:55 to 2:10 pm • Level 1: Atlanta 2 - AV

This roundtable will speak to the ways the youth organizers in Girls for Gender Equity's Sisters in Strength program are using information obtained from self-conducted participatory action research on sexual harassment in the NYC public schools to hold oppressive institutions accountable for their lack of attention to this pressing issue. The presenters will speak about the way educational environments are hostile to girls and LGBTQ youth, and present youth-centered and citywide coalition building strategies that can be implemented to shift the heterocentric and homophobic dynamics at play in order to make schools safer and more welcoming for all students.

Presenters:Mandy Van Deven, *Independent Scholar*Meghan Huppuch, *Girls for Gender Equity*Joanne Smith, *Girls for Gender Equity***121. Feminist Moves: A Multi-disciplinary, Multi-media Performance on Representations of the Body**

12:55 to 2:10 pm • Level 1: Atlanta 3 - AV

This session will inquire into cultural representations of women's bodies—as readers, subjects of art, expressions of emotions and health, and in writing—through a multi-layered, hybrid performance that combines scholarly inquiry, personal narrative and poetry, and live music. Texts include critical inquiry into Sylvia Plath's poetry, women surrealist artists, and personal narratives on the body and emotions. We seek not only to articulate arguments about bodies, their representation, and the spaces in which they exist, but also to render experiences of the body, inviting the audience to re-imagine the relationship between their own experience of word, image, sound, and movement with the realm of abstract thought and rationality. This performance will enact the arguments it makes regarding the patriarchal disconnect between mind and body as well as offer spaces to re-envision other, more reciprocal relationships that reach beyond difference as well as embody it.

Presenters:Janet Badia, *Indiana University/Purdue University, Fort Wayne*George Kalamaras, *Indiana University Purdue University Fort Wayne*Mary Ann Cain, *Indiana University Purdue University Fort Wayne*Amy Amanda Arehart, *Indiana University/Purdue University, Fort Wayne***Moderator:**Melanie Bookout, *Indiana University Purdue University Fort Wayne***122. Deploying Feminism, Crossing (Sexual) Borders: Reconfiguring Sexuality in Transnational Feminist Media Studies**

12:55 to 2:10 pm • Level 1: Atlanta 4 - AV

Participants:**Then, Duck and Cover; Now, Unsnap and Cover!: The Emergency Bra as Public Health Desire and Sexualized Defense**Clare Jen, *Denison University*

In 2009, Dr. Elena Bodnar's Emergency Bra won the IgNobel Public Health Prize. Organized by Annals of Improbable Research, the awards winkingly applaud "research that makes people laugh and then think." In an emergency, a woman unsnaps her "sexy red" Emergency Bra, secures one cup to cover her nose and mouth, and secures the other to the "lucky man of her choice." This paper examines how the deployment of this creative "feminist" product (re)shapes narratives of a woman's responsibility to the protection of her health, her family and, in turn, the (trans)national body, through meanings of gender, heterosexuality and nation.

Beyond Tantric Tricks: Racialization of Asians and Asian Americans on Sacred Sex WebsitesL. Ayu Saraswati P., *University of Hawaii*

In American pop culture, "Eastern" sexual practices and philosophies have been constructed as something that are different from, if not mythically better than, the Western ones. This paper examines seventy-five Sacred Sex (Indian Tantric and Chinese Taoist and Zen) websites to understand how gendered and racialized discourses and tropes of Eastern sexuality are employed and commodified on these websites. Moreover, by intersecting discourses of sexuality and spirituality, this paper seeks to understand how Tantric and Taoist Goddesses (women who teach and provide sacred sex services) reframe sexual practices as healing and empowering for them.

"The Political Economy of Sexual Violence and Affect in Transnational Texts"Barbara Shaw, *Allegheny College*

Inderpal Grewal and Caren Kaplan asked scholars interested in transnational studies to reconsider the political economy of representing sexuality in transnational literary and filmic texts. Taking up their charge, this paper maps the publication process, and analyzes how, and suggests why, transnational texts that approach the subject of sexuality readily construct women and LGBTQ communities as victims of sexual violence. What is at stake in constructing sexuality in this way? And how might the lens of affect lead to restitution for this abuse of neocolonial power?

Moderator:Ann Schofield, *University of Kansas***123. Commodity Feminisms: Can the Popular Be Political?**

12:55 to 2:10 pm • Level 1: Atlanta 5 - AV

PARTICIPANTS:**Popular Feminism and the Oprah Factor**Janell Hobson, *State University of New York, Albany*

This paper will examine the influence and symbolism of Oprah Winfrey as a popularization of feminism. While Oprah Winfrey's franchise subscribes to a conservative view of womanhood and female self-empowerment, her representations and transformation of TV and film have left indelible impressions about black female agency and, subsequently, have constructed

a legible portrayal of black feminism writ large. From the launching of black feminist literary works through her national book club to her OWN network, Oprah functions as both a global capitalist and cultural revolutionary, hence complicating her potential role as a "popular feminist."

Janelle Monae's Collective Vision: Post-Soul Eccentricity as Black Feminist Intervention

Francesca Therese Royster, *DePaul University*

Hip-Hop performer Janelle Monae brings her funky, energized and collective approach to the ongoing questions posed by Post-Soul feminist queer eccentricity: how to negotiate the "tightrope" of black authenticity to create original art? Her work is distinctly feminist in her historicized performances of black female bodies and in her embrace of outsider/eccentric or strange forms of gender performance. This paper will examine Monae's performances, which address issues of power: the dehumanization of the commercial marketing of black performance, the ways that capitalism manages to appropriate the underground, and the always present pushback of that underground to keep creating.

Defying Gender Stereotypes and Racial Norms: Naming African American Women's Realities in Hip-Hop and Neo-Soul Music

R. Dianne Bartlow, *California State University, Northridge*

Music provides a site where African American women challenge the imposition of gender and racial inferiority and seek instead to redefine themselves and their experiences on their own terms. The realities reflected in the music of India Arie, Mary J. Blige, and Me'Shell Ndegeocello are premised on several key themes; the need for self-definitions of beauty, respect in heterosexual love relationships, empowerment through self-esteem, and the need to challenge homophobia that exists in many African-American communities. The songstresses included in this paper challenge the popular constructions of black womanhood and create a public consciousness for defiance and cultural resistance.

Three Daisy Selling: Marketing a Tween Girl Consumer Culture

Amy Rose Scott, *State University of New York, Albany*

Commodified tween girl consumer culture often uses the mantra of "girl power" as an effective selling tool, but to what end? Using standpoint theory, I analyze three examples of "girl culture" to determine if they are created from authentic means in a grassroots way or if they are truly commercialized and thus, manufactured. What these examples teach us about the role of consumerism and its impact on the future of civic participation from potential young feminists is significant. Will products teach subtle hegemonic lessons about race, class and gender or will critical thinking about products inspire activism?

Moderator:

Michele Tracy Berger, *University of North Carolina, Chapel Hill*

124. Authors Meet Critics: Gendered Citizenships: Transnational Perspectives on Knowledge Production, Political Activism, and Culture

12:55 to 2:10 pm • Level 2: Augusta

Gendered Citizenships is the product of collective scholarship undertaken by the Gender and Cultural Citizenship Working Group. It explores the ways in which, feminist conceptualizations of intersectionality, feminist

approaches to citizenship and ethnographic studies of cultural citizenship allow us to reframe our thinking about knowledge production, political activism, and culture.

Presenters:

Tracy Fisher, *University of California, Riverside*
Kia L. Caldwell, *University of North Carolina, Chapel Hill*
Nancy A Naples, *University of Connecticut*
Erica Lorraine Williams, *Spelman College*

Moderator:

Reyna Ramirez, *University of California, Santa Cruz*

125. Lesbian Caucus Meeting

12:55 to 2:10 pm • Level 1: Georgia 01

Participants:

Michelle (Mel) Lewis, *University of Maryland, College Park*
Stephanie Troutman, *Berea College*

126. Desperate (be)longing: W(h)ither Asian North American Feminisms?

12:55 to 2:10 pm • Level 1: Georgia 10

This engaged, participatory roundtable, facilitated by three senior Women's Studies scholars, will critically explore the emergence and presence of Asian North American Feminisms (in this context, those whose backgrounds originate from east and southeast Asia and the pacific islands) in Women's Studies despite its active presence in other domains of social life. Continuing with the theme, difficult dialogues, transforming thought and practices of feminisms, we invite those who identify as Asian North American feminists, to join the roundtable in examining our absent presence in Women's Studies. Invited scholars will present short position statements as starting points for dialogue and action.

Presenters:

Jo-Anne Lee, *University of Victoria*
Yi-Chun Tricia Lin, *Southern Connecticut State University*
Hijin Park, *Brock University*

Moderator:

Vivien Ng, *State University of New York, Albany*

127. Narrative In(ter)ventions: Constructing and Contesting Normality in Discourses of Embodiment and Kinship

12:55 to 2:10 pm • Level 1: Georgia 11

PARTICIPANTS:

Fit to be Feminists: Biopower and the Modern Construction of Women's Health

Karisa Butler-Wall, *University of Minnesota*

This paper investigates the International Conference of Women Physicians, held by the Young Women's Christian Association in New York in 1919, as a watershed moment in the development of a modern feminist biopolitics. With the achievement of women's suffrage, feminists turned increasingly to the arena of "health betterment," employing scientific methods and language to advocate for "normal, healthy lives" for all women. This paper examines the ways in which these feminists articulated new links between physical and mental health, utilizing newly established medical and psychological discourses to construct a modern narrative of healthy womanhood structured by race, ability and (hetero)sexuality.

Embracing Chaos: A Queer Analysis of Disability NarrativeAngela Megan Carter, *University of Minnesota*

In *The Wounded Storyteller* Arthur W. Frank asserts that such disabled storytellers often find themselves, at least momentarily, trapped in a state of chaos. Attempts to speak from this positionality end in what he calls the "chaos narrative," an "anti-narrative" that cannot actually be told, or understood. By utilizing queer and crip theories, this paper examines the underlying hegemony of this prevailing, further pathologizing narrative analysis. When heard not only are these "wounded" storytellers quite intelligible, they give voice to an otherwise silenced population and refute the very notions used to dismiss them.

Psychology or Social Justice? Personal Narratives from the Adoption TriadJessica Marie Petocz, *University of Minnesota*

Adoption practices have produced and relied upon psychoanalytical, medical, and sociological research on birthmothers, adoptees, and adoptive families. However, members of the adoption triad have also produced their own narratives of the adoption experience in order to counter the pathological depictions found in expert discourse. Theoretically, these parties may seem equally disempowered by the role of expertise in adoption, however a closer examination of their personal narratives reveals their varying structural relationships to power and privilege, particularly race and class. By doing such a reading, this presentation helps us understand the historical and cultural tensions within the adoption community.

Constructing Ab/Normality: The Transsexual Phenomenon and The Moynihan ReportElias Vitulli, *University of Minnesota*

In this paper, I will perform a queer reading across Harry Benjamin's *The Transsexual Phenomenon* (1966) and *The Moynihan Report* (1965) to examine how each construct racialized, gendered, sexualized, and dis/abled models of normality and abnormality. I will argue that these texts are both helped to construct hegemonic notions of normality and abnormality in the mid-1960s. Both are centrally concerned with the promotion and entrenchment of Whiteness, heteronormativity, and able-bodiedness as the normal and the pathologization of non-Whiteness and alternative/non-normative masculinity, femininity, sexual and familial structures, and embodiments as abnormal.

Moderator:Jennifer L. Pierce, *University of Minnesota***128. Queering Language, Questioning Terminology: An Examination of Language in the Trans- Community**

12:55 to 2:10 pm • Level 1: Georgia 12

PARTICIPANTS:**The Ripped Umbrella: Examining the Failure of the Terminology of "Transgender" to Unite and Transform**Joelle Ruby Ryan, *University of New Hampshire*

Due to the emergence of significant trans political struggle and academic queer theory/gender studies in the early 1990s, the terminology of TV/TG (transvestite/transsexual) was changed to "transgender." Transgender was supposed to serve as an "umbrella term" to unite heterogeneous constituencies of gender outlaws, such as transsexuals, cross-dressers, drag kings/queens and genderqueers. Twenty years later, I examine the effectiveness of this nomenclature, and utilize the contentious trans Blogosphere and interviews with diverse trans activists to demonstrate that while the move

perhaps had noble political and theoretical intentions, in actuality it has caused significant internecine battles, promoted community fractures and furthered subversivism.

Normative Gender Attribution: An Analysis of "Cisgender" Terminology in the Trans- CommunityRegina Mariam Wright, *Brandeis University*

The term "cisgender" was coined in 1995 by transsexual man Carl Buijs and then popularized through the use of the related term "cissexual" by transsexual woman Julia Serano in her 2007 book *Whipping Girl*. Cisgender is used to refer to someone's sex and gender matching and has replaced the older nomenclature—"genetic" and "biological"—when talking about normative gender. Through a content analysis of Internet blogs, I examine both the productive and problematic ways that cis-terminology is used and argue that cisgender works primarily as a gender attribution and critique of gender privilege rather than as a gender identity.

Moderator:Reese Kelly, *University of Vermont***129. Disability/Feminism/Poetry/Embodiment/Performance Workshop**

12:55 to 2:10 pm • Level 1: Georgia 13

This workshop will share experiences and insights from the Bay Area Disability/Feminism/Poetry/Embodiment/Performance workgroup, a collection of artist/activists who use practice-as-research methods to explore connections between experimentalism, the histories of feminisms, and the poetics of embodiment. After introducing some of the workgroup participants, the workshop will be practical, offering gentle movement work that can be done seated or from the floor. What happens when you let images and poetry of challenge and healing roll down your veins? We will honor all forms of embodiment, and learn about access and respect together, in a pedagogy of love. We end on a q+a.

Presenter:Petra Kuppers, *University of Michigan***130. From Academia to Activist: Issues in the Deployment of Feminist Identity**

12:55 to 2:10 pm • Level 1: Georgia 2

PARTICIPANTS:**Disappearing Feminist Activism of the 1970s**Stephanie Gilmore, *Dickinson College*

Feminists in the 1970s changed the political and cultural landscape, creating the largest social movement of the 20th century. However, as feminism continues into the 21st, activists are left to recreate feminism anew, in a wave that is directed toward the same agenda items as the one before. In this paper, I explore how feminist legislation and language is actively being disappeared—for example, "rape" rarely appears in news coverage of rapists and their victims; "abortion" is a four-letter word; students today have no idea that Title IX affords them equal access to ALL facets of education, not just sports. By disappearing feminism in the 1970s—and by not fighting back by writing our histories—feminists today replicate much of the work of their predecessors. Through a blend of contemporary observations and interviews with young feminists and historical memoirs, interviews, and secondary scholarship on "second-wave" feminism, I explore the ways in which feminism has been disappeared and posit ways to fight back.

"If Not "Third Wave" Than What?: Complexities of Feminist Wave Metaphor"

Jo Reger, *Oakland University*

The Spring 2010 issue of *Feminist Formations* dedicated 60 pages to the critique of the wave model in feminist history. In those pages, seven feminist historians analyzed the value of the metaphor as well as problems. I combine this analysis with a concern that feminist scholarship has become distanced from the realities experienced by feminist activists to articulate a framework for understanding feminist generations. This framework emerges through the narratives of 40 largely young self-defined feminists on issues of "waves," history and identity. In doing so, I provide a way of viewing feminism as a series of political generations in which micro-cohorts of feminists come to define themselves.

"Women's Studies Versus "The Real World:" Movement Internships and the Depression of the Feminist Political Imaginary"

Judith Taylor, *University of Toronto*

Feminist organizations are in a heightened period of institutionalization, many of them grant and government funded, long term, advocacy and service provision hybrids. How does the rationalized and pragmatic culture of feminist work that exists in such organizations impact Women's Studies students when they move from the classroom to become interns within them? While Women's Studies has encouraged praxis, or the testing of feminist theory in real world contexts, such encouragement was intended to improve feminist theory rather than simply chasten it. Based on interviews with 25 Women's Studies students who interned in feminist organizations, this paper analyzes how students' expectations for social change and innovation so often become depressed in the course of their internships, discussing the reasons why this likely happens, and the significant cases in the study in

which it did not. Drawing attention to internship etiquette, intergenerational interaction, and movement institutionalization, this paper raises question about the relationship between Women's Studies and other feminist organizations in the development of students' political consciousness. Internships put Women's Studies in its place, radical modification of what is possible and how to see the world and make change. Students conclude irrespective of whether they have a positive experience or a negative one, Women's Studies is a social justice bubble and their experiences with feminists on the ground curtail their expectations for what they can contribute.

Moderator:

Susan M. Haworth-Hoepfner, *Aquinas College*

131. Building Effective Community Classroom Partnerships

12:55 to 2:10 pm • Level 1: Georgia 3

This roundtable will examine one women's studies community-based learning course from the perspectives of the community partners, two students, and the professor. This will lead to a broader discussion with the audience on how to build an effective partnership with community organizations; how to ensure that the work benefits the community organization, the students and the course objectives; what the outcomes are of a community based learning course for both the students and the community partners; and the challenges and benefits of community based learning.

Presenters:

Katina Williams, *St. Joseph's Villa*
 Katherine Peiper, *St. Joseph's Villa*
 Alexandra Croushore Rooke, *University of Richmond*
 Katherine Schmidt, *University of Richmond*

Moderator:

Holly Blake, *University of Richmond*

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132. Gender, Sexualities and Social Movements/Activism

12:55 to 2:10 pm • Level 1: Georgia 4

PARTICIPANTS:**A New Narrative about Subverting the Master's Tools: Consciousness-Raising and the Constructions of Gay Anti-Racism by Black and White Men Together in the early 1980's**K. L. Broad, *University of Florida*

In this paper I describe how a group of gay men in the early 1980s describe their anti-racist consciousness-raising work in their newsletters. This paper is grounded in an interpretivist social constructionist approach, which means I discuss these newsletter accounts themselves as part of the process of consciousness-raising among members. I describe how these accounts about consciousness-raising in the newsletters constitute reconsiderations of "gayness" and name core concerns (e.g., interracial relationships and intersectional perspectives) central to (gay) anti-racist work at that time.

An Intersectional Analysis of Gender and Race for Sexual Minorities who Engage in LGB ActivismBreanne Fahs, *Arizona State University*

Social movements aimed at increasing rights for sexual minorities have recently gained momentum, yet studies on why LGBs from a variety of racial backgrounds join and participate in these collective actions are rare. This study identified the key factors that inspired, for 285 U.S. LGB participants, four types of LGB activism: voting, petition signing, protesting, and civil disobedience. Results explore the role of publicly revealing one's sexual identity and experiencing heterosexist discrimination as increasing LGB activism, regardless of race or gender. Significant race and gender differences were noted, particularly for white gay men and Latina and Native American lesbians.

Maybe Next Year?: Gendering HIV/AIDS ActivismAyana Weekley, *Grand Valley State University*

This paper explores the history of women activists in ACT/UP and affiliated organizations responding to HIV/AIDS. ACT/UP has been portrayed as a white, gay male organization, however there was a very active Women's Caucus that successfully demanded that the CDC expand their HIV/AIDS definition to include symptoms specific to women. Using archival records from ACT/UP and the Lesbian Herstory Archives I argue that women were important activists in the AIDS movement. Reconceptualizing the activism of women in HIV/AIDS organizing will help us reexamine the way HIV/AIDS has or has not been taken up as a "feminist" issue.

Moderator:Jamie Lee Huber, *Southern Illinois University, Carbondale***133. Breaking Barriers, Channeling Energy: Feminist Social Media in Action**

12:55 to 2:10 pm • Level 1: Georgia 5 - AV

This workshop will examine how women's use of social media has or has not translated into social power? How has women's use of social media changed our lives and our communities? How do we measure the impact of the feminism blogosphere and social networking? This workshop will present the research methods of the presenters to answer this question and invites participants to share their impact of use. The goal is to understand not only how but if women's studies without walls gives women more power than its previous traditions.

Presenters:Joanna Snawder, *Metropolitan State College of Denver*Crystal Hoffman, *Metropolitan State College of Denver*Gerakina Arlene Sgoutas, *Metropolitan State College of Denver***Moderator:**Joanna Snawder, *Metropolitan State College of Denver***134. Deploying Feminisms: Re-Imagining Kashmir Beyond Nationalist Racisms**

12:55 to 2:10 pm • Level 1: Georgia 6 - AV

PARTICIPANTS:**Kashmir: Racisms of State, a Feminist Analysis**Angana Chatterji, *California Institute of Integral Studies*

Kashmir: Mass graves, extra-judicial killings, draconian laws, disappearances "half-widows," incalculable violences. Kashmir's iconic status in the Indian imaginary as a symbol of statist unification permits the domestication of Muslim subjects to Hindu majoritarian rule. Citing the work of the International People's Tribunal on Human Rights and Justice in India-held Kashmir I elaborate on military governance and the shaping of a people's tribunal to solicit counter-memory. In what ways might the work of "writing Kashmir" constitute a feminist praxis, one that integrates critiques of gendered violence and attention to the complex labor of witnessing as intervention instantiated by the People's Tribunal?

Discourses on the Parchment of Kashmir: Gender, Community, and NationhoodNyla Ali Khan, *University of Oklahoma*

Since the inception of armed insurgency in Kashmir in 1989 women in Kashmir have borne the brunt of sexualized violence. Innate conservatism of Kashmiri society disables women from describing and condemning sexual exploitation, so no statistical data of rapes and molestations in the State exists. In addition to those of activists and academics, I will present the results of oral testimonies from rural women that reveal their inability to retaliate against the harassment of militia groups, and look at how their helplessness is easily exploited by the radical conservative feminism of Islamist groups such as the Dukhtaran-i-Milat.

Moderator:Fawzia Afzal-Khan, *Montclair State University***135. Sexual Politics, Neoliberalism and Policy Transformation**

12:55 to 2:10 pm • Level 1: Georgia 7

PARTICIPANTS:**Sex, Sustainability Politics and Neoliberalism**Amy Lind, *University of Cincinnati*

Typically, development frameworks of sustainability and social rights rarely, if ever, speak to each other, except through discourses which place the blame of "underdevelopment" and "overpopulation" on poor women's bodies—both literally and figuratively. In neoliberal contexts, this is exacerbated by states that aim to place additional pressures on women to conform to heteronormative, reproductively centered standards codified by market norms. In this paper I examine the assumptions behind sustainability and social rights discourses of social reproduction, and propose an alternative way of understanding sustainability that takes into account gender and sexual desire as central to the materiality of social life.

Care, Neoliberalism, and Disposable PopulationDrucilla Barker, *University of South Carolina*

The concept of caring labor has been articulated in a way that implicitly

casts the problem of care as a problem for individuals and families who enjoy the privileges of citizenship and are entitled to protection from the state. Certain groups are being cast as model citizens, while others marked by sexual, racial, national and class difference are cast as disenfranchised and disposable. The former are the ones deserving and demanding of care, while the latter are often the ones providing it. This is the real paradox of care and ignoring it veils the global circuits of money and people that support it.

Diverse Care Arrangements and Neoliberal Development Policy

Suzanne Bergeron, *University of Michigan, Dearborn*
 Current attempts alleviate inadequate care provision through development policy have had limited success, in part because these policies are enframend through neoliberal and heteronormative agendas that focus primarily on strengthening traditional family forms and privatizing care. In this paper, I argue that taking into account the needs of a diversity of affective and care arrangements - including same-sex partnerships, global households, single parent households and extended family arrangements - creates the possibility for new approaches to care and for new alliances to emerge that could strengthen support for policy transformation.

Sexual Politics and Transitional Governance in Post-Conflict Serbia

Sonnet Seeborg Gabbard, *University of Cincinnati*
 After 15 years of international trade sanctions against Serbia and Montenegro, and Serbia's recent application to join the European Union (EU) in 2009, the nation is on the brink of major change of status in the international community. With EU integration looming, there has been a resurgence in preserving the national identity, including a reinvestment in gender norms and the "national family." By incorporating areas of feminist theoretical inquiry including feminist security studies, transitional justice theory, and sexuality studies, I consider how transitional governance has created a gender norms "crisis," contributing to the rise in anti-gay violence and hyper-heteronormative nationalism.

Moderator:

Christine Keating, *Ohio State University*

136. Feminist Editing: Another One of the "Master's Tools"? Or Can It Transform the Academy?

12:55 to 2:10 pm • Level 1: Georgia 8

Drawing on our experiences as teachers and long-time editors of *Feminist Teacher*, students who recently took a course titled "Editing FT Practicum," and a student who has both taken the course and served as academic apprentice for the practicum, this roundtable explores what it means to practice explicitly feminist editing (as opposed to the work of an editor who happens to be a feminist). In what ways do methods of antiracist and feminist activism conflict with and/or inform our practices as editors, writers, and teachers? To what extent can feminist editing as a means of transmitting knowledge foster feminist transformation?

Presenters:

- Monica Barron, *Truman State University*
- Theresa D. Kemp, *University of Wisconsin, Eau Claire*
- Petra Mohr, *University of Wisconsin, Stout*
- Catherine Emmanuelle, *University of Wisconsin, Eau Claire*
- Betty Rae Matthews, *University of Wisconsin, Eau Claire*
- Tuesday Wustrack, *University of Wisconsin, Eau Claire*
- Heather Laine Talley, *Western Carolina University*
- Wendy Gunther-Canada, *University of Alabama at Birmingham*

Moderator:

Gail E. Cohee, *Brown University*

137. The Cultural Politics of Burlesque Then and Now

12:55 to 2:10 pm • Level 1: Georgia 9

PARTICIPANTS:

Feminism and Erotic Dance in U.S. History

Red Vaughan Tremmel, *Tulane University*
 Since 1866 when Lydia Thompson first started performing burlesque in industrializing American cities, female dancers have aroused both popular devotion among audiences and powerful critiques. For over a century feminists have grappled with the high stakes that are involved in the objectification and personification of the feminine erotic. This paper draws on the theory of Audre Lorde and Michel Foucault and over two dozen oral histories with burlesque dancers who performed 1940-1970 to better understand the complicated relationship between feminism and erotic dance in United States History. This paper also examines how the transformation of burlesque from narrative striptease to go-go to pole dancing influenced feminist responses to stripping as well as generated a new revival during the 1990s.

How Did We Get Queer? Sex, Politics, and Queer Neo-Burlesque

Maura Ryan, *Georgia State University*
 This paper explores the queer erotic representations of female-feminine bodies using ethnographic accounts of queer burlesque performances. Specifically, I argue that the popularity of burlesque in queer communities coincides with the community's avowal of a radical sex positive culture and that the use of queer feminine bodies achieves a particular kind of radical eroticism. I use social movement theories on political generations to talk about how feminist and queer conversations about sexual ethics have created an art form that is public, visible, and unapologetic in its sexual representations.

Moderator:

Elizabeth Steeby, *University of New Orleans*

138. Demonic Temptress: Feminist Fantasy and the Molding of Social Reality

12:55 to 2:10 pm • Level 2: Savannah 1

PARTICIPANTS:

"Queens of the Damned: Native American "Cannibal" Women and Self Definition"

Kimberly Davis, *Cumberland University*
 European and Colonial prescription of the original sin, immorality and out of control female power were articulated in these folkloric tales. There is also a theme underneath these folkloric tales of women in power, women expressing and experimenting with their own sexuality, and using fantastical creatures and myths to shape their social and political lives. Using Native American narratives, gothic literature, and reported cases of female cannibalism, vampirism and witchcraft my argument will show how women struggled to define, control, and shape their own identities through folklore.

To Eat You With My Eyes: Female Sexuality and "Forbidden Fruit" in Christina Rossetti's Goblin Market

Jennifer Butler, *Cumberland University*
Goblin Market illustrates women as innocent and obedient, yet at the same time, Rossetti created a secondary woman beneath the surface, one that goes against societal norms and gives in to temptation. Upon first glance,

Rossetti's *Goblin Market* seems to be a simple children's story, but further exploration unveils the sexual connotation. Although most analyses of "Goblin Market" are strictly speculation, the roles time, nature, and temperature play to distinguish both death from life and chasteness from corruption is certain.

Bring It, Bit#@!: Motherhood in Science Fiction Film

Jasper Driskill, *Cumberland University*

Science Fiction film is traditionally a genre dominated by male characters, directors, and screenwriters. When female characters appear, they tend to fluctuate between hapless victim or sex kitten. However, there were several sci-fi films from the early 1990s which sought to redefine the role of motherhood. In films like *Gremlins*, *Aliens*, and *Supernova* transgressive actions by the maternal characters seek to recast ideas of "normal" mothers.

Moderator:

Michael Rex, *Cumberland University*

139. High Touch, Bottom Line, and Branding: How to Promote Women's Issues in a Business Culture

12:55 to 2:10 pm • Level 2: Savannah 2

The language of business has become a standard part of the academic community, and for those who support activism on college campuses, difficult challenges emerge. Must a women's studies program contribute to the "bottom line"? Should we argue that teaching diversity is right because it is "good business"? Using the business "case" to justify our programs is often antithetical to our understanding of our educational mission. Nevertheless, many in women's and gender studies programs have found that it is only this language which forwards agendas. Our presentation will discuss ways to both manipulate and circumvent the use of business language.

Presenters:

Terri Hasseler, *Bryant University*

Janet Dean, *Bryant University*

Toby Simon, *Bryant University*

Moderator:

Terri Hasseler, *Bryant University*

140. Reading Images of the Women of Islam

12:55 to 2:10 pm • Level 2: Savannah 3

PARTICIPANTS:

"I-ing the Other"

Merry L. Byrd, *Virginia State University*

Reading memoirs *Persepolis*, *Reading Lolita in Tehran*, *Infidel*, and *Nomad* against "American" memoirs, including *Lipstick Jihad*, *Burnt Bread* and *Chutney*, *Persian Girls*, and *Funny in Farsi*, this paper demonstrates the "clash of cultures" creates an imbrication of identities working against simplistic definitions of the "other." These writers, caught between two cultures struggle to create a self-determining space despite cultural norms.

"Women in the World of Naguib Mahfouz"

Michael Francis McClure, *Virginia State University*

Naguib Mahfouz, Arab Nobel winner in literature, offers a 'canonical' view of Islamic culture in the modern world. His work challenges over-simplified images, and it offers a multi-layered, multivocal evocation of Islamic culture challenging overly facile defenses offered by western scholars of Islam (John L. Esposito, for example).

"Medieval Images of Women in 'Holy War'"

Donna Crawford, *Virginia State University*

Even in the Middle Ages, Islamic and Christian meet—and clash. This paper explores images of Middle Eastern and Christian women during the Middle Ages in both visual and written texts to question ways in which such texts observe and "colonize" the exotic other while at the same time suggesting underlying similarities in female codes of behavior and decorum.

Cultural Displacement and Aging in Amulya Malladi's The Sound of Language

Kay H. Heath, *Georgia Gwinnett College*

In this novel, Raihana escapes from Kabul to Denmark, where the language sounds "like the buzzing of a thousand bees" (3). Reminded of her uncle's hives, she finds a job harvesting honey for Gunnar, a recent widower. Their friendship helps Raihana and Gunnar adjust to their new lives. However, Raihana's transgresses Islamic expectations of women's behavior, and the resulting censure by the Afghani community ends in violence. This paper examines the hive as a matriarchal nexus of healing revealed through Anna's journal, offering resolution for Raihana's cultural displacement and Gunnar's struggles with age.

Moderator:

Joyce Zonana, *City University of New York*

141. Live to Be a Hundred: Creative Interventions in Cultural Narratives of the Fourth Age

12:55 to 2:10 pm • Level 2: Valdosta

In keeping with the subtheme of "Creative Interventions," this panel explores how feminists are using the connections between aging and narrative to transform cultural narratives about women in the fourth age, the oldest old. Drawing from the work of feminist age-critics such as Margaret Cruikshank and Margaret Gullette, age theorists such as Thomas Cole and Stephen Katz anti-aging research, and cultural and anthropological work on the lives of old women that challenges the narrative of decline, this panel both presents and imagines alternative cultural narratives about what it means for women to reach and live in the fourth age.

Presenters:

Ulla Kriebner, *University of Graz*

Judith Tydings, *University of Maryland*

Heidrun Alena Moertl, *University of Graz*

Moderator:

Pamela Heath Gravagne, *University of New Mexico*

142. Plenary Session: Feminist Transformations and the Disciplines

2:20 to 3:50 pm • Level 3: Grand Ballroom

Linda Martin Alcoff (*Hunter College*), Michael Kimmel (*State University of New York, Stony Brook*), and Trinh Minh-ha (*University of California, Berkeley*) will discuss how feminist scholars have made "(inter)disciplinary trouble" in traditional disciplines and how we can understand and assess the limitations and inroads available in these intellectual sites.

Presenters:

Linda Martin Alcoff, *Hunter College*

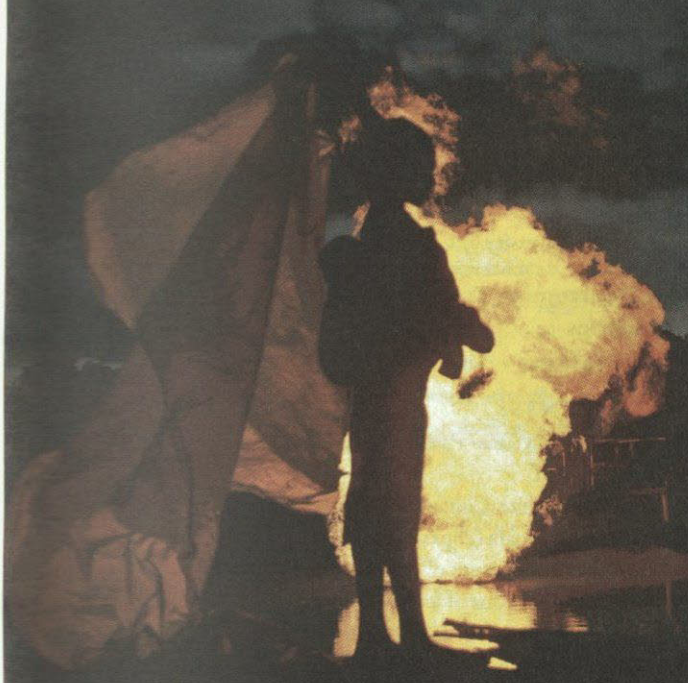
Michael Kimmel, *State University of New York, Stony Brook*

Trinh Minh-ha, *University of California, Berkeley*

Moderator:

Nikol Alexander-Floyd, *Rutgers University*

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**143. Black Women, How Do We Know What We Know:
Issues of Visibility and Invisibility in Black Feminist Episte-
mology**

4:00 to 5:15 pm • Level 1: Atlanta 1 - AV

PARTICIPANTS:

**Rituals of Healing: African American and Chicano/Latina
Fiction Writers transforming Academic Spaces**

Helane Adams Androne, *Miami University of Ohio*

I propose a paper that examines service as a common denominator among/ for black women, expressed in literature (i'm thinking here of Bambara's *Salt Eaters*, June Jordan's poetry, black feminist essays, perhaps a memoir) and particularly as the results of service have been examined through the lenses of ritual and feminist medical ethics. Bambara's text specifically deals with the damage of balancing service to family, community and a nationalist agenda; Jordan's poetry presses us to consider how race and gender intersect to empower and damage our bodies and our rights. I plan to argue the ways that we come to know what we know: ethnic cultural memory explored in our literatures as testimonies that are, in fact, being taken ever more seriously by the healing community (journals such as *Literature and Medicine* as well as critics in the scientific community such as Ann Folwell Stanford who inquire as to how literature teaches us to handle the challenges of race and gender).

**“On My Way to Doing Research: A Meta-Analysis of Political
Scientists’ Treatment of Black women”**

Julia S. Jordan-Zachery, *Providence College*

This study provides a systematic and longitudinal analysis of the studies on Black women appearing in what are considered key political science journals over a twenty-year period. The analysis focuses not only on how such scholarship is included in these journals, but it also critically assesses how said studies are conducted. Such a review is useful for analyzing the growth and placement of research on Black women. It also provides a synthesis of how Black women are being studied and portrayed—what methods are employed and what types of questions are being asked. This is helpful for future research efforts as it reveals areas of growth and those that remain underdeveloped.

**I am Visible - You Choose Not to See Me: How to Situate
Research on Black Women’s Lived Socio-Political
Experiences Within the Study of Black Politics**

Claudia D. Nelson, *Coppin State University*

Discipline constraints on our scholarship to make visible the invisible often limits the recovery of vital data specific to understanding the lived experiences of African American women. Within political science, extensive/ quantitative analysis is often preferred over intensive/qualitative analysis. It is paramount in situating research on the lived experiences of Black women to use mixed-methods in exploring, describing and analyzing their complex socio-political location. Within the context of this paper I will discuss the potential benefits of employing multiple qualitative research genres, such as phenomenological approaches, Black feminist theory and critical race theory, to the interdisciplinary scholarship on Black women.

**Dismantling the Master’s House: Liberating Methodologies
in the study of Black Women, Community and Drug
Addiction**

Dawn Hinton, *Saginaw Valley State University*; Tierra B. Tivis, *Saginaw Valley State University*

In order to disrupt the ‘majoritarian’ narrative (Solorzano & Yosso) of Black

Women, then authors use Critical Race Feminism (Wing, Crenshaw, Solorzano & Yosso), Black Feminist Epistemology (Collins) and Indigenous Methodologies (Denzin, Lincoln & Smith) as lenses to examine community building and drug addiction. Oral narratives and story-telling are used to challenge existing biological and cultural deficit approaches. Work by the authors highlights the experiences of those who have been rendered invisible by traditional methodologies. Here, the authors discuss how they use transformative methodologies in the creation of knowledge about Black women.

Moderator:

Nikol Alexander-Floyd, *Rutgers University*

144. The Sexualization of Girls Across Time, Space and Cultural Mediums

4:00 to 5:15 pm • Level 1: Atlanta 2 - AV

PARTICIPANTS:

Who's Your "Girl"?: Jane Addams, Ida B. Wells-Barnett, and Constructions of the Heterosexual Vulnerability of Progressive Era Women

Tamara Michelle Beauboeuf, *DePauw University*

Jane Addams and Ida B. Wells-Barnett were contemporaries, colleagues in social reform, and writers who tackled the sexual exploitation of women. Drawing on their major works, I examine how both utilized the trope of the 'girl' – the most heterosexually vulnerable among women – to draw attention to aspects of the matrix of domination and its production of the 'ancient evil' and 'southern horror' of sexualized aggressions against young white and black women, respectively. In taking an intersectional approach to their works, I argue that white privilege remained a blind spot for Addams and a central structural reality for Wells, leading to their uneasy sisterhood.

Nuanced Meanings of Black Young Women's Sexuality: Invisible Class Identities and Sexual Safety Activism

Kamila A. Alexander, *University of Pennsylvania*

Research about sex and expressions of young Black women's sexuality is often depicted as one-dimensional - associated with risk, danger, and unhealthy behaviors. This approach perpetuates beliefs about hypersexuality and fails to acknowledge influences of social locations. Consequently, sexual safety is narrowly conceptualized and promoted as avoidance of risk behaviors. This results in limited understanding about the varied ways in which young Black women manage sexual safety while meeting their needs for emotional love, trust, intimacy, and desire. Drawing from a heterogeneous sample of Black young women, this presentation will examine the intersections of class identities with multiple strategies employed to maintain sexual safety.

"I Kissed a Girl and I Liked It": The Impact of (Hetero-) Sexualization on Sexual-Minority Girls

Elisabeth Morgan Thompson, *University of Arizona*

The APA Task Force on the Sexualization of Girls defined sexualization as emphasis placed on one's attractiveness/sexiness/sex appeal, and can occur culturally (media), interpersonally (partners, peers), and internally (self-sexualization). To date, most sexualization research has focused primarily on the implications for (white, middle class) heterosexual girls. Drawing from data (from a phenomenological study of "girls kissing girls") and examples from popular culture, this presentation will highlight the sexual/bodily/health and psychological/identity development implications that are specific to sexually minoritized girls growing up in a (hetero)sexist world that (over-)sexualizes them.

"How to Save a Life: Coalitional Literacy and the Meaning of Salvation"

Amanda Rossie, *The Ohio State University*

Stemming from a larger project that considers how conservative religious and political ideologies are narrated and taught through secular and popular texts, this paper focuses on the link of female sexuality to larger metanarratives about salvation. I want to consider how—using multiracial feminist theories of belonging, witnessing, and love—feminist scholars can begin to re-theorize salvation and build coalitions through literacy practices. I contend that this set of literacy skills has the potential to change the way we see coalition work and offers young women, in particular, a way to talk back to salvation narratives that them politically, socially, sexually and even spiritually damned.

Moderator:

Hara Bastas, *University of Cincinnati*

145. Overcoming Traumas: Beauty, Borders, and Gendered Boundaries

4:00 to 5:15 pm • Level 1: Atlanta 3 - AV

PARTICIPANTS:

Battling Beauty: Re-Presenting Global REELalities in the Search for Self

Theresa Renee White, *California State University, Northridge*

This paper reflects data (clips of videotaped interviews/focus groups) collected for the development of a documentary that raises social awareness of globalized constructions of feminine beauty and identity, by exploring the roots and challenges of the beauty battles that women and girls struggle with worldwide. Setting personal narratives alongside commentary from psychologists and cultural critics, the film will explore the psychological issues girls and women face in their search for a positive sense of self, in a world where females are constantly bombarded with the idea that maintaining a certain standard of beauty should be their primary goal.

Creative Interventions: Women Responding to Trauma

Alvina E. Quintana, *University of Delaware*

This paper focuses on two collections inspired by *This Bridge Called My Back*. *Una Herida Por Otra* and *Shout Out* introduce a variety of voices transcending boundaries, addressing inequality, violence and fear. Both exemplify feminist methods that carve a space for considering the impact of trauma within individual and global contexts. Both exemplify coalition building. *Una Herida* presenting cyberspace testimonios produced in the US and Mexico in response to 9/11, while *Shout Out* highlights violence against women of color.

Imagined Spaces for (Turkish) Women (of Germany): The Fictional Narratives of Alev Tekinay

Hulya Naciye Yilmaz, *Penn State University*

Fatih Akin's films situate Muslim women into the 19th century Europe's singular mold within the Turkish and Turkish-German contexts. His cinematic experimentation on "the Turkish female" revives the orientalist representational discourse. Alev Tekinay's stories distinguish between differing contexts of women anywhere. The social and legal discrimination, abuse and oppression she depicts on Turkish women are universal. Her narrative intervention, thus, stresses the fact that any woman in any margin of the world can be subject to disempowering representations, from her home or host country, if she were to remain voiceless.

Korean Women in Visual Documentations: Suffering, Representation and Actuality

Miduk Kim, *Independent Scholar*

This paper aims to explore visual documentations on Korean comfort women during the Pacific War (1910-1945) and Korean women in the sex trade in U.S. camptowns. By examining how the women and issues are presented in the documentary films, I explore knowledge production, ranging from the question of representation, the actual effect of the representation, and the witnessing (of the viewers).

Moderator:

Elizabeth Whittenburg Ozment, *University of Georgia*

146. Navigating Intersectional Film Pedagogies in The Classroom: A Workshop and Clearinghouse

4:00 to 5:15 pm • Level 1: Atlanta 4 - AV

As feminist teachers we often rely on films to engage students on the relevant ideas, concepts, and lived experiences central to our curricula. From the "popular" IRON JAWED ANGELS, to the dense and provocative TOWELHEAD, our goal is to convene an open conversation, examine a "better practices" framework, and establish a clearinghouse through which we all can collaborate and share our ideas and experiences of using films in our classrooms.

Presenters:

Kristin Jean Jacobson, *Richard Stockton College of New Jersey*

Brian R. Jara, *Penn State University*

Marla L. Jaksch, *The College of New Jersey*

Moderator:

Robert Buelow, *University of California, Irvine*

147. Blogging as Feminist Activism

4:00 to 5:15 pm • Level 1: Atlanta 5 - AV

PARTICIPANTS:

Making Feminism and Women Visible in Cyberspace

Brenda Bethman, *University of Missouri, Kansas City*

Currently, I use blogging in three ways: we use the Women's Center blog to create a safe space for students and community members to learn about and discuss women's and gender issues. I also use a group blog in my women's literature class to extend our discussions beyond the classroom. Finally, I will talk about editing a group blog featuring women higher education professionals using technology. What ties all of these blogs together is how they make feminism and women visible in cyberspace.

Building Community Through Blogging

Erin Stephens, *Duke University*

The Women's Center started a women's blog to amplify women's experience at Duke and to provide an interactive space for women to exchange experiences and ideas. A Women's Studies/Public Policy class designed the blog with a focus on building community and promoting feminist critique and activism, with columns on personal experiences ("that's what she says"), women's leadership ("leadership profiles"), and current events on and off campus ("caught my eye"). The blog has successfully brought attention to women's experiences at Duke, facilitated increased feminist identity among the bloggers, and it's relationship to campus activism around gender issues.

Increasing Visibility Through Blogging

Lysa C. Salisbury, *University of Idaho*

Inspired by the success of online blogs published by Women's Centers

around the country, the University of Idaho Women's Center started a blog of our own this semester. Four undergraduate students—an editor and 3 writers—are receiving internship credit through the School of Journalism and Mass Media to create and maintain the blog. All four students self-identify as feminists. I will discuss these young women's experience of cyber-activism, and discuss implications for increased visibility of and participation in our work on campus as a result of this new forum.

Moderator:

Sunhay You, *Duke University*

148. What Happens to Africana Studies If You Put Black Women's Studies at the Center?

4:00 to 5:15 pm • Level 2: Augusta

This panel considers the role women's studies plays in theorizing race and ethnicity in Africana Studies programs, and how gender and/or feminist paradigms inform the pedagogical practices and professional experiences of black women who teach Africana Studies courses. Africana Studies, like Women's Studies, has had to subvert the master's tools in order to claim a humanity and insist upon a subjectivity that has not been extended to them. The panelists will discuss a range of questions and issues that think about the pedagogical and curricular strengths and limitations of teaching gender and sexuality in Africana Studies programs.

Presenters:

Carol Henderson, *University of Delaware*

Jennifer Williams, *New York University*

Kimberly Brown, *Texas A&M University*

Kalenda Eaton, *Arcadia University*

Terrance Wooten, *University of Maryland*

Moderator:

Simone C. Drake, *Ohio State University*

149. Women's Centers

4:00 to 5:15 pm • Level 1: Georgia 01

150. Campus Climate Assessments: Subverting "Master's" Tools for Feminist Social Change

4:00 to 5:15 pm • Level 1: Georgia 10

Many campuses engage in campus climate assessment projects in order to understand their institution's unique challenges around issues of diversity and with the intention of making their institutions more welcoming and inclusive. As these surveys are typically designed to assess the wider population, what implications do these comprehensive assessments have specifically for women? This roundtable will explore several diverse campus experiences with developing and implementing comprehensive campus climate assessment and how issues affecting women's voice, institutional sexism and privilege and resulting outcomes were addressed. Roundtable participants will have an opportunity to interact and discuss possible solutions.

Presenters:

Heather Shea Gasser, *University of Idaho*

Barbara Bonnekessen, *New Mexico Tech*

Ada Gregory, *Duke University*

Rita Michelle Jones, *Lehigh University*

Moderator:

Heather Shea Gasser, *University of Idaho*

Since 1972, Soroptimist has been helping women the world over *reclaim their dreams* through the **Soroptimist Women's Opportunity Awards**

program. This program provides cash grants to women who are working to overcome personal difficulties and improve their education, skills and employment prospects. The women may use the cash award to offset any costs associated with their efforts to attain higher education, including books, childcare and transportation.

Eligible applicants are women who:

- Provide the primary financial support for herself and her dependants
- Are enrolled in an undergraduate degree program or a vocational skills training program
- Have financial need



Pachara Y., a domestic abuse survivor, found herself alone in a foreign country with three young children to support. She is learning to speak the language of her adopted land and plans to pursue a career in nursing.

Guadalupe V. was a young wife trapped in a violent marriage, in a country that was not her own. A single mom to two children, Guadalupe eventually graduated from a Ph.D. program and has helped other women to leave abusive situations.



Peggy M. transformed her life from a single mom earning minimum wage at a fast food restaurant to a college graduate who makes her living as a professional speaker and published author.



Marina G. was a struggling single mom who ran in marathons and used the cash prizes to support her family. She recently obtained a degree in physical education.



SOROPTIMIST
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www.soroptimist.org

For more information about the Soroptimist Women's Opportunity Awards program, including instructions for applying online, please visit <http://www.soroptimist.org/awards/awards.html>.

151. Creatures, Spaceships, and Utopia: Feminist Frontiers in Fantasy and Science Fiction

4:00 to 5:15 pm • Level 1: Georgia 11

PARTICIPANTS:

The Past is the Present is the Future: The Natural Affinity of Feminism and Science Fiction

Rita D. Costello, *McNeese State University*

Feminist ideas, including the proposition that gender, sexuality, and even the body are social constructs, find a natural home in science fiction, in which everything is or can be constructed. Feminist ideas find purchase in terms of a robust critical lens, which is especially useful with a genre dominated in its "golden age" by male creators and consumers, and subject matter. Seminal texts—such as those from Marge Piercy and Ursula LeGuin—as well as mainstream authors—with a particular emphasis on award-winning Connie Willis—who writes with an embedded feminism that comes off as entirely non-didactic—will be addressed.

Subverting the Master's Hero: Malcolm Reynolds as Feminist

Laura L. Beadling, *University of Wisconsin, Platteville*

Much recent feminist scholarship has focused on the creation of strong female characters, but much less critical attention has been paid to male science fiction protagonists who espouse feminist ideals. Through close readings of several scenes, this paper is an attempt to remedy that lack as it examines Joss Whedon's character Malcolm Reynolds, the ship's captain in the television show *Firefly*, as a feminist—despite his alpha male status—in terms of his respect for and equal treatment of female colleagues (and enemies), his acceptance of women as sexual beings, and his careful negotiation of sexual boundaries.

Representations of Sex and the Female Body: How Women Writers Use the Science Fiction Genre to Forward Social Awareness of Feminist Issues

Stacy Lynn Austin, *McNeese State University*

Feminist science fiction is concerned with issues of the body, sexuality, and gender roles, and makes these sensitive and often threatening issues approachable. Using science fiction, women writers are able to approach sensitive subjects in a non-threatening way. When people read about societies that are not their own, they are more willing to judge, examine, empathize with, and think about the important issues the work brings up without seeing the work as critical or propaganda. Once the issues are in readers' minds, they can draw their own parallels, allowing them to question their own world in an organic, self-induced way.

Feminists on Mars: Unveiling a Parallel by Alice Ilgenfritz Jones and Ella Merchant

Mary M. Hughes, *University of Louisiana, Lafayette*

This paper will explore the late 19th century utopian feminist visioning of the novel *Unveiling a Parallel* which is ahead of its time in seeing the feminist potential for the science fiction genre as a space for argument and exploration of women's issues and in the novel's treatment of the science fiction genre through setting its action on another planet before the concept of space travel was a common science fiction mode.

Moderator:

Nancy M. Correro, *McNeese State University*

152. Bodies as Crisis/Bodies in Crisis

4:00 to 5:15 pm • Level 1: Georgia 12

PARTICIPANTS:

Fat on Campus

Corey Stevens, *Ohio University*

In this article, I examine how sizism is experienced by college students. Based on fourteen interviews with university students or recent graduates who identified as fat, overweight, or obese during their college career, this research reveals the social, institutional, and access issues that affect students of size in the university context. The analysis of gender shows the complex ways in which masculinity and femininity effect how the fat body is perceived within the university context. Additionally, several coping and resistance strategies that used by students of size are identified, and I suggest ways in which sizism and fat discrimination can be addressed on college campuses both by activists and at the institutional level.

The Politics of Placement: Where Do Critical Fat Studies Belong and Who Decides?

Heather Brown, *Northern Illinois University*

There is an historical affinity between women's studies and critical fat studies, and many educators who are located in women's studies departments offer courses with a critical fat studies perspective. However, do critical fat studies courses belong solely in the women's studies department? Must they be affiliated with a "traditional" discipline, or can they stand as part of their own discipline? This talk will explore, using auto-ethnographic method, what happened when a first-year studies course with a critical fat studies perspective was proposed at liberal arts institution in the Chicago area. The resulting administrative and faculty uproar, rejection of the proposal, and subsequent placement of the proposed class in the women's studies department raises important questions about subjectivity, power, and the "sister outsider" status of critical fat studies scholars in the academy.

Towards a Theory of Embodied Racism: Developing a Framework to Explain the Experiences of Fat Women of Color

Nyaunu Stevens, *University of Connecticut*

Fat African American women often encounter contradictory messages about their bodies—their fat bodies are at once celebrated for being indicative of strength and endurance and simultaneously maligned for being unattractive examples of the racialized other. Thus, being a fat, African American woman necessarily results in an embodied experience which is unique. Such embodied knowledge affects how African American women live in their bodies as they navigate the social world. In this paper I develop a framework for articulating the experiences of fat women of color through a synthesis of Neo-Marxism, Black Feminist Thought. The experiences of African American women often become invisible in larger political discussions, and those of fat African American women are almost completely absent. This theory moves their experiences to the forefront of scholarly studies.

As Long as Fat Women are Oppressed, No Woman Can Be Liberated!": The Emergence of Fat Liberation in Early Second-Wave Feminism

Amy Erdman Farrell, *Dickinson College*

In this paper I propose to address the emergence and flowering of fat feminism in the early years of the second wave of feminism. I argue that second wave feminists inherited from the first wave of feminism a fraught relationship to the body, in particular to body size and to fatness; at the same

time the ideology of the "personal is political" provided a counterpoint that allowed a new perspective to take hold. This paper, then, explores the early articulations of fat feminisms in second wave feminism. Through an exploration of these struggles I argue that one can see both the liberatory potential of a new fat politics and the vestiges of an older ideal of a thin body as "normal" and "civilized."

Moderator:

Michaela A. Null, *Purdue University*

153. Embodying Power and Powerful Embodiment: From Commedia Dell'arte to Performative Activist Interventions

4:00 to 5:15 pm • Level 1: Georgia 13

This workshop explores the performative power of the female body: past, present and future. The first section reflects on past examples of how commedia actresses negotiated power on the stage. Next, a workshop builds on improvisation techniques from commedia dell'arte to playfully subvert social roles and power. Finally, the last section utilizes improvisation to prepare for future activist interventions in conflict situations, deploying performance to activate dialogue. Workshop leaders will weave together discourses from feminist comedy, commedia dell'arte, Alexander technique, improvisation, civic dialogue and nonviolent training to demonstrate how comic subversion and an authentic physical presence can transform power relations.

Presenters:

Domnica Radalescu, *Washington and Lee University*

Kathleen Juhl, *Southwestern University*

Norma Bowles, *Fringe Benefits Theatre Company*

Ann Elizabeth Armstrong, *Miami University*

Moderator:

Joan Pinkvoss, *Aunt Lute Books*

154. Feminist Transformations: Deploying Feminisms in Death and Dying

4:00 to 5:15 pm • Level 1: Georgia 2

PARTICIPANTS:**The Transformative Power of Embodied Mother Loss**

Carol Ann Gosselink, *Missouri State University*

Feminists have ignored death. Scholars (e.g., Bordo, 1993; Grogan, 1999; Nettleton & Watson, 1998; Weitz, 1998) have rightly pointed at the vulnerability of our physical bodies to political vicissitudes and physical violence. The "dynamic developmental realities of actual human lives" are explicit (Callahan, 1995), and a hallmark of feminism as it appropriates and affirms the importance of concrete contexts and standpoints of embodiedness in any encounter. Interviewed daughters whose elderly mothers have died demonstrate the transformative power that the physical, embodied dying and death of a mother exerts on a daughter who is never too old to miss her mother.

Deploying Feminisms in Last Acts: A Feminist Approach to Death and Dying

Janet R. Hutchinson, *Virginia Commonwealth University*

As second wave feminists age, our last subversive act could be our own feminist death. As difficult as this is to think about, this last act is an important one for each of us, individually, and collectively particularly for those who live in states that deny partner relationships, some forms of palliative care, and death free from pain? This paper presents a frank discussion emphasizing issues of medicalization, treatment preferences, dementia, assisted death,

and advance care planning from a feminist perspective. Supportive resources are proposed to advance the proposition of a feminist approach to death and dying.

Moderator:

Liz R. Canfield, *Virginia Commonwealth University*

155. Out of the Classroom and into Practice: Taking Women's Studies Knowledges Off-Campus

4:00 to 5:15 pm • Level 1: Georgia 3

PARTICIPANTS:**Beyond the Classroom Walls: Service Learning and Applied Feminism**

Virginia McCarver, *Metropolitan State College of Denver*

Service learning classes encourage faculty and students to make the connections between feminist theories and concepts and the experiences of gendered populations within students' surrounding communities. This paper explores service learning as applied feminism and a successful pedagogical tool in the women's studies curriculum, and provides theoretical and logistical guidance for instructors seeking to expand student learning beyond classroom walls. I draw upon my experience teaching service learning courses uniting students with non-profit organizations devoted to women and gender issues. Such professional spaces offer students the opportunity to apply coursework in non-traditional ways and in service to others.

Healing Words: Women's Studies in the Abortion Clinic

Jeannie Ludlow, *Eastern Illinois University*

Imagine my delight when I discovered that several key texts from my Women's Studies classes worked well in my second job at an abortion clinic. This paper describes the ways I used texts such as Ana Castillo's "Extraordinary Woman" (1993) and Janet Campbell Hale's "Alma" (1999) to ease abortion patients' feelings of guilt and sadness and help them work toward a spiritually healthy abortion experience. The paper also explores ways pro-choice activists might use these and similar Women's Studies texts to strengthen public arguments about abortion, particularly against those who stereotype abortion as a spiritually unhealthy act.

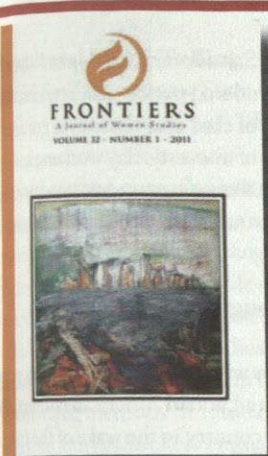
Our Classroom is the Big Sky and the Diverse Culture and Landscape of the US Desert Southwest

Gordene MacKenzie, *Merrimack College*

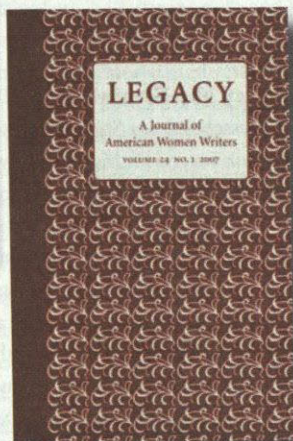
This paper discusses four student field trips taken to the US desert Southwest, focusing on the challenges and benefits and how to plan and fund field trips. Our classroom is the big sky, the diverse topography and culture in the Southwest US. Students learn from artists, writers, storytellers, environmentalists, and ranchers. The course combines Anzaldúa's border theories, Shiva's ecofeminism, and Native American writing with multiple academic disciplines. Students visit Native American pueblos, the Dine' reservation, and a 100,000 acre working ranch. Students learn firsthand about the history of colonization and about the current border struggles in the region.

Moderator:

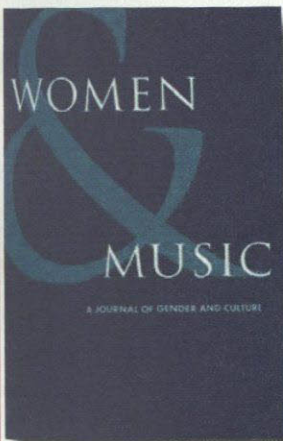
Donna M. Bickford, *University of North Carolina, Chapel Hill*



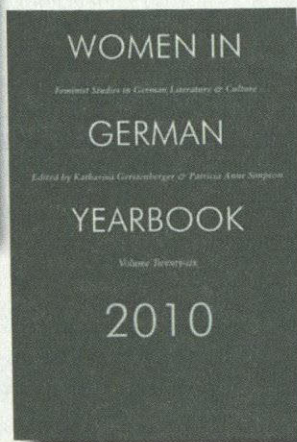
Frontiers: A Journal of Women Studies



Legacy: A Journal of American Women Writers



Women and Music: A Journal of Gender and Culture



Women in German Yearbook: Feminist Studies in German Literature and Culture

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156. Beyond Bodies: Reexamining Our Work in Campus Women's Centers

4:00 to 5:15 pm • Level 1: Georgia 4

The work within our women's centers is changing. As budgets shrink and staffs get smaller, we find creative ways and new partnerships to accomplish our goals. As we embrace bystander intervention as a preferred form of violence prevention, we broaden the way we talk to students about what has historically been seen as a women's issue. As campus LGBT centers emerge and grow, we articulate how our work around gender and sexual identity relates to theirs. In this workshop, we urge new strategies for supporting women on campus while identifying areas of affinity that go beyond any single identity.

Presenters:

Nora Anne Spencer, *Vanderbilt University*
 Katherine Protos, *Vanderbilt University*
 Katie Garcia, *Vanderbilt University*

157. Rescue, Religion, and Resistance: Feminist Critiques of War and Development in South Asia

4:00 to 5:15 pm • Level 1: Georgia 5 - AV

PARTICIPANTS:

Mutilation, Spectacle and Rescue: Afghan Women in the Media

Shahnaz Khan, *Wilfrid Laurier University*

This paper locates works of feminist theorists who have identified First World constructs of the Third World woman as passive and oppressed by her culture and her men as helping to consolidate a case for war in Afghanistan where military intervention is in part posed as an attempt to rescue women. Drawing upon a recent Time Magazine cover of a mutilated Afghan woman, I argue that focusing on a spectacle of an un-historicized and dislocated Afghan woman helps support such rescues, endorses a case for war and makes it difficult for Afghan administration to guarantee women's human and citizenship rights.

Transnationalism Reversed: Engaging Religion, Development and Women's Organizing in Bangladesh

Elora Halim Chowdhury, *University of Massachusetts, Boston*

This paper situates women's activism in Bangladesh within the intersecting forces of religious extremism, transnational feminism, and global capitalist development. I seek to illuminate intra-movement tensions to theorize and imagine feminist alliances that are more equitable and just across borders of nation, class and community. At once complicit and transformative I look at the contradictory agendas women's groups are carving out and move beyond a dualistic framework that posits development and women's rights in opposition to religion and oppression to call for a critical analysis of transnational linkages and accountability on all sides in the struggle for feminist solidarity.

Women, Civil War, and Violent Resistance in Postcolonial Sri Lanka

Alka Kurian, *University of Puget Sound, Washington*

This paper problematizes the transformative potential of revolutionary violence for the subaltern consciousness and in particular for women. Focusing on the civil war in Sri Lanka, I maintain that Tamil women's participation in the LTTE (Liberation Tigers of Tamil Eelam) led to their disempowerment and undermined their agency. LTTE was structured around patriarchal ideology and practices that go against the meaning of women's revolutionary emancipation. I historicize colonized women's political beliefs and look at how women joining suicidal militant missions in situations where choosing

the moment and circumstances of one's death becomes a source of empowerment and expression of agency.

Moderator:

Vidya Kalaramadam, *William Paterson University*

158. Mothering and Hip Hop Culture: A Roundtable with the contributors

4:00 to 5:15 pm • Level 1: Georgia 6 - AV

Motherhood is an experience that is ever-present yet invisible in the musical genre of hip hop. Women's mothering experiences within the culture have garnered little attention from mainstream sources, with an observable silence within feminist/women's studies scholarship. We also lack any understanding of how mothers who are hip hop enthusiasts, negotiate their relationship to the culture with their children. Our roundtable asks, what are the discursive spaces that motherhood occupies in hip hop? How does motherhood complicate the hypermasculinity so dominant in the culture? How can we create, both locally and globally, an empowered and feminist hip hop mothering?

Presenters:

Shana Lee Calixte, *Thorneloe University College at Laurentian University*

Erik Nielson, *University of Sheffield*

Joan Maki Motapanyane, *Thorneloe University*

159. Women Of Color Caucus

4:00 to 5:15 pm • Level 1: Georgia 7

Women of Color Caucus Business Meeting A time for the Caucus members to come together to reflect upon and evaluate current and future group-sponsored commitments and activities (ie. programs, events, future goals.)

160. Women's Centers Meeting Space (Friday PM)

4:00 to 5:15 pm • Level 1: Georgia 8

An informal space for women's center staff to meet during specific times in the conference to connect, network, and share with other women's center staff members.

161. Transnational Journeys: The Life Stories of Three Women

4:00 to 5:15 pm • Level 1: Georgia 9

PARTICIPANTS:

"Doing Hair is My Destiny": Mrs. Kim's Transnational Journey"

Seung-Kyung Kim, *University of Maryland, College Park*

The experience of immigrant women registers a broad range of diversity, as women who immigrate to the U.S. encounter a mix of opportunities and obstacles that combine with their backgrounds and individual qualities to produce unique life-trajectories. Through the life story of sixty-five-year-old Mrs. Kim, this paper examines one constant factor in her life—doing hair—as an expression of her everyday agency. Her story reveals how women's work changes in the immigrant experience; how she negotiates the changing roles; the difficulties and tensions in this process; and how these processes lead to shifts in the construction of gender roles and expectations about women's work.

Working-Class Women's Art: A Life of Transnational Agency

yh Patt, *University of Maryland*

The life histories of ordinary transnational working-class women work as a kind of subaltern testimonio. Revealing the art of working-class life, this paper argues women craft lives with nuanced knowledge and sophisticated

agency. For over two decades, Maria—a Salvadoran U.S. woman—has negotiated shifting classed, raced, and gendered nation-state terrains. Maria's cultural biography points to the saliency of class and classism in contemporary life; the daily barriers and agency of domestic day workers; and, the potential feminist scholars have to challenge hegemonic narratives by writing co-constructed narratives with extraordinary ordinary working-class women.

The Story of a Feminist Life Through Her Art of Food

Jane E Dusselier, *Iowa State University*

Drawing on several life history interviews with Kim Phothisane, this paper explores the cultural meanings of food in a Laotian American context. Born in Laos during 1954, Phothisane left her country in the wake of the tumultuous post war years. Through all the struggles, joys, and challenges which comprise her life one element remains central, that of food. This woman's life guides me to the small, everyday acts of survival and reveals how displaced people carry culture with them during their taxing transnational journeys. Phothisane understands food as a canvas for expressing her world view and nourishing bodies, minds, and souls.

Moderator:

Christina Gish Hill, *Iowa State University*

162. Starting from Scratch: Building a Women's Leadership Program for Community Colleges

4:00 to 5:15 pm • Level 2: Savannah 1

As part of the celebration for Women's History month, Rose State College hosts an annual Women's Leadership Conference (WLC) every March. Wanting an event more enriching for the students than an annual luncheon to honor women's past achievements, the co-founders, Michelle Brockmeier and Monique Bruner, created this daylong symposium. In the last three years, with a new budget and generous administrative support, the WLC has expanded dramatically. The two co-founders will present an overview of the roadblocks and rewards in developing this conference and how to begin a similar program at other institutions.

Presenters:

Monique Bruner, *Rose State College*

Michelle Brockmeier, *Rose State College*

163. Bridging Cultures through Feminist Inquiry: A Standpoint Methodology Project To Transform the US Academy

4:00 to 5:15 pm • Level 2: Savannah 2

PARTICIPANTS:

An Overview of "Strong" Standpoint Methods

Sarah R. Robbins, *Texas Christian University*

This paper describes the application of Harding's framework in a mixed-method approach developed by an interdisciplinary research team examining the acculturation of international women faculty. The team enacted three dimensions of "strong" standpoint work identified by Harding: 1) "starting research from the lives (interpreted as experiences, structural social positions and/or discourses) of structurally exploited groups" (in this case international women faculty); 2) developing a "group consciousness" based in generating "the information and insight oppressed groups need and seek (in this case, by promoting collaboration, solidarity, and reciprocal mentoring within the research team) and 3) aiming "to identify the conceptual practices of power in some particular context," in this case, US academic culture, by developing critiques of power relations and social interaction in an effort to effect change.

Intercultural Story-TellingSabine H. Smith, *Kennesaw State University*

Describing how the researchers affiliated their project with the feminist-oriented practice of life-narrative, this paper underscores how story-telling as feminist method grounded in standpoint work recognizes the centrality of everyday life viewed through a reflective lens. As Sidonie Smith and Julia Watson have observed in "Reading Autobiography: A Guide for Interpreting Life Narratives" (2001: 6), life narrators use personal memories as "the primary archival source," buttressed by evidence, "to support, supplement, or offer commentary on their idiosyncratic acts of remembering" (6) and to "address readers whom they want to persuade of their version of experience." (6) In merging methods of autobiographical work and discipline-based scholarship, our researchers engaged in a form of self-(re)construction as academicians. In the wake of such "bridging" work, as is the outcome of this project, individual identities (in this case, researchers) are transformed to populate an intersectional space that connects formerly distinct and different cultures (in this case, discipline-based methodology and scholarship). In this alternative space, residents demonstrate "intercultural citizenship" (Byram, 2008) as the aspirational value. Arguably, an intentionally feminist stance forms an important role in the process.

Collaboration and Interactive MentoringFederica Santini, *Kennesaw State University*

This presentation describes the research team's use of collaboration and reciprocal mentoring as methods for addressing Harding's "strong" standpoint framework by developing a "group consciousness" based in generating "the information and insight oppressed groups need and seek," and by aiming "to identify the conceptual practices of power in some particular context," in this case, US academic culture. The team drew on models such as a Forum published in *Tulsa Studies in Women's Literature* in 1994 and a recent study of positioning theory in global feminist collaborations (deVela, Trice, and

Ofreneo, "Positioning in global feminist critical collaboration," 2006). The project's essay collection utilizes collaborative feedback and informal peer review in the writing and revision process via "status check" mentor-mentee and whole-group sessions, enabling team members to situate their individual memoirs within larger, cross-disciplinary conversations and in dialogue with multiple research traditions. At the mid-way point in the research, team members had developed sufficient trust to mentor each other's thinking and writing reciprocally, and they also held a focus group conversation to create a record of progress and ongoing questions. Upon completion of the core chapters, five respondents offered commentaries and critical analyses from additional academic perspectives, including those of a graduate student and a male faculty member who taught overseas at an all-women's institution.

Intersectionality, Multivocality and Power CritiqueGertrude Tinker Sachs, *Georgia State University*

This presentation describes the ongoing work of one small group within the larger research team, teacher educators at an urban public research institution. Using dialogic, reflexive inquiry, this group has regularly reflected together on their teaching, research, service, and professional development as international faculty women learning to navigate the power structures of US academic culture. Focusing on intersectionality, these womanist scholars have drawn on post-colonial theory to interrogate themselves, thereby theorizing their lived experiences, contesting the status quo in the academy, and envisioning their own potential contributions to the education of teachers in the United States. Highlighting their unique existence is at the crossroads of national, political, colonial, post-colonial, gender, and many more contested spaces, they have produced multi-vocal writing engaged in what Layli Phillips calls "womanist methods of social transformation."

Moderator:Amy Buddie, *Kennesaw State University*


In Conversation
Angela Davis & Tim Wise
 A new documentary from SpeakOut
www.speakoutnow.org

164. Feminism and Librarianship: A Transformational Connection

4:00 to 5:15 pm • Level 2: Savannah 3

PARTICIPANTS:**Information Searching and Feminist Process: Putting Students at the Center**Janet Lois Freedman, *Brandeis University*

Information - or disinformation or misinformation? Liberation depends, not only on finding information, but assessing its origins, purpose, relevance, accuracy and worth. Learning these skills through peer instruction, library internships, workshops in various locations, including GBLTQ women's, multicultural centers and dormitories are some of the approaches that can reclaim the master's tools and apply them for feminist empowerment.

Feminist Resource Creation in LibrariesPhyllis Holman Weisbard, *Women's Studies Librarian's Office*

Feminist librarians use the master's technological tools to guide people everywhere to information critical for their work and lives. The presenter will discuss and demonstrate library publications from her office and elsewhere that offer freely accessible resources of particular interest to scholars and students.

Moving from Tradition to Transformation: Taking the Library to the StudentsCindy Ingold, *University of Illinois at Urbana-Champaign*

The speaker will discuss the transformation of a small Women and Gender Studies Departmental library to a more vibrant and influential model of service for the 21st century. This new model includes integration of women and gender studies resources and services into a larger more dynamic library; outreach to students in various units on campus; and an increase in collaboration with faculty and staff involved in feminist work on campus.

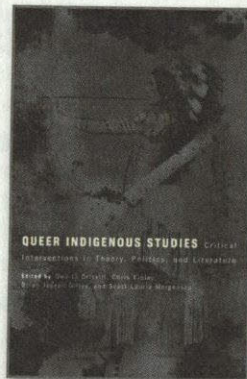
Moderator:Cindy Ingold, *University of Illinois at Urbana-Champaign***165. In memory of Jessica Nathanson: Scholar, Writer, Feminist, Professor**

4:00 to 5:15 pm • Level 2: Valdosta

Jessica Nathanson (1968-2011) was a smart, creative, and accomplished professor, writer, and blogger, as well as a generous and committed mother, friend and activist. She was deeply involved in NWSA, particularly in the Feminist Mothering Caucus, as well as in other feminist communities, including WMST-L. This roundtable will provide an opportunity for colleagues to remember her life and reflect upon the impact of her work and spirit in their lives and in the field of Women's and Gender Studies more broadly.

Presenters:Andrea O'Reilly, *York University*Heather Hewett, *State University of New York, New Paltz*Gerakina Arlene Sgoutas, *Metropolitan State College of Denver*

UNIVERSITY OF ARIZONA PRESS
UNIVERSITY OF MINNESOTA PRESS
UNIVERSITY OF NORTH CAROLINA PRESS
OREGON STATE UNIVERSITY PRESS

**Queer Indigenous Studies**
Critical Interventions in Theory, Politics, and Literature

Edited by Qwo-Li Driskill, Chris Finley, Brian Joseph Gilley, and Scott Lauria Morgensen
This collection examines critical, Indigenous-centered approaches to understanding gay, lesbian, bisexual, transgender, queer, and Two-Spirit (GLBTQ2) lives and communities and the creative implications of queer theory in Native studies.

258 pp. / 6 x 9 / April 2011

\$34.95, paper

UNIVERSITY OF ARIZONA PRESS

**Spaces between Us**
Queer Settler Colonialism and Indigenous Decolonization

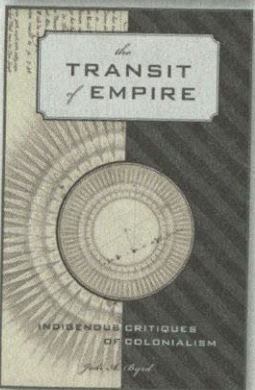
Scott Lauria Morgensen

Explores the intimate relationship of non-Native and Native sexual politics in the United States, explaining how relational distinctions of "Native" and "settler" define the status of being "queer."

336 pp. / 5.5 x 8.5 / November 2011

\$25.00, paper / \$75.00, cloth

UNIVERSITY OF MINNESOTA PRESS

**Sustaining the Cherokee Family**
Kinship and Allotment of an Indigenous Nation

Rose Stremleau

During the late nineteenth and early twentieth centuries, the federal government sought to forcibly assimilate Native Americans into American society through systematized land allotment. Stremleau illuminates the impact of this policy on the Cherokee Nation, particularly within individual families in modern-day northeastern Oklahoma.

336 pp. / 6.125 x 9.25 / September 2011

\$24.95, paper / \$65.00, cloth

UNIVERSITY OF NORTH CAROLINA PRESS

The Transit of Empire
Indigenous Critiques of Colonialism

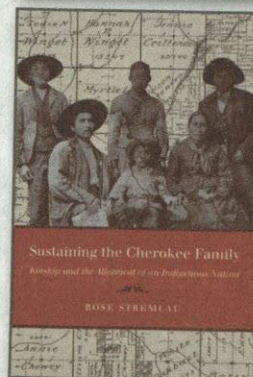
Jodi A. Byrd

In exploring how Indigeneity functions as transit, a trajectory of movement that serves as precedent within U.S. imperial history, Byrd argues that contemporary U.S. empire expands itself through a transferable "Indianness" that facilitates acquisitions of lands, territories, and resources.

320 pp. / 5.5 x 8.5 / October 2011

\$25.00, paper / \$75.00, cloth

UNIVERSITY OF MINNESOTA PRESS

**White Man's Water**
The Politics of Sobriety in a Native American Community

Erica Prussing

This critical ethnography employs vivid accounts of the Northern Cheyenne people to depict how problems with alcohol are culturally constructed. Testimonies reveal the key role that gender plays in how Twelve Step program participants engage in a selective and creative process of appropriation at Northern Cheyenne.

288 pp. / 6 x 9 / September 2011

\$49.95, cloth

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166. Reconfiguring Space: Leadership and Activism

5:25 to 6:40 pm • Level 1: Atlanta 1 - AV

PARTICIPANTS:**Gender in the Corporate Academy: A Qualitative Assessment of Disparities**Kathryn Coffey, *State University of New York, Cortland*; Holly S Fodge, *Southern Illinois University*

Utilizing the framework of gendered organizations in order to examine how faculty have adapted to or resisted participation in gendering within the academic institution, this qualitative study employed the use of focus groups of faculty members of a medium sized state university college in the northeast. Topics of discussion included service and committee work, teaching and research, informal advisement, home life and how it effects career advancement and the tenure process. Participants described experiences which perpetuate this organizational patriarchy which suggests a call to women to advocate for serious changes in organizational structure.

Navigating my "Tight Spaces": Breaking Bread with Audre Lorde, a Critical Discourse Analysis of Sister OutsiderShawn Arango Ricks, *Winston-Salem State University*

This paper attempts to "make sense" of how I, and other Black Feminist Scholars, negotiate power, navigate oppression, and resist domination while dismantling the institutional structures of the academy in order to engage in liberatory practices. Utilizing Critical Race Theory, Critical Race Feminism, and Critical Discourse Analysis, I conducted a secondary and textual analysis of *Sister Outsider* (2007) by Audre Lorde. The results of which produced a dialogue with Lorde that generates a framework to successfully negotiate the multiple marginalizations (tight spaces) within hegemonic institutions of domination—the academy.

The Politics of Selling In: Black Women Reimagining Space and Transforming Tragedy in Newark, NJZenzele Isoke, *University of Minnesota*

How do identity, memory, and affect shape the ways black women resist the non-crisis of the destruction and containment of black life in U.S. cities? In response to this question, I offer a portrait of black womanhood that combines the self-told poetics of activists with Newark's fraught cartographic history. Using the personal narratives of twenty-nine activists, I explore how black women transform personal and transpersonal tragedy into community resistance. Black women "sell in" by sacrificing extraordinary amounts of time, effort, and relationship-building to form community spaces that foster a positive and stable sense of black female and queer identities.

The "Double Outsider's" Challenges to Professional Success: Implications for Black Women's LeadershipKeisha Edwards Tassie, *Clayton State University*

"Despite significant progress in the socioeconomic status of working women and minorities, data analyses at the city, state, national, and cross-national levels continue to document race and gender inequalities in workplace power" (Elliott & Smith, 2004). Three broad mechanisms explain ascriptive inequalities in the workplace: direct discrimination, exclusion of women and minorities, and ascriptive dissimilarity with supervisors who oversee higher positions of power. In all three cases, Black women are marginalized as a result of their "double outsider" position as Black and female. We offer this research as a significant contribution to the discourse regarding Black women and leadership.

Moderator:Lois Ann West, *Independent Researcher***167. Feminist Critique and Response to Natural Disasters**

5:25 to 6:40 pm • Level 1: Atlanta 2 - AV

PARTICIPANTS:**Memories of Domesticity: Family Values and National Belonging in Katrina Oral History**Clare M. Daniel, *University of New Mexico*

This paper examines constructions of the "Katrina Diaspora," a label for those displaced when Hurricane Katrina hit the Gulf Coast in August 2005, in the online archives of two oral history projects. It argues that these representations of Katrina victims uphold the heteronormative character of citizenship, portraying pre-Katrina homes and communities in which traditional gender roles and familial structures prevail and nascent American citizens are properly reared. Foregrounding the importance of gender and familial norms within the exclusionary logic of national belonging, this paper considers these portrayals in relation to the terms of redress for victims of a national crisis.

Of Course, We Shall Rebuild: Unheard Voices – Mississippi Women Survivors of Hurricane Katrina SpeakOphera Davis, *Independent Scholar*

This session will describe a part of an analysis which describes how Black middle-class Mississippi women survivors of Hurricane Katrina – despite the loss of their homes and careers – are rebuilding their lives. The objective of this paper is to tell a part of the story of women from the other state which remains obscured and overlooked five years after Hurricane Katrina hit the Mississippi Gulf Coast in 2005.

Responding to the Haitian Earthquake: The politics of "doing good"Corinne Lysandra Mason, *University of Ottawa*

My presentation will explore the racialized construction of Canada as a benevolent nation through the distribution of aid as a 'gift' (Derrida, 1992; Kapoor, 2008). By analyzing news media reports by the Canadian Broadcasting Corporation (CBC), I argue that Canada represents itself as a generous giver, and Haiti as (sometimes ungrateful) receiver of the 'gift' (Razack, 2004). Understanding the gesture of gift giving as a project of self-construction, I argue that media representations of Canada giving aid made Haitians hyper-visible as poor, desolate, and violent while simultaneously rendering Canada's imperial project in Haiti invisible.

Moderator:Jennifer Ann Nelson, *University of Redlands***168. Bringing Women's Studies into Feminist Media, and Feminist Media into the Classroom**

5:25 to 6:40 pm • Level 1: Atlanta 3 - AV

The feminist media can serve as a double resource for women's studies professors in revealing how the state affects women in such critical areas as militarization, incarceration, religious fundamentalism, immigration, violence against women, sex trafficking, reproductive health, and land rights. First, women's studies scholars bring their research into public discourse through feminist media; and secondly, feminist media can be brought into the classroom as learning material. In this roundtable, case studies of such resource-sharing interactions will be given, showing how women's studies scholars have published in the popular feminist press and also used feminist publications to enhance student discussion and learning.

Presenters:

Katherine Spillar, *Ms. Magazine*
 Carrie N. Baker, *Berry College*
 Patricia Marina Trujillo, *Northern New Mexico College*
 Gina Ulyse, *Wesleyan University*

Moderator:

Beverly Guy-Sheftall, *Spelman College*

169. Moral Panics + Publics: Abortion + HIV/AIDS

5:25 to 6:40 pm • Level 1: Atlanta 4 - AV

PARTICIPANTS:

A Visual Rhetoric of Racial Vulnerability: Young Women of Color, Conservative Media Campaigns and Hyper-reproduction

Kathryn Oliviero, *Emory University*

New social movements call upon racist population control legacies, young women of color's precariousness, and children's vulnerability to displace socioeconomic anxieties and revitalize new racisms. Campaigns against abortion and same-sex marriage claiming to center difference are considered, including: the Radiance Foundation's billboards equating abortion with black genocide; Proposition 8 online media featuring testimony from young women of color to argue same-sex marriage threatens their moral health and racial integrity. The figures of the teenage woman of color and the African American fetus ventriloquize through the placeholder of the vulnerable child religious and racialized morals about sexual chastity and irresponsible reproduction.

Critical Ethnic, Feminist, and Queer Studies in a time of Crisis / Rupture / Repetition / Amnesia

Tamara L. Spira, *University of California, Davis*; Heather M. Turcotte, *University of Connecticut*

There was a time when we could say there was such thing as a feminist revolution. Now, however, that moment is considered nostalgic, co-opted, and at best, unfinished. This collective paper asks the seemingly simple question: What has happened within feminist studies and movements that has made it near impossible to imagine, utter and live revolution? Grounded in legacies, presents and futures of multiple anti-racist, post-/anti-colonial and "intersectional" feminist genealogies, we explore legacies and current strategies of epistemic destabilization, interdisciplinary orientation, and institutionalization that enabled ethnic, area, and feminist studies through the building of radical trust and political necessity.

Historicizing African-American perspectives on abortion: Connecting research and activist praxis

Cynthia R. Greenlee-Donnell, *Duke University*

Anti-abortion forces have effectively marshaled the past to sway hearts and minds. They correctly cite the impact of race-based eugenics and population control in the history of abortion in black communities, but link abortion to lynching and civil rights in profoundly ahistorical ways. The selective history of anti-abortion partisans is not borne out by overlapping histories of reproductive health and rights organizing. This presentation will give participants 1) accurate information based on my historical research findings on abortion in the nineteenth and twentieth centuries and 2) concrete tools to research abortion history in their own communities.

Towards a QueerFeminist Epistemology: Abortion in/and Gay Media in the Age of AIDS

Karen M Booth, *University of North Carolina, Chapel Hill*

This paper reads the early coverage of AIDS by two "gay" newspapers, The New York Native and the Gay Community News. I argue that in the 1980s "gay" journalists trying to explain a terrifying, new disease and the simultaneous rise of the anti-gay, anti-abortion "moral majority" developed a "queer epistemology of abortion." An implicit analogy -- "AIDS is to gay men what losing the right to abortion is to women" -- governs early "gay" reporting. I analyze the operation of this premise and conclude that feminist and queer analyses have overlooked an epistemological "alliance" which it is now time to reclaim.

Moderator:

Christine Jean Cynn, *Independent Scholar*

170. (Re)Thinking Mama: Representation and Motherhood

5:25 to 6:40 pm • Level 1: Atlanta 5 - AV

PARTICIPANTS:

Deploying Motherhood in the Third Wave: Re-Mythologizing the 'Biological Clock'

Pamela A. Fox, *Georgetown University*

In this joint presentation, we focus on third wave feminism's pro-natalist stance by considering Naomi Wolf's *Misconceptions*, Rebecca Walker's *Baby Love*, and Amy Richards' *Opting In*, as well as the anthology *Mothering in the Third Wave*. Wolf, Walker, and Richards are founding, influential figures of third-wave feminism, and all three offer personal narratives of pregnancy and childbirth privileging "natural" motherhood as "authentic." We'd like to examine these third wave works within the context of more pointedly 'post-feminist' popular cultural representations, such as relentless magazine and television marketing of celebrity moms and their baby "bumps."

From "Mamma Grizzlies" to Madonna: Neoliberal Motherhood in Relation to Feminist Antimilitarist Activism

Mary Jo Klinker, *Washington State University*

Examining Sarah Palin's "Mamma Grizzlies" political discourse and Madonna and Angelina Jolie's transnational adoptions as acts of humanitarianism, I argue that contemporary celebrity motherhood plays greatly into the hegemonic reformulation of women's bodies as bearers of the nation. This poses new obstacles to feminist antimilitarist activist groups who have built upon the strong history of mothers' anti-war stances in the public sphere.

An Ethics of (M)othering: Abjection, Affectivity, and Love in Kristeva and Irigaray

Matthew Ray Stewart, *Simmons College*

I philosophically explore the ethical significance and narrative of (m)othering in the work of Kristeva and Irigaray to emphasize the performative embodiment of mothering as affective, corporeal, and ethical. Through a critical reinterpretation of Lacanian psychoanalysis, I reopen a discussion of the affective and ethical threshold that appears for subjectivity through (m)othering—specifically through intersubjective processes of compulsory abjection, affective proximity, and transferential love. Following Levinas to Kristeva and Irigaray, I account for the face-of-the-(m)other as the ethical call of responsibility 'for the other' such that it is the face-of-the-(m)other that transitions the subject-in-process into spaces of alterity and otherness.

Maternal Vampirism: Ambiguity, Abjection, and Desire in Le Fanu's 'Carmilla'

Cory Rachael Struder, *Simmons College*

I close read Sheridan Le Fanu's novella "Carmilla" to explore the intersections of ambiguity, abjection, and desire within the relationship between Carmilla (the title character) and Laura. Establishing the importance of the

novella's themes of vampiristic maternity, I demonstrate how the ambiguous and abject site of Carmilla produces subversive conceptions of mothering and desire within a Victorian context. As the maternal has been stereotypically associated with death and blamed for societal failures, "Carmilla" exposes and reinterprets those fears. This reading is guided by Kristeva's attention to maternity and abjection, as well as other psychoanalytic readings of the novella.

Moderator:

Barbara LeSavoy, *State University of New York, Brockport*

171. Negotiating Shifting Terrains of Whiteness: Strategies for Building Alliances and Trans/forming Communities

5:25 to 6:40 pm • Level 2: Augusta

Discussants will address negotiating institutional sites of whiteness within a post-9/11, so-called post-racial America. We will share institutional and pedagogical practices we use to negotiate and disrupt whiteness and white supremacy. We seek to highlight the complexities of our differential relations to power to break up the monolithic monotony of assumptions of categorical, isolated identifications with and/or against whiteness. What we find when we turn to the sites of our own bodies and experiences in institutions are that whiteness is performed, responded to, produced, ascribed as well as disrupted, undermined and fractured in multiple and contradictory ways.

Presenters:

Ann Russo, *DePaul University*

Francesca Therese Royster, *DePaul University*

Sheena Malhotra, *California State University, Northridge*

Christine Keating, *Ohio State University*

Aimee Carrillo Rowe, *University of Iowa*

Moderator:

Laila Farah, *DePaul University*

172. Mid-Atlantic Region

5:25 to 6:40 pm • Level 1: Georgia 01

Business meeting of association members from the Mid-Atlantic Region. All are welcome.

Participants:

Genevieve Carminati, *Montgomery College*

Donna Thompson, *Chandler-Gilbert Community College*

Jill M. Adams, *Jefferson Community and Technical College*

173. Body Politics and Politicized Bodies: Rethinking Gender Variance

5:25 to 6:40 pm • Level 1: Georgia 10

PARTICIPANTS:

Between a Scalpel and a Hard Place: Transgender and the Politicized Body

Anson (Anne) Koch-Rein, *Emory University*

This paper crosscuts between three dilemmas surrounding transgender surgical body modification: 1) the contentious role of trans surgery in debates between feminist, queer, and transgender studies; 2) the ways in which health care disparities, medical gate-keeping, and the need for legal recognition force trans politics into a language of rights; 3) the ways in which trans surgery has become a target for Foucauldian criticism. Using examples from Cressida Heyes and others, the paper examines the pitfalls of singling out trans-surgical embodiment for politicization and theoretical righteousness, arguing instead for a stance that does not collapse gendered embodiment into gender politics.

Towards a Politics of Unintelligibility: Transgender as Transgression

A. Rez Pullen, *Emory University*

This paper reformulates definitions of "transgender" through Foucault's and Bataille's writings on transgression. In so doing, it examines the relationship between embodiment and "intelligibility," arguing that the transgender body prior to its being labeled as such, highlights not only the inadequacies of the labels "male" and "female" but also forces us to consider what Butler deems a certain "corporeal excess" that cannot be accounted for through discursive protocols. This paper uses Foucault, Bataille and Butler to examine two contemporary legal court cases, highlighting the complex relationship between transgender bodies, legal structures, and discourses of cultural intelligibility.

Intersex Activism, Medical "Normalization," and Human Rights in a Transnational Frame

David A. Rubin, *Vanderbilt University*

This paper explores the genealogy of intersex activism, asking how the uneven transnational development of contemporary intersex human rights discourse transforms current understandings of gender variance. Analyzing the San Francisco Human Rights Commission's 2005 report "A Human Rights Investigation into the Medical 'Normalization' of Intersex People"—the first, and, to this date, the only report by an official US agency to suggest that the standard medical approach to intersex conditions leads pediatric specialists to violate their patients' human rights—I ask: how does the declaration of intersex peoples' human rights reconfigure the relationship between gender variance and personhood?

Stylized Genders, Anticipated Bodies: Trans-masculinity in Original Plumbing

Mairead Sullivan, *Emory University*

This paper analyzes two recent publications of *Original Plumbing* (OP), a quarterly magazine dedicated to FTM culture. I trace an articulation of trans-subjectivity through Butler's theory of performativity and also explore how transgender transgression both supports and reworks Butler's theories. Referencing the variant body morphologies documented and articulated in OP, I describe extraordinary conceptualizations of sex and gender that dispute a citational reference to specific body morphologies. Ultimately, I argue that the trans narratives put forth in OP provide a critical cultural reference for contemporary feminisms seeking to expand and expound a radical discourse of gender and materiality.

Moderator:

David A. Rubin, *Vanderbilt University*

174. Extending the Classroom: Community-Based WGSS Education

5:25 to 6:40 pm • Level 1: Georgia 11

PARTICIPANTS:

"Service-Learning In and Out of the Women's Studies Classroom"

Susan Stiritz, *Washington University*

My paper, the first of four in our panel, has three parts. The first section will outline the steps we took to institute our service-learning revolution and will include descriptions of contributions made by our university's social work school and of the series of workshops a colleague and I developed to introduce service-learning to our colleagues. The second section analyzes the results of an empirical study I conducted of my own teaching in 2010, discussing limitations I found in my classroom, which, I believe, service-learning can correct. Third, I outline my own service-learning curriculum

"Contemporary Female Sexualities: Designing Sex Education." I conclude by discussing how helping students perceive unearned privilege as the flip side of structural oppression prepares them to become lifelong upholders of egalitarian values, democracy, and global peace—a task especially difficult but especially crucial during times of creeping authoritarianism.

"Service-Learning: Working with Students in the Classroom and at a Local Domestic Violence Shelter"

Jami Ake, *Washington University*

As an indispensable pedagogical approach for feminist studies, service-learning equips students to think—and to act—across the inevitable discrepancies that emerge between feminist theory and feminist practice in the world outside the classroom. Energetically engaging the theory-practice divide is essential as we prepare students for professions (where they can continually interrogate and re-imagine the systems they encounter) and to pursue feminist research (where they can ask new, experience-informed and socially useful questions of their scholarly fields). In partnering with local domestic violence agencies, our "Projects in Domestic Violence" course has helped students navigate this theory-practice divide and successfully transition to positions as feminist practitioners and scholars.

"Developing a Girls' Studies Service Learning Course."

Amy Eisen Cislo, *Washington University in St. Louis*

Since 2012 marks the 100th anniversary of Girl Scouts of America it seemed an appropriate time to introduce a course focusing exclusively on girls. My presentation goes over the process of course development that incorporates community organizations in the learning process. I will explain how to prepare for meetings with local organizations and how to integrate classroom material with the students' volunteer work in the organizations. For those wishing to develop an introductory Girls' Studies course, my talk and handouts will provide topics and reading suggestions that target the intersection of ethnicity, class and religion in understanding girlhood in American culture.

Service Learning: A Student's Perspective

Shaina Goodman, *Washington University*

My formal experience with service-learning consists of a course focused on domestic violence, yet much of my education in Women's Studies, social work, and the law is influenced by service-learning concepts. Service-learning has been instrumental in my knowledge development insofar as it has taught me the importance of understanding the connection between academia and practice. This integrated approach to learning has made me a stronger critical thinker and a more effective advocate. It has also directly influenced my pursuit of a career in domestic violence policy work, a field that values the interrelationship between feminist scholarship and lived experience.

Moderator:

Barbara Baumgartner, *Washington University*

175. Writing the Self: Personal Narrative as Subversive Methodology

5:25 to 6:40 pm • Level 1: Georgia 12

PARTICIPANTS:

The Power of the Imagination-Intellect in Feminist Research

Susan Iverson, *Kent State University*

The feminist researcher serves as instrument of the research process, and is called to acknowledge and "bracket" oneself. This "subjectivity audit" or "taming" of self (Peshkin, 1988) sustains a distrust of subjective experience

in the research process, and contributes to critique of critical or feminist studies as inherently biased. I argue that the researcher's experience and creative self—what Weems (2003) calls the imagination-intellect—must be cultivated and deployed, to contest dominant (objective) conceptions of the knowledge-production process. The aesthetic, creative, expressive, and dramatic invites ontological opportunities to blur the boundaries between artist and scholar, between 'performing' and 'doing' research.

The Garden Path to Social Justice: Creative Non-Fiction as Site of Feminist Theorizing and Discursive Activism

Susan G. Cumings, *Georgia College & State University*

While bringing women's voices, and later the voices of multiply marginalized women, out of silence is a principle of feminist work, Zimmerman and others have criticized a tendency of feminist first person accounts to view articulating and celebrating diverse identities as an end in itself. Drawing on autotheoretical frameworks (Young), and theories of non-fiction (Root, Dillard, Steinberg) as a form whose mission is to "take you somewhere" and "lead to new discovery/insight," this presentation will give examples of and probe methodologies for using the "real world language" of creative non-fiction as a vehicle for feminist theorizing and discursive activism.

Autobiography and Autoethnography: Mixing Narrative Methods for Mixed Race Research

Jessie Turner, *University of California, Santa Barbara*

This paper explores the relationship between, and strategic blending of, feminist of color traditions of "talking back" (hooks, 1989) through "theories in the flesh" (Moraga, 1981) and newer, more formalized methodological developments of autoethnography originating from Anthropology's crisis in representation. This conscious hybridization of autobiographic and autoethnographic frameworks facilitates the storying of self in investigating multiraciality, itself marginalized by "master's tools" still in play in Ethnic Studies and wider society.

Moderator:

Mazie Hough, *University of Maine*

176. And Finally We Meet: Intersections and Intersectionality Among Feminist Activists, Academics and Students

5:25 to 6:40 pm • Level 1: Georgia 13

PARTICIPANTS:

Partnering to Support Local Teen Moms

Deborah L. Byrd, *Lafayette College*

In this presentation/paper a tenured women's studies professor considers her partnership with the director of a small feminist non-profit agency as they work together to sustain and strengthen a mentoring program for pregnant and parenting teens at their city's large public high school. She will identify both the challenges and rewards of this partnership, especially in regards to issues of social class. "Many in our community still view the students and faculty at 'the college on the hill' as wealthy elitists who are indifferent to the well-being of a primarily working class community. And even when they know that a partnership might be possible, people who run non-profits often don't know who to contact."

We Meet Again: Academic and Activist Roots of Feminist Fat Studies

Linda Garber, *Santa Clara University*

This presentation/paper focuses on the lifelong connection between a lesbian studies scholar and a feminist fat activist, exploring the convergence of their work and commitments related to body-size politics. The presentation

will describe the contrasting contexts and formats for their work, as well as the differences in their discourses and approaches. In particular, questions will be raised as to what "counts" as activism, and how to bring that activism into the classroom: "As a women's studies professor I want to be teaching students how to organize and how to be activists by introducing them to people who are doing this work."

Never Ending Questions: The Politics of Self-Critique

Astrid Henry, *Grinnell College*

In this presentation/paper a women's studies professor will share insights from her conversation with a recent women's studies graduate from her small liberal arts college. She will consider some of the generational and ideological shifts that have occurred within their shared field of Women's Studies, and emphasize questions of what activism means to the current generation of women's studies graduates, including her student's belief that: "Today's feminist activism is less visible, partly because it's changing form.... We benefit from greater classroom attention to intersections among sex, gender, race, class and ability. These intersections sometimes make our activism less quantifiable."

The Relevance of Women's Studies to Student Internships in Women's/Feminist Organizations

Karen Dugger, *Towson University*

This presentation/paper explores the interaction between what students learn in the women's studies classroom and interning for women's organizations. It draws on the distinction made between women's and feminist organizations, with the latter distinguished by having gender equality or the end of women's subordination as an explicit objective. The presenter will summarize her conversation with two graduate students who experienced these distinctions first-hand -- one who interned for a nationally recognized feminist advocacy organization and the other who interned for an NGO targeting "at risk girls." Key questions will include: How do the goals of different women's organizations reflect or complicate what is being taught about feminism in the academy? How do interns understand and navigate these differences?

Moderator:

Alice Ginsberg, *Educational Consultant/Writer*

177. Performance Geneologies: Neale Hurston, Ntzoke Shange, Alice Childress, Azalia Hackley, and Paula Cizmar

5:25 to 6:40 pm • Level 1: Georgia 2

PARTICIPANTS:

Performing Global Feminism: "Seven" from Page to Stage

Beth Widmaier Capo, *Illinois College*

How can theatre embody feminist activism? When is staged performance a feminist practice? This paper will address these questions by analyzing a faculty staged reading of the documentary play *Seven* by Paula Cizmar. Two performances on a liberal arts campus, Fall 2010 and Fall 2011, will be placed in the context of the play itself before being discussed in light of feminist theories of performance, global women's issues, and education (the play will be staged Fall 2011 as part of a first year experience centered on *Half the Sky* by Kristof and WuDunn and global women's issues).

Staging Zora Neale Hurston

April S. Pelt, *University of Delaware*

In "Staging Zora Neale Hurston," I contend that academy-centric accounts of Hurston's "recuperation" overlook the roles that black feminist playwrights and actors have played in Hurston's feminist iconization. By recovering and

historicizing their contributions to Hurston's legacy, I demonstrate how plays and one-woman shows have used Hurston as a mirror to reflect the changing politics of race and class within feminist movements during the past three decades.

Womanist Theatre: A Staged Resistance

Tracey Coretta Ferdinand, *Clark Atlanta University*

This paper explores the creative ways in which black women playwrights such as Alice Childress and Ntzoke Shange have used the theatre to engender discussion and awareness of the experiences of everyday women. In particular, the paper places in conversation the specific texts of scholars Valerie Watkins, Layli Phillips and Augusto Boal. The paper seeks to uncover how Black women playwrights have used theatre to engage social justice, social change and knowledge production using a womanist theoretical framework. It also explores how theatre can be used to address social issues affecting Black women today.

Moderator:

Marie Anne Cartier, *California State University Northridge*

178. A Breach in the Wall? Teaching Women's and Gender Studies through a Transnational Lens

5:25 to 6:40 pm • Level 1: Georgia 3

This roundtable brings together a diverse group of interdisciplinary scholars to address the challenges and possibilities of teaching transnational feminisms in women's and gender studies programs. The panel presentations address the following questions: What IS transnational feminism? How do we create courses that address gender and globalization without reproducing colonial feminist dynamics? How do we effectively teach transnational feminist practice(s)? Roundtable presenters will speak to these questions based on experience at a range of academic institutions. The session will allow ample time for discussion.

Presenters:

Alex Barron, *St. Edward's University*

Dana Mohammed Olwan, *Simon Fraser University*

Sanjukta Mukherjee, *DePaul University*

Liz Philipose, *California State University, Long Beach*

Sonalini Kaur Sapra, *Saint Mary's College*

Moderator:

Barbara Sutton, *State University of New York, Albany*

179. Globalization, the Politics of Intimacy and State Policy

5:25 to 6:40 pm • Level 1: Georgia 4

PARTICIPANTS:

2.5 Children, a Dog and a Camioneta? Queer Women Negotiating Intimacy in Mexico City

Anahi Russo Garrido, Rutgers, *The State University of New Jersey*

After repetitive economic crisis, Mexico City's inhabitants have had to negotiate various living arrangements. This paper examines how women who participate in queer spaces are negotiating intimacy (love, friendship and hanging out) in their living spaces. I suggest that the social organization of these precarious arrangements is in tension with the ideal of monogamous couples' cohabitation, an image that has become prevalent after the passage of a reform on marriage that became effective in 2010 in Mexico City and includes same-sex couples. This study is based on ethnographic work conducted in 2009-2010.

All Aboard? 'Love Trains,' 'Underground Railroads' and Systems of Global Apartheid

Melissa Autumn White, *Syracuse University*

This paper critically examines the 'border technologies' of love and intimacy in a context of global apartheid. I argue that state (r/e)valuations of affective attachments, framed as 'humanitarian' responses to 'crises', profoundly structure mobility and nationalized residency rights whilst citizenship and migration status increasingly mediate the distinction between 'livable lives' and 'slow deaths.' I bring into tension US and Canadian foreign policy responses to Haiti's 2010 earthquake (promises to expedite in-process adoptions of Haitian children; fast-tracking family immigration sponsorships of Haitian nationals) with both countries' treatment of Iranian queer refugee claimants to explore the geopolitics of intimate migration economies.

The Beauty of State Construction: Crisis Resolution through Pageantry in Contemporary Colombia

Stacey Leigh Hunt, *Auburn University*

I explore the role of beauty pageants in the on-going and inter-related processes of state and citizen construction in Colombia. Pageantry plays a key role in creating state authority, particularly in moments of extended crisis, by relying on familiar tropes of gender and sexuality. Beauty contests strengthen and re-legitimize the state by successfully (re)articulating a national identity based on heterosexual complementarity while providing a forum for the construction of state institutions ranging from physical infrastructure to the economy. This ethnography of governance lends to our understanding of the role of gendered spectacle in state construction in Colombia and beyond.

Moderator:

Kristine Byron, *Michigan State University*

180. Girls Studies Without Walls

5:25 to 6:40 pm • Level 1: Georgia 5 - AV

PARTICIPANTS:

Digitizing Girlhood: Feminist Methodological Insights into Girls' Gendered, Racial, and Sexual Subjectivities Online

Adriane Brown, *The Ohio State University*

Feminist media scholars' insistence on amplifying girls' voices is essential to decolonizing scholarship on girlhood. Yet, it is essential to consider the ways that girls' digital self-presentations are often embedded in normative femininity, whiteness, and heterosexuality—even girls who do not occupy these categories. I analyze feminist research on girls' digital activities and discuss how my own research methods—visual and textual analyses of websites, instant messenger interviews with girls, and a research blog—have yielded nuanced and often contradictory results that reveal the complex nature of girls' gendered, racial and sexual subjectivities in digital spaces.

Everything I Learned While You Were in Kindergarten is Illegal: Focusing on the Knowledge Homeless Youth and Drug Users Cultivate and Share

Meg Panichelli, *Solace Crisis Treatment Center*; Jessie C Workman, *Youth Emergency Shelter*

This paper employs intersectionality to discuss the skills and knowledge produced by female-identified drug users and youth living in emergency shelters. Our dialogue examines the disparity between skills that are deemed important to success in U.S. society and skills that are relevant to individuals in their daily context. For example, who decides that it is more important for a person to learn how to balance a checkbook than to temporarily reverse a heroin overdose? Additionally we reflect on what it means to be white, queer and feminist identified in our work with drug users and youth of color.

"Muchachas Michoacanas: Portraits of Adolescent Girls in a Transitory Town"

Lilia Soto, *University of Wyoming*

In this study, I focus on competing narratives of nationhood, U.S. popular culture, and immigration that shape the lives of Mexican teenage girls in a rural town in Michoacan, Mexico. Based on forty interviews conducted in 2010 with such group, this paper examines how they respond to both, U.S. symbols that enwrap the possibilities of migration and Mexican national campaigns, which promote Mexican citizenship and patriotism as viewed in the main television channels of Mexico. The impact this has on their daily lives and how they respond to such competing narratives are at the center of this paper.

¡Ay Mis Niños!: What La Llorona is Really Crying About

Alexandra Mendoza Covarrubias, *University of Minnesota, Twin Cities*

This paper is part of a dissertation that works to make sense of the connection between violence and Chicana adolescent pregnancy by using feminine archetypes culled from folklore, religion, and literature as analytical frameworks. The paper traces la Llorona's journey from "indigenous goddess" to "cautionary tale" in order to demonstrate how her archetype has been manipulated in an effort to control women's behaviors. I analyze an oral history to demonstrate the ways in which young mothers have moved to disrupt la Llorona's negative impact and reclaim her as a sister—thereby effectively working toward a wholesale dismantling of the virgin-whore dichotomy.

Moderator:

Sel J Hwahng, *Columbia University*

181. Inside, Outside, & The Space Between the Walls: Social Justice and Activism in the Academy

5:25 to 6:40 pm • Level 1: Georgia 6 - AV

PARTICIPANTS:

Feminist Methodology of the Colorado Project

Annjanette Alejano-Steele, *Metropolitan State College of Denver*

The Colorado Project applies the basic feminist goal to challenge and change women's subordination to men to our work in the anti-human trafficking movement. We extend that goal beyond a binary understanding of women and men, understanding that certain groups of men can be subordinate to certain groups of women, due to the fact that gender intersects with race, class, nationality, sexuality and other identities, to reinforce systems of power and oppression. This paper will review the feminist methodology central to the Colorado Project, including qualitative and quantitative tools and approaches informed by a national advisory board and project stakeholders.

Transformative Communications and Social Change: A feminist approach

Yndia Lorick-Wilmot, PhD, *The FrameWorks Institute*

This proposal explores the underlying social commitment Women's Studies scholars ask of their work to transform the invisibility and inequity in women's lives. In examining Women's Studies, as a discipline rooted in challenging established systems of knowledge that rests on socio-structural power arrangements, the author argues that feminism's appeal to the mainstream public is obscured by periods of the conservatism of its language in a way that represses its ability to transform thinking and support agency. By looking to the effectiveness of various knowledge producing formats, Women's Studies scholars can be better catalysts for effectuating broader social change.

Women's Studies: Activism and AcademiaKate Parsons, *Webster University*

As Women's Studies programs become increasingly institutionalized in colleges and universities, comfort levels with activism and/or advocacy as programmatic goals may decrease. In this essay I explore several different ways to conceive of "scholarship" and "activism," and argue that feminist academics ought to resist institutional pressures to exclude the latter. To deny activism or advocacy as part of program goals and learning outcomes risks further entrenching the power structures feminists aim to subvert. My paper aims to narrow perceived gaps between scholarly and activist programmatic pursuits, without denying that there are some differences between them.

Moderator:Mary Robertson, *University of Colorado, Boulder***182. Science Education as Activism to Subvert the "Master's" Tools**

5:25 to 6:40 pm • Level 1: Georgia 7

PARTICIPANTS:**Curriculum Transformation for Making STEM Culture Visible**Linda C. Fuselier, *Minnesota State University, Moorhead*

Changing the culture that our students experience in STEM majors involves cross-disciplinary collaboration and persistence and encounters with resistance. In Fall 2009, the Women's Studies Program launched a certificate program for Women and Science with the goal (a) enhancing the understanding of science among humanities majors, (b) encouraging our WS students to view themselves as collaborators and contributors to the sciences through feminist critique, and (c) development of a richer understanding of science as socially and politically located among science majors. I will present an evaluation of the first year of our certificate program.

Discussing the Master's Tools: Bringing Inclusive Science into the Science ClassroomClaudia Murphy, *Minnesota State University, Moorhead*

What are some pedagogical tools and techniques for persuading scientists and students of science that the STEM disciplines are socially and politically located in the matrices of domination and oppression? I will talk about our pilot project of introducing feminist science modules in two biology courses. I will explain the uncritical common sense view of science that permeates our culture. And finally I will spend some time developing an outsider view and talking about the rich contributions outsiders have to offer in terms of dismantling the master's house.

Perspectives from a Major in Biosciences and Minor in Women's StudiesDeepa Trivedi, *Minnesota State University, Moorhead*

I will present an autobiographical sketch lending the student voice to experiences of women undergraduates in science at a regional university. Participation in the Women's Studies minor and the Women and Science certificate program has provided me with an alternative perspective on my science major and career path. Feminist analyses of science encountered in my Inclusive Science course (and others throughout WS) were instrumental in encouraging me to know and respect my standpoint and use it as an advantage in science. I will relate my change in perspective to opportunities to change the culture in science at undergraduate institutions.

Moderator:Susan V. Castagnetto, *Intercollegiate Women's Studies of the Claremont Colleges***183. Reimagining the Movement through Feminist Science and Technology Studies**

5:25 to 6:40 pm • Level 1: Georgia 8

This roundtable is convened by the NWSA Science & Technology Taskforce. Participants will explore Conference Theme 4 "Women's Studies Without Walls." We wish to share our knowledge of past and current social movements that have been pivotal in the formation of feminist inquiry and activism in feminist science and technology studies (STS). Possible areas of discussion will include: What are some of the unconventional tools and technologies used by feminists to politically organize themselves and work towards coalition building? How can these tools be used to affect change and help organize in local contexts from grassroots movements to classroom settings?

Presenters:

Chikako Takeshita, *University of California, Riverside*
Virginia Eubanks, *State University of New York, Albany*
Diana Pei Wu, *Antioch University, Los Angeles*
Tiffany Lamoreaux, *Arizona State University*

Moderator:Deboleena Roy, *Emory University***184. Applying Queer Methods of Inquiry**

5:25 to 6:40 pm • Level 1: Georgia 9

PARTICIPANTS:**Subverting the Master's Tools?: Queering Immigration Discourse**Mignonette Chiu, *Columbia University*

Arguments against immigration often appeal to highly gendered discourses that reproduce normative gender roles and constructs about family, which feminists have attempted to deconstruct. Intersectional and queer feminist approaches employed an analysis of race, sexuality and nationality, which complicated the study of immigration by first expanding to include women and later evolved into discussions that analyzed and critiqued gendered and heterosexist norms. However, these liberal arguments for immigration still borrow heavily from normative frameworks. By analyzing immigration-related documentaries, I will discuss how critiques of normative frameworks (intersectional and queer) inform immigration studies.

Beyond the Norms: An Inquiry into the Queering of MotherhoodLacey Story, *Eastern Michigan University*

I explore the ways in which queer methodology can be used to look at how women in feminist, lesbian and queer movements are thinking, discussing and approaching motherhood. As queer theory is becoming an important method in critiquing current culture, I argue that it can offer insights into new ways that those who identify as feminist, lesbian, and queer are choosing more deliberate ways to parent their children. I explore the ways feminist, lesbian, and queer parenting philosophies differ from cultural norms and whether it is possible to queer motherhood.

Queering Normative Femininities?: CODEPINK's Disruptive DeploymentsElizabeth Currans, *Eastern Michigan University*

Examine the protest tactics of CODEPINK: Women for Peace. Applying understandings of gender developed in queer theory, I explore the self-conscious use of normative, often sexualized femininities to disrupt political processes. This seemingly contradictory embrace of gender expectations in order to grant women a hearing within male-dominated settings such as political speeches and legislative hearings queers accepted divisions between capitulating to and subverting norms. CODEPINK models a femininity conscious of its potential to draw attention and thus able to disrupt patriarchal business as usual.

Moderator:

Elizabeth Currans, *Eastern Michigan University*

185. Theorizing African Womanhood and Girlhood

5:25 to 6:40 pm • Level 2: Savannah 1

PARTICIPANTS:

Filmic Representations of Coming of Age in Africa

Anne Rice, *City University of New York, Lehman College*

This speaker examines efforts to visually document the transition from childhood to adulthood in the new millennium. The films grapple with issues of exile and belonging, continuity and change, sexuality and gender, initiation rites and traditional values, while also reflecting the complexities of their own production, dissemination, and circulation.

Reclaiming Indigenous Feminist Cultures: African Women in Their Own Words

Bertrade Ngo-Ngijol Banoum, *Lehman College, City University of New York*

The growing scholarship on women and girls has been mainly peripheral to the important knowledge base contained in the verbal art produced by African women themselves. To fill this gap, the second speaker focuses on the distinct voices of ordinary women, little or not heard in the academy. Through their oral traditions, the women articulate and analyze their multiple identities, histories and agencies, as well as producing first-hand knowledge. How do we then bring this indigenous knowledge to bear in our feminist analyses? How do we develop conceptual frameworks that allow us to understand complexities and diversities of the African female experience to enrich our women's studies designs?

Moderator:

Bertrade Ngo-Ngijol Banoum, *Lehman College, City University of New York*

186. Cross-Cutting Disciplines: Sociologist, Political Scientists, and Philosophy Guiding and Shaping Knowledge Production

5:25 to 6:40 pm • Level 2: Savannah 2

PARTICIPANTS:

African-American Women and Inclusiveness in Political Science: An Exploration Inside the Issues

Donna Taylor, *University College London*

The APSA offers minority-based initiatives toward increasing the involvement of African-American students. Many institutions of high learning, however, do not offer coursework aimed at African-Americans, and for those who indeed do so, the courses may be limited. If female A.A. students are seeking a representative to model themselves after, 67.1% of professors are white males, 16.8% are white women, with African-American professors making up exactly 6%, with black women at 3.2% and black men at 2.8

percent. Though the Princeton Review (n.d.) cites Political Science as the ninth most popular major overall, there is a disconnect in attracting African-American students.

Making Sense of Success: Women Sociologists and their Experiences in Academia

Kristin Marsh, *University of Mary Washington*

This study examines the ways accomplished women sociologists talk about their careers: the decisions made along the way; the environments in which they were schooled and have worked; and their experiences navigating work and family. Unstructured in-depth interviews with 25 women reveal a variety of experiences. These stories show the continuing challenges of differential treatment based on gender, race, class, sexuality and age. Issues of inclusion are also about hierarchies regarding theory and method. Having succeeded according to institutional arrangements established prior to their arrival, these women express commitment to an increasingly supportive environment for newer colleagues and graduate students.

Subverting Traditional Histories with Women's Work: Help from and for the Discipline of Philosophy

Sarah Katherine Tyson, *Vanderbilt University*

Feminists reclaiming the writing of women in the history of philosophy often describe their work as transformative. Within these projects, however, we can also often see the reiteration of traditional philosophical standards. Reliance on those standards, I argue, undercuts the transformative potential of reclamation. Instead, we must put into question the standards by which we deem work philosophical. I argue that Michele Le Doeuff, a theorist of women's exclusion from philosophy, provides a powerful model for doing so. I recommend it as a much-needed resource for reclamation, not just in philosophy, but also for traditionally male-dominated disciplines across the academy.

Moderator:

Gwenola Mathilde Ricordeau, *Université Lille I*

187. Refusing the Split: Critical Race, Gender and Sexuality Studies

5:25 to 6:40 pm • Level 2: Savannah 3

Roundtable discussion of the critical and creative spaces which have emerged through the consolidation of Women's Studies, Ethnic Studies and Multicultural Queer Studies into one department and a new interdisciplinary major. We will reflect on the centrality of intersectional and transnational feminisms to the new department formation, and the effect on the curriculum, our work with student organizing, and our connections with broader projects of institutional transformation. Specific courses include "Race, Gender and U.S. Law," "Queer Across Cultures," "Women's Health and Body Politics," "Performing Race and Gender," "Population and the Environment," and "Women of Color Feminisms."

Presenters:

Christina Accomando, *Humboldt State University*

Kimberly Berry, *Humboldt State University*

Jessica Urban, *Humboldt State University*

Maria Corral-Ribordy, *Humboldt State University*

188. Innovations in Intro: Activism, Transnationalism, Intersectionality, Collaboration, and Creativity in the Intro to WGS classroom

5:25 to 6:40 pm • Level 2: Valdosta

In this interactive roundtable session, faculty from three different kinds of institutions with differing pedagogical approaches to the Introduction to Women's and Gender Studies course will discuss their philosophies, experiences, and strategies. Presenters will reflect on the role of service projects, intersectionality, transnationalism, and collaborative or creative assignments in their courses in order to open up a conversation about how to create vital, relevant, and dynamic environments for Intro to Women's and Gender Studies students.

Presenters:

Amanda Hope Littauer, *Northern Illinois University*

Billy Clem, *Waubensee Community College*

Deb Cohler, *San Francisco State University*

Rory Dicker, *Vanderbilt University*

Sandy Stahl, *Vanderbilt University*

Moderator:

Amy K. Levin, *Northern Illinois University*

189. Women of Color Caucus Awards and Networking Zone

5:30 to 7:00 pm • Level 2: Macon

Participants:

Stephanie Troutman, *Berea College*

Aisha S. Durham, *Texas A&M University*

190. Resisting Anti-Immigration Backlash: Feminists Respond to HB 87 and Beyond

7:00 to 9:00 pm • Level 3: Grand Ballroom

Laura Briggs (University of Massachusetts), Michelle Lapointe (Southern Poverty Law Center), Anna Sampaio (Santa Clara University) will consider immigration from historical, political, public policy, and legal perspectives in light of recent anti-immigrant legislation in Georgia and nationally.

Presenters:

Laura Briggs, *University of Massachusetts*

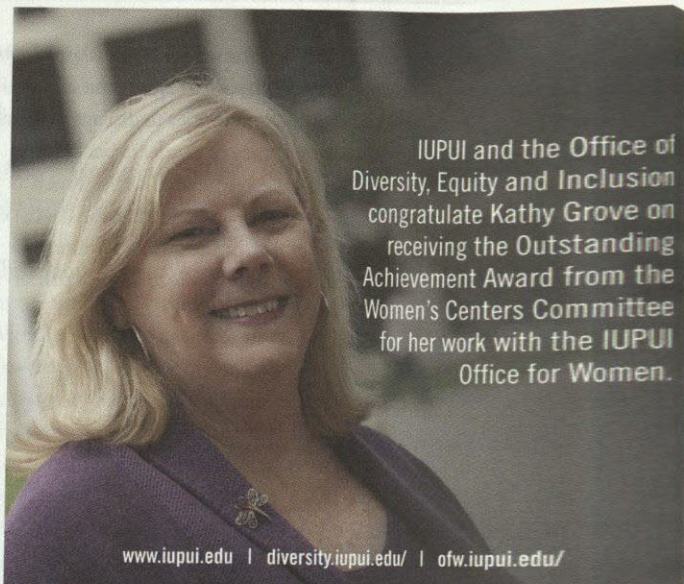
Michelle Lapointe, *Southern Poverty Law Center*

Anna Sampaio, *Rutgers University*

191. Shabbat

7:00 to 8:00 pm • Level 2: Savannah 1

Friday Evening Shabbat service hosted by the Jewish Caucus. All are welcome.



IUPUI and the Office of Diversity, Equity and Inclusion congratulate Kathy Grove on receiving the Outstanding Achievement Award from the Women's Centers Committee for her work with the IUPUI Office for Women.

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In 2011, *U.S. News & World Report* ranked IUPUI as third among "up and coming" universities.

192. Employment Services

9:00 am to 7:00 pm • Level 2: Athens

193. Creating Culture: Resistance, Belonging and Activism

8:00 to 9:15 am • Level 1: Atlanta 1 - AV

PARTICIPANTS:

Commodified Transnational Subjects: Gender and Class Formations in Anna Krenz's web-art project, The Polish Wife

C. Laura Lovin, *Rutgers University*

Anna Krenz's project is an on-line website engaging critically with the commodification of Eastern European women, their bodies and their labor, within the geo-political context of the New Europe. I analyze the project from a formal, contextual and affect theory perspective. I show how Anna Krenz's visual representation strategies subvert and challenge the objectification of women's bodies at work within such contexts.

Stretching the Lens: Culture Jamming as (In)Visible Feminist Activism

Jessica Lee Balmer, *Independent Scholar*

In this paper, I will first explain what culture jamming looks like according to contemporary literature, highlighting that women's contributions are consistently made invisible. Then I will demonstrate how this exclusionary lens can be stretched through an examination of coding and embodied rhetoric, using the feminist theories of Joan N. Radner and Susan S. Lanser, Margaret L. Laware, and Karlyn Kohrs Campbell. I will then apply this lens to make visible as culture jamming various feminist interventions from diverse historical eras and geographical locations including the North American Suffragette Movement and the Women's Peace Camp at Greenham Common.

The Story of the Atis of Matènwa: Haitian Women Shaping Their Destiny in Post-Earthquake Haiti

Allie Marie Jones, *Claremont School of Theology*

This paper will look at the Atis of Matènwa, a creative grassroots organization that allows Haitian women living in the rural village to chart their own destiny. The Atis of Matènwa, have used women's artistic skills in Haiti to establish a sustainable program where women sell their artwork in Haiti and abroad. The steady income allows the women to reinvest and shape their community. As Haiti recovers from one of the worst natural disasters in history it is important to remember the Atis of Matènwa and the success they have had because they listened to the voices of Haitian women.

Moderator:

Sally E. McWilliams, *Portland State University*

194. "Doing It For Themselves!": the Complexities of Girls' Social Activism

8:00 to 9:15 am • Level 1: Atlanta 2 - AV

PARTICIPANTS:

Scream Like a Girl: Young Women, Girls, and Today's Activism

Alison Marie Albright, *State University of New York, Buffalo*

Current rhetoric on social movements indicates that activist projects have become institutionalized and shaped by professionalism (Meyer & Tarrow, 1998). Have structured political interest groups shaped protest and political activism? If so, what has happen to girls grassroots activism for girls? This paper will look at the social movements, protests, and activism of young women and girls today in the Americas to argue that grassroots activism is

kept alive and well when they add their own passionate voices to counter conservative political thought. Work from Rebel Girls: Young Activism and Social Change Across the Americas, Leading the Way: Young Women's Activism for Social Change, and Do It Anyway: The New Generation of Activists will be incorporated into this paper to show that young women and girls are still "screaming like a girl" to get their voices, thoughts, beliefs, hopes, and dreams out through protest and activist projects to influence social change.

"You have the power...! Girl Scout Cookie Power!": Empowerment, Emotion, and Affect in the Girl Scout Cookie Sales

Denise Dixon Goerisch, *San Diego State University*

The annual Girl Scout cookie sales in the US seek to empower girls to become women of "courage, confidence and character" through the development of essential business and leadership skills. However, this mission of empowerment is complicated by the sales' relationship to forms of market capitalism that exploit young girls' affectations and customers' emotions. Drawing upon mixed qualitative methods and emotional geographies scholarship, this paper investigates the conflicting message of girl empowerment and exploitation of girls' identities within the context of the cookie sales in southern California.

From Girls to Young Women: Reflections on A Longitudinal PAR Project

Britney G. Brinkman, *Chatham University*

This presentation will involve reflections from an 8-year longitudinal research project (finishing in spring 2012) designed to increase resiliency among girls, teach girls about social justice, and examine the factors which impact girls' development. As a co-investigator, I will share some of the lessons we have learned as well as the challenges we faced in implementing an action research project with a small group of girls over 8 years. In particular, I will discuss the ways in which the girls moved from being research "participants" to "collaborators" and plans for future programming and research.

Refugee Girls Narrating Citizenship, Negotiating Discourses of Othering

Laura R. Boutwell, *Virginia Tech*

This presentation explores refugee/citizenship, insider/outsider narratives in the lives of refugees, as illuminated by a group of African and Afro-Caribbean girls and young women engaged in Imani Nailah, a participatory action research project. Of particular interest are ways in which broader discourses of othering construct the refugee girl typology. The Imani Nailah research collective explores how girls' varied experiences of this refugee girl typology shapes ongoing, shifting, and localized enactments of their refugee status, sense of belonging, and understanding of citizenship. By theorizing discourses of othering we seek to complicate, localize, and extend citizenship narratives.

Moderator:

Julee LaNelle Rosser, *Ball State University*

195. Globalization: Activism, Indigenous Populations and Ways of Knowing

8:00 to 9:15 am • Level 1: Atlanta 3 - AV

PARTICIPANTS:

"There Is No Word To Describe What We Feel For Each Other: Paving the Way For Lesbian Possibility and Representation in South Asian Diasporic Cinema."

Erin Christine Tobin, *New York University*

In this paper I explore how two Indian diasporic filmmakers, Deepa Mehta (*Fire*, 1996) and Shamim Sarif (*The World Unseen*, 2007) use film to create the possibility for the representation of queer female desire and lesbian identity within Indian and South Asian diasporic frameworks. The paper looks at contemporary feminist and queer theories and examines how Mehta and Sarif work to transform notions of female sexuality and "lesbian" within nationalist and queer discourses, working within a traditional narrative cinematic framework and utilizing narrative conventions to "subvert the master's tools" and queer South Asian heteronormativity and transnational cinematic discourse.

Decolonizing Research: A Case Study from a Kenyan Slum

Elizabeth Swart, *University of Central Florida*

Audre Lorde said that "the master's tools will never dismantle the master's house." In order to create a new metaphorical "house" for our feminist scholarship, therefore, it is useful to encourage indigenous populations to create their own tools and research agendas. This presentation discusses ways in which feminist scholars can decolonize our research by building the capacity of indigenous women to conduct research of their own—research that is about themselves and which is conducted from their own perspective. This paper presents a case study based on an ethnographic field project conducted between 2007 and 2010 in Nairobi, Kenya.

The Intellectual Genesis of a Global Xicanista Politic: Theory and Global Praxis at the United Nations

Rosalee Gonzalez, *Arizona State University*

This study documents the intellectual genesis of a Global Xicanista Politic, rooted in one decade of scholar-activism at the United Nations Permanent Forum on Indigenous Issues. I document the framing shift of contemporary Xicana social justice claims found in five interventions presented at the UN. An examination of these interventions reveal a trajectory of a transforming articulation of a Xicanista identity politic gone global. This politic, which I coin Global Xicanista Politic, has survived the abrazos and rechazos of contesting the colonial legacy that defines who is and is not "Indian" and what indigenous issues merit global attention.

'Gay-Friendly' Cape Town, Lesbian Effacements: An Intersectional Intervention

Barbara Suzanne Fisher, *Old Dominion University*

In 1996, post apartheid South Africa became the first nation to create legislation prohibiting discrimination based on sexual orientation, and 'gay-friendly' Cape Town emerged. The liberal constitution and the processes of globalization have provided a flow of revenue and transnational queer bodies to Cape Town; however, this flow has been uneven (Visser 2003). Despite the liberal Constitution and the highly visible, commodified queer space of Cape Town, both the literature and the imagery intended to reflect this space of gay liberation are almost exclusively that of gay, white, upper-class males. This paper seeks to disrupt such monolithic representations.

Moderator:

Michael Francis McClure, *Virginia State University*

196. Not My Her-story: Teaching Women's Studies in the General Education Curriculum at a Public HBCU

8:00 to 9:15 am • Level 1: Atlanta 4 - AV

PARTICIPANTS:

Privileging the Feminine: Even Androgyny is Masculine

Rebecca Dixon, *Tennessee State University*

One of my primary challenges in teaching Women's Studies is to engage

the problem of gender-based identity and to disrupt the privileging of the masculine and the denigration of the feminine. While the challenges appear opposed to one another initially, I argue that while we understand gender to be social constructed and that people are socialized toward certain behaviors, there is still a persistent desire to feminize and masculinize items, language, and behaviors, and to place values on behaviors that are masculine and feminine. These types of categorizations can be limiting but do not necessarily have to be problematic: The problem lies in the elevation of concepts deemed masculine and the marginalization of those deemed feminine. While this reasoning is abstract, it points to very real experiences in terms of abuse, income, and chances at happiness for not only women, but also men.

Sex/Sexuality and the General Education Student: Lil Kim vs. Nicki Minaj or Beyonce Loves Gaga

Samantha Ann Morgan-Curtis, *Tennessee State University*

Caught in the Jemima-Jezebel dichotomy, young African-American women likewise categorize other women absolutely. And in attempting to define their own identities and sexuality, these same women unquestioningly look to the popular culture in which they have been immersed and interpolated. They see women forced to compete against one another for position, recognition, fame, and other in-demand commodities, and then replicate this behavior in their own lives. In the introductory Women's Studies classroom, these students must first defamiliarize their own over-simplified views before being able to understand their own complicity in the continued positing of women vs. women.

Continuity: A "Double Standard" in the 19th Century & Today

Helen Houston, *Tennessee State University*

So-called "Generation Next" students want to argue that they have achieved new levels of sexual freedom, equality, and understanding. But when confronted with Francis Ellen Watkins Harper's nineteenth-century poem "A Double Standard," students are forced to confront their continuing prejudices and tendency to oversimplify their own and others' sexuality.

Moderator:

Paula Barnes, *Hampton University*

197. Outside the Master's House: Interdisciplinary Feminist Pedagogies at HBCUs

8:00 to 9:15 am • Level 1: Atlanta 5 - AV

PARTICIPANTS:

The House That Mama Built: Historical Connection in Gloria Naylor's *Mama Day*

Pamela Beth June, *Paine College*

From a literary standpoint, Gloria Naylor's *Mama Day* can be used specifically at an HBCU in Georgia to emphasize the role of historical memory in understanding ourselves and our situation in history. The main characters, Ophelia Day and George Andrews, have different ways of relating to their histories (both personal and collective), and it is this disparity which contributes to the novel's ambiguous ending. It seems that George's inability to connect with his history leads to his demise, while Ophelia's connection to her history leads to her survival. In other words, the novel demands historical memory as a means of survival in contemporary African American communities.

Survival is More Than an Academic Skill: The Paradigm of a Passionate Scholar

LaShawnda Lindsay Dennis, *Paine College*

Audre Lorde raised this essential question to bring attention how advocates for social justice often fail because they approach the situation with same lens as the oppressor. Many HBCUs often replicate the injustices that persist in a racist and sexist society. Instead of creating innovative ways to approach educating, researching, and theorizing, they employ the exact methods that created the injustices. As one who is committed to using research, teaching, and service as tool for social change, it is a struggle to navigate in academic circles that do not value passionate scholars. The purpose here is to examine the role of the passionate scholar versus dispassionate scholar.

Feminist Pedagogy in Sociology: Utilizations in a Majority Minority Classroom

Melencia M Johnson, *Paine College*

Sociology is the study of society and human social behavior. It looks at institutions, relationships, organizations, norm development, and diversity to name a few topics. Students who attend Historically Black Colleges or Universities (HBCUs) generally come from a different background than those at Majority White Institutions (MWI). Many students are Black first generation college students who underperformed in high school or attended underperforming high schools. This includes a personal account on how the use of feminist pedagogies at HBCUs in selected sociology courses had a different outcome than when used at a MWI. It also supplements the personal account with empirical research as to why these differences exist.

Moderator:

Melencia M Johnson, *Paine College*

198. Confront Backlash with Humor! Expanding Dialogue about Women's Studies through Performance and Comedy

8:00 to 9:15 am • Level 2: *Augusta*

This workshop, based on my successful one-woman play "Revenge of the Women's Studies Professor", invites participants to meet antifeminist stereotypes head on: through humor and role-playing. Chilly climate on campus? Untrue depictions of women's studies courses scaring away bright students? One way of creative intervention is to stage an entertaining satire of these stereotypes, inviting dialogue. It works, reaching many in the campus community who might not read a scholarly paper. I'll share tips and tools from my global performances engaging cross-cultural college audiences. Participants will then brainstorm their own humorous "interventions."

Presenter:

Bonnie J. Morris, *George Washington University*

199. Exhibit Hall - Saturday

9:00 to 6:00 pm • Level 1: *Capitol Ballroom*

200. Quiet Space - Saturday

8:00 to 7:00 pm • Level 3: *Executive Boardroom*

200a. Child Care Saturday

8:00 to 7:00 pm • Level 1: *Georgia 14*

201. Community College Caucus

8:00 to 9:15 am • Level 1: *Georgia 01*

This is the annual business meeting of the Community College Caucus. All caucus members, faculty/staff from community colleges, and colleagues interested in the issues related to women's studies programs and instruction at the two-year college level are invited to attend.

Participants:

Donna Thompson, *Chandler-Gilbert Community College*
Jill M. Adams, *Jefferson Community and Technical College*

202. Fat Studies Interest Group Business Meeting

8:00 to 9:15 am • Level 1: *Georgia 10*

Please join us for a wonderful networking opportunity for all those working in the field of Fat Studies, and a discussion of its intersections with Feminist, Women's and Gender studies!

Participants:

Joelle Ruby Ryan, *University of New Hampshire*
Michaela A. Null, *Purdue University*

203. Feminisms and Empires: Deploying Anti-Imperialist Transnational Feminist Analytics in Multiple Sites of Struggle

8:00 to 9:15 am • Level 1: *Georgia 11*

PARTICIPANTS:

"Our Women are Weak": Women's Empowerment, Transnational Funding, and Gendered Disability Rights Struggle in Ghana

Denise Nepveux, *Syracuse University*

Ghana's disability movement, like other global South disability movements, is a transnational space marked by ever-growing exchanges of information, ideas and people. Its history involves complex interweavings of colonial administration and grass-roots liberation efforts. Today, movement groups carefully negotiate their longstanding relationships with funders in the global North, who increasingly call for "gender equity" and "women's empowerment" programming. This paper explores the complex and often paradoxical ways in which international funding imperatives intersect with local Ghanaian disabled women's struggles for economic security, broadened life chances, and influence within Ghana's disability movement, and how disabled women leaders navigate this terrain.

Slimming the Imperial Waistline: Feminist Response to the "Obesity Crisis"

Anna Hensley, *Syracuse University*

Over the past decade, several documents have been released from within U.S. government and military agencies deploying the language of terrorism and national security casting obesity as a crisis of the state. This paper takes these documents as a site of analysis to argue for the necessity of a feminist response to the conflation of fatness with terrorism. More specifically, this paper combines post-structural feminist work on the body with transnational feminist critiques to better understand the rhetoric of the "obesity crisis" as a neo-imperial discourse meant to discipline the imperial body.

For Whom Does the Subaltern Speak?: Towards Transnational Feminist Knowledge-Production and Coalition-Building in the New Media

Soumitree Gupta, *Syracuse University*

This paper speaks to an urgent need to decolonize ongoing liberal feminist rhetoric of cross-border knowledge-production and alliance-building in post-9/11 new media. One such project is the Afghan Women's Writing Project—a US-based feminist online magazine which claims to "empower" Afghan women to "share their voices with the world," ironically in English, under the "mentoring" of US-based women tutors. While examining both liberal western feminist and Afghan women's mediated voices on AWWP's site, this paper highlights how subaltern speech is co-opted to service the mobile global feminist, and proposes alternative transnational feminist methodologies towards more ethical cross-border feminist community-building.

Moderator:

Soumitree Gupta, *Syracuse University*

204. Challenging Norms Through Literature: Race, Gender, Crime and Science

8:00 to 9:15 am • Level 1: Georgia 12

PARTICIPANTS:**A "Fate Worse than Death": Literary Perspectives on Women Who Kill**Jerilyn Fisher, *Hostos Community College*

To "right wrongs" perceived as both social and personal, characters in six literary works (1897-1928) take justice into their own hands. Paradoxically, these women aim to protect their victims from "a fate worse than death" by killing them. Theories of performative gender, maternal instinct and gendered crime illuminate what drives the otherwise voiceless protagonists to violence. Together, these works suggest a turn-of-the-century feminist literary crusade against forces that push ordinary women to desperate acts that finally position them as subjects in their own stories.

Creative Feminist Interventions in the Works of Barbara Kingsolver and Diana EvansChristine Florence Vogt-William, *Emory University*

Two recent narratives implement the raced bodies of two sets of identical female twins as sites to challenge stereotypes of female beauty in postcolonial contexts - both corporeal and mental. Simultaneously the literary device of the twins allows for the interrogation of concepts of the Self and the Other, whereby individuation processes are juxtaposed with communal belonging. My readings of the two novels address the socio-political predicaments of race and gender inequalities, where both texts are "potential repositories of historical memory"

Strong Poison: Women and Scientific Inquiry in Dorothy Sayers's Detective FictionLayne Parish Craig, *University of Texas, Austin*

This paper explores Dorothy Sayers's depictions of women performing amateur scientific experiments. While women scientists are targets of suspicion in two of Sayers's mystery novels, they are eventually proven not only innocent, but also deeply fascinating characters to detective Lord Peter Wimsey, in particular Harriet Vane, protagonist of the feminist classic *Gaudy Night* (1935), who first appears investigating arsenic as part of her own writing career in *Strong Poison* (1930). Sayers defense of female scientific inquiry can be read as an example of how "low culture" forms like the mystery novel can attempt significant interventions into questions of gender equality.

"For I Am A Woman and I Deserve No Better: Susanna Moore and Contemporary Women's Gothic"Sarah Whitney, *Pennsylvania State University, Erie*

This presentation argues for the existence of a thriving but unremarked upon sub-genre of contemporary literature - the post-feminist gothic. These dark stories of violence against women, written during the 1990s through today, form a powerful counter-narrative to the upbeat and media-friendly genre of "chick lit" which dominates our understanding of "women's novels" today. It is my contention that these narratives are performing important cultural work by insisting on the primacy of women's suffering, particularly in a cynical and post-feminist age where suffering meets sneering claims of "victimization" and "victimhood." They are an uncomfortable but vital contribution to contemporary gender studies.

Moderator:Matt Jones, *University of Virginia***205. Distance Education Task Force**

8:00 to 9:15 am • Level 1: Georgia 13

Distance Education Task Force General Meeting. The session will include discussion of possible task force projects, leadership, and member needs.

Participant:Betsy Eudey, *California State University, Stanislaus***207. Empowerment, Women's Experience and State/Corporate Interests**

8:00 to 9:15 am • Level 1: Georgia 2

PARTICIPANTS:**Resisting Monsanto: A Gendered Cartography of Bangladeshi Women's Experience**Nafisa Tanjeem, *Rutgers University*

My paper explores how Monsanto, a biotech agribusiness TNC, targets "Third World" countries. I utilize Foucault's theorization of biopower to understand how Monsanto exercises biopolitical control over gendered lives in Bangladesh and ask: (1) How does Monsanto's mandate to "feed the world" turn into unequal power relations in Bangladeshi women's lives? (2) Is the Bangladeshi government concerned about impacts of its policies regarding Monsanto products on women? (3) How do Bangladeshi women organize farming communities towards resisting Monsanto by popularizing bio-diversity based agricultural practices?

The Reproduction of Crisis and the Crisis of ReproductionJennifer Musial, *Trent University*

During the post 2001-era when the U.S. nation saw itself as being vulnerable and hence "in crisis", two noteworthy figures were constructed as the ultimate defenseless citizens who needed protection: the fetus and the white middle class pregnant woman. This talk traces the discourses of crisis vulnerability and victimization deployed to pass the Unborn Victims of Violence Act in 2004. I argue that white women and fetal citizens are "sexual decoys" (Eisenstein), a distraction from larger debates about gendered, racialized and imperial violence.

The "Women's Empowerment" Emergency Response Program in Post-Tsunami Aceh: Empowering or Disempowering?Nuning Suliasih Purwaningrum, *State University of New York, Buffalo*

The tsunami that hit Indonesia in 2004 erased 35 years of political conflict in Aceh. This created a strategic entry point for reorganizing social structure inequality as suggested by disaster scholars but what actually happened in Aceh reveals otherwise. This paper provides lessons learned from the experience of socio-political transition in post-crisis Aceh by analyzing how the deployment of "Women's Empowerment" programs were strategically used to disengage women's organizations from the larger socio-political process despite the abundant resources from post-emergency response funds granted to them.

Transnational Women's Empowerment: For Women or for the Next Generation?Michelle Hughes Miller, *University of South Florida*

Global efforts to empower women differ widely in their means, motivations and outcomes. Here I analyze the rhetoric of women's empowerment across efforts enacted by the United Nations and its affiliates. Originally emphasizing women's roles in national and economic development, transnational discourse acknowledges the importance of women's equality. This feminist rhetoric exists alongside a quasi-essentialist discourse about women as future mothers. Thus, newly empowered women are responsible for the im-

proved health, education and economic success of their households through the next generation, reifying women's status as "home" maker and mother.

Moderator:
Jennifer Ann Nelson, *University of Redlands*

208. Living Raced and Gendered Academic Spaces: Wielding Power and Challenging Identities

8:00 to 9:15 am • Level 1: Georgia 3

PARTICIPANTS:

Critical Interventions: Black Women PhD Students & the Pursuit of Social Justice

Danielle M. Jackson, *The Graduate Center, City University of New York*; Fabienne Snowden, *The Graduate Center, City University of New York*
In light of "post-racial" discourse that diminishes the ongoing social impacts of intersecting oppressions based on race, class and gender, my colleague and I intend to discuss our journeys as young black women in different academic disciplines (Sociology, Social Welfare) to identify three of the critical interventions that have shaped our ability to honor our shifting identities and engage in anti-oppressive research. These include identifying support networks, engaging in cross disciplinary work and organizing, and embracing "decolonizing methodologies" (Smith, 1999). We hope to dialogue with other community members engaged in anti-oppressive work in order to share/gain useful tools and approaches.

On The Inside Looking In: Intersectionally Contextualized Burden of Empowering Praxis in Disempowering Settings

Arlene E. Edwards, *The ELVA Collective*
Black women in socially valued settings function under assumptions power from the perspectives of those looking in. Being 'in', these women have access to power to be mobilized on behalf of those who are contextually 'out', but intersectionally 'in'. This paper presents results of interviews conducted with Black women who engaged in such practice, and descriptions of the effects of their engagement in empowering praxis in the settings indicated, and some of the consequences of wielding power in these settings.

Women's and Multicultural Centers: Structural Barriers to Black Women Undergraduates' Support

Crystal Renee Chambers, *East Carolina University*
The purpose of this study is to gain an analytically generalizable understanding of support services for Black undergraduate women, using a women's center on a historically black campus and a diversity center on a women's college campus. Within these relatively racism and sexism free environments, programs, services, and students perceptions thereof are analyzed to congeal an integrated approach towards supporting minoritized racial and gendered persons. Implications for the holistic support of students as complex individuals will be discussed.

Moderator:
Reed W. Taylor, *Virginia Tech*

209. Feminism is What I Do: Blurring the Activist and Academic Self

8:00 to 9:15 am • Level 1: Georgia 4

PARTICIPANTS:

Contradictory Consciousness: Ecuadorian Women's Consciousness Development

Dana Michelle Hill, *Syracuse University*

The first presenter spent a year in Ecuador conducting research in collaboration with several women's organizations, researching practices which affect critical consciousness among women. Her research methods included collaborative and activist methods and she seeks a diverse audience for various publications she hopes will come from the project.

Bodies on the Line: U.S. Prisoners of Conscience Negotiate Privilege and Power

Anya Stanger, *Syracuse University*

The second presenter studies what happens when ordinary individuals confront the state directly, intentionally breaking laws in protest of war, imperialism, and militarism. Prisoners of conscience in the U.S. are mainly white, middle class, heterosexual, elderly, and Christian/ Christian raised—and they intend to use their privilege "for good." Similarly privileged, this presenter will discuss the challenges of simultaneously studying and engaging in "solidarity activism" against violence and across borders, with attention focused to issues of representation, relations of power, and identity.

Renegotiating Horizons: Sexuality and Academic Activism

Farah Zeb, *University of Exeter*

Aided by feminist perspectives to interpreting scripture, the fourth presenter explores intersections between religion and sexuality by engaging with the lived experience of non-heterosexual Muslim women. Her discussion sheds light on religious dilemmas women experience and the social challenges they navigate in order to protect their hidden sexual identity as well as their visible Muslim identity, negotiated constantly within different contexts and temporal spaces. On a parallel note, the presentation delves into reflective research processes raising questions about the active role that such academic research can inevitably play, leaning towards activism by its very contribution to knowledge.

Moderator:
Jackie Cuevas, *Syracuse University*

210. Photographic Interventions: Feminist Approaches

8:00 to 9:15 am • Level 1: Georgia 5 - AV

PARTICIPANTS:

Picturing Subjectlessness: Performing Sexuality in Nikki S. Lee's "Projects."

Jillian Hernandez, *Rutgers University*

In her photographs titled Projects (1997-2001) Korean-born, New York based artist Nikki S. Lee documents her interactions with groups such as "punks", "skaters", and "yuppies". Lee's representations of sexuality in Projects have been under-researched. She enacts varied sexual subjectivities through "The Lesbian Project", "The Drag Queen Project", and "The Exotic Dancers Project." I utilize the work of scholar Kandice Chuh in *Imagine Otherwise* to argue that the queer sexual performances in Lee's Projects advance a subjectless Asian/American discourse. Chuh theorizes that a "subjectless" Asian/American discourse performs "strategic anti-essentialisms" that make the Asian/American subject productively unknowable.

Snapshot Politics: Family Portrait as Political Statement in the 2009 Folsom Street Fair Poster

Chene Koppitz, *University of Michigan, Dearborn*

The 2009 Folsom Street Fair poster is examined for its potential for socio-political impact, by reviewing its challenges to dominant cultural sexual ideology/iconography. Using humor, the nuclear family becomes erotic, spilling issues of race, gender and class across the pristine floor. The poster's primary audience gets the joke, it's the notion that the image would likely

be reproduced numerous times in the course of anti-gay, anti-sex rhetoric that makes it further worthy of investigation, as the sly wink seen around the globe, infuriating as it challenges the concepts of family and its make-up and definition.

Visual Healing: The Ageing Black Body as Signifier of an Alternative Black Body Aesthetic

Juanita M Crider, *Purdue University*

Historically the black female body has been a contested site. The overwhelming majority of black feminist criticism that examines issues relating to the black body are focused on youthful representations. Where is the aging nude black body in visual art? My presentation blends autoethnography and black feminist criticism to share my experience of being photographed nude as a signifier of an alternative black body aesthetic. As a fifty year old, full figured black woman (who sometimes uses a cane) I will explore the opportunity of agency and "visual healing" that choosing to become the subject provides.

Sex work, intersectionality and creating art for social justice: Challenging stereotypes and stigma through photography

Moshoula Capous-Desyllas, *California State University Northridge*

This presentation illustrates the use of photovoice method and its potential for challenging negative perceptions, stereotypes and stigma of female sex workers. The arts-based photovoice method allowed sex workers to represent themselves, their lives, and their needs through photography. The images from this arts-based study were displayed in multiple community art exhibits in order to educate, empower and create social change through art. The role of intersectionality informed the sex workers' diverse experiences and their unique ways of self-expression. Art was used as activism to challenge stereotypes and stigma and the exhibits served to engage a broad audience beyond academia.

Moderator:

Winter Elliott, *Brenau University*

211. Transformative Epistemologies and Feminist Praxis

8:00 to 9:15 am • Level 1: Georgia 6 - AV

PARTICIPANTS:

Auto(erotic)ethnography

Kristen C. Blinne, *University of South Florida*

By reflecting on the intersections between autoethnography and its role in sexual storytelling, specifically, the act of masturbation, I hope to create connections between these two modes of embodied learning, knowing, and doing as a way to "flesh out" what auto(erotic)ethnography could be. I argue that autoethnography is the perfect vehicle to come to know and write our sexual stories so that we can create auto(erotic)ethnographies that challenge mainstream narratives of sexuality, create evocative and erotic stories, get "in touch" and connect with others, as well as celebrate bodies in pleasure.

Queer Dilemmas: Methodological Challenges when Researching Youth

April Marie Sharkey, *York University*

This paper will examine the complexities inherent with vulnerable study participants under the age of consent. Targeting queer girls complicated the process even more. After several attempts to pass ethics protocol, both with my home University and School Board, permission was given to access students and teachers in the only queer classroom in Canada. To add to the complexity of the project, I incorporate a mixed methodology approach with questionnaires, in-depth interviews, and focused observation.

Sites of Recursive Memory: History and Agency in the Literacies of Black Female College Students

Carmen Kynard, *St. John's University*

In current research, it is most likely to see black female students aggregated with black males to the bottom pole of the "achievement gap" or to hear of the impossibility of a radically "alternative" process and product for black female students' literacies (since such students are supposedly doomed to the eternal hell of their blackness if they do not internalize white rules of schooling.) This presentation engages a critical discourse analysis of overarching concepts in black female college students' writing that are endemic to their own "endarkened epistemologies" "as a point of critique and data for institutional change."

Survey Methodology and Gender Political Inequality: Are Imported Questions Undermeasuring Women's Activism in the Global South?

Solange Simoes, *Eastern Michigan University*

I argue that survey questions – designed by social scientists in the global north but replicated worldwide – undermeasure women's political participation in the global south. Those measures privilege formal modes of participation and fail to capture informal activism that women, especially working class, engage in. I support this claim by describing how I designed and tested new questions, and by discussing the results in the 2002, 2005 and 2008 waves - of the Belo Horizonte Area Survey, a statistically representative survey of a large metropolitan area, which I coordinated at the Federal University of Minas Gerais in Brazil.

Using Feminist Research Methods to Study Sexual Minorities

Elisabeth Sheff, *Georgia State University*

Traditionally cast as the "Other" by social scientists, sexual minorities have long been pathologized or misrepresented in academic research and the popular press. Using feminist research methods allows sexual minorities to tell their own stories, outside of the limited range available in traditional stigmatizing methodologies. This presentation will focus on the research methods I have found most useful in studying polyamorists (people in openly conducted non-monogamous relationships) and kinksters (people who identify as kinky and often participate in BDSM or sadomasochism), highlighting the methodological issues relevant to interviewing children in sexual minority families.

Moderator:

Durene Imani Wheeler, *Northeastern Illinois University*

212. Deploying Feminist Mobilizations with Incarcerated Women

8:00 to 9:15 am • Level 1: Georgia 7

PARTICIPANTS:

"There is the Woman": Reframing Women's Prison Writing

Wendy Wolters Hinshaw, *Florida Atlantic University*

This presentation argues that activist mobilizations of writing by incarcerated women often redeploy conventional discourses of criminality and femininity in their efforts to "humanize" prisoners. Focusing specifically on the film *What I Want My Words To Do To You*, which documents a writing group held at the Bedford Hills Correctional Facility for Women in New York, I demonstrate how the film galvanizes discourses of maternity and femininity that have been imposed on criminalized women for centuries, simply substituting an image of the monstrous female criminal with one of the female criminal as vulnerable and domestic.

Black Women's Perceptions of Incarceration and the Implications for Movement-Building

Emily Rachel Williams, *DePaul University*

Research shows that a slew of factors create a context in which mass incarceration of Black women is sustained and perpetuated in America. Among the factors are: disproportionate sentencing, racially biased laws, inequitable policing practices, and abuse within prison walls. The work of scholars such as, Angela Davis, Paula C. Johnson, Julia Sudbury, and Beth Richie explore the intersections of race, gender, and class to create analyses about the criminal legal system's role in the incarceration of Black women in America. This paper analyzes formerly incarcerated Black women's perceptions of incarceration and explores their implications for anti-incarceration movement-building.

Native American Girls: Human Healing and the Young Prisoner as Intellectual

Tria Andrews, *University of California, Berkeley*

This paper will examine the philosophies and therapeutic values of Native American spiritual practices (such as beadwork, dance, and sweat lodge ceremonies) and yoga through the experiences of incarcerated Native girls on the Rosebud Indian Reservation. Central questions are: what is at stake in producing a new Native body within the juvenile prison system? When do notions of agency in prison studies prove problematic? How can we theorize the body to see it as a site of history and resistance? Does ritual change when performed in different spaces, and if so how?

Moderator:

Christine Jean Cynn, *Independent Scholar*

213. Pedagogy: "Othering" the Classroom

8:00 to 9:15 am • Level 1: Georgia 8

PARTICIPANTS:

From Women's Studies to Women, Gender, Sexuality Studies: Queer Politics in the Classroom

Laura Victoria Heston, *University of Massachusetts, Amherst*

In Fall 2010, I taught the first writing course for the Women, Gender, Sexuality Studies majors at UMass-Amherst. Previously, this department was known as Women's Studies. For some students, the integration of queer studies and queer politics of gender-neutral pronoun use in a writing class inspired a spirited backlash. Through a narrative analysis of anonymous student reviews at the midterm and end of the course, I consider the implications of teaching queer gender and sexuality perspectives within a feminist classroom context.

Obstacles to Our Authority: Re-Examining Feminism in the Academy

Dana Bisignani, *Purdue University*

This paper explores the conflict experienced by many feminist instructors when defining their authority in relation to both their students and the academy as a whole. The author considers what challenges remain to feminist pedagogy and/or professors in the structures and practices of the academy, particularly those that reinforce Christina Fisanick's concept of the "normal professor body" as the only "authentic" site of knowledge and intellectual authority. What inroads has feminist pedagogy made and what challenges remain for feminist instructors in an institution still largely based on traditional modes of knowledge production and dissemination?

What is "Comparative" about "Comparative Feminisms?"

Kulvinder Arora, *University of Illinois, Chicago*

The rationale for this paper is to help feminist scholars and teachers grapple with the difficulties of teaching global perspectives to American students. Transnational feminists have offered important insights on how to teach the perspectives of non-western women. My paper will include a literature review of feminist writing on the teaching of transnational feminism. Much of this scholarship, however, is concerned with positionality more than actual pedagogical methods. I argue that these valuable insights may be transformed into thinking specifically about pedagogical concerns and feminist methodology.

Moderator:

Sel J Hwahng, *Columbia University*

214. Pencils and Pirouettes: The Politics of Black Women Writers and Choreographers

8:00 to 9:15 am • Level 1: Georgia 9

PARTICIPANTS:

African American Female Choreographers and the Black Aesthetic

Takiyah Nur Amin, *Temple University*

This research focuses on the work of two African-American female choreographers and their engagement with The Black Aesthetic during the height of The Black Power/Black Arts Movement (1960-1975). Specifically, this study examines the work of Joan Miller and Carole Johnson. Using case study method, cultural document analysis and qualitative interview this research argues that both Johnson and Miller both actively engaged and extended the Black Aesthetic through dance performance, choreography and activism during the period. Accordingly, dominant narratives concerning the creative work of Black women in particular must be augmented to include the work of these artists and their contributions

The Writing and Activism of Bebe Moore Campbell

Osizwe Eyidiyiye, *Temple University*

This project explores activism in two periods in the life of Bebe Moore Campbell: as a student at the University of Pittsburgh during the 1960s black student movement, and later as a mental health advocate near the end of her life in 2006. This mixed-method study utilizes personal interview, and archival document research to reconstruct her activism within the context of a major historical moment. The project also examines Campbell's novels, *Your Blues Ain't Like Mine* and *72 Hour Hold*, to consider their relevance to and alignment with her recent activism and student activism during the 1960s Black Liberation movement.

Dancing Across the Diaspora: Foundational Contributions the Katherine Dunham

Aimee Glocke, *University of Wyoming*

This project situates Katherine Dunham as dancer, anthropologist, director, filmmaker, historian, choreographer, actress, activist and intellectual. Dunham spent her life choreographing works that tell stories of African people throughout the Diaspora, including Haiti, Cuba, Trinidad, Martinique, and Senegal. In each of these places she conducted fieldwork and research that informed and inspired her dances. Overall, this examination of Dunham's life and work argues for its relevance and importance within academic discourse. Furthermore, the research challenges the absence in Black Studies, critiquing the marginalization of women intellectuals, particularly dance scholars.

Moderator:

Saroya Corbett, *Temple University*

215. Women's Centers Meeting Space (Saturday)

8:00 to 9:15 am • Level 2: Macon

An informal space for women's center staff to meet during specific times in the conference to connect, network, and share with other women's center staff members.

216. Producing Knowledge for Social Change: An Interdisciplinary Conversation about the Politics of Feminist Research Methods

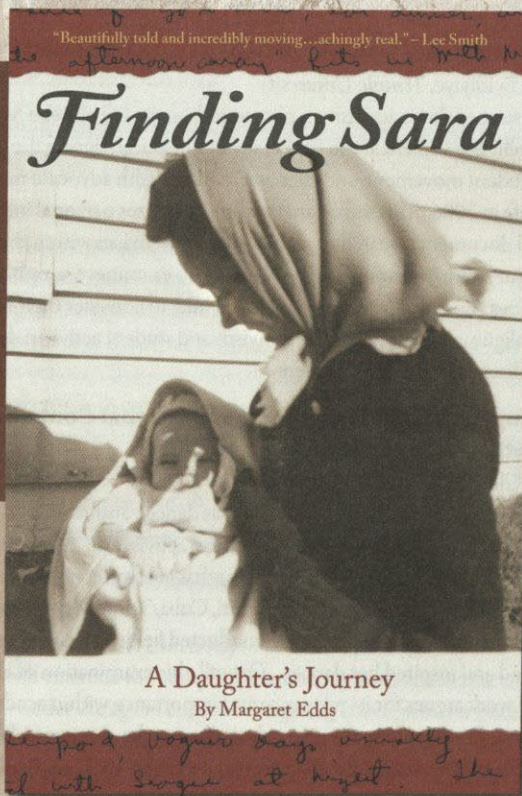
8:00 to 9:15 am • Level 2: Savannah 1

PARTICIPANTS:**Researching the Political while Political with Political Tools**Nikki Katrina McGary, *University of Connecticut*

As countless feminist theorists have argued, the state regulates individual bodies and lives of women through the social construction of the ideal woman/mother/family through the implementation of reproductive law (see, for example, Collins 2000; Luker 1996; Eisenstein 1988). With a particular emphasis on ethnography and discourse analysis, this paper addresses the following questions: how are these feminist sociological research methods political? And to what extent can such research methods be used to understand the state as a political site that influences women's lived realities and bodies? I argue for the construction of a multi-method approach informed by Naples' (2003) materialist feminist standpoint epistemology, and discuss the challenges of doing such research as a feminist reproductive rights activist.

Challenging Scientism: Feminist Qualitative Research within EducationAlison Happel, *Georgia State University*

As educational research becomes increasingly "standards" based through a return to scientism (Maxwell 2004), educational scholars are pushed to produce quantitative research that can be used to "prove" the effectiveness of pedagogical methods and practices (St. Pierre 2004). As a result, qualitative research is marginalized because it does not conform to current epistemologies that assume objectivity and generalizability (Lincoln and Cannella 2004). This paper explores the politics of conducting feminist qualitative research within the current political educational climate. Within the discipline of Education, it is a very political act to conduct feminist qualitative research (Weiler 2001). I argue that, although feminist qualitative educational researchers face multiple levels of marginalization within the academy and governmental organizations, the space of marginalization can be productive (Collins 2000), and that feminist researchers are able to create spaces of resistance which directly challenge ideas of objectivity within educational research.

Moderator:Nancy A Naples, *University of Connecticut***Finding Sara**

A true coming-of-age story of a spirited young Southern woman in the first half of the 20th Century. *Finding Sara* touches on motherhood, community, food, health, economics, labor unions, education, and religion, while also exploring the author's loss of her mother at age 3.

Softcover • 6 x 9 • 304 pages
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\$15

"A jewel of a book."

– Linda Scott DeRosier, professor of psychology,
Rocky Mountain College

**"Beautifully told and incredibly moving...
achingly real."**

– Lee Smith, winner Southern Book Critics Award

217. Transformation Through Dance: Feminist Interpretations of Popular Dance in the 20th Century

8:00 to 9:15 am • Level 2: Savannah 2

PARTICIPANTS:

Gender Transgression in Early 20th Century African-American Vernacular Dance

Cookie Woolner, *University of Michigan*

This paper argues that the medium of dance in early 20th century African-American popular entertainment was often a site of gender and sexual transgression by women performers. I first focus on dancer and male impersonator Alberta "Bert" Whitman of the troupe the Whitman Sisters, who were known as "the royalty of negro vaudeville."¹ Next I turn to popular dancer Ethel Williams and argue that her opposition to the regulation and containment of the chorus line, and her performances with her girlfriend, singer Ethel Waters, demonstrate some of the ways that same-sex-loving African-American women performed "choreographies of female resistance."² 1. Nadine George-Graves, *The Royalty of Negro Vaudeville: The Whitman Sisters and the Negotiation of Race, Gender, and Class in African American Theater, 1900-1940*. New York: St. Martin's Press, 2000. 2. Jayna Brown, *Babylon Girls: Black Women Performers and the Shaping of the Modern*. Durham: Duke University Press, 2008, p. 163.

The War on the Dance Floor: White Women Lindy Hopping During WWII

Kendra Rae Unruh, *Purdue University*

In this paper, I examine how the war and gender expectations for white women affected their participation in the Lindy Hop during WWII. While black women were stereotyped as prostitutes with venereal disease and, thus, a threat to servicemen at dance halls, white women were expected to dance with soldiers as their patriotic duty. Therefore, dancing was associated with freedom on a national level, not a claim to freedom for one's own body. However, some of these women did rebel against these expectations and chose to dance with black men as a way to reject the oppression of white men.

Slamming: Space and the Gender Politics of Punk Rock Dance, 1975-1995

Kara Margaret Kvaran, *Purdue University*

The punk rock subculture had many cultural manifestations that distinguished its adherents from mainstream American society. Punk musicians and fans had their own clothing and hair styles, art forms, media outlets, and record labels. They used these distinguishing markers to claim space within the urban cities where different punk rock communities formed. Within these spaces punk rock dancing became an important signifier of authenticity and expression. This paper will trace the evolution of punk rock dance and how it both reflected and helped to create the gender politics of the subculture.

Moving Down the Soul Train Line: The Soul Train Dancer, Gender, and Popular Culture

Sonya Ramsey, *University of North Carolina, Charlotte*

This presentation focuses on the dancers in the popular dance and music syndicated television series *Soul Train*, (1970 to 2006). In this discussion, I explore the ways in which visual representations of the African American gendered body have changed over time, the impact of oversexualization on the dancers, and the ways the dance styles of the participants from the early 1970s to the 2000s have reflected the changing attitudes of young African

Americans regarding Black Power, feminism, multiculturalism, Hip Hop, and sexual identity.

Moderator:

Kendra Rae Unruh, *Purdue University*

218. Transitioning, Training, and Transforming: Women's Studies in the 21st Century

8:00 to 9:15 am • Level 2: Savannah 3

PARTICIPANTS:

Making It Legitimate: Maintaining the Possibility of Women's Studies Within the Academy

Debra Friedman Dayton, *Texas Woman's University*

Although Women's Studies educators and programs across the country have advocated the creation of doctoral programs, there is a danger that Women's Studies can become isolated from other programs in the academy and lose its feminist roots. This paper examines dangers to the future of Women's Studies through its doctoral programs and shows how these dangers can and have been avoided by maintaining the inclusiveness and activism that were consistent with the founding mothers' vision for this discipline, while giving it a legitimate status in the academy.

The Possibility of Possibility: Women's Studies and Men's Studies Working Together to Transform Academia

Molly Diamond-Ramirez, *Texas Woman's University*

The academic discipline of Women's Studies has attempted to incorporate women and other subjugated groups into the world of higher education in pursuit of social justice. This paper addresses the ways in which participation in Women's Studies may be broadened and transformed by examining its biases and problematic nature and, most importantly, the possibility of working with Men's Studies departments or programs. This piece addresses the continuing transformation of Women's Studies and the importance of maintaining interdisciplinarity, primarily by creating bridgework with other disciplines that seek to address the gendered experience.

TransGendering Women's Studies: Gender Studies, Naming, and the Political Project of Women's Studies

Susan Blanche Harper, *Texas Woman's University*

This paper argues that the current move to transition or rename Women's Studies to Gender Studies risks losing the central political project of the discipline. The author examines the various arguments for and against renaming Women's Studies as Gender Studies, including an analysis of the fundamental differences and key commonalities between the two areas of inquiry. While asserting that Gender Studies is a valid and important area of study, this paper argues that conflating Gender Studies with Women's Studies obscures both the political nature of Women's Studies and the diversity of Gender Studies.

Moderator:

Stephanie Beaver, *Texas Woman's University*

219. "Taking the Body Elsewhere": Imagining Feminist Interventions in Mainstream Health Discourses

8:00 to 9:15 am • Level 2: Valdosta

Contemporary pharmacological contraceptive marketing, discursive constructions of obesity, and spatial configurations of maternity wards anticipate women's bodies and agency in specific ways. Such modes of knowing and situating rely on projecting an imaginary, undifferentiated body 'into'

abstract space—as consumers of pharmacological commodities, self-regulating body types, or as hyper-responsible mothers-to-be. Though these health-based discourses condition how we ‘know’ ourselves as embodied, we refuse to fully accede to these ways and sites of knowing. This workshop aims to make literal room for women to reengage with the material reality of their bodily experiences, in ways that “take the body elsewhere.

Presenters:

Whitney A. Peoples, *Emory University*
 Sheri Dione Davis-Faulkner, *Emory University*
 Rachel Kwan, *York University, Canada*

Moderator:

Mashadi Matabane, *Emory University*

220. Collaborating with the Dead: Agency, Authorship, Feminism, and the Creative Act

9:25 to 10:40 am • Level 1: Atlanta 1 - AV

PARTICIPANTS:

Letting Kitsimba Speak Through Me

M. Jacqui Alexander, *University of Toronto*

Presenter's current project is a joint authorship, with Kitsimba, an African woman enslaved and executed as a witch in Diego Martin in 1802. Reconstructing Kitsimba's story from historical sources, both interweaving it with her own and living it with Kitsimba, enables her to endure both with her readers and with Kitsimba, who first endured it, the Middle Passage as a visceral and transformative truth rather than as past history.

Times When My Story is Not Mine

Judith Johnson, *Independent Scholar*

Presenter's work seeks to explore a “poetics of generosity,” derived from Muriel Rukeyser's admonition to “Pay attention to what they tell you to forget.” Her current project is a series of story/performance / cybertext interventions with Morris and Clara Kraus, her grandparents, and their accounts of the exiles, the homelessness, and the pogroms they and their forebears experienced over centuries. Her interactive fictions use magical realist narrative techniques, Brechtian alienation devices, and folk motifs to juxtapose myth and legend against recent and current historical forces.

My Grandfather's Biography Through Films He Never Made

Vivien Ng, *University at Albany*

Presenter describes her collaborative engagement with the writing of her maternal grandfather, a film-maker, diarist, and fiction writer. Audre Lorde's Zami, a “biomythography,” has liberated her to write about his life and work in a mode that does not follow the academically safe “ethnic” biography / autobiography formula. Instead of writing a straightforward account, to be published as a conventional monograph, she has experimented with emerging media to share her work via the Internet. Her fantasy is to work with filmmakers to actually produce films that her grandfather would have made himself, had circumstances and fortunes been different for him. She has drafts of his screenplays and scripts.

Moderator:

Jo-Anne Lee, *University of Victoria*

221. Crises of Representation: More Visibility, Less Agency?

9:25 to 10:40 am • Level 1: Atlanta 2 - AV

Bringing into dialogue multiple disciplinary perspectives, this roundtable engages what we perceive to be a crisis regarding the representation of women in society. Indeed, the visibility of women in the academy, the judiciary, media and popular culture, religion, the economy, and sports admin-

istration has increased in recent years. But, this newfound visibility has not necessarily translated into greater agency. We contend that future analyses of women's representations must not only address content—woefully problematic, misleading or inaccurate as it may be—but also deconstruct the agency and power relations that result from depictions of women in each of our disciplines.

Presenters:

Nahed Eltantawy, *High Point University*
 Joshua Fisher, *High Point University*
 Claudia Femenias, *High Point University*
 Pamela Hedrick, *High Point University*
 Judy Lynn Isaksen, *High Point University*
 Jenny Lukow, *High Point University*
 Alixandra B. Yanus, *High Point University*

Moderator:

Carole Stoneking, *High Point University*

222. Girl, I've Really Got You Now: Unintended Consequences of Commercially-Deployed Feminist Themes

9:25 to 10:40 am • Level 1: Atlanta 3 - AV

PARTICIPANTS:

Commercial Deployment of Feminist Tropes to Sell ‘Convenience’ to Mrs. Consumer

Kim McKeage, *Hamline University*

One enduring feminist theme is the exhortation to get out of the (family) kitchen. Marketers have leveraged this theme to sell household appliances and packaged foods in the name of delivering greater convenience to women who thought they could “have it all.” Cookbooks purport to tell women the accoutrements they need to support this “liberated” lifestyle, and to “help” women engage in exchanges of market-earned wages for market-developed food products. Narrative analysis of cookbooks from the late twentieth century demonstrates one avenue of this co-optation.

Back to the Land – Back to Pure Womanhood?

Shannon M. Risk, *Niagara University*

“Living Simple” and “Back to the Land” movements of the latter twentieth century, championed by women like Helen Nearing, encouraged women to eschew beauty products and embrace a natural look. The beauty industry quickly co-opted this feminism with “natural-” and “organic-beauty” products, redirecting it back towards superficial “outer beauty.” Campaigns then and now claim that beauty products are chemical free, animal friendly, and deliver “beauty, truth, and harmony.” [1] Yet ultimately all this so-called “natural beauty” can be had for the market rate - quickly veering away from the intent of the “Back-to-the-Landers” who desired women's independence, self-reliance, and pride. [1] All Natural Beauty, <http://www.allnaturalbeauty.us/>; Curative Woman, <http://www.curativewoman.com/>

Multilevel Marketing : Liberation or Entrapment?

Stacie Bosley, *Hamline University*

Women around the globe seek to support their families with labor opportunities that are compatible with family responsibilities. “At-home” business opportunities are especially appealing given their promises of flexibility, independence and rewards for energy and effort. Multilevel Marketing organizations are largely populated by women who sell goods and services through social networks in the hopes of supplementing household income. This paper examines the MLM industry and seeks to understand the costs and benefits of participation— both in economic and social terms.

Don't Ask Don't Tell: the Packaged Commodity of LGBT Rights in America

Ashley Susan McGuffie, *Southern Connecticut State University*

Recent developments in LGBT civil rights, especially the disbanding of the US military's DADT policy, has created the opportunity for political popular culture to co-opt the LGBT civil rights movement. The political grandstanding surrounding the end of DADT creates the illusion the US government is aiding the movement, while rights that are substantial and relevant to LGBT service members are being ignored or denied outright. This paper examines how ending DADT fails to address the true underlying inequalities that exist as a result of systemic homophobia, including family dynamics and support, economic benefits, health care, dependent care, and survivor benefits.

Moderator:

Judith M. Roy, *Century College*

223. Subject, Object, Abject: Black Women on View

9:25 to 10:40 am • Level 1: Atlanta 4 - AV

PARTICIPANTS:

"I Know You, You're the Devil": Abjection and Social Logic in Tyler Perry's For Colored Girls

Kai Small, *University of California, San Diego*

This paper reads Tyler Perry's 2010 film adaptation of Ntozake Shange's for colored girls who have considered suicide/when the rainbow is enuf as a (trans)mutation of black feminist text into socially legible tropes of (neo)liberal logic. Juxtaposing play and film, I argue that Perry's gendered caricatures of suffering women and predatory men and his imposed linear narrative reduce dynamic subjects to non-threatening, facile, and publicly consumable (neo)liberal fantasies of black abjection. I ask how these caricatures are animated in their reception by black audiences: how are spectators solicited to identify with the film's representations of black women as failed subjects?

Abject Subject: Desiring The Tragic Mulatta

Jennifer DeClue, *University of Southern California*

This paper juxtaposes two invocations of the Tragic Mulatto/a: Kara Walker's "Mulatto hung by a grapevine near roadside between Tuscaloosa & Greensboro" and the character of Sarah Jane's in Douglass Sirk's "Imitation of Life" (1959). I argue that as a repository for the dual impulses of compulsion and repulsion aroused by the specter of black women's sexuality, the mulatto disrupts fantasies of racial purity and discreteness. Collapsing polarities of abject blackness and sublime whiteness, and amplifying the perverse logics of desire and disdain, the Tragic Mulatta exceeds her fatal suffering to signify the vexed politics of our amalgamated national body.

"A Picture of Me and My Mother:" Precious, Racial Uplift and Reproductive Excess

Sara Clarke Kaplan, *University of California, San Diego*

This paper explores how Lee Daniels's *Precious* (2009) revises traditional 20th-century narratives of Black feminine uplift to present the Black female subject as simultaneously embodying post-1968 US hegemonic crisis and its potential resolution. Constituted at the collision point of relentless Black hyper-reproductivity and the impossibility of Black heteronormativity, *Mary* and *Precious* embody both the monstrous excess of white sexual/gender normativity and the (re)productive potential of contingently incorporating the abjected and alien Black body into the (white) nation-state. Together, they do the (re)productive work of 'making racial sense' of their own disciplining, regulation, containment, and strategic abandonment as racialized surplus populations.

Diary of Mad Black Men?: Melodrama and Post-Feminist, Post-Civil Rights Ideology in Tyler Perry's Films

Nikol Alexander-Floyd, *Rutgers University*

Since his first major motion picture, *Diary of a Mad Black Woman*, debuted in 2005, writer, director, and producer, Tyler Perry has ushered in a brand of visual representation that has yielded immense financial success and been generally embraced by Black audiences. Perry is well-known for his gender cross-dressing portrayal of Madea, a gun-toting, "heroic" matriarch figure, as well as other movies, all of which center on interpersonal, familial and heterosexual romantic relationships. Why has Perry's films, plays, and television shows garnered such broad reception, particularly among Black women? What is at stake in the recursive portrayal of melodramatic narratives focused on affirming traditional, patriarchal notions of Black community? How do such narratives relate to larger national trends in the U.S.? Addressing these questions through an examination of his films, I argue that Perry's works display themes, such as narratives of return and personal transformation, consistent with post-feminist, post-civil rights ideology.

Moderator:

Mireille Miller-Young, *University of California, Santa Barbara*

224. Testimoniando: Women of Color Share Stories of Resistance and Creating Spaces in Academia

9:25 to 10:40 am • Level 1: Atlanta 5 - AV

The Women of Color Collective will present a film and round-table discussion that explores the strategies of visibility, resistance, and community-building employed by Women of Color in academia to survive and thrive within academic settings. We envision our collective and the film as a creative intervention and site of resistance to epistemological violence and as one way in which new conversations and lines of inquiry may emerge.

Presenters:

Noralis Rodriguez-Coss, *University of Washington*

Monica De La Torre, *University of Washington*

Martha Gonzalez, *University of Washington*

Moderator:

Angela Beatriz Ginorio, *University of Washington*

225. Beyond the Classroom Walls: Civic Engagement in Women's Studies

9:25 to 10:40 am • Level 2: Augusta

Roundtable participants will discuss the challenges and successes of civic engagement in the women's studies classroom. Questions include: How do women's studies faculty members teach students what it means to be engaged democratic citizens while taking into account systems of power and privilege? How do we responsibly prepare students at different levels (intro, upper-division, general education) for civic engagement? How do we facilitate effective relationship building between faculty and community partners as well as between partners and the students? How can civic engagement be part of "knowledge formation that exceeds academic boundaries"? This roundtable is open to all conference participants.

Presenters:

Catherine M. Orr, *Beloit College*

Rachel Williams, *University of Iowa*

Shealeen A. Meaney, *Russell Sage College*

Danielle DeMuth, *Grand Valley State University*

Stacy Elizabeth Grooters, *Stonehill College*

Moderator:

Carrie N. Baker, *Berry College*

226. Ethics, Equity, Diversity and Accessibility Committee Business Meeting

9:25 to 10:40 am • Level 1: Georgia 01

Participant:Barbara Scott Winkler, *Southern Oregon University***227. Fat Feminisms: Exceeding Academic Boundaries**

9:25 to 10:40 am • Level 1: Georgia 10

PARTICIPANTS:**Social networking and the fat female athlete: Reimagining the female athlete**Candice Darlene Buss, *University of North Carolina, Greensboro*

Social networking has revolutionized how people learn about their world. The internet has empowered people to find ways to express themselves intellectually, creatively, and kinesthetically. By highlighting various modes of networking that fat athletes use, discussing some of the hazards inherent in health-related online activities, and comparing them to online spaces devoted to athleticism for female athletes as a whole, I seek to demonstrate how online networking can foster the notion of community virtually.

The Yoga of Fat: Bridging Fat Activism and Studies in the Unlikeliest of PlacesAnna Guest-Jelley, *Vanderbilt University*

In this paper I explore the intersections of fat activism and studies in the unlikeliest of places--the yoga blogosphere and studio. First, I will discuss the connections between the fatosphere and the yogosphere. Second, I will discuss a recent trend in the yoga blogosphere calling for "real yoga," in contrast to the mainstream glamorous, thin, young, and white depictions of yoga and ideas about "real yoga" are played out across issues of fat, body image, eating disorders, and yoga. Finally, I will give examples of ways people can work for fat acceptance outside the academy.

"Fat Women Can Really Have Fun": The Israeli Fat Acceptance MovementMaya Maor, *Ben-Gurion University of the Negev, Israel*

Although anti-fat attitudes are as prevalent in Israel as they are in other western countries, until now there have been no studies exploring how fat individuals in Israel creatively resist their oppression and engage in different forms of fat-acceptance and fat activism. This study utilizes the social-constructivist framework to analyze the case of the Israeli fat acceptance community, comparing it with the US movement. Based on four sources of data, the Israeli community is analyzed along axes of gender, location, goals, and ideology. Finally, it will show how this community creates a specific notion of "fat subjectivity" that depends on shared life experiences of fat oppression rather than on an objective, actual weight or body size.

The Velveteen Fattie: Realness, Selfhood, & the Sticky Intersections of LoveHanne Blanke, *Independent Scholar*

The doxa of femininity in contemporary Western culture still maintains quite clearly that to be socially valid and culturally "real," women must be "loved" in particular ways, preferably by men. Because "being loved" is so crucial to whether women are perceived as (and indeed perceive themselves as) being valid as women and as human beings, doxa obliges them to seek, court, and enable this spectrum of "love" in every aspect of their self-presentation and social interaction at any cost. For fat women, who exist in a culture in which fatness is seen as excluding love and desire unless the love or desire is somehow compromised or deviant, the importance of achieving

successful normalcy via "being loved" is magnified. This paper is an exploration of the themes and issues at stake in fat women's experiences of social and cultural validity in regard to "being loved," and how aspects of feminist and other antikyriarchal theory can be practically deployed in nonacademic contexts to promote alternate visions and experiences of love, desire, sexuality, and validity for fat women and indeed for all women.

Moderator:Joelle Ruby Ryan, *University of New Hampshire***228. Trans/formative Pedagogy**

9:25 to 10:40 am • Level 1: Georgia 11

Panelists in this session will address multiple facets of integrating trans/gender topics into Women's, Gender, and Sexuality Studies programs including the development of resource materials and curriculum designs for trans/gender topics courses; a presentation of teaching tools for integrating material on trans/gender feminisms and cisgender privilege into introductory and survey courses; addressing the role of the instructor's perceived or real gender identity - whether trans, genderqueer, nongendered, or cisgendered - in facilitating dialogue on trans topics; and developing safe learning spaces for students of all genders. One goal of this session is to build resources for panelists and audience members to take with them.

Presenters:Reese C. Kelly, *State University of New York, Albany*Kylan Mattias de Vries, *Southern Oregon University*Carey Jean Sojka, *State University of New York, Albany***229. The Canary's Call: Women of Color in the "Liberal" Academy - A Staged Reading and Facilitated Dialogue**

9:25 to 10:40 am • Level 1: Georgia 12

This presentation is a staged reading about women of color in the academy. The words, stories and language in the play are derived from actual stories, existent research, and our theoretical critiques of these texts. These "sources" were utilized to develop both a performance script and a traditional scholarly essay. These two texts continue to develop simultaneously and serve to inform each other. Our presentation is a reading of the script followed by a facilitated dialogue about the ways in which women of color navigate the academy. This process serves to integrate scholarly/creative work with activist movement.

Presenters:Archana A. Pathak, *Virginia Commonwealth University*Tawyna Pettiford-Wates, *Virginia Commonwealth University***Moderator:**Liz R. Canfield, *Virginia Commonwealth University***230. An Ethics of Transformation and Challenge: Deploying Intersectional Feminist Approaches Across Communities of Practice**

9:25 to 10:40 am • Level 1: Georgia 13

PARTICIPANTS:**Discovering Heterosexual Bias in the Measurement of Work-Family Conflict: Can Work-Family Conflict Exist if the Family Doesn't?**Katina Brynn Sawyer, *Penn State University*

Work-family conflict is defined as: "a form of interrole conflict in which role pressures from work and family domains are incompatible in some respect" (Greenhaus & Beutell, 1985). However, the current measures used to examine the extent to which individuals experience work-family conflict are

heteronormative, reinforcing silencing structures for LGBT families at work. Biased measurement tools limit the extent to which employees are able to report work-family conflict accurately and completely. Recognizing multiple, intersectional identities of family, as opposed to taking a unidimensional view, will allow researchers to discover more inclusive solutions for all families at work.

"I Thought This Class was About Women!": Deploying Intersectional Feminist Frameworks and Contesting Student Resistance

Michelle (Mel) Lewis, *University of Maryland, College Park*
This paper examines how deploying intersectional feminist frameworks in the classroom elicits student resistance, and addresses the possibility of using these objections to fashion teachable moments. Students often initially resist the interlocking nature of oppressions, stating, "This is not the class I signed up for!" This paper will also acknowledge the impact of Black queer female signification, presence, and performance in the classroom, and deals with assumptions about imposed views or political agendas based on the articulated intersecting identities of the instructor.

The Cultural Mythology: Deploying Feminist Intersectionality of Muslim women, Beauty and Class -Senegalese communities in New York City

Lindah Mhando, *The Pennsylvania State University*
Feminization of women's labor renders a complex and nuanced reading of black middle-class women from both fiction and real life. Taking an intersectional, cultural approach this paper examines conversations among Senegalese Hair braiders, which reveal a shared socio-cultural activity that re-shapes gender relations, Islamic customs and construction of community identity. Through semiotic analysis, I demonstrate that these images have functioned as nostalgic placeholders for pressing, yet unarticulated concerns about shifting spatial and temporal realities within the contexts of expansionism/modernization and late capitalism. I show how these representations are mapped into dominant American narratives of class.

Moderator:

Stephanie Troutman, *Berea College*

231. Transforming Course Content Through Collaboration

9:25 to 10:40 am • Level 1: Georgia 2

One of the challenges for many introductory course instructors is identifying and maintaining current examples for illustrating often-abstract concepts. Presenters have addressed this issue through the use of a free, publically available file sharing technology. This session will introduce the technology, show examples of how it allows for collaboration, and invite participants to partner. Participants will be invited to share their best ideas for explaining concepts and those will be used to build the foundation for a collection that will be available to access and contribute to beyond the conference.

Presenters:

Dena Marie Wyum, *North Dakota State University*
Erienne L. Fawcett, *North Dakota State University*
Amanda Lindseth, *North Dakota State University*

232. Becoming Better Allies

9:25 to 10:40 am • Level 1: Georgia 3

Join Ethics, Equity, Accessibility, and Diversity Committee members to develop strategies for more productively engaging difficult dialogues with colleagues, in the classroom, and in NWSA. Participants will come away

with concrete ways to resist the "paralysis of fear" (Beverly Tatum) many people face when working across differences. We ask: How can anti-racist white people be allies to people of color? How do we move past guilt and denial into more productive responses? How do we promote social justice practices institutionally? How can NWSA live up to its promise of "working to end racism and all forms of oppression"?

Moderators:

Julia Balén, *California State University, Channel Islands*
Maria Bevacqua, *Minnesota State University, Mankato*

233. Representing Girlhood and Girls of Color, From Hip-Hop to Health

9:25 to 10:40 am • Level 1: Georgia 4

PARTICIPANTS:

16 and Pregnant: Narrative Interventions and the "Unvarnished" Truth About Teen Pregnancy

Letizia Guglielmo, *Kennesaw State University*; Kimberly Wallace Stewart, *Kennesaw State University*
Since 2009 MTV has produced and aired 16 and Pregnant, a documentary-style series that, according to program creators, "allow(s) young women to share their story in their own voice" and offers an "unvarnished and honest portrayal of their experience." While the program appears to offer a creative intervention through personal narrative, reinforced with voice-over and visual cues in each episode, in this presentation we will explore how these narratives are co-opted—or colonized—by editors and producers and how women's voices are eclipsed by male "experts," calling us to question which story is being told.

Going Undercover: Hip Hop Feminism and African American Young Adult Literature

yolanda ann hood, *University of Northern Iowa*
I analyze the cultural messages that young adult African American women, ages 12-18, are faced with on a daily basis, messages that are consistently reinforced in the media. While some would argue that these texts model a context for better decision-making, others suggest that these texts are mired in a certain kind of hopelessness that runs counter to the messages of a Hip Hop Feminism. I go on to suggest that one text, in particular, *The Kayla Chronicles* (2007), provides an exemplary model of (sub)urban realism while espousing a persuasive Hip Hop Feminist agenda

Latina Girls and Sexual Health Education

Bianca L. Guzman, *California State University, Los Angeles*
The purpose of the current paper is to discuss how a program that is culturally competent and utilizes a Latina feminist framework serves to promote safer sexual behavior in Latina girls aged 13-15. I will discuss how a comprehensive sexual health education program called "the Choices CAMP School Project" has been implemented successfully. The discussion will also center on how participating girls benefit from the program. These results will be discussed in relation to how programs that serve girls of color can serve social justice functions and create transformation in the communities that the programs are implemented in.

Moderator:

Catherine Creasy, *Sweet Briar College*

234. FILM Showing: Passionate Politics: The Life and Work of Charlotte Bunch (Panel Session Immediately Following)

9:25 to 10:40 am • Level 1: Georgia 5 - AV

The film tells the story of Charlotte Bunch, co-founder of the Center for Women's Global Leadership. The film follows her as she develops into an internationally recognized human rights activist who has been "out" as a lesbian feminist committed to social justice (includes footage of the 1965 Selma to Montgomery march, anti-war demonstrations, and the 1979 National Lesbian/Gay Rights March on Washington DC). Through the lens of Bunch's life, it examines the origins, trajectory and negotiations of second wave organizing in the US and the development of the transnational movement that won recognition of "Women's Rights as Human Rights."

Presenters:

Charlotte Bunch, *Rutgers University, Center for Women's Global Leadership*

Sunila Abeyssekera, *INFORM*

Moderator:

Debra J. Liebowitz, *Drew University*

235. Women of Color Delegation to Palestine

9:25 to 10:40 am • Level 1: Georgia 6 - AV

One of the most intractable political conflicts in the world for decades has been the Israeli-Palestinian conflict. That struggle has intensified in recent years compounded by historic uprisings in the region from Egypt to Tunisia. Inside Israel and Palestine women peace and justice activists have been organizing on many levels on and off campuses. Recently a group of prominent feminist scholar-activists of color, following the example of Alice Walker, June Jordan and others who have visited the region, went on a historic delegation to confer, ask questions, and witness the efforts underway there and to exchange feminist strategies and ideas. This session will consist of discussion, slide presentations on the current crisis and how feminist scholars and students are playing a role. Panelists will share reflections on historic feminists of color delegation to the region.

Presenters:

Beverly Guy-Sheftall, *Spelman College*

Premilla Nadasen, *Queens College, City University of NY*

Chandra Talpade Mohanty, *Syracuse University*

Rabab Ibrahim Abdulhadi, *Arab & Muslim Ethnicities and Diasporas, SFS*

Moderator:

Barbara Ransby, *University of Illinois, Chicago*

236. The Feminization of Higher Education: How Should Feminist Responses be Deployed?

9:25 to 10:40 am • Level 1: Georgia 7

As women approach sixty percent of undergraduate populations nationally, alarms about the "feminization of education" and the "boy crisis" have intensified in both popular and academic realms, but relevant research and data collection remains almost non-existent. The various facets and relevant intersections among race, gender and class are currently under-researched, and questions pertinent to feminization, men and race in higher education have been virtually ignored. We will discuss how feminists might engage with these issues as their institutions develop new policies and practices around gender (for example, in admissions).

Presenters:

Dona Yarbrough, *Emory University*

Lisa M. Coleman, *Harvard University*

237. Anzaldúa Studies for the Twenty-First Century: A Transdisciplinary Dialogue, Part I and Part II

9:25 to 12:05 pm • Level 1: Georgia 8

Composed of scholars from the social sciences and the humanities, this visionary, speculative roundtable explores how Gloria Anzaldúa's theories and practice can destabilize and transform the boundaries in academic disciplinary thinking. In the spirit of Anzaldúa's insistence on self-transformation as a crucial first step to collective social change, participants meld autobiography with analysis, reflecting on Anzaldúa's impact on our personal lives and academic work. This transdisciplinary dialogue does not romanticize Anzaldúa but rather follows her lead, expanding on her intellectual, spiritual, community-building contributions while creating new bridges, knowledge, and growth across and within our respective disciplines and communities.

Presenters:

Aida Hurtado, *University of California, Santa Barbara*

Kelli Zaytoun, *Wright State University*

Betsy Eudey, *California State University, Stanislaus*

Andrea Lunsford, *Stanford University*

Anahi Viladrich, *Queens College*

Norma Cantu, *University of Texas at San Antonio*

Suzanne Bost, *Loyola University*

Lei Zhang, *Texas Woman's University*

Moderators:

AnaLouise Keating, *Texas Woman's University*

Gloria González-López, *University of Texas, Austin*

238. Transforming the Conversation on Race: Exploring Strategies to Disrupt and Dismantle Racism and White Privilege

9:25 to 10:40 am • Level 1: Georgia 9

This session is an opportunity to discuss some of the challenges to moving forward with anti-racism and anti-white supremacy work in NWSA and on our campuses. This workshop will offer frameworks for thinking, explore case studies, and engage small group discussions to create productive conversation and action steps. Strategies will be based on the results of a February 2011 needs assessment, an evaluation of the 2010 pre-conference program, and the contributions of new voices in anti-racism/anti-white supremacy work. Participants encouraged to read: hooks, bell. "What Happens When White People Change." Teaching Community: A Pedagogy of Hope. New York: Routledge, 2003.

Presenters:

Susannah Bartlow, *Dickinson College*

Kathleen Holgerson, *University of Connecticut*

Sasha Avagale Smith, *Emory University*

Chimi L. Boyd-Keyes, *North Carolina Central University*

Kaye Wise Whitehead, *Loyola University, Maryland*

239. South Asian Mothers and Daughters: A Creative Feminist Reframing of a Difficult Dialogue

9:25 to 10:40 am • Level 2: Macon

PARTICIPANTS:**M/othering**

Fawzia Afzal-Khan, *Montclair State University*

In my creative presentation, I will read a series of poems, some accompanied by live singing, one, presented as a music video, which instantiate the dilemma of motherhood as a process in which the self of both daughters and

mothers is s/mother/ed in rituals of sacrifice encoded in patriarchal culture. My poems become the space of re-memory within which the difficult dialogue (which is also a monologue with the self)—takes place, to negotiate the boundaries between mothers and daughters, enacting and resisting patriarchal, colonialist tropes embedded in nationalist narratives which shape and are in turn shaped by, this most intimate of personal relationships.

Mothers and Daughters

Alka Kurian, *University of Puget Sound, Washington*
 In my creative rendition I will read sections from my novel *A Bitter Inheritance* as an attempt to glean the inadvertent embedding of the mother/daughter story within the larger narrative of the survival of the gendered diasporic body in a deeply masculinist patriarchal household. I look at coerced and internalized processes of silencing of the mother that first thrill, then bond, and alienate daughters from their mothers. The sections of my novel that I choose foreground the birthing of the daughter from between the mother's bloodied legs, her contradictory feelings of surety and anxiety about motherhood, her resistance against patriarchal mocking and violence, her painful realization of the daughter individuation, and her awareness of the depth of the undying connection with the daughter who she has to let go.

Mothering as Weird Sister-ing

Shreerikha Subramanian, *University of Houston, Clear Lake*
 Motherhood is a measure of radical resistances: motherhood as sisterhood, motherhood as the raising of daughters and sons as well as students and activists, and mothering as a practice of othering. My poetry is at once a deliberate look at the intimate frenzy, anxiety, passion and, a parallel journey of connections that are beyond biology: the formation of alternate families of sisterhoods across boundaries of race, class, religion, and sexuality. Mothering daughters is also a steady reflection on the torments and ecstasies endured by the self. Using a phrase from the late Lucille Clifton, my feminist poetics demands a community forged of "weird sisters."

Moderator:

Pramila Venkateswaran, *Nassau Community College*

240. Strengthening Women's Activism in Post-Conflict and Militarized West African Contexts: An Activist Research and Civil Society Capacity-Building Collaboration

9:25 to 10:40 am • Level 2: Savannah 1

PARTICIPANTS:

African Feminisms, Gender, and Development in Militarised West African Regions

Amina Mama, *University of California, Davis*
 African feminist analysis of impact of militarism on development focusing on the situation of women.

Transnational Feminist Activist Research Collaboration: Intersections of Nation, Class, Ethnicity, Language

Margo Okazawa-Rey, *Mills College*
 Will discuss the ways in which Nation, Class, Ethnicity, and Language influence the processes and outcomes of transnational collaborations and the lessons learned from our collaboration.

Moderator:

Margo Okazawa-Rey, *Mills College*

241. War, Gender, and Nation Building

9:25 to 10:40 am • Level 2: Savannah 2

PARTICIPANTS:

British and Irish Cultural Feminisms Between the Wars

Jill Franks, *Austin Peay State University*
 Three female characters in Elizabeth Bowen's *The Last September* (the ingénue, the New Woman, the matron) illustrate not only the disappointments of confinement within their gender roles, but also their struggle to define gender identity within a context of national identity, during the War of Independence. Similarly, Prue Ramsay, Lily Briscoe, and Mrs. Ramsay represent the Three Ages of Woman in Virginia Woolf's *To the Lighthouse*. Their national identity is also in flux, as the ravages of WWI, though far-offstage from their island retreat, profoundly affect the relationships of the Ramsay family and their guests.

Learning to Live: Coping with Life After Acid Attack

Rehnuma Karim, *College of Brockport, State University of New York*
 Bangladesh is among one of the developing countries where the problem of gender disparity and discrimination against women can be observed. Amidst all inequality, many girls and women are oppressed and become victims of violent crimes like acid attack where the young women and girls are thrown acid at their face. Besides suffering from the pain of disfigurement, they also experience a loss of self-control and competence. The study will focus on few survivors who overcame the sense of loss and experienced a sense of community and sense of identity by participating in arts and cultural programs.

Madwoman in the Diaspora: War, Displacement, and Female Subjectivity in Asian American Women's Fiction

Naomi J Edwards, *Stony Brook University*
 This paper will consider the complex intersections of war, madness, and female subjectivity in Nora Okja Keller's *Comfort Woman* and Hualing Nieh's *Mulberry and Peach*. Both texts center around women displaced by war who immigrate to the United States before falling into madness as a result of their traumatic histories, fractured identities, and painful attempts to adjust to life in America. What I will examine in these texts of war, haunting, and madness are the ways in which these depictions of the mad immigrant are negotiated not only in terms of a national/cultural loss, but also in explicitly gendered terms.

Patriarchal Boots: Women Who Reenact the American War of Independence

Laura D'Amore, *Roger Williams University*
 History, as a tool of patriarchy, has consistently erased the voices of women from significant historical events. As we celebrate and reinterpret these events, women often remain hidden in contemporary recreation. Battle reenactment, as a tool of historical commemoration, fiercely protects this erasure of women as historically representative of America's true past, and while contemporary Americans may be comfortable with women donning men's clothing, when women perform the role of soldier here they become "men."

Moderator:

Barbara LeSavoy, *State University of New York, Brockport*

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242. Whose Sustainability? Women's Studies and "Education for Sustainability"

9:25 to 10:40 am • Level 2: Savannah 3

PARTICIPANTS:**"From Farm to Table to Classroom: Harvesting the Fruits of Women's Labor."**Molly Kerby, *Western Kentucky University*

Drawing upon the works of food activists such as Vandana Shiva and Temra Costa, the presenter will examine the roles women play in food culture, their involvement in sustainable agriculture, and the connection between food justice and human equity. Though women produce a substantial amount of the food consumed in the world, their role as producers and providers, and their critical contribution to household food security, remains unrecognized. Given women's crucial role in sustainability, examining strategies for integrating sustainable food security into the women's studies curriculum is crucial. The presentation will also demonstrate ways to incorporate sustainability and service-learning beyond the walls of the classroom.

"Who Cares? University Change and the Ethics of Care."Kristi Branham, *Western Kentucky University*

Major social, political, and economic shifts both on national and global levels have created a new challenge for the modern university in the United States. Pundits and scholars alike have commented on what they see as a failing outdated educational system. Absent from most discourse is the notion of caring labor as a long-term strategy. This talk examines the challenges and responsibilities of "the university" to frame a response in terms of long-term sustainability, of both human and physical resources, and considers an ethic of care as a central feature for responding to current crisis in higher education.

"Fractured Lives, Fractured Communities . . . Healing Lives, Healing Communities"Jane Olmsted, *Western Kentucky University*

Too often leadership is described as a set of skills (seven), ignoring the reality of chaos, assimilation at the cost of self, and degradation (environmental and community). I am interested in the ways that "fractured" identities and communities impact each other, and likewise, the healing. Drawing on the example of Paule Marshall's *Praisesong for the Widow*, I explore the inter-connection between self and community as the source(s) for both the splintering and the repairing. Social/political theory (feminist and environmental) help to examine the inter-workings of contextualized wounding and healing. The paper closes with an assignment that draws students into the process of self- and community healing.

Moderator:Cheryl Hopson, *Roanoke College***243. Women's Studies North and South: Theory, Policy, Activism**

9:25 to 10:40 am • Level 2: Valdosta

The objective of the roundtable is to report on the discussions and findings of the meeting of the UNESCO-affiliated Global Women's Studies/Gender Research Network, held at the Bellagio Conference Center in September 2011. That conference will bring together WS directors and feminist scholars from 20 institutions in 16 countries to discuss how WS programs and departments address some of the major global challenges of our time and inspire students toward theoretically-informed action for social and gender justice. They key issues are the global financial and economic crisis; and the

relationship between democratization, women's rights, and social justice for low-income women.

Presenters:Valentine M. Moghadam, *Purdue University*Mary Margaret Fonow, *Arizona State University*Alicia Decker, *Purdue University*Michelle Carreon, *Purdue University***Moderator:**Patti Provance, *National Women's Studies Association***244. Digital Literacies and Feminist Social Networking**

10:50 to 12:05 pm • Level 1: Atlanta 1 - AV

The roundtable features a group of scholar-activists of color whose scholarship and community work focuses on producing feminist critiques of popular culture in the languages, idioms, and media characteristics of the Hip Hop Generation. In this roundtable, participants discuss the possibilities and potential pitfalls of feminist blogging and social networking, in addition to outlining the development of our current activist projects, such as feminist care packages.

Presenters:Moya Zakia Bailey, *Emory University*Brittney Chante' Cooper, *University of Alabama*Aisha S. Durham, *Texas A&M University*Asha Layila French, *Emory University*Susana M. Morris, *Auburn University*Rachel A. Raimist, *University of Alabama***Moderator:**Eesha Pandit, *Raising Women's Voices***245. Queer Media Archives: Transnational Interventions And New Methodologies**

10:50 to 12:05 pm • Level 1: Atlanta 2 - AV

PARTICIPANTS:**Queer Resolutions: 9/11 and Muslim Masculinities in Kabir Khan's New York**Deepti Misri, *University of Colorado, Boulder*

This paper examines how Kabir Khan's 2009 Bollywood film *New York* takes on the figure of the Muslim terrorist to interrupt some dominant fictions about 9/11 in US and Indian popular discourse. I explore how *New York* works the "Muslim terrorist" into its central heterosexual love triangle, which it brings to an unusually queer resolution at the end. Although contrary to the anticipated heterosexual resolution conventional to the formula, I consider if this "queer resolution" may persuasively be read as a progressive resolution that resists the incitement to heteronormativity observed by several transnational feminists after 9/11.

Camaleona Caribeña: Rita Indiana's Queer Media Performances and the Construction of the Dominican and Puerto Rican "Hip"Celiany Rivera, *New York University*

The Dominican writer and performer Rita Indiana Hernández has trailblazed Dominican and Puerto Rican popular culture and art scenes while constantly retooling her queer image to represent alternative ways of performing a nuanced Caribbean identity. I address the flow of ideas in between those two Islands through Rita's work and state the importance of documenting her work as one of the few queer artists from Santo Domingo currently thriving in popularity. I argue that Rita's retooling of traditional

media artifacts are a worthwhile documentation of how newer generations youth are challenging traditional Caribbean aesthetics—though media and queerness.

Queer Constitutions? Disability, Diabetes and Justice Sotomayor in Popular Media

Natalie Havlin, *University of Illinois, Urbana-Champaign*
 This paper examines the discourses of disability in media coverage of Justice Sotomayor's Supreme Court confirmation in 2009. During and following her nomination, media outlets figured Sotomayor's diabetes status as a "handicap" or disability potentially impacting her performance as a Supreme Court justice. Drawing on feminist theorist Gloria Anzaldúa's discussions about diabetes and queer bodies, I analyze how the media portrayal of Sotomayor exposes the paradigms of disability and capacity structuring the gendered racialization and sexualization of Latinas. My queer reading of media constructions of Sotomayor aims to offer a new method for analyzing disability, gender, sexuality and race.

Moderators:

Carlos Decena, *Rutgers University*
 Irmayr Reyes-Santos, *University of Oregon*

246. The Clock is Ticking: (Re)Thinking the Girl Effect

10:50 to 12:05 pm • Level 1: Atlanta 3 - AV

PARTICIPANTS:

The Accidental Girl Effect

Emily Christine Bent, *National University of Ireland, Galway*
 This paper explores the unintended consequences of the girl effect on Western girls' understandings of gender inequality, rights, and agency. It expands upon Sensoy and Marshall's (2010) literary identification of missionary girl power, where Western girls are encouraged to "participate in the patriarchal salvation" of their Third World sisters, and considers the ways in which this discourse shapes and constrains girls' political subjectivity (302). I argue that the girl effect persuades Western girls to re-inscribe Orientalist relations, associate rights with other girlhoods, and promote the reduction of girls' rights to economic investments in neoliberal girl power (Said 1979).

Girl "Effects": Feminist Fables or Cautionary Tales?

Heather D. Switzer, *Arizona State University*
 This paper explores the discursive production of "third world" girlhoods in the Girl Effect's two promotional videos, "The Girl Effect" and "The Clock is Ticking." I employ Cornwall, et al.'s (2008) concept of "feminist fables" in gender and development to interrogate the possible effects of these reductive narratives of female empowerment. Calling on elements of my research on Kenyan Maasai schoolgirls' subjective perceptions of education and development in their daily lives, I argue that the girl effect and related discourses might be better understood as cautionary tales rather than fantastic narratives founded on rescue and recompense.

Girl Power with a 'Z': Girls for Corporate Gain

Eline Lipkin, *University of California, Los Angeles*
 This paper explores how "girl empowerment" programs replicate traditional stereotypes of femininity and build girls' self-esteem according to the principals of "choice feminism." I will consider how the Girl Effect and other North American organizations leverage girls and girl power to promote a "feel-good" agenda, publicly perceived as altruistic; and will illustrate how this narrative imposes a scripted femininity paradigm, while simultaneously seeking to "raise girls up" from oppression. Utilizing Orenstein's concept of "empower-tainment" as a rubric to measure progress and regression in

feminist programming for girls in America, I ask who is really served in the Girl Effect?

The Girl Effect and Identity Construction of the 'Schoolgirl' in Kono, Sierra Leone

Jordene Hale, *University of Massachusetts*
 This paper analyzes the situated construction of the 'schoolgirl' identity as school-going girls transition from Primary to Junior Secondary School in Kono, Sierra Leone. I argue that the girl effect positions them in a liminal space and time that is rarified. Schoolgirls are seen to be morally superior to other girls and women in their community. This identity plays into the neoliberal development agenda by ignoring the realities of the global south and post-war period in Sierra Leone. It expands Switzer's (2010) research on the schoolgirl identity as a liminal space for Maasai girls in Kenya.

Moderator:

Hara Bastas, *University of Cincinnati*

247. Queering the Norm? Comedic Interventions

10:50 to 12:05 pm • Level 1: Atlanta 4 - AV

PARTICIPANTS:

"Performances of the Non-Normative in Mainstream Film: The Kids Are All Right and Date Night"

Elizabeth Venell, *Emory University*
 This paper argues that even films which claim to be politically and ethically progressive construct a normative center defined by its racialized and sexualized exclusions. Both make drastic exclusions from the space of the white family, excising characters and themes that do not ultimately shore up the couples' fidelity and the health of their families. Though these films lambast conservative politics, they propagate heteronormative and neoliberal values.

"Playing with Femininity in The House Bunny."

Yael D. Sherman, *Spelman College*
 The House Bunny mocks but ultimately reaffirms the link between women's appearance and identity. The film launches comedic critiques of the objectification of women and women's responses to that objectification. However, rather than creating a space for resistance, the film ultimately reaffirms the requirement that women shape their selves through their working on their appearance.

"I know you are, but what am I?' Pee Wee Herman and Queered Masculinities"

Julie Ann Willett, *Texas Tech University*
 This paper examines the claim that bringing men to the day care floor—making childcare macho—will challenge the gendered expectations of raising children. But rather than re-making day-care in the image of the privatized, heteronormative family, this paper argues that children's and care-providers' campy performances queer gender and offer greater resistance norms. The queer potential of such performances is illustrated through an analysis of Pee Wee Herman.

Deploying Feminisms at the Crossroads: Radical Political Subjectivity in Margaret Cho's Comedy

Elizabeth A. Gailey, *University of Tennessee*
 Crossing the borders into white, male-dominated comedy has never been without risk for female comics, whose marginalization positions them precariously between abjection and insurrection. Today, in a discursive environment characterized by post-racial and post-feminist ideologies, as well as "hyper-irony and manic satire" (Hughes & Maradi, 2009: 206), female comics such as Margaret Cho may appear to reaffirm rather than challenge

mainstream sexist and racist narratives. Drawing on Gloria Anzaldúa's border theory (1987), I examine the complex range of "feminisms" deployed by Cho, whose work, I argue, offers an intriguing example of Anzaldúa's "radical political subjectivity" in action.

Moderator:

Cynthia Willett, *Emory University*

248. Deploying Hollaback!: Building an International Feminist Movement to End Street Harassment

10:50 to 12:05 pm • Level 1: Atlanta 5 - AV

Hollaback! and the 21st century movement to end street harassment builds on the strengths of the movements that come before it, but differs in its use of technological tools. In this workshop, we will discuss and reflect on building and deploying an international feminist activist movement that attempts to cross the boundaries of race, class, sexuality, and culture, in the era of mobile technology, social networking, and the read/write web.

Presenters:

Emily Lauren May, *Hollaback!*

Jill Dimond, *Hollaback!*

Erin Stephens, *Duke University*

Aimee Allen, *Hollaback Atlanta*

249. Authors Meet Critics: Digital Dead End: Fighting for Social Justice in the Information Age

10:50 to 12:05 pm • Level 2: Augusta

The idea that technology will pave the road to prosperity has been promoted through boom and bust. Today we are told that broadband access, high-tech jobs, and cutting-edge science will pull us out of our current economic downturn and move us toward social equality. In *Digital Dead End*, Virginia Eubanks argues that to believe this is to engage in a kind of magical thinking: a technological utopia will come about simply because we want it to. This vision of the miraculous power of high-tech development is driven by flawed assumptions about race, class, gender, citizenship and politics. The realities of the information age are more complicated, particularly for poor and working-class women and families. One of the questions addressed by the book, which is based on four years of participatory action research with women living in the YWCA community of Troy, NY, is how engaged scholarship can both support progressive social movements and create better knowledge. This Author-Meets-Critics session will be focused on how, in the context of the growing immigrants' rights struggle in Georgia and beyond, NWSA members can become more informed allies and more effective forces for social, economic and political change.

Presenters:

Mary Margaret Fonow, *Arizona State University*

Paulina Hernandez, *Southerners on New Ground (SONG)*

Dianne Mathiowetz, *The Labor Forum Radio Show, WRFG 89.3 FM*

Virginia Eubanks, *State University of New York, Albany*

Moderator:

Banu Subramaniam, *University of Massachusetts, Amherst*

250. Aging and Ageism Caucus

10:50 to 12:05 pm • Level 1: Georgia 01

Aging and Ageism Caucus Business Meeting The Aging and Ageism Caucus welcomes all attendees to our business meeting, which will include a discussion of directions and leadership for the following year. The Caucus is committed to resisting ageism within and without the NWSA, educating people about ageism, and furthering the field of age and aging studies as an area of academic inquiry.

Participants:

Pamela Heath Gravagne, *University of New Mexico*

Erin Gentry Lamb, *Hiram College*

251. (Re)discovering Education Through Critical Feminist Pedagogy

10:50 to 12:05 pm • Level 1: Georgia 10

PARTICIPANTS:

The Media(ted) Girl: Creating (Feminist) Spaces

Laura Rattner, *The Pennsylvania State University*

In the highly digitized public spaces that girls traverse: how do they seek to mediate, combat and/or inform messages of who they are (or not)? This paper offers insight into the challenges and triumphs in creating a girls' film program. This work highlights the curriculum of the program and the process these girls go through in creating personal narratives. The girls' stories, "the ones that only they can tell," transcend those told by conventional media and encounter issues of difference (race, class, gender and other differences as well) in interesting and poignant ways; girls, then, are not just sideline characters or 'tokens,' but the protagonists of their films just as they author the stories of their lives.

Women's Studies in High School Classrooms in the 21st Century

Dolana Mogadime, *Brock University, Ontario Canada*

The narrative of teachers' resistance to the exclusion of women's studies within high school curriculum is of paramount importance in research that specifically aims to advance gender studies in high schools. It is not without concerted efforts of both women teachers and advocacy groups working in coalition that such advancements may be envisioned and claimed as part of equity policy in district school boards. The researcher incorporated life history oriented interviews with classroom research in order to better understand the nexus between feminist sensibilities in teaching and critical consciousness. The classroom data collection included observations of lessons planned and implementation and teacher-student interactions during planned activities.

Transformational Pedagogy: Teaching about Sexuality and Gender to Pre-service Teachers

Ganiva Reyes, *University of Texas, Austin*

This paper is based on a self-study over my own teaching regarding gender and sexuality in a teacher education course entitled, "Sociocultural Influences on Learning" (ALD 327). I center Queer theory, intersectionality, and anti-oppressive education as a lens from which to analyze my own pedagogical approaches. The particular research questions I aim to explore are the following: 1) How did the pre-service teachers experience the pedagogical approaches I used to teach about gender and sexuality in the course? And 2) How did the pre-service teachers respond to the particular texts I utilized regarding gender and sexuality? Not only do I discuss the results of my self-study, but I also offer implications and suggestions for transformative pedagogy.

American Beauty & the Barbie Project: Questioning and Challenging the Standards

DeAnna Kay Varela, *University of Texas, El Paso*

Perhaps no product represents American beauty and femininity more than Barbie. As an American cultural icon that has helped set the standards for what many young girls aspire to be and/or expect in life, this paper will discuss Barbie and media standards, as well as share the results of a project

completed in a University Studies course that required a "Barbie makeover." Participants were asked to write a final Plan of Action to analyze how media represents women and girls and through a 'modified Barbie' directly challenge media standards' limited definition of femininity.

Moderator:
Donna Marie Johnson, *Education Consultant*

252. Narratives of Resistance: Identity, Disability, and Fat Studies

10:50 to 12:05 pm • Level 1: Georgia 11

PARTICIPANTS:

Postmodern Feminist Studies: Arriving at the Answer through Personal Narrative

Jessica Lynn Jennrich, *University of Missouri, Columbia*
Often terms like "postmodern" and "feminist" are relegated to the academic journals and textbooks littering our bookshelves. But, I argue that the best way to understand such language is through personal narrative. This narrative of mothering a disabled child insists on a postmodern re-write of the "truth" and yet does so in way that I hope inspires listeners to think more about the possibilities of living a life where one's physical location matches one's theoretical one.

The Interdimensional Writing Subject: Postmodern Reflections of Mid-Century Modern Women

Maureen Meharg Kentoff, *George Washington University*
Given the prevalence of feminism's wave theories, scholarship remains limited on the life narratives of American women coming of age during eras of feminist backlash. Expanding on current theories of intersectionality and feminist autobiography, this paper addresses non-canonical authors whose recollections of "modern" womanhood can be viewed as postmodern accounts of a writer's "interdimensional" subjectivities. In particular, the desire and determination to record one's emerging feminist consciousness and exert authorial agency is evidenced in the memoirs of Hortense Calisher and Vivian Gornick. These are but two of the many unsung creative interventions by mid-century American women writing "through the waves."

Visible/Invisible Fat: Strategies of Resistance and Resilience in Tiptree, Jr. and Reed's Short Stories

Brenda Ann Risch, *University of Texas, El Paso*
I examine two stories by James Tiptree Jr. and Kit Reed and compare how they craft narratives of resistance and resilience for their fat female protagonists that center on the dyad of visibility/invisibility in society. Their critiques of the modern cult of beauty and its associated mythology burn away any notion that social visibility or invisibility are absolute categories that define one's social power. In questioning this binary relationship the two authors subvert the powerful ideologies dependent on adherence to strict norms of body size and morphology that underlie tradition notions of the power of feminine beauty.

You Just Keep on Pushin' My Love: Discursive Power and the Borderline Personality Memoir

Melanie Dora Janus, *The George Washington University*
The marketability (and profitability) of the borderline personality diagnosis, combined with the benefit of its temporality lends it to be an extremely desirable diagnosis. I interrogate the borderline personality memoir discourse which has embraced the medical model of disability that controls and circulates knowledge about borderline personality. Using narrative theory, Foucault's ideas on discursive production, and Baudrillard's concept of the

simulacrum, I will both examine the consequences of this discourse and juxtapose various narrative techniques that are in defiance of not only the borderline discourse- but also of normative narrative regime.

Moderator:
Simone C. Drake, *Ohio State University*

253. From Hickeys to House Burning, or Breaking the Patterns of the Master Narrative: Honing Nonfiction Craft

10:50 to 12:05 pm • Level 1: Georgia 12

This creative nonfiction workshop investigates and practices craft elements that reveal feminist writers refusing to succumb to the expectations and consequences of the master narrative. It grounds the craft elements—juxtaposition and disruption, shaping scene and sections, delving into the unseen, and loading and stitching—in feminist theory that explores problems of linearity, the erasure of women's stories from history, and the refusal to grant women agency. Its focus is a hands-on approach to "deploying feminisms" and "subverting the master's tools" to open up spaces and depths that create original, provocative, and dramatic essays.

Presenter:
Jody Lisberger, *University of Rhode Island*

254. Hiding in Plain Sight: Queer Theory and Lesbian (In) Visibility in the Museum

10:50 to 12:05 pm • Level 1: Georgia 13

PARTICIPANTS:

Resident Aliens: Crossing Gender Lines in the Art Exhibition

Amy K. Levin, *Northern Illinois University*
This talk will move from a brief exposition of the increasing visibility of women in the museum to discussing the extent to which queer theory, with its rejection of gender binaries, allows for the greater inclusion of lesbian and gay art in museums, as well as for considering other gender minorities. In particular, I will analyze the mixed success of recent exhibitions that included images of individuals who identify as transgender.

Can the Current Trend of Gender Fluidity Bring Parity to the Masculinist Museum Hierarchy?

Linda Stein, *On the Issues Magazine*
Approximately one-third of the artists selected for the "Hide/Seek" exhibition were female. Yet women who expressed criticism were told they should be grateful: this fraction represented considerable progress! Curators bragged about how the ratio of male-to-female artists demonstrated gender justice. What can be done to speed the torturously slow pace of progress toward gender equality in museums? My presentation will show how the artist, by addressing the intersections of masculinity and femininity, can help break down the male-friendly museum establishment, encouraging it to accept true gender equality with exhibitions made up of at least 50% female artists.

Subverting Masculinities: The Claiming of Space in Museum Exhibitions of Contemporary Artist Chitra Ganesh

Jessica D. Shaffer, *City University of New York, Graduate Center*
In her practice, contemporary artist Chitra Ganesh both inhabits and subverts the museum as an institution by engaging the traditionally male genres of mural painting and the action comic in a manner that expands the boundaries of these mediums and transgresses established modes of museum exhibition. This paper will investigate these transgressions in light of the artist's gender and sexuality, outlining her position as a lesbian artist in the art world today.

No Talking, Please: Narrative Subtexts in Lesbian and Gay House Museums in the United States

Joshua G Adair, *Murray State University*

This presentation will examine the presentation of sexuality and gender atypical behavior in U.S. house museums. Specifically, it explores the delivery of conflicting official and unofficial narratives. Utilizing the notion of privileged oppression, I argue that subtextual narratives drawn from clues within these museums as well as those published in materials not sanctioned by these organizations reveal a great deal about the specific sites and about museum practices prevalent today. In addition to offering a model for decoding these subtextual narratives, this paper will turn to Jane Addams's Hull House and the Pendarvis Historic Site as case studies.

Moderator:

Karlyn A. Crowley, *St. Norbert College*

255. Work with what you have: sustaining and growing programming for Women Centers

10:50 to 12:05 pm • Level 1: Georgia 2

We want to share our success in developing programming relying on a small budget and skeleton staff. Focus will be on relating individual aspects of our operations, which include and are not limited to: - Working with a steering committee comprised of faculty and university staff, which strengthens our co-curricular activities. - Utilizing social media resources to create outreach outside the walls of the center and the university. -Effective hiring of students, who can access the pulse of student populations.

256. What Our Stories Tell Us: Women of Color and LGBT Narratives of "Coming Out"

10:50 to 12:05 pm • Level 1: Georgia 3

PARTICIPANTS:

Coming to Center, Coming to Voice: Women of Color & The Personal Narrative

Gabriela Margarita De Jesus, *Yale University*

Writing is a powerful medium through which young women of color can negotiate and transform their personal and political identities. In the tradition of writers such as Audre Lorde, Cherie Moraga, Bell Hooks, and Nawal El Sadaawi this session will present a visual and textual narrative that centers on the artistic processes of the personal narrative as tools for personal and social transformation.

Confronting the Black/White Binary: Towards an Understanding of Afro-Latina Identity

Sobeira Latorre, *Southern Connecticut State University*

My paper explores literary representations of Afro-Latinidad in contemporary Caribbean diaspora writing and other forms of cultural production. Through looking at a series of women-authored poems and personal essays, I examine the ways in which the experiences of Afro-Latinas challenge the black/white binary that still dominates racial discourse in the United States. The writers and poets whose works I analyze interrogate fixed notions of racial identity from a transnational, feminist, and cross-cultural perspective, which seeks to reconcile personal and historical memory with the cultural and political values of their adopted country.

My Story in My Voice: Women of Color and Resistance Writing as Creating Feminist Transformations

Helen Crump, *Minnesota State University, Mankato*

In resistance writing, women of color use "voice" and narrative as tools for encouraging and creating social change, as well as for expressing the need

for it. This paper analyzes how women's voices in and of resistance articulate a feminist intervention in the demands for social justice and equality. Focusing on such women's resistance writing, I explore the experiences and narratives (of gender, race, class, sexual identity, location, politics, etc.) and the (anticipated) impact of the writing on readers as it calls for a response. I ask, "How might the strategies cross lines of difference to prompt "feminist transformation"?"

Moderator:

Marie Anne Cartier, *California State University Northridge*

257. Transformative Activism in the Introductory Women's Studies Classroom

10:50 to 12:05 pm • Level 1: Georgia 4

In this roundtable, undergraduate students will discuss ways in which they have connected theory to practice within and outside of the women's studies classroom. They will discuss their research-informed activism projects as a way to reinvigorate the social movement imperative of women's studies as their projects focus on action and provide an effective method to connect work and knowledge formation within the classroom to work and knowledge formation in the community.

Presenters:

Alessa Garland-Smith, *University of Richmond*

Christine Parker, *University of Richmond*

Tiffani Lewis-Lockhart, *University of Richmond*

Mariah Williams, *University of Richmond*

Moderator:

Holly Blake, *University of Richmond*

258. Passionate Politics: Analyzing Transnational Feminist Human Rights Activism (This session follows film showing of Passionate Politics)

10:50 to 12:05 pm • Level 1: Georgia 5 - AV

This session follows the showing of *Passionate Politics: The Life and Work of Charlotte Bunch*. The roundtable will address the central themes of the film including the meaning(s) of feminism and its relationship to other social movements. These conversations will focus where the film ends—at the creation of a transnational feminist movement. Questions for discussion include: what is the state of transnational feminist organizing today?, how has the movement expanded the terrain of human rights discourse and organizing? and, what are the pros and cons of using the international human rights paradigm and system to achieve gender justice?

Presenters:

Debra J. Liebowitz, *Drew University*

Charlotte Bunch, *Rutgers University, Center for Women's Global Leadership*

Sunila Abeysekera, *INFORM*

259. The World is Tilting on an Uneven Axis: Teaching about Justice when Everything Hurts

10:50 to 12:05 pm • Level 1: Georgia 6 - AV

PARTICIPANTS:

The world is tilting on an uneven axis: Teaching about justice when everything hurts

Becky Thompson, *Simmons College*

While the liberation movements of the last 50 years have ushered in an explosion of information about many forms of oppression, our methods for teaching this material have not caught up with the content. It is as if we

expect students to hold their bodies the same way, have the same emotions, whether they are studying tax law or genocide in the Sudan, whether they are studying calligraphy or renaissance literature. In this presentation, I draw upon an intersectional analysis, knowledge about the body gained through yoga, trauma theory and indigenous methods as well as my lived-experience as a teacher and person to propose a pedagogy that engages the whole student: body, mind and spirit

Reversing Pedagogical Genocide

Marshall Jefferies, *Georgia State University*

Despite the fact that ethnocide is no longer an explicit administrative policy, examination of dominant pedagogies reveals the goal of assimilation implicitly ingrained in the educational system; this system was created to serve the needs of its original attendees, European-American students. Many scholars have proposed the need for a culturally relevant pedagogy that would allow students from underrepresented ethnic and cultural groups to become educated without sacrificing their cultures in the process. Along with other educators, I attempt to reform education with culture in the center through a variety of traditions such as storytelling, community learning, and other culturally-specific methodologies

Power and Popular Education for Women's and Gender Studies as General Ed

Ashley Glassburn Falzetti, *Rutgers University*

Through a desire to disrupt traditional power dynamics, new feminist teachers often go to great lengths to subvert power dynamics in their classrooms. Women's and Gender Studies classrooms are changing as more colleges and universities incorporate WGS classes into their general education curriculum, which may require new reflections on how we approach empowerment in feminist classrooms. Drawing on my community organizing experiences with popular education at the Highlander Research and Education Center, I explore the productive uses of power for feminist empowerment of students from all backgrounds and levels of interest

Moderator:

Diane Sue Harriford, *Vassar College*

260. Crip Theory and/as Feminist Methodology

10:50 to 12:05 pm • Level 1: Georgia 7

PARTICIPANTS:

What's Feminist About Crip Theory Now?

Alison Kafer, *Southwestern University*

Crip theory asks us to extend the richness of disability analysis by not confining the field to those sites that explicitly identify as such. In this speculative essay, I explore the theoretical terrain opened up by reading crip into queer narratives and feminist analyses in which words like 'crip,' 'disability,' and 'illness' never appear. What identifications or practices might such readings make available? What spaces and subjectivities might they open up for use (or abuse)? How can crip methodologies expand our understanding of what it means to do feminist work?

Crip Drag Swan Queen: Two Readings of Darren Aronofsky's Black Swan

Merri Lisa Johnson, *University of South Carolina, Upstate*

This paper uses *Black Swan* to demonstrate the difference between 'feminist disability studies' and 'crip feminism.' The former reveals the psychosocial disability of borderline personality disorder within the figure of the prima ballerina, identifying elements of attachment disorder, sexual abuse history, and self-injurious behaviors, as well as the workaholicism that marks the high-functioning borderline. Such a reading redresses erroneous depictions

and missing discourses of borderline personality disorder in mainstream U.S. media culture. In contrast, the latter apprehends the film as 'crip drag,' defined by excess, parody, diva pride, and the refutation of stigma by embracing all things dark and twisty.

Compulsory Sexuality and Feminist/Crip Resistance in John Cameron Mitchell's Shortbus

Cynthia Barounis, *University of Illinois, Chicago*

Despite the presence of crip vocabularies and icons in John Cameron Mitchell's *Shortbus*, the film ultimately presents a conservative vision of wounds healed and broken bodies made whole. Moreover, the female sexual body plays a curious role in these transformations, as Sophia undergoes extensive (if unconventional) 'therapy' to fix the 'problem' of her non-orgasmic body. By invoking recent scholarship in feminist asexuality studies, I offer a corrective to evaluations of the film as the ultimate queer crip cultural text, considering whether *Shortbus's* unrelenting commitment to sex-positivity perhaps obscures important feminist insights about erotic agency, intimacy, and human fulfillment.

Moderator:

Margaret Price, *Spelman College*

261. Women's Studies and/as Civic Engagement: Research and Recommendations from the NWSA Teagle Foundation Grant Project

10:50 to 12:05 pm • Level 1: Georgia 9

Karen Leong, Catherine Orr, and Theresa White will discuss the results of a two-year National Women's Studies Association project funded with generous support from The Teagle Foundation. Women's Studies has drawn on its activist roots in the women's, civil rights, and student movements of 1960s and 1970s to grapple with the intellectual and practical at work in the context of what is widely known now as "civic engagement," arguably one of the very center pieces of liberal arts learning. The session will address the ways that women's studies can both support and critically engage higher education's mandate to produce more engaged citizens, focusing on highlights from the Teagle Working Group's white paper and suggestions for curriculum design.

Presenters:

Karen J. Leong, *Arizona State University*

Catherine M. Orr, *Beloit College*

Theresa Renee White, *California State University, Northridge*

Moderator:

Allison Kimmich, *National Women's Studies Association*

262. Black Feminist Activism: Challenges and Opportunities for Bridging Academy and Community

10:50 to 12:05 pm • Level 2: Macon

PARTICIPANTS:

The Politics of Education: Community Building and Black Feminist Activism

Shaneshia R. F. Brooks-Tatum, *Atlanta University Center*

In working beyond the boundaries of traditional spaces, activists must learn to bridge the communities with which they are engaged. This paper considers the leadership strategies of three key, southern black women's organizations in the 20th century – the Chautauqua Circle, The Moles, Inc., and the Neighborhood Union – and how they collectively challenged institutional strictures as they helped educate and advocate for black women and children. Then, the paper compares these successful strategies to those utilized by organizers of the Black Women's Life Balance and Wellness Conference

(July 2011) in considering how black feminist activism can challenge walls and boundaries, bridging academy and community.

Dual Citizenship: A Discussion on Positionality when Merging Liberation Spaces with Academic Scholarship

Taylor Imani A. Linear, *University of Illinois, Urbana-Champaign*
SOLHOT, a black women and girls' space celebrating black girlhood, is rooted in bi-directional learning relationships, critical frameworks, and transformative perspectives. This presentation positions SOLHOT (Saving Our Lives, Hearing Our Truths) within the discourse of Black Feminist Theory and integrates that theory into how SOLHOT operates and is conceived. I discuss the complexities of this work serving as both an academic and a participant of this organization, possessing "dual citizenship." Finally, I focus on merging the conception of being a women's studies scholar in the academy, with actively promoting, participating, and using such scholarship in a critical space attempting to produce "anti-system" and anti-oppressive ways of existing.

"Save Yourself First": A Guide to Learning and Unlearning Black Feminist Strategies in Nontraditional Spaces

Porshe R. Garner, *University of Illinois, Urbana-Champaign*
Translating formal scholarship that is gained from the University to public spaces that SOLHOT operates in is an ongoing challenge. Since SOLHOT functions as a loosely structured space that calls on participants to "save themselves first" instead of trying to save others, this adds additional difficulty to our process. This paper explores effective frameworks for balancing structure and freedom within a nontraditional educational and performance space.

Hear Your Voice, Own Your Shine: Black Girls Expressing Self through Performance

Desiree "Dee" McMillion, *University of Illinois at Urbana-Champaign*
SOLHOT defines celebration as, an ideal that encourages feelings of self-love, mind-body connection, peer support, physical activity, and listening and creating connections between girls and women, (Brown, 2005, p. 92). In this process, applying our own principles to the actions of the girls limits our perspective of what it means to celebrate black girlhood by their own insights. This paper recognizes the power of expression through performance by Black girls which permits them to willfully share and present their experiences with those within and outside of nontraditional educational spaces—allowing all to hear their voices, thus owning their shine.

Moderator:

Shaneshia R. F. Brooks-Tatum, *Atlanta University Center*

263. Maternal Identity and Agency: 3 Performances

10:50 to 12:05 pm • Level 2: Savannah 1

PARTICIPANTS:

'Conscious' Mothering as Our Fragmented Selves

Andrea Doyle, *Oregon State University*

Bell hooks (Talking Back) describes how a public/private split functions to keep painful and oppressive experiences hidden in our private lives. Her call to be "publicly private" overlaps how maternal narratives have sought to challenge hegemonic constructions of experience, identity, and knowledge of mothering over recent decades. The purpose of this narrative performance is to portray the complexities of a fragmented practice of mothering. The content of this autobiographical performance demonstrates the act of mothering as "performance," illustrating the nuances of mothering with disconnected emotions and embodiment at times of pain.

It Gets Harder, It Gets Easier: Evolutions in Maternal & Personal Agency

Amber E. Kinser, *East Tennessee State University*

This performance explores the ways in which maternal identity emerges out of interaction with other persons and social systems, and highlights the ways in which such external sources create tensions that are both necessary to and problematic for maternal identity, authority, and agency. The piece functions as a text of resistance that not only pushes against normative expectations about maternal emotion, but also gives voice to women's/a woman's experienced point of view. In this way it moves maternal dialogue beyond mainstream pronatalist discussions and beyond abstract feminist critiques of motherhood-as-institution.

Mother's Courage

Kryn Freehling-Burton, *Oregon State University*

This piece is based on an oral history project that seeks to explore answers to the question "What would your mother say is the bravest thing she's ever done?" Specifically, the performance examines the intersecting themes of travel/migration and motherhood, embodying mothers' lived experiences of traveling across great distance alone while pregnant or accompanied only by small children. This piece gives voice to mothers' tenacity and courage.

Moderator:

Denise L. Schultz, *University of Massachusetts, Dartmouth*

264. Conflictive Encounters, Epistemic Alterity, and Resister Identities in National and Transnational Contexts."

10:50 to 12:05 pm • Level 2: Savannah 2

PARTICIPANTS:

We Are Not Disposable: People with Psychosocial Disabilities Claiming Epistemic Authority

Carol J. Moeller, *Moravian College*

Using Lorde, Siebers, and Minnich, I ask how voices of those deemed "crazy" can testify and claim epistemic authority, even to themselves and to those in solidarity with them... What if "knowledge of the world's cruelty" is more likely to leave one to appear lacking in mental health than to illuminate the intricate and illusory social practices of 'rational' thought?

Cross-Cultural Communication and the Embodied Speaker in American Indian Women's Autobiographies

Kay Ann Yandell, *University of Wisconsin*

This paper examines American Indian Women's autobiographies given in Indian Sign Language. Sign-talk functions as a set of enactments of indigenous feminist relationships and interactions that develop between tribal people, animals and lands within and among tribal nations as well as across colonial divides. As a resister strategy, sign-talk offers new possibilities for understanding American Indian women's positioning within the public sphere.

American Encounters: Coloniality, Epistemic Alterity and Resister Identities in Latina and Caribbean Travel and Migration Narratives

Laura Gillman, *Virginia Tech*

This paper explores the epistemic status of identities as these shift through an individual's face-to-face encounters with others within different spatial economies, due to travel and/or migration. Using examples from Latina and Caribbean narrative, I show how cross-cultural encounters are shaped by pre-existing bodily scripts, as well as the ideational complexes or 'narratives' that remap power relations on the identities of the interlocutors. While such rescriptings impose a dominant model of knowledge production, it is possible for the subaltern speaker to take a resister stance.

Moderator:

Nancy Gillman, *Virginia Tech*

265. Creating an Intersectional Dialogue Between Feminist and Queer Theories

10:50 to 12:05 pm • Level 2: Savannah 3

PARTICIPANTS:

Sexual Citizenship and Reproductive Rights: Moving Beyond the Neoliberal Framing

Nancy A Naples, *University of Connecticut*

This presentation explores the limits and possibilities of sexual citizenship and reproductive rights discourses as it constructs the rights of sexual minorities and women in different locations. This presentation focuses on one particular sexual citizenship claim, namely, access to surrogacy for the purposes of achieving parental rights for same-sex couples.

Crossing borders, Blurring Boundaries: Producing and Erasing Native American Women as Sexual, as Citizens, and as Humans

Barbara Gurr, *University of Connecticut*

This paper examines effects of liberal human rights claims on Native women's fundamental right to reproductive health. I use extensive documentary analysis and ethnographic interviews with Native American women from Pine Ridge Indian Reservation in South Dakota, Native health activists, and Native and non-Native care providers to interrogate opposing productions of "Indian women" that contour Native women's access to reproductive healthcare. Utilizing a reproductive justice framework which centralizes intersectional experiences, multiple discourses which define Native women's identities produce a "double discourse" of care from which certain bodies are excluded, and other bodies are managed in racialized, classed, and sexed ways.

Queer and Gender Identity Performances by Latinas: The Trans-Border Spaces of Labor, Life and Love

Lorena Munoz, *Westfield State College*

Street vending in LA is reconfigured, organized, and supported through daily practices of Mexican and Central American immigrant women street vendors. Latina immigrants recreate cultural landscapes while constantly reinventing and reconfiguring vending practices, and simultaneously performing and negotiating gendered and queer identities. Queer Latina immigrant vendors negotiate their queer and gendered identities differently across spaces in the city, creating a different place within each space. Latina immigrant vendors' spatial performance helps us understand Latino immigrant street-vending practices and the production of immigrant vending spaces as not only gendered but also queer.

Moderator:

Nancy A Naples, *University of Connecticut*

266. Constructing the "New Asian Woman" in Singapore and Malaysia

10:50 to 12:05 pm • Level 2: Valdosta

PARTICIPANTS:

Schooling Diaspora: Female Education and the Overseas Chinese in British Malaya and Singapore, 1900s-1950s

Karen M Teoh, *Stonehill College*

This paper explores how English- and Chinese-language girls' schools in early twentieth-century British Malaya and Singapore helped to create new, hybrid notions of modernization and ethno-national belonging among over-

seas Chinese women. These schools offered new opportunities for women to envision and participate in transnational networks across Asia. They generated models for Chinese female modernity in the diaspora that both drew upon and collided with existing models from not only the colonial West, but also from China and Japan. In so doing, these institutions – established by, for and about women – at once co-opted, undermined, and were subsumed by nationalist narratives.

Stubborn Malaysian Bodies: The "Rubber Estate Girl" in Preeta Samarasan's 'Evening is the Whole Day'

Dashini Jeyathurai, *University of Michigan*

This paper investigates the specter of the rubber plantation, and, crucially the figure of the "rubber estate girl" as imagined by contemporary Malaysian-Tamil authors in English, in particular, Preeta Samarasan's *Evening is the Whole Day* (2008). From the olfactory intrusiveness of her hair that reeks of coconut oil to her gaudily colored fingernails, the Malaysian "rubber estate girls" body is imagined as unruly and excessive. This particularly gendered, racialized and classed body induces a palpable anxiety for upper-class Tamil-Malaysians in her capacity to draw attention to the persistent detritus of British colonialism and the subsequent failures of decolonization.

Producing the Modern Oriental Woman: Singapore Chinese Anglophone Literature and Tan Hwee Hwee's Mammon Inc.

Adeline Koh, *Richard Stockton College*

This presentation focuses on the "Oriental Woman" figure in the Singaporean writer Tan Hwee Hwee's *Mammon, Inc* (2003). At the end of Orientalism, Edward Said declared: "the modern Orient, in short, participates in its own Orientalizing." Through an exploration of how both "Oriental" and "Western" cultures are essentialized in the novel, this paper will show that the "modern Orient" does not merely participate in its own Orientalization, but is active in producing it. In so doing, the paper explores larger questions of cultural hybridity and neo-colonialism in constructions of modern Asian femininity.

Digitizing Feminism in Singapore and Malaysia

Sviatlana Fenichel, *Richard Stockton College*

Moderator:

Frieda Ekotto, *University of Michigan*

267. Posters - Saturday

12:00 to 1:15 pm • Level 1: Poster Area

PARTICIPANTS:

Marla is a Man!: Chuck Palahniuk's Fight Club as a Challenge to Social Constructions of Gender

marilee drel shaw, *California State University, Stanislaus*

Using a deconstructive approach to Palahniuk's *Fight Club* allows the understanding of Marla as a statement on masculinities. In *Fight Club* gender as a structure is without center and unable to exist in a traditional sense. There is a necessity for freeplay, and furthermore there is a complication of the structure to such a degree that gender cannot be understood as a logical binary pairing of sex and gender. Through the deconstructive approach *Fight Club* becomes not a statement on the return to traditional masculinities but calls for the acceptance of blurred identities.

Not My Will, but Yours be Done: Feminism and the Christian Patriarchy Movement

Sarah Jane Ervin, *Grinnell College*

My research analyzes the contentious role of feminism in the Christian patriarchy movement, an Evangelical cultural phenomena that calls for a

return to "patriocentrist" family structure. While many of the subscribers to "biblical womanhood" are explicitly anti-feminist, others are re-constructing feminism in a "separate but equal" framework that is doing ideological work both within the patriarchy movement and in the broader culture of the religious right.

Performative Mothering: Care, Intersubjectivity, and Love in Miyazaki Films

Matthew Ray Stewart, *Simmons College*

I creatively explore the ethical significances, embodiments, and narratives of mothering and intersubjectivity in the acclaimed Japanese films of Hayao Miyazaki. As each of Miyazaki's films illustrate subthemes of mothering, intersubjectivity, and care, I address those performative embodiments of maternity to demonstrate that mothering is an irreducible process spanning space, time, identity, and corporeality. Following philosophical figures such as Levinas, Irigaray, and Butler, I emphasize how multiple identities become sites for embodying ethical processes of maternity and care 'for-the-other.'

Politicizing the Personal: PostSecret Feminist Activism

Jennifer Lynn Motter, *Penn State University*

The purpose of this action research is to help disenfranchised women to understand, envision, and change their oppressive situations and develop a sense of empowerment (Lather, 1986) by politicizing their personal (Hanisch, 1969) via public display of activist art and critical online social network participation. My goal is for study participants to learn how to strategically use Web 2.0 skills and develop a greater sense of agency in virtual space that leads them to choose positive life paths. With study participants, I hope to use art to raise awareness of women's oppressive experiences in an effort to stop gender-based violence/hatred.

Representing the Self as "Other": Poetry as Aesthetic Constructions of Womanhood and Sexuality

Tammie Rochelle Jenkins, *Louisiana State University*

I use poetry from the Black Arts Movement produced by women such as Nikki Giovanni, Sonia Sanchez, Gwendolyn Brooks, & Mari Evans to explore the construction of womanhood and sexuality. I analyze the work of these poets to reveal the way that aesthetics are being used to deconstruct these social expectations, while providing counter-narratives to challenge these dominant discourses.

"Self-Selected Sterilization: New Dimensions to the Reproductive Choice Discourse"

Jessica Weaver, *Old Dominion University*

The current discourse surrounding reproductive choice is lacking a vital conversation. Self-selected sterilization, a controversial and often ignored topic, must be added to the current debate in order for women to gain complete control over their reproduction. The goal of this presentation is to analyze reasons behind the opposition to self-selected sterilization and illustrate with personal narratives why such an option is crucial to feminist politics.

The Feminization of Higher Education Consumption: Transitional Experiences of Mason's Female Doctoral Students

Marisa Allison, *George Mason University*

This poster examines the ways in which female doctoral students, who now comprise more than 50% of all doctoral candidates, experience graduate school and develop professional identities in an academe that remains male dominated (fewer than 25% of all full professors are women). The conclusion is that the institution views female graduate students as consumers rather than producers of knowledge, thus extending and complicating our understanding of the status of women in the academe.

Substrate Matters: Feminist Theory and Practice Responding to Transhumanism

Amy Michelle DeBaets, *Emory University*

This paper will examine critical and constructive feminist responses to the contemporary transhumanist movement, which has sought human perfectibility largely through the rejection of human bodies and the uncritical adoption of a concept of inevitable evolutionary 'progress' toward technological / posthuman intelligence. Feminist responses are importantly critical of these underlying assumptions, but also constructive in examining the possibilities and limits of human self-transformation.

The True Memoirs of a Geisha: Deconstructing Modern Misconceptions of Japan's (In)famous Geisha

Rose Buchanan, *Appalachian State University*

One of the most common Western misconceptions of Japanese culture is the impression that geisha are high-class prostitutes. In fact, however, geisha are incredibly skilled women devoted to the traditional Japanese arts of dance and music. This paper will thus examine how such a serious misconception arose, focusing particularly on the historical role of geisha in Japanese society and the effects of the American occupation of Japan on the geisha's international image. It will also discuss how geisha use their artistic talents to preserve traditional Japanese culture while promoting female equality at the same time.

Third-Wave French Feminism? : Populist Feminist Writings in the 2000s

Michele A. Schaal, *Indiana University, Bloomington*

In the 2000s, France saw a renewed interest in feminist discourse. Organizations such as Osez le féminisme! (Dare to be feminist) were created and young women authors such as Virginie Despentes, Ovidie, Wendy Delorme or Joy Sorman published essays on the matter. Whether stated explicitly or not, all seem strongly influenced by American gender and queer theories, or even by Third-wave feminism. I explore the implications and drawbacks of these French populist feminist discourses: their denunciation of lingering sex/gender discrepancies, their claiming of concepts such as intersectionality, hybridity, and gender performance, as well as their problematic relationship to former feminisms.

This is What an Anti-Racist Feminist Looks Like: The (Im)possibility of Feminist Transformations

Corie Hardy, *Arizona State University*

Although feminists and women's studies scholars have been grappling with issues of identity and authority arguably since the field's inception, this paper suggests that our continued preoccupation with identity politics severely constrains the possibilities for feminist transformations in the academy. As an anti-racist feminist who speaks from a position of skin privilege, I draw on numerous examples of the policing of my own (and of others') research and teaching interests to suggest the importance of incorporating queer theories and methodologies in order to destabilize the expectations of particular identity categories within feminist research and teaching.

Toward a Womanist Theatre: A Critical Analysis of the Black Feminist Theatre Aesthetic in Our Liberated Justice

Asantewa Sunni-Ali, *Arizona State University*

Historically, community was always at the center of African theatre performance, offering a space for resolving conflict and ancestral remembrance. While theatre inevitably transformed during the MAAFA and slavery, the community uplift principle survived. Black women playwrights in particular have ensured it's survival through creating performance pieces that reflex-

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Transforming Through

Erin Christ
Both femin
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Visualizing Art

Jill Elizabeth
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rely evaluate their life experiences. Subsequently, plays of this type have been situated under the rubric of a black feminist theatre aesthetic. Through an analysis of my play, *Our Liberated Justice*, I demonstrate that although written from the perspective of a Black woman, the explication moves beyond principles of a black feminist aesthetic.

Transforming the Faces of Feminism, Learning Feminism Through Film

Erin Christine Tobin, *New York University*

Both feminist and non-feminist scholars continue to debate the current status of feminism, the effects of its achievements, and its current role in contemporary society. This poster examines how various contemporary filmmakers portray feminism and work to transform the image of feminism to appeal to their specific audiences.

Visualizing Theory: Inviting Students to Transform Through Art

Jill Elizabeth Eichhorn, *Austin Peay State University*; Barbara Lee Gray, *Austin Peay State University*

This poster session exhibits student work assigned by instructors who lead students to practices deconstructing the body/mind dualism that shapes the academic enterprise. Artistic expression invites students to bring symbolic and emotional dimensions to knowledge production, privileging the process of learning over producing a product. By privileging the learning process, students subvert the body-mind dualism that subordinates their experience as women.

Voices, Bodies and Writing: Taking Back Our Tools

Lydia M McDermott, *Ohio University*

"Voice" as a metaphor is a common, yet contested, theme in both Women's Studies classes and Composition and Rhetoric classes. "Voice" can sound dangerously essentialist, however bell hooks calls "coming to voice" an "act of resistance" for those of us who have historically been silenced or ignored. I argue that we need to acknowledge the political roots of the metaphor of voice in composition and feminism in order to construct a feminist composition pedagogy that utilizes voice for explicitly political and rhetorical purposes and resists the generic notions of a single literary voice or an authentic voice in writing.

Who is Right? Black Feminist Forming and Transforming Agency

Maria D. Davidson, *University of Oklahoma*

I explore the divide between traditional Black feminist and young Black women. I hope to find some common ground on which to construct a new Black Feminist framework that incorporates the best aspects of both theoretical positions. To retain its relevance, Black Feminism must enter into dialogue with this current generation and their actions, philosophy, their feelings about sexuality, gender-roles, pimpin, etc.

Connections for Transformation: Connecting Feminist Research Methods with Critical Race Theory

Christine Hernandez, *George Mason University*

This poster employs feminist methods and critical race theory to interrogate the role that history/heritage months have on the climate on university campuses. For example, the research raises questions about the role of history/heritage months on the collective identity of the campus, the collective identity of marginalized groups, and the overall campus climate. The conclusions suggest that whereas history/heritage months may contribute to a positive collective identity for marginalized groups, there are environmental effects that limit the overall impact on the wider campus climate.

The Scarlet Letter as Torture Discourse: Physical Manifestations of Power in Bodies

Madelaine Scott Davis, *University of North Carolina at Greensboro*

Concepts of torture discourse, particularly in relation to law, have become key elements of much of 21st century feminist and Women's Studies academic discourse. By analyzing Nathaniel Hawthorne's *The Scarlet Letter*, this paper discusses the ways in which heterotopic spatiality, legality, and torture are framed not only through the narrative, but also through the temporal changes from the Puritan era in which the novel takes place, to the Romantic period in which the work was written.

268. Trans Caucus

12:05 to 12:55 pm • Level 1: Georgia 01

Trans Caucus Business Meeting All those align themselves within trans, genderqueer, gender-variant identities, communities, and politics are warmly invited to attend the annual meeting of the NWSA Trans Caucus.

Participants:

Joelle Ruby Ryan, *University of New Hampshire*
Reese C. Kelly, *State University of New York, Albany*

269. Lunchtime Training with Somos Georgia/We Are Georgia Organizers (Saturday)

12:05 to 12:55 pm • Level 2: Valdosta

270. Black Women, How Do We Know What We Know? Ethics, Interdisciplinarity and Black Feminist Epistemology

12:55 to 2:10 pm • Level 1: Atlanta 1 - AV

PARTICIPANTS:

Crippling the Jezebel

Lisa Johnson, *University of South Carolina, Upstate*

In response to calls to integrate ability/disability into intersectional analyses (Garland-Thomson 2002), to expand feminist disability studies to include minds as well as bodies (Nicki 2001), and to put critical race theory in dialogue with feminist disability studies (Mollow 2006), this paper applies the emerging field of 'crip theory' (Sandahl 2003; McRuer 2004) to the adultery plot in Toni Morrison's novel, *Sula*, to reveal a dimension of psychosocial disability in the stereotypical figure of the Jezebel. Following Barbara Smith's assertion that *Sula* contains an unmarked lesbian narrative, I propose that the novel contains an unmarked narrative of borderline personality disorder.

Towards a Sistah Scholar Ethics: Black Women Studying Ourselves

Wendy Smooth, *The Ohio State University*

From field interviews to full ethnographies, interviewer effects, establishing trust, and protecting the identities of research participants all weigh heavily in our research considerations. But, how are these issues further complicated when the researcher and her participants share similar backgrounds and social locations? As black women studying black women, these concerns figure prominently in deciding the levels and types of information to disclose in establishing how you have come to know what you know. How do we reconcile the research imperatives of transparency while exercising a code of ethics that is attentive to the intimacies that can be produced through black women's shared conversations? In this paper, I explore these methodological and research ethics questions when we as black women study ourselves.

Intersectionality and the Current Crisis of the Black Female/ Feminist Political Scientists

Nikol Alexander-Floyd, *Rutgers University*

This work examines the recent literature on intersectionality in political science in light of what duCille describes as the crisis of Black female intellectuals. It assesses the substantive foci and methods of this work, detailing the extent to which it centers on Black women as political subjects and Black gender politics in particular and race/gender more generally. It assesses the emphasis on intersectionality as a case study in the transformation of disciplines, and provides a comparative analysis of Black feminist scholarly developments in sister disciplines, such as sociology and history. It argues, as well, for an interpretive methodology in the pursuit of intersectionality research.

Moderator:

Julia S. Jordan-Zachery, *Providence College*

271. Girls Social Identities (Re)Created

12:55 to 2:10 pm • Level 1: Atlanta 2 - AV

PARTICIPANTS:

Indigenous Girls: Raising the Grandmothers of the Next Generation

Patricia M. Clarke, *Athabasca University*

Traditional Indigenous philosophy places women in the central role of community leader and bearer of future generations. Indigenous women educate girls so they can carry on building the nations of the future. Indigenous feminisms naturally encapsulate girls' studies and views girls and everything tied to them as vital to their own survival and their cultural survival. As teachers, healers and nurturers, Indigenous women actively influence girls in their communities and are conversely influenced by the girls in their communities through mutual engendered critical consciousness. They use formal and non-formal education processes and serve as role models to each other. Not only are they transforming their communities, they are forcing the feminist academy to re-examine itself and its knowledge systems.

"No Tan Buena Niña" - Not Such a Good Girl After All

Bianca L. Guzman, *California State University, Los Angeles*

When I think about the title it immediately makes me think of girls with a rebellious spirit. These girls do not conform to the ways society dictates their lives ought to be they are warriors. In Spanish the word "warrior" is "guerrera." So how do young Latina girls form a guerrera spirit? How do these girls who are often seen as disposable in mainstream US culture survive the hostile environments in which they live? In my presentation I will develop this theme further to discuss how the learning of cultural history provides a context for the development of strong guerreras

After To Kill a Mockingbird: Tomboyism and Multi-Ethnic Girlhood in Contemporary Children's/Young Adult Literature

Kristen Proehl, *Clemson University*

July 11, 2010, marked the fiftieth anniversary of the publication of Harper Lee's now classic Civil Rights novel and tomboy narrative, *To Kill a Mockingbird* (1960). In the years since its publication, narratives of tomboyism and race have continued to capture the literary imaginations of American audiences. Covering texts ranging from Mary Hoffman's *Amazing Grace* series to Jacqueline Woodson's YA novels, my current research explores the evolution of multi-ethnic narratives of gender-bending girlhood since the publication of *To Kill a Mockingbird*. Using a variety of theoretical lenses, including feminist and queer theory, the history of childhood, critical race

theory, and cultural studies methodologies, I will discuss how juxtapositions of tomboyism, race, and social criticism have developed over the past fifty years in children's and adolescent literature. My contribution to the roundtable will emerge from my research on a final chapter of a book-in-progress, titled *Battling Girlhood: Sympathy, Race, and the Tomboy Narrative in American Literature*.

Moderator:

Lisa Covington, *Clarion University of Pennsylvania*

272. Invoking Feminism, Fostering Resistance, Creating Legacies: Youth Cultures, Education, and Institutional Change

12:55 to 2:10 pm • Level 1: Atlanta 3 - AV

PARTICIPANTS:

Fierce and Fabulous Feminist Teens: Reading Theory, Doing Activism

Ileana Jimenez, *Little Red School House & Elisabeth Irwin High School (LREI)*

This presentation highlights various practices that young feminists—both girls and boys—have implemented to voice their leadership on pressing issues relevant to them, such as blogging at the SPARK Summit about the media's sexualization of girls, working against the commercial sexual exploitation of children with GEMS (Girls Educational and Mentoring Services), testifying at a street harassment council hearing with Hollaback, and speaking out as male feminist allies at TEDxYouth—all done within a high school course on feminism. Merging theory with practice, these students use feminist praxis as an urgent vehicle for social change.

Black Rebel Teacher: Feminist Consciousness and the Shifting of Identities in High School Classrooms

Stephanie Troutman, *Berea College*

As a feminist high school educator, my classrooms were sites of controversies within the mainstream public school at which I taught. In this paper/presentation I reflect on the feminist pedagogical choices that caused me to be labeled a 'rebel' at my school. As a young, black woman I was unaware of my own visibility in the predominantly white setting in which I worked. This paper also uses auto-ethnography to situate how a white, feminist teacher (whom I had as a high school student) influenced me in ways that enabled me to establish my own classrooms as feminist spaces.

On My Honor I Will Try: An Open Correspondence to the Girl Scouts of the USA...

Anya Wallace, *Freelance Artist/Educator/Mentor*

Emphasizing the diverse elements that contribute to self-image in women and girls of color, this inquiry focuses on the assimilation of black youth into mainstream institutions. This paper relies on the importance of feminist/black feminist studies and theoretical paradigms in out-of-school pedagogies to highlight context-specific youth of color experiences. In the form of an "open letter" to the Girl Scouts of the USA, this commentary and brief photographic journey documents a group of black girls growing up in the "contemporary" South while challenging the Girl Scout institution on racism and the effective engagement of girls and women of color.

Moderator:

Katherine Johnson, *The Pennsylvania State University*

273. Fatness, Gender and Visual Culture: Reflections on the Power and Potential of Representation to Disrupt Systems of Oppression

12:55 to 2:10 pm • Level 1: Atlanta 4 - AV

PARTICIPANTS:

Untamable: Gender, Technology and the Politics of Excess in Children's Animated Film

Johnanna Joy Ganz, *Bowling Green State University*
Recent animated children's films such as *Wall*E* and *Cloudy with a Chance of Meatballs* depict anxiety over issues of excess as well as the threat of technology unchecked. In each film, the resultant consequence of both becomes fatness, which debilitates those who consume without caution. Avaricious ambitions and untamed desires ultimately lead to the utter destruction of one's sense of self, relationships but also, the very Earth. Each film presents overt messages that reinforce negative beliefs about fatness and desire as well as providing social scripts of gendered behaviors that serve to reinforce binary systems. Using a comparative analysis coupled with gender theory and critical fat studies scholarship, I attempt to address both the overt and covert assumptions, messages, and "threats" to ordered binaries within the films. Finally, I examine the relationships between cultural producers, cultural object, and audiences by investigating the intersecting depictions of gender, fatness, and technology. This particular paper is relevant to the theme/topics because it specifically addresses the production, regulation and depiction of not only fatness but also gender in contemporary media. Through bringing cultural messages to surface I hope to open up further investigation into the fat bias present within many children's films, which serve to perpetuate negative associations with fatness.

Stretching the Small Screen: Creative Interventions for Fat and Other Marginalized Characters on *Huge* and *The Great State of Georgia*

Jennifer Lynn Jones, *Indiana University, Bloomington*
Producers of ABC Family shows *Huge* and *The Great State of Georgia* have designed their series to feature fat and other typically marginalized characters in a demonstration of intersectionality and potential coalition-building. This paper will thus examine creative interventions for fat characters by the producers of these shows, through their statements, reviews of their series, and presentations of their characters, to see how their efforts to disrupt conventional portrayals of fat characters and other stigmatized identities ultimately translate to the small screen and beyond.

The Power of the Fat Female Body: Resisting the Expansion of Patriarchy's Feminine Aesthetic in Favor of True Revolution

Lindsey Issow Averill, *Florida Atlantic University & Keiser University*
My talk was inspired by an article in the November 2009 issue of *Glamour* magazine entitled "Oh. Wow. These Bodies are Beautiful." The article, looked to prove plus-size models equal in Beauty to their super-thin counterparts, questioned the beauty/fashion industry's obsession with thinness and announced *Glamour* magazine's pledge to start the "body confidence ... revolution" (Field 241). Despite its intentions, the article and corresponding images continued the tradition of objectifying the female body – only in this case the object of the male gaze was a collection of plus-sized models. What *Glamour* magazine and other pro-plus-size artists and media are selling as body-positive diversity is the disguised perpetuation of female bodily oppression and female objectification. The key to fat female empowerment is not being ushered into the world of objectification but rather acceptance of the body as source of endless strength, clout, sexuality and plentiful joy.

Moderator:

Sheana Director, *Bowling Green State University*

274. Off the Beaten Path: Documenting Lesbian Land Communities in the Pacific Northwest

12:55 to 2:10 pm • Level 1: Atlanta 5 - AV

This roundtable presentation focuses on lesbian lands in Oregon, and on current research to document and preserve the history of these women's communities, founded in the mid-1970s and continuing to provide sanctuary and empowerment for women. Two student researchers, an archivist and documentary filmmaker, two long-time lesbian land residents, and a university manuscripts librarian will discuss these enclaves of lesbian-feminist culture, with their evolving patterns of community life, land ownership, livelihood, country living skills, spiritual practice, and creative expression. Research methodologies critical to this scholarship include oral interviews, site visits, and archival study.

Presenters:

Bethroot Gwynn, *We'Moon*
Linda Long, *Manuscripts Librarian University of Oregon*
H. Ní Aódaí, *Umpqua Community College*
Lesley Pollard, *University of Oregon*
Francoise Flamant, *Archives du Feminisme*

Moderator:

Bethroot Gwynn, *We'Moon*

275. Authors Meet Critics: Spiritual Mestizaje: Religion, Gender, Race and Nation in Contemporary Chicana Narrative

12:55 to 2:10 pm • Level 2: Augusta

In this volume, Delgadillo contends that spiritual mestizaje is central to Anzaldúa's life and thought, and that it provides a critical framework for interpreting contemporary Chicana narratives. Defining spiritual mestizaje as a transformative process involving a radical, sustained critique of oppression, and a renewed engagement with the sacred, Delgadillo analyzes the concept in Anzaldúa's work and in relation to existing theologies and theories of oppressions. Reading contemporary Chicana narratives, she critically examines the literary and visual technologies through which Chicana novels and documentary films engage spiritual mestizaje. In powerful cultural critiques, Chicanas offers alternative visions of spirituality as they challenge normative categories of gender, sexuality, nation, and race. Well-known scholars and critics of Women's Studies, Chicano/a Studies and Religious Studies will discuss this volume in light of debate and research in these three fields.

Presenters:

Theresa Delgadillo, *The Ohio State University*
Luis Leon, *University of Denver*
Che N.J. Sandoval, *University of California, Santa Barbara*
AnaLouise Keating, *Texas Woman's University*

276. Law and Public Policy Interest Group

12:55 to 2:10 pm • Level 1: Georgia 01

Law and Public Policy Interest Group Business Meeting

Participant:

Carrie N. Baker, *Berry College*

277. What's In a Name? WS, and Race and Ethnic Studies at U Conn

12:55 to 2:10 pm • Level 1: Georgia 10

The attempted merger of Asian American, African American, Puerto Rican and Latino/a Studies and WS at UConn is a site to explore the politics of capital's restructuring and its effects on feminist solidarities within the academy. In particular, such restructuring raises historical questions about possibilities and limits of contemporary feminist insights to transform academic structures; impact on our educational and activist mission contradictions and conflicts between our feminist commitments and practice; and how racism functions in these efforts. Faculty and students reflect on these questions and (re)turn to the difficulty of naming feminist studies and its multiple axes of power.

Presenters:

Michael Gill, *University of Connecticut*
Vanessa L. Lovelace, *University of Connecticut*
Nancy A Naples, *University of Connecticut*
Heather M. Turcotte, *University of Connecticut*

Moderator:Manisha K. Desai, *University of Connecticut***278. Interrogating the Feminist Toolbox: Subverting the Master's Tools?**

12:55 to 2:10 pm • Level 1: Georgia 11

PARTICIPANTS:**Mastering the Methods: Investigating the Performance of Black Queer Feminist Pedagogies**Michelle (Mel) Lewis, *University of Maryland, College Park*

Black queer studies and Black feminist thought fashion a space for the "pedagogical body" to function as "text" in the classroom. This paper examines two methods of inquiry, education self study and multiple case studies, and interrogates the methodological benefits and pitfalls of a research project that explores the practices and experiences of Black queer feminist pedagogues. This paper will also address how these methods explicate the ways in which self-disclosure, reflexivity, and readings of the textual body are used as intentional elements of the pedagogical project.

Exploring the Lives of Black, Deaf Women: Feminist Disability Theory and Critical Race FeminismLissa Denielle Place, *Iowa State University*

How can we better understand the experiences of those whom are at the margins of the marginalized? Transforming our understanding of intersectionality, in this paper, I focus on the experiences of Black d/Deaf women and their journeys to find holistic identities and voice within the margins. Drawing on Feminist Disability Theory and Feminist Critical Race Theory, I use spoken word and American Sign Language to highlight the challenges d/Deaf Black women face trying to embrace their specific identities and navigate issues of racism, sexism, and audism.

Finding Our Way Back to Vision: Using the Master's Tools to Restore Dimension to "Same-Sex Marriage"Robyn Epstein, *University of Maryland, College Park*

Somewhere we lost the question: why does same-sex marriage represent equality? This question and the limitless dimensions of queer imagination (and love) that fall outside the scope of mainstream conversations remain common in the logics of queer people. Drawing on a study that employs feminist sociological method, this paper analyzes the application of standpoint epistemology in exploring the role of marriage in the lives of

queer women. In this work, I critique the successes and limitations of using qualitative interviewing to reestablish history and queer perspective in the politics of same-sex marriage.

Where is Home?: A Feminist EthnodramaKathleen Erin Gillon, *Iowa State University*; Lissa Denielle Place, *Iowa State University*

How can ethnodrama bring feminist research to life? Through the performance of an ethnodrama that intertwines experiences, stories, and reflection, we engage with our journey through graduate education with a focus on academic socialization. With the use of ethnodrama, we center voice over statistics, artistic expression over facts, and accessibility over intellectual elitism, creating a living research document.

Moderator:Nana Osei-Kofi, *Iowa State University***279. Practicing Theory, Theorizing Practice: Making Women's Studies Relevant to Campus and Community**

12:55 to 2:10 pm • Level 1: Georgia 12

This roundtable will feature undergraduates who are part of the WILL program at the University of Richmond. They will discuss ways in which their work both in and out of the classroom creates a transformative learning environment in which community is envisioned beyond the campus and learning is as important outside of the classroom as it is inside.

Presenters:

Rose Ann Gutierrez, *University of Richmond*
Emily Bartle, *University of Richmond*
Carmen L. Wicker, *University of Richmond*

Moderator:Melissa Ooten, *University of Richmond***280. Rebels with Causes and Everyday Activists: Real-World Activism in the Women's Studies Classroom**

12:55 to 2:10 pm • Level 1: Georgia 13

In this roundtable discussion, we will talk about strategies for transforming the theoretical into the experiential by requiring student activism projects in Women's Studies courses. The presenters will discuss how they have built activism into their Women's Studies classes, from the highly-structured framework of Service Learning at women's shelters, to a technology-based college-high school partnership, to projects developed organically out of students' everyday lives. While not every project achieves the same level of success from an activist standpoint, they all prove to be valuable learning experiences for students as individuals and as members of a classroom community.

Presenters:

Karen Cajka, *East Tennessee State University*
Danielle M. Currier, *College of William & Mary*
K.C. Gott, *East Tennessee State University*
Jill MacLeod-Powell, *California Institute for Integrative Studies*

Moderator:Veronica Limeberry, *East Tennessee State University***281. Weaving Art, Politics, and Social Change Across Cultures**

12:55 to 2:10 pm • Level 1: Georgia 2

PARTICIPANTS:

The Social Transformation Under the Bed: The Turkish Trousseau as an Unlikely Index of Change

Ayla Samli, *Wake Forest University*

When brides reject handmade textiles in favor of mass-produced home furnishings they employ new means for materializing their futures. Vital to women's marriage preparations in Turkey, the trousseau envelops critical transformation. This paper explores the hesitance of feminists to analyze these mundane household items as manifestations of desire, and it considers how consumption replaces craft for young women actively engaged in transforming love and marital equality. This paper explores the domestic arts, not high art, as meaningful indexes for social change.

Penelope and Her Sisters: Weaving Tradition and Modernity in Transnational Italian Settings

Wanda Balzano, *Wake Forest University*

From a feminist cultural studies perspective, I will analyze how Southern Italian immigrant women brought the art of embroidering with them and both transformed their role in the new society and promoted a mutual engagement between transnational communities. Their creative expressions also counteracted forms of inequality within society and family. They proved that the premodern and modern can exist together within feminist values, not only in material conditions but in philosophy and outlook. Employing the "minor" cultural value attributed to the "corredo" (hope chest), they importantly bridged cultural and local ideas of "home" with the global theories of cultural production.

Poetry Networks: Subjugated Knowledges, Cultural Politics, and the Writings of Sri Lanka's Global Garment Workers

Indya Hewamanne, *Wake Forest University*

This paper focuses on garment workers' poetry published in NGO magazines and written in their private journals. It analyzes how they express oppositional consciousness and resistance to global cultural flows and the dominant culture while managing respectability and gender and working-class identities. A focus on subaltern creative expression fills a gap in critical knowledge of how globalization affects marginalized women. This paper also investigates how networking through poetry can lay the foundation for grassroots forms of transnational solidarity, which may be an important step toward initiating democratic dialogue and concrete action.

Knitting Lessons': Weaving Communities with Yarn and Personal Stories

Mary Dalton, *Wake Forest University*

This talk is going to be based on a documentary which explores the intersections of craft, narrative and communities built around sharing and the common interest in knitting. Structured around knitting lessons, that are broadly analogous to larger life lessons, Knitting Lessons follows yarn shop owner and designer Mary Stowe through a short sequence of basic knitting lessons and also engages elements of her personal narrative along with short stories from regular customers who are part of this knitting community.

Moderator:

Sarah E. Barbour, *Wake Forest University*

32. "Barriers to Internationalizing Women's Studies: Faculty Recruitment and Retention, and Curricular Transformation"

12:55 to 2:10 pm • Level 1: Georgia 3

PARTICIPANTS:

Finding the Other a Home

Pramila Venkateswaran, *Nassau Community College*

A truly transnational feminist praxis in the curriculum is one that current feminist scholars, such as Chandra Mohanty and Jacqui Alexander, advocate. My community college, with its urban/suburban location and its wide ranging student demographic, has been engaged in shifting the academic structures to allow for such a transformative curriculum, despite challenges, such as faculty and administrative engagement. How did we overcome some of the obstacles, what were our discoveries, and what newer questions do we face?

"International Faculty & Women's Studies: Challenges to Retention"

Ines Shaw, *State University of New York, Nassau Community College*

International faculty can contribute to diversity in Women's Studies through views, perspectives and experiences embedded in colonialism, globalization, and (in-)equality in the U.S. and abroad, but they face challenges (Demir-ezen; Andrade) that can affect their retention. What role might perceptions of international faculty play in their retention? How might the realities of working side by side affect the support of international faculty by students, non-international academics, administrators? Such questions will be explored, and suggestions to break down barriers will be proposed.

"Gender inequities."

Betty J. Harris, *University of Oklahoma, Norman*

The protracted global recession has highlighted gender inequities at the domestic and global levels, e.g. differential access to education (Sekhon; Beoku-Betts), the digital divide (Doumato and Posusney), uneven industrialization, environmental destruction, etc. As academics, we must present our research to academic and non-governmental forums to create innovative agendas to combat the negative effects of globalization. We must collaborate with scholars and NGO's in the developing world, create a stronger relationship between theory and practice, expose our students to global studies in the classroom, and encourage them to study abroad, and to create and to work for innovative NGO's.

Moderator:

Ann Burnett, *North Dakota State University*

283. Hands on the Freedom Plow: Women in SNCC (Student Non-Violent Coordinating Committee)

12:55 to 2:10 pm • Level 1: Georgia 4

This roundtable brings together 5 women who worked on the front lines of the Civil Rights Movement as members of the Student Non-Violent Coordinating Committee (SNCC). These women will recount their personal histories of freedom rides, voter registration, sit-ins, arrests, and beatings that were all part of this intense struggle for social change. In addition, they will revisit the debates around the theme of non-violence and self-defense, the role of white women in a black movement, and the call to action for the current times.

Presenters:

Connie Curry, *Emory University*

Delores Derby, *Georgia State University*

Faye Bellamy, *Independent Scholar*

Carolyn Daniels, *Independent Scholar*

Moderator:

Peggy Rivage-Seul, *Berea College*

284. Jewish Studies and Women's Studies: Transnational Transformations

12:55 to 2:10 pm • Level 1: Georgia 5 - AV

PARTICIPANTS:

"Standing at the Gate: Conversations Between Afro-Brazilian Jewish Women and a White U.S.-based Jewish Woman"

Abby Suzanne Gondek, *San Diego State University*

Moacyr Scliar's image of the centaur for Brazilian Jews in the borderlands and Gloria Anzaldúa's imaging of women as "caught in the crossfire" are both transformed by Misty Anderson's exploration of transgressive meanings of the woman centaur. Afro-Brazilian Jewish women I interviewed (2007) are spiritual, religious, sexual, and racial transgressors "caught in the crossfire" between multiple communities and identities who assert agency by breaking barriers surrounding them. This interactive performance reveals the women's determination to be recognized as Jewish despite racism, sexism and classism within Jewish and Afro-Brazilian communities and the effects on myself and other white, Jewish, U.S.-based women.

"Memorial Enactment and Israeli Militarization"

Laini Kasia Kavaloski, *University of Wisconsin- Madison*

Rhetorical analysis of Israeli memorial days--Holocaust Memorial Day, Remembrance Day for the Israeli Defense Force Soldier, and Independence Day--reveals how Israel shapes narratives of patriarchal citizenship and patriotism. Performance elements--sirens, silences, celebrations--create physical and narrative landscapes of Jewish history memorializing death, militarization, and victory. Those falling outside the militarized ideal narrated by the nation-state (women, Muslims, Bedouins, Druze) disrupt this national narrative of memory. A new understanding of rhetorical elements of Jewish history may reshape our engagement with the problems/complications of historiographical inscription rather than with object-subject relationships (the land/territory or the Israeli/Palestinian people themselves).

"U.S. Jewish Women's Spiritual Journeys of Return While Residing in Mexico"

Sharon Leder, *Feminists Against Academic Discrimination*

Significant numbers of U.S. women I interviewed (2004-2010) returned to Jewish self-identification while residing in Mexico. Though feminism yielded women opportunities to reclaim themselves in Jewish history and literature, to take leadership in congregational life, and to totally transform their Jewish identity in feminist terms, some U.S. women could only return to Jewish roots after leaving their country of origin. What elements of Mexican history and culture have allowed U.S. women to return to Jewish self-identification there, especially since Mexican Jews themselves have gone through a history of Inquisition that continues in the dominant culture as embedded anti-semitism?

Moderator:

Janet Lois Freedman, *Brandeis University*

285. The Transforming Community Project: Fact-based Community Dialogues on Race, Gender, and Sexuality

12:55 to 2:10 pm • Level 1: Georgia 6 - AV

The nationally recognized Transforming Community Project mobilizes individuals in every sector of the university community in a reflective, fact-driven engagement with the University's history and current experiences of race, gender, sexuality and other forms of human difference. In this workshop, we present TCP's non-hierarchical, fact-based dialogues as a national model to engage students, staff, faculty, and alumni in honest conversation and action that will transform the university community. Participants will receive concrete training in how to excavate their own university's history of

race, gender, and sexuality, and how to develop this research into a dialogue curriculum.

Presenters:

Dona Yarbrough, *Emory University*

Sasha Avagale Smith, *Emory University*

286. The Politics and Practical Implications of Women's Center Evaluation and Assessment

12:55 to 2:10 pm • Level 1: Georgia 7

This roundtable will discuss the topics of assessment and evaluation for Women's Centers, including: WCs increasingly appreciate the need and value of doing meaningful evaluation.; WCs experience a discrepancy between the institutional expectations of evaluation and our understanding of what feminist evaluation means.; WCs struggle to develop and implement evaluation that accurately captures our work.; We will address evaluation and assessment issues theoretically and practically, sharing our ideas about evaluation, how evaluations should be conducted and used, provide examples of the evaluation practices we employ, and talk about the work we do that cannot always be effectively measured.

Presenters:

Susanne B. Dietzel, *Ohio University*

Kim A Fulbright, *University of Cincinnati*

Jane M. Goetsch, *Miami University of Ohio*

Amy Johnson Howton, *University of Cincinnati*

Lisa S. Rismiller, *University of Dayton*

Amber L. Vlasnik, *Wright State University*

Moderator:

Susanne B. Dietzel, *Ohio University*

287. The Maids of Academe: Subverting and Reclaiming Academic Service

12:55 to 2:10 pm • Level 1: Georgia 8

The questions this roundtable addresses are of concern to women, LGBTQ and racial/ethnic minorities working in the contemporary downsized academy: Is academic service one of the master's tools, or is it, in the hands of progressives, an opportunity for doing subversive institutional activism? Can one do service without falling into servitude? In caring about our colleagues, students, and programs, are we becoming the "Maids of Academe"? This roundtable will explore ways to use service so it doesn't use us.

Presenters:

Katie Hogan, *Carlow University*

Mary Frank Fox, *Georgia Tech*

Renata Kobetts Miller, *City College, City University of New York*

Moderator:

Angela Beatriz Ginorio, *University of Washington*

288. Intersectionality of Nonprofits & Classrooms: A Case Study

12:55 to 2:10 pm • Level 1: Georgia 9

This is a case study of the only national organization whose sole focus is preparing women for leadership in the public policy arena. This organization exemplifies how nonprofits can enrich curriculum in the classroom, and provide students with additional career development opportunities. Founded in the late 70s, the organization has served thousands of women, of which more than one-third are women of color or from other populations historically under-represented in public policy leadership. Many alumnae are now accomplished leaders in Washington, DC.

Presenter:

Pamela O'Leary, *Public Leadership Education Network*

289. Career and Change Agent Pathways for Women's and Gender Studies Graduates: Reflections, Trends, and Lessons Learned

12:55 to 2:10 pm • Level 2: Macon

PARTICIPANTS:

Women's and Gender Studies Students as Change Agents: Trends from a Global Database of Women's and Gender Studies Graduates (1995-2010)

Michele Tracy Berger, *University of North Carolina, Chapel Hill*; Cheryl Laskoff, *Community College of Southern Nevada*

The authors of this paper argue that not only are women's and gender studies graduates able to find fulfilling employment, they also comprise an emerging global vanguard of knowledge producers, and maintain a strong commitment to gender equality and social justice after graduation. This outcome is an unrecognized feminist transformation. The authors globally surveyed over 900 women's and gender studies graduates. Drawing from qualitative and quantitative data, they will reflect on important trends in demographics, undergraduate learning, how graduates translate skills and feminist concepts learned in the classroom to the workplace, and how they become change agents.

Choosing Women's and Gender Studies: How Students Negotiate Disciplinary Hierarchies of Regard

Maryanne Dever, *University of Newcastle*

Students are encouraged by the media, educational institutions, and families to opt for study pathways that promise the best return on their investment in higher education, with fields of study perceived to have strong, identifiable links to specific labour market opportunities deemed to be more "relevant" for graduates' future working lives. This paper draws on a comparative study of US, English and Australian students enrolled in Women's and Gender Studies to explore how they negotiated the pressure to select potentially "rewarding" study pathways and how they understood the relationship between their chosen studies and their planned working lives after graduation.

Changing Career Paths of Women's Studies Graduates 1990-2011: A European Perspective

Gabriele Griffin, *University of York*

This paper will take a longer-term view of Women's Studies in Europe to explore how changes in cohort characteristics, educational and public-sector policies and the wider socio-economic climate have affected Women's Studies' graduates' career opportunities and paths over the past twenty years. Drawing in part on empirical data collected at three stages within that twenty-year period, including an EU-funded project on Women's Studies and women's employment conducted between 2001-3, the paper will argue that there have been significant shifts as well as striking continuities in relation to Women's Studies' graduates' careers in Europe within that timeframe.

Moderator:

Mary Margaret Fonow, *Arizona State University*

290. Feminism from the Inside Out, or How the Personal Became Political Institutions

12:55 to 2:10 pm • Level 2: Savannah 1

This workshop, led by two pioneers of the feminist reproductive justice movement, will explore the historic entry point to feminist consciousness enabled by direct personal experience—for both, reproductive health issues, abortion in particular. The workshop will elucidate the roots of the early abortion rights movement, articulate the changes provoked by both hostile political environments and righteous feminist advocacy, and discuss

questions of morality, social justice and women's agency. Both presenters are well-known institutional founders and leaders in their respective, related fields—the health needs and concerns of women of color; and providing and advocating for safe, accessible abortion.

Presenters:

Merle Hoffman, *On the Issues Magazine*

Loretta June Ross, *SisterSong Women of Color Reproductive Health Collective*

291. Locating Transnational Feminism Across Continents: Perspectives from Around the World

12:55 to 2:10 pm • Level 2: Savannah 2

PARTICIPANTS:

"Mapping the Transnational in African Women's Women's Activism: Uncharted Terrains of Struggle."

M. Bahati Kuumba, *Spelman College*

In this essay, I explore the diverse, yet interconnected, terrains of African and African diasporan cross-border activism from a radical feminist, historical, and global perspective. An analysis of African women's transnational activism could be a significant contribution to the discourse on transnational women's movements. While this research builds upon the existing scholarship in the areas of gendered globalization, transnational social movements, and African/African diasporan women's studies, it charts by shifting the positioning of African and African diasporan women from "margin to center."

A Place of Their Own: In Search of Political Identity Among Black Female Activists in São Paulo and Rio de Janeiro, Brazil

Jaira J Harrington, *University of Chicago*

I seek to generate a theory of how political movements come to thematize their activity. Using semi-structured interview data taken from São Paulo and Rio de Janeiro, Brazil, I found that four issues are consistently important to the black women's movement including violence against women, access to education, economic mobility and health. How do notions of racial democracy and machismo create a unique political identity for black women in Brazil? How could an intersectional understanding of these ideas clarify their political identity? What policy implications does a racial democracy present for full democratic participation of black women in Brazilian politics?

Affective Communities and the Institutionalization of Feminist Knowledges in Chile

Susan Talburt, *Georgia State University*

This paper analyzes interviews with gender studies faculty in Chile to theorize feminist knowledge creation since Pinochet's dictatorship. As they move from communities of resistance to feminism's de-politicization within a neoliberal state, the women's narratives express nostalgia for an enemy to fight, a popular subject to defend, and a university committed to social welfare. Although imagining a past unified by oppression and resistance can limit feminist studies' present and future potentialities, the women iterate a "performative nostalgia" that does not evoke a "real" to which feminism can return. "Performative nostalgia" is constitutive of "affective communities" that create institutional feminism's possibilities.

For women sake? The Feminist Debate Over "Mail-Order Brides" and Migration Marriage

Gwenola Mathilde Ricordeau, *Université Lille I*

My discussion of the feminist debate over "mail-order brides" and migration marriage is based on a fieldwork conducted in the Philippines. Since migration through marriage is a way for women to exercise their personal agency

and most of them fulfill their goals through it, I question the "human rights" discourse used by West-influenced feminists and NGOs.

Moderator:

Archana A. Pathak, *Virginia Commonwealth University*

292. Creative Interruptions: Three Challenges to Familiar Gender Narratives

12:55 to 2:10 pm • Level 2: Savannah 3

PARTICIPANTS:

Rewriting the Classroom Narrative: Feminist Pedagogy in the Writing Classroom and Beyond

Lisa Hager, *University of Wisconsin, Waukesha*

Given that composition is one of the courses that almost every college student in our country takes in their first year and its focus on effective writing strategies, it provides a unique opportunity to consider how feminist pedagogy works within the classroom. In this paper, I will not only discuss the theoretical underpinnings to this feminist pedagogical approach but also discuss the practicalities of how this sort of engagement be facilitated within the first-year writing classroom. The writing classroom is a place where conventional narratives of how gender functions in our language may be challenged as students work towards effectively address multiple audiences in their writing.

I Dare You to Look At Me: Divine and the Feminine Grotesque

Elizabeth Marie Zanichkowsky, *University of Wisconsin*

Divine is a troubling figure for feminist analysis of gender categories and for sexuality. It's easier to make sense of female masculinity than the kind of challenge to embodied femininity that Divine presents. Divine's appearance is a subversive reaffirmation of the female form. She follows all the rules of femininity-- teased hair, plucked eyebrows, make-up, but fails, as if to say Look at me, I dare you. I will look at her, in this essay, take her dare, and examine how she challenges ideas about what is sexist, what is "raunchy" and what is powerful in gender presentation.

Battleground and Ballroom: The DIY Transition Narrative

Anders Michael Zanichkowsky, *Madison AIDS Network*

My research into the culture of FTM transition narratives seeks to bridge the divide between gender as defined by feminist and artistic scholarship, and gender as defined by transsexual individuals, looking at creative self-expression in the online community of video bloggers, chronicling their daily lives and thoughts about gender transition. With no connections to academia, these narratives rewrite queer theory's gender-as-concept into gender-as-physical negotiation, part physical battleground, part virtual community ballroom. Giving an insider's account, I will translate these narratives for cissexual feminist examinations of gender and identity.

Moderator:

Elizabeth Marie Zanichkowsky, *University of Wisconsin*

293. "Third Wave Feminism": Reflections on the Deployment of a Generational Marker

12:55 to 2:10 pm • Level 2: Valdosta

Responding to the question "Who is deploying feminism and for what purposes?", this roundtable will examine the deployment of the term "third wave feminism" since the early 1990s by bringing together a diverse set of scholars who have critically engaged with the concept of "third wave feminism" as a term used to mark a "new," post-second wave feminist generation. Scholars from Canada, the U.K., and the U.S. will discuss the deployment of "the third

wave" as a feminist generational marker in a variety of national contexts and address who (and what) is included under the banner of "third wave feminism."

Presenters:

Kristin Aune, *University of Derby, UK*

Ann Braithwaite, *University of Prince Edward Island*

Astrid Henry, *Grinnell College*

Cheryl Hopson, *Roanoke College*

Alison Piepmeier, *College of Charleston*

Moderator:

Astrid Henry, *Grinnell College*

294. Plenary Session: Women's Studies Without Walls

2:20 to 3:50 pm • Level 3: Grand Ballroom

Barbara Ransby (University of Illinois, Chicago) and Lisa Yun Lee (Jane Addams Hull-House Museum) will discuss their collaborative work and their successful efforts in transgressing barriers and constructions that separate the "ivory tower" from the "real world."

Presenters:

Barbara Ransby, *University of Illinois, Chicago*

Lisa Yun Lee, *Jane Addams Hull-House Museum*

295. Food Politics

4:00 to 5:15 pm • Level 1: Atlanta 1 - AV

PARTICIPANTS:

Fat on Fridays and veiled on Saturdays: exploring some limitations of identity politics and human rights discourse

Aysel Vazirova, *Gender Consultant UNDP - Azerbaijan*

The paper explores the roles played by identity politics and human rights discourse in the public discussions of such practices as veiling/unveiling and weight gain/loss. The argument will focus on examples from the current debates surrounding Muslim headscarves in public places in Azerbaijan and fat activism in the United States. The author argues that specific form of identity politics accepted by all discussion parties generates the conditions in which the human rights discourse serves the purpose of essentialization and becomes yet one of the instruments of limitation and oppression of women.

From Crisis to Possibility: the Invaluable Role of Women in Response to Worldwide Food Dilemmas

Analena Hope, *University of Southern California*

This paper will examine the myriad responses of women of color to the growing global food crisis. Whether under the radar or at the forefront of movements, the role of women in the battle for food justice is critical to the survival of poor underserved communities. I focus specifically on urban agriculture movements in the United States (particularly Detroit and Los Angeles, two metropolitan areas with high concentrations of food insecurity) and the well-documented struggle of Haitian farmers against the introduction of genetically modified organisms into their food supply, illuminating the influential role of women in each of these phenomena.

Karma Eaters: The Politics of Food and Fat on Women's Lands in the United States

Keridwen Luis, *Harvard University*

We expect women who have rejected mainstream limitations on femininity to also reject what Kim Chernin called "the tyranny of slenderness." Yet health and its cultural shorthand of the thin body symbolizes not only bodily but also social and moral well-being in the U.S. In women's communities, the virtue of hunger and the morality of health take on different but

less potent meanings. Ironically, in a context where women refuse many gender restrictions -- restrictions increasingly, as Sandra Bartky notes, focused on the female body -- the importance of the thin, properly feminine body persists through the symbolism of health.

Moderator:

Sally E. McWilliams, *Portland State University*

196. Gender, Race & Educational Politics

4:00 to 5:15 pm • Level 1: Atlanta 2 - AV

PARTICIPANTS:

Not Waiting for Superman: The Case of Kelly Williams-Bolar

Dara Nix-Stevenson, *University of North Carolina, Greensboro*; Sarah E. Colonna, *University of North Carolina, Greensboro*

Kelly Williams-Bolar's actions to falsify residency to provide her daughters with a better education which landed her in jail on felony charges epitomizes the "crisis" in public education and illuminates the measures poor communities of color must take to ensure access to quality public education for their children. Thinking against the film *Waiting for Superman* and utilizing the theoretical framing of Patricia Hill Collins, this paper examines why women of color, like Williams-Bolar, serve as scapegoats for the current political/economic crisis in U.S. public education.

Reproducing Citizens, Regulating Affect: Sex Education, Family Education, and the (Re)production of Belonging

Tanya McNeill, *Wellesley College*

This paper examines how public school policy and curricula regulate difference and deploy/produce affective attachments to heteropatriarchal family forms. My archive reveals aspects of the hegemonic production and regulation of difference -- particularly around gender and sexuality. I argue that public schools produce knowledge about the family through curricula and curricular standards that discipline and manage students' emotions through the use of affective rhetoric and epistemologies. This affective density operates through overlapping, contradictory discourses that are sometimes explicitly discriminatory, sometimes protective. My perspective is deeply informed by feminist and queer scholarship on affect, intersectionality, heteronormativity, white privilege, belonging, and tolerance.

Moderator:

Nicole Grant, *Northern Kentucky University*

197. Dismantling Feminist Masculinities

4:00 to 5:15 pm • Level 1: Atlanta 3 - AV

PARTICIPANTS:

Negotiating Transnational Masculinities In/Through Grassroots Organizing

Marla L. Jaksch, *The College of New Jersey*

My paper will examine how crucial transnational feminisms are to masculinities studies projects. The central context for this work is my recent experience as a Fulbright Scholar in Tanzania. Through my work on gender and development, indigenous rights and grassroots organizing, art and microfinance schemes, and global service learning, I advocate for the vital importance of transnational, indigenous, methodologies in feminist masculinities projects.

Gendered Natures: Masculinity and Extreme Adventure

Kristin Jean Jacobson, *Richard Stockton College of New Jersey*

My paper will define and analyze what I have termed "adrenaline narratives," focusing on the genre's gendered implications. This writing is primarily non-

fiction, autobiographical or biographical, and focused on what is popularly known as extreme sports and travel. These wildly popular American outdoor adventure narratives include bestselling books, such as Jon Krakauer's *Into Thin Air* and *Into the Wild*, as well as lesser-known and read texts, such as Patricia C. McCairen's *Canyon Solitude* and Joe Kane's *Running the Amazon*. I am especially interested in what this literature reveals about American masculinity, imperialism, and what Lawrence Buell has called the "American environmental imagination." The talk will examine the adrenaline narratives' connections to racism, sexism, and imperialism vis-à-vis their emphasis on the conquering of the natural environment, and also attempt to account for why white writers, particularly white men, dominate extreme sports and its literature. My methodology rejects essentialist arguments that women are naturally closer to nature than men. I rely instead on the feminist notion that modes of oppression are not distinct: my analysis builds from the theory that the forces that produce sexism, racism, and environmental destruction are related.

Destabilizing the 'Men and Masculinities' Course

Brian R. Jara, *Penn State University*

Given the growing presence and popularity of 'men and masculinities' courses I explore in this paper the challenges and potential of (dis)locating them within women's, gender, and feminist studies departments. How MUST (my argument) we employ intersectional, transnational, and indigenous methodologies in our development, creation, and execution of these courses? As masculinities studies begins to take up more and more space with/in women's studies curricula, how do we negotiate this complex relationship? What does a transnational, indigenous (re)reading of the popular, dominant, Western feminist masculinities scholarship (Kimmel's GUYLAND, for example) reveal? Why is it important to disrupt attempts to identify a 'canon' in feminist masculinities studies?

Moderator:

Tal Haim Peretz, *University of Southern California*

298. Challenging Discourses of Sexuality and the Body: Through Performance and Film

4:00 to 5:15 pm • Level 1: Atlanta 4 - AV

PARTICIPANTS:

Monstrous Embodiment and Queer Space in Burlesque Performance

Charlotte Loftus, *Independent Scholar*

Burlesque performances can subvert, or "queer" heteronormativity through performance and mimicking of heterosexual norms, in much the same way as femme performance and subjectivity does. If bodies are constituted by processes of embodiment and identification, neo-burlesque performance is a site of the enactment of the body, and particularly the anomalous or 'queer' body. Using interviews with burlesque performers and audience members in addition to theories surrounding femme identity, disabled embodiment, the monstrous feminine figure and queer performance, I theorize the neo-burlesque performance as a provisionally 'queer' space.

The Bound Yet Persistently Moving Critical Distance Between My Body and "Woman."

Lauren Grace Bakst, *Hollins University*

Following Judith Butler's argument that identities are phantasmatic, this thesis explores the critical distance between the marked female body and the identity signifier "Woman" to which she is adhered through the lens of visual representation. Through an analysis of the film *Paris Is Burning* and the work of Ana Mendieta, the constraints and possibilities for epistemolo-

gies of female subjectivity to manifest within visual representation are explored. Ultimately, this paper calls for a transformation of "our" relationships to "Woman" through a reconciliation with her phantasmatic presence, opening possibilities for a collective resignification of the very terms of our subjectivity.

Ask A Tranny: The Body Of Investigation

Kris Grey, *Ohio University*

Ask A Tranny is an ongoing, interactive, public performance, social action and online project. The main goals of the project are trans visibility, education, and to raise awareness about alternative gendering. Kris Grey publicly identifies as transgendered and invites conversation by holding a sign that reads Ask A Tranny. The residue of the public performances take the form of still images, video and audio recordings, which are then edited and re-presented, online. The intent is to utilize new media platforms for further dissemination, as a vehicle for continued conversation, and as a new site for the performance/action.

Moderator:

Jerilyn Fisher, *Hostos Community College*

299. Moving Theory into Practice: Community Partnerships and Activism With/By Girls

4:00 to 5:15 pm • Level 1: Atlanta 5 - AV

PARTICIPANTS:

Where's the Justice? How Spaces Affect Social Justice Organizing on University Campuses

Rebecca Dolhinow, *California State University, Fullerton*

The research in this presentation is a multi-year ethnographic study of youth activism on a university campus. I examine how youth, particularly young women, become involved in social justice activism on campus. The study focuses on the role of particular spaces on campus and the ways in which they encourage activism. My focus is on a yearly social justice summit organized entirely by students, mostly women. Through observation of the organizing process and interviews with organizers and participants, the research points to the crucial importance of student friendly, non-discriminatory, progressive spaces in the cultivation of social justice activism on campuses.

Cultivating Hardiness Zones With Adolescent Girls

Lyn Mikel Brown, *Colby College*

Hardiness zones are safe spaces where girls work together as allies to create social change in their communities. Hardy Girls Healthy Women's Girls Coalition Groups connect middle school girls with female college student "muses" to critique, engage with, and transform what limits and harms them. This presentation explores the impact of Girls Coalition Groups on both the girls and the muses, and provides examples of the ways the girls translate what they learn into social action projects that impact their social environments.

Girls, Gardens and Community Building

Trisha Franzen, *Albion College*

The links between an Women's Studies class and a garden at a public school may not be immediately obvious. They weren't to us. Five years ago the class began working with girls in our middle school. Last summer we continued into the summer with program focused on food, wellness and gardening. This summer, with the support of Albion College, Albion Public Schools and the Albion Community Foundation, the college and the middle-school students are organizing a quarter-acre garden. Our goals are to share and develop a range of skills while also making local, organic food available to an economically-struggling, racial diverse community.

Girls, Food and Power: Reclaiming the Earth

Rachel Wilson Keener, *Albion College*

This project's goal is to first critique the racial and social class stratification of the "green" movement in the United States. The research also explores how to make the positive aspects of environmental stewardship applicable to adolescent girls that grow up in a community such as Albion, MI. (e.g. a racially and economically diverse urban-profile town.) Through work in the garden, discussions about food issues, and an effort to make the garden produce accessible to the community with the middle-school age girls, I am studying how to make environmentalism applicable to a diverse group of people, especially to individuals who don't have the monetary means to purchase "green" products.

Moderator:

Katy A. Strzepek, *St. Ambrose University*

300. Transforming the Streets: Addressing Public Sexual Harassment Outside the Walls of Women's Studies

4:00 to 5:15 pm • Level 2: Augusta

Sexual harassment in public places is alarmingly commonplace, on campuses and in communities across the country. Using social networking as the vehicle, many women are demanding attention to this issue and an end to its practice. In this workshop, using street harassment as an example, attendees will learn effective ways to use social media, op-ed writing, and offline community organizing to galvanize widespread interest and cross-community support for traditionally "women's issues" topics.

Presenters:

Holly Kearn, *AAUW*

Shannon Lynberg, *HollaBack DC!*

301. Graduate Student Caucus Business Meeting

4:00 to 5:15 pm • Level 1: Georgia 01

Participant:

Kathleen Erin Gillon, *Iowa State University*

302. Remembered Girlhoods: Memoir, Oral History, and the History of Girls and Girlhood

4:00 to 5:15 pm • Level 1: Georgia 10

PARTICIPANTS:

Neither Annes nor Annettes: American Girlhoods and Popular Culture Before and After the Introduction of the Small Screen

Rebecca Hains, *Salem State University*; Shayla Thiel-Stern, *University of Minnesota*

The development of American girl culture in the early twentieth century has long been overlooked. To further girlhood studies scholars' recent efforts, the authors collected the oral histories of 33 American women (primarily of European descent) regarding their girlhoods during a) the Great Depression and b) the immediate Post-WWII years, when television debuted and the "teenager" emerged as a target audience. Our comparative analysis reveals that despite the differences in cultural prosperity and popular culture of each cohort, some striking similarities existed--including a lack of access to or interest in girl-oriented, a devotion to music, and, for a lucky few, nostalgia for "the perfect childhood."

Recollecting and Reconstructing Queer Girlhoods of the 1950s U.S.

Amanda Hope Littauer, *Northern Illinois University*

From the intersection of women's history, queer and gender studies, and girls' studies, this paper suggests that the memories of adult women can shed much-needed light onto the histories of same-sex desiring girls and young women of the mid-20th century United States. Existing studies of lesbian culture before the gay and women's liberation movements revolve around bars, leisure communities, and homophile organizations, all of which privileged adults by necessity. Meanwhile, youth sexuality is seldom a topic of inquiry either for historians of childhood or women's history or women's studies scholars. This paper analyzes the promise—and the potential pitfalls—of using oral history and memoir to construct histories of girlhood generally, and queer girlhoods specifically.

Girls, Memory, and Stranger Danger in the 1950s

Jennifer Helgren, *University of the Pacific*

Historians and feminist scholars have examined how in the US since the 1950s, increased media coverage of sex-crimes and stranger kidnappings created a fearful climate for parents. Girls' perceptions of their safety, however, remain surprisingly unexplored. Part of a larger project on girls' access to public spaces such as neighborhood streets, this paper explores the advantages and limitations of oral history (interviewing adults about their childhoods) for understanding how media coverage shaped girls' perceptions. Adults' narratives about youth, which often stress freedom or overcoming obstacles, can obscure accurate recollection, but oral history still provides a window into youth experiences.

Moderator:

Batya Weinbaum, *Femspec/Red Serpent Arts/Transformational Palmistry*

303. Performing Fatness, Fattening Performance: Gender Subversion, Corporeal Pride and Euphoric Resistance on Stage

4:00 to 5:15 pm • Level 1: Georgia 11

PARTICIPANTS:

Divine Performances: A Drag Icon's Legacy of Unrepentant Fatness and Gender Treachery

Joelle Ruby Ryan, *University of New Hampshire*

Divine was an iconic drag queen of size whose filmic and performative work provoked a wide array of sentiments in spectators around the globe, including euphoria, laughter, revulsion, pride and the desire to radically resist. This paper examine specific performative scenes from Divine's diverse oeuvre to theorize how these images open up spaces of revolutionary potentiality for the unrepentant celebration of super-sized embodiments, gender anarchy and the transformation of a rigid social order. How might these transgressive articulations contribute to a politics of fabulousness that resists regimes of mind-numbing gender role conformity and beauty/body fascism?

Fat and Happy: Fat Performance, Affect, and the Politics of (Joyful) Resistance

Sheana Director, *Bowling Green State University*

This presentation departs from a tradition of affect studies centered primarily upon "bad feelings" – shame, rage, anger – and explores the phenomenon of "good feelings" vis a vis fat subjectivity and fat performance. Drawing heavily upon the work of Sarah Ahmed, José Muñoz, and Lauren Berlant, I explore the way that artists, authors, and performers, such as the artist Cindy Baker or the curator of the Museum of Fat Love, Lesley Kinzel, employ "good feelings" such as joy, happiness, and delight, to complicate hegemonic notions about what fatness is (or, as I suggest, how fatness feels). Ultimately, I seek to shift our understanding of fat subjectivity from exclusively predicated

upon embodiment – having fat cells, being in a "fat" body – to an affective realm, ultimately arguing that these performers, authors, and activists are making bold assertions about what it means to "feel fat" – and how that feeling might be different from what popular culture, feminist discourses, and even fat feminist and fat studies scholars have previously understood.

With a Wink and a Shimmy: Politics and Potentials of Fat Burlesque Performance

Lena Brooks, *University of California, Berkeley*

This paper examines contemporary neo-burlesque performance—a genre that gestures back toward the original burlesque striptease numbers of the 19th and early 20th centuries—and fat-bodied female performers' engagement with this performance style. Burlesque, at its progressive best, utilizes transgressions of representational and sexual acceptability to mobilize new performed identities and to endow legible identities with new meanings. While many performers choose not to engage with the genre in this way, instead opting to work within dominant narratives of representation, countless others employ the burlesque stage as a space to validate, alter, and explore marginalized identities. This paper takes as its analytical texts several performances made by fat performers and troupes as well as media produced by these performers, examining them through lenses of queer theory, performance theory, trauma theory, feminist theory, and fat studies theory and writings.

Humor, Performance and Personal Panache: How to Dive into Difficult Themes (and Enjoy Doing It!)

Kimberly Dark, *California State University San Marcos*

In performance, as well as in (some) performative writing, the body is the significant artifact, through which the story is told. When managing what sociologist Erving Goffman (1959) would call "spoiled identities," our task is often to diminish the effect of stigmatized presence, so that our "better selves" can be known by our everyday audiences. Whether an identity becomes "spoiled" through non-hegemonic race or ability or gender or fat or any other appearance – we learn to manage our spoiled identities through a variety of artful means. Through performance, and performative storytelling, I show audiences an alternative to Goffman's traditional methods of identity management. Rather than diminishing or dismissing the non-hegemonic ways I can be perceived on stage, I stand solidly in those spoiled identities – in my gender performance, my fat able-bodiedness, my sexuality and race.

Moderator:

Joelle Ruby Ryan, *University of New Hampshire*

304. All the Girls Are Still Black: Using Black Feminist Paradigms to Subvert Current Girlhood Practices (Part I)

4:00 to 5:15 pm • Level 1: Georgia 12

All the girls are Black is the foundation for this presentation. Girls for Gender Equity works with young women of color in New York City. Similarly, throughout the country Lisa Covington works with adolescent girls of color. How do our paths cross in the academy? Outside the academy? This panel will explore the possibilities of: White allies, Black women doing business, Black women as change agents for girls of color. Participants are encouraged to engage in productive dialogue at the conference.

Presenters:

Meghan Huppuch, *Girls for Gender Equity*

Lisa Covington, *Clarion University of Pennsylvania*

Moderator:

Joanne Smith, *Girls for Gender Equity*

305. Using Theatre of the Oppressed to Create Community and Dialogue with College Students

4:00 to 5:15 pm • Level 1: Georgia 13

Purpose of this workshop is to introduce participants to Boal's Theatre of the Oppressed (TO) techniques. Participants will understand how TO can be used to create an embodied exploration of topics that arise at Women's Centers and with college students. Subjects that may be explored include sexism, racism, homophobia, and the intersection of oppressions. The structure of the workshop: 1. Overview of TO on college campuses, 2. Interactive exercises, 3. Image theatre, and 4. The enactment of a scene based on audience feedback. Workshop participants should wear comfortable clothing and be ready to work in a collaborative and embodied manner.

Presenters:

M. Candace Christensen, *University of Utah*
Shireen Sarah Ghorbani, *University of Utah*

306. Islamic Feminist Identities and Activism

4:00 to 5:15 pm • Level 1: Georgia 2

PARTICIPANTS:

Driving While Wearing the Burqua (DWWB): Gender, Islam and National Identity in France

Catherine Raissiguier, *New Jersey City University*

The proposed paper critically engages French immigration politics under President Sarkozy and his administration. By focusing on the debate around the burqua, the polemic that surrounded the deportation of Roma, and the threats of denationalization for certain naturalized immigrants, the paper analyzes the gendered underpinnings of the politicization of immigration in contemporary France.

Implementing Syariah in Aceh, Indonesia: Feminism and Religious Ethics from the Periphery

Reed W. Taylor, *Virginia Tech*

Based on interviews I conducted with Muslim women in Aceh, Indonesia between January 2009 to July 2010, I argue that the implementation of syariah in Aceh is better viewed as a site of contestation for women in Aceh between competing strands of what I identify as localized Muslim feminisms, on the one hand, and the expansion of patriarchal norms through the state, on the other. By appealing to Edward Soja's triple dialectic between 'space, time, and social being', I show that the clearest examples that can potentially constitute manifestations of Muslim feminisms are located on the peripheries of state power.

Blogging the Body: The New Arab Public & The Case of Egypt

Sarah Megan Weirich, *Rutgers University*

Bloggers' representations of the body often aspire to challenge and expose what is otherwise either ignored or denied by the state. Blogging produces an unregulated narrative, which counters hegemonic norms without directly confronting the state, as do other traditional forms of political or social activism. This paper presents Egyptian bloggers' writings on the body as a gendered and embodied experience of resistance. It maintains that by resisting the state's hegemonic narrative, Egyptian activists bring their local struggle to global (online) attention, and provide their readers with alternative discourses.

Yesterday's Orientalism and Today's French Muslim Women

Kelsi Shannon Hasden, *Feminist Transformations*

This essay acknowledges the contemporary crisis of Muslim women with the historical context of Orientalism by illustrating the plight the women

face and the ways in which they battle each issue. It illustrates how Edward Said's theory of Orientalism is applied to the struggles of Muslim women living in France at the end of the twentieth century. These women face discrimination in their education, housing, and societal norms within the secular construct of French society. This alienates them from the religious structure of their home lives, causing detrimental effects to their lives and well-being.

Moderator:

Dena Marie Wyum, *North Dakota State University*

307. Feminist Theorizing: From Language to Activism

4:00 to 5:15 pm • Level 1: Georgia 3

PARTICIPANTS:

Feeling the Pulse, Sensing the Change, Sharing the World: Irigaray Thought and Feminist Politics

Ridhima Tewari, *The English and Foreign Languages University*

Focusing on the plural nature of our existence and of Feminism(s), embodied in Luce Irigaray's intertwining of politics, poetry, cultures, subjectivities, theory and practice, the paper takes up a study of the French thinkers' recent works. The goal of the paper centers on examining the changes and challenges to Feminism, with an emphasis on the key issues of identity, history, culture and citizenship. The paper makes use of Irigaray's texts that are primarily in nature of talks and spontaneous discussions/exchanges, leading to an opening up of some crucial folds in current feminist thought.

Instrumentalizing Intersectionality: Examining the Problem of Nominal Use

Vivian M. May, *Syracuse University*

Close examination of intersectionality's "deployments" underscores how its social justice origins cannot guarantee liberatory or nuanced applications. I illustrate some risks of instrumentalizing intersectionality, including implementations that flatten, are acontextual, or ahistorical. In research, intersectionality is often enlisted as a descriptor rather than employed as a lens to analyze data or shape research processes. In policymaking, intersectionality has been applied in ways that buttress state surveillance or revert to a gender-primary analysis. Such nominal implementations highlight how at the same time that intersectionality is lauded, applied widely, and cited ubiquitously, it is also trivialized, used reductively, and frequently misunderstood.

Anger at the Intersection of the Postfeminist and Postracial in Contemporary U.S. Culture

Tanya Ann Kennedy, *University of Maine, Farmington*

This paper examines the deployment of anger as feminist resistance. I analyze the significance of anger as a term that reinforces sexist and racist oppression in the U.S. and its alternative significance in the history of U.S. feminisms. Then, I discuss the current discourse of anger in specific contexts in contemporary U.S. culture such as the Tucson murders and student responses to feminist issues. I argue that the management of anger works at the intersection of postfeminism and colorblind racism reinforcing some young women's alienation from political discourse. Finally, I look at ways young women deploy anger to reclaim feminism.

Passionate Patriotism: Intersectionality and Discourses of Anger in the Tea Party Movement

Holloway Sparks, *Emory University*

According to Tea Party activists, the good citizen is a passionate patriot, a righteously angry citizen. Sarah Palin's infamous "mama grizzlies" discourse is just one of several that constitutes passionate patriots via gender, sexual,

race, class, and nationalist norms regarding ir/rationality, non/violence, and the performance of anger in public. This paper offers a feminist and intersectional critique of the discourses of political anger mobilized by the Tea Party movement, and advances a theoretical case for employing the post-structuralist accounts of discourse, identity, and politics articulated by feminist theorists of agonistic democracy in our analyses of gendered political activism.

Moderator:

Gwenola Mathilde Ricordeau, *Université Lille I*

308. Ladyfest Deep South 2011: Feminism Lives?*

4:00 to 5:15 pm • Level 1: Georgia 4

PARTICIPANTS:

Workin' It For the Ladies

Jennifer Purvis, *The University of Alabama*

"Workin' It For the Ladies" explores the trajectory of Ladyfest Deep South, including its founding documents and their relationship to feminist politics and feminist community, with a focus on the efforts of a Women's Studies Director to guide the energy and creativity of two Women's Studies graduate students towards the production of community-wide, non-profit festival of feminist art and activism. This paper highlights the DIY spirit of feminisms today, explores the collaborative possibilities that exist between universities and surrounding communities, and demonstrates the richness of local culture despite regionalisms that promote metrocentric visions of "culture."

Inside Deep South: Rural Areas as Sites of Progressive Transformation

Maigen Sullivan, *The University of Alabama*

Stereotypes surrounding the Deep South are numerous, ranging from an overly romanticized society to a staunchly conservative culture of reactionary bigotry and ignorance. While such generalizations do have roots in reality, the positive transformative actions of those living in the region often go unrecognized. Ladyfest Deep South 2011 is one example of how those located within the Deep South use their rural communities and resources to build cooperative relationships, highlight local culture that is often undervalued, and create a safe communal atmosphere that encourages progressive growth.

Moderator:

Aryn Gieger, *The University of Alabama*

309. Queer Images: Film, Cinema, and Advertising

4:00 to 5:15 pm • Level 1: Georgia 5 - AV

PARTICIPANTS:

The Calling Forth of the Virtual Queer Witness in AIDS

Cinema: The Films of Wojnarowicz, Riggs, and Demme

Liz R. Canfield, *Virginia Commonwealth University*

This study investigates how cultural production (and in this case, filmmaking) can be an important site for theorizing radical change. Using queer and poststructural theory, I contrast the assimilationist politics of representation (that we see in mainstream film about queer people) with a liberatory radical queer futurity (that emerges from independent queer film). I discuss a way to reframe the witness function in AIDS cinema as a method for theorizing and realizing this radical queer futurity.

The Unbearable Queerness of Being: Political Drag in Pakistani Cinema

Huma Dar, *University of California, Berkeley*

The proposed paper interrogates the construction and consumption of Muslim masculinities, femininities, and the politics of carnivalesque subversion in Pakistani cultural texts, specifically via the analysis of the film *Aurat Raj/Women's Rule* (1979). In spite of, or perhaps precisely because of, the ahistorical response to its recent traumatic past and the contemporary authoritarian military rule, I argue that one can trace attempts at politico-cultural resistance in Pakistani cinema, particularly through the genre of comedy. The imposing voice of hegemony is de-privileged semantically through this film's satirical gender "revolution," and syntactically through an irreverent fusion of high and low culture.

What Makes This Documentary Queer?: Engaging Visuality in Introduction to LGBTI Studies

Carrie Elizabeth Hart, *University of North Carolina, Greensboro*

How can students imagine queer issues queerly? This paper explicates the pedagogical potential in introducing visibility as a tool with which to queer visual texts. I offer a close reading of a day in which I invited the director of a documentary on known donor insemination into my Introduction to LGBTI class. While the documentary contains several social and legal issues that are relevant to queer communities, the potential to ask questions regarding what makes this film an explicitly "queer" project brings important questions regarding queer visibility and representation into the classroom in what I argue is productively complicated praxis.

Moderator:

Nikki Katrina McGary, *University of Connecticut*

310. Moxie In and Out of the Classroom: Connecting Women's History to Activism Today

4:00 to 5:15 pm • Level 1: Georgia 6 - AV

The Moxie Project connects women's history to current social change efforts through curricular, co-curricular and civic engagement experiences. We will use this yearlong program as a model to discuss how faculty and Women's Center staff can partner to integrate theory and practice. Through this program, students move from the classroom to internships in women's organizations and back to campus for a capstone seminar. We will share ideas about the power of history to increase student's sense of agency and political activism and the benefits of moving in and out of the classroom through partnerships with community organizations.

Presenters:

Ada Gregory, *Duke University*

Rachel F Seidman, *Duke University*

311. "Now You See Her"

4:00 to 5:15 pm • Level 1: Georgia 7

PARTICIPANTS:

The Feminist Spectator As Vidder

Francesca Coppa, *Muhlenberg College*

Vidding is a grassroots art form in which fans re-edit television or film into music videos. Overwhelmingly dominated by women, the art of vidding shows women working together to customize and feminize their experience of mass media. Women teach each other the process and aesthetics of digital video editing in communities online. The history of vidding tells us about women and visual culture; how vidding women customize their mass media experience by foregrounding interpretations and desires that might otherwise be marginalized.

MA/PhD Sponsored Reception**Saturday, November 12**

5-6:30 pm • Garden Courtyard

Representatives of the following graduate programs invite all conference participants to attend a sponsored reception:

Arizona State University, Women and Gender Studies

Claremont Graduate University, Applied Women's Studies Masters Program

Emory University, Department of Women's, Gender, and Sexuality Studies

The Ohio State University, Department of Women's, Gender and Sexuality Studies

The Pennsylvania State University, Department of Women's Studies

Rutgers, The State University of New Jersey, Department of Women's and Gender Studies

Texas Woman's University, Department of Women's Studies

UCLA, Department of Women's Studies

University of California, Santa Barbara, Department of Feminist Studies

University of Kansas, Department of Women, Gender and Sexuality Studies

University of Maryland, Department of Women's Studies

University of Michigan, Department of Women's Studies

University of Minnesota, Department of Gender, Women, and Sexuality Studies

Thinking about a graduate degree in women's studies? Take advantage of this opportunity to meet students and faculty, learn about the programs' unique offerings, and ask questions.

Current or former graduate student? Join us at the reception to network with your peers and share ideas.

Holly Hughes, The Visible LesbianBrighde Mullins, *University of Southern California*; Beth Schachter, *Muhlenberg College*

"It gets lonely, being invisible," she writes. Hughes has responded by performing her own works as self, not as a character. Hughes' site of activism was literally written with and through her live performances – created specifically with her (sometimes nude) body. Her "body" of text and personal iconography (as a femme lesbian) helped her make activist interventions visible to the larger culture. In 1989 Congress defunded Hughes and three other artists (three of them queer, one a female subversive). Since that time Hughes has reclaimed her work and pushed it past the frontiers of the so called obscene and objectionable.

"Representing the Female Body, Resisting the Male Gaze"Margo Thompson, *Muhlenberg College*

Beginning in 1975, a feminist movement opposing pornography coalesced in US. Anti-pornography feminists categorized representations of women's bodies as oppressive to women. Feminist theorist Laura Mulvey published on visual pleasure and narrative cinema locating the film viewer's subjective gaze as always masculine and the feminine object on screen as lacking agency. Censuring representations of women's bodies and theorizing the male gaze provoked a dilemma for feminist artists who explored women's desire by depicting the female form. How they negotiated this problematic, and produced a visual discourse running counter to dominant feminist positions, is the subject of this paper.

Moderator:Karen Alexander, *Signs: Journal of Women in Culture and Society***313. Bodily Integrity: Meaning, Application, and Role in Human Rights**

4:00 to 5:15 pm • Level 1: Georgia 9

Throughout feminist discourses, bodily integrity is a fundamental convention, often the cornerstone of reproductive and sexual rights discussions and debates. This roundtable discussion will include a presentation offering a survey of the literature on the connection between bodily integrity and feminist human rights, and will then open up to a broader application of the concept to defining human rights with respect to the nation-state, the environment, the economy and the globalization of materials, markets and meaning.

Presenter:Al-Yasha Ilhaam Williams, *Spelman College***Moderator:**Malika Redmond, *Georgia State University***314. Women of Color Leadership Hospitality Room**

4:00 to 5:15 pm • Level 2: Macon

315. What's a Girl to Do: Women and the Redefinition of Social Power

4:00 to 5:15 pm • Level 2: Savannah 1

PARTICIPANTS:**If He Have Money in His Purse: The Celebrity Cult of the "Gold-digger" in British Literature and American Culture**Kaitlyn Gross, *Cumberland University*

When we look at marriage in contemporary society, we see radical differences between now and the 17th, 18th, and 18th centuries. However, when we examine celebrity marriages, especially between wealthy older male

celebrities and young women, the differences begin to fade. This paper explores how writers such as Daniel Defoe, William Thackeray, and Thomas Hardy created gold-diggers as sympathetic characters and how these male writers create the "rules" by which real, modern women are judged in society.

Protectors of the Past: How Women's Memorial Organizations Served as a Function of Cultural and Political Authority in the Post-War South

Emme Taylor, *Cumberland University*

This paper argues that rather than passive victims of the Civil War, Southern women perpetuated the Lost Cause as a means to assume a role of authority within southern society. By uniting into war memorial organizations, southern women utilized acts of mourning and commemoration to assert themselves politically and protect the legacy of the fallen Confederacy. Women championed the Lost Cause to restore patrician order and regain their position of privilege in southern society through validation of white supremacy. Thereby they redefined normative gender roles and becoming the protectors of the past.

A Woman at Walden: Feminist Impacts and Applications of Transcendentalism in American Culture

AC Agee, *Cumberland University*

This paper explores how women writers and social activists in the 1830s and 40s used the elements of Emerson and Thoreau's philosophical movement to critique and remodel American society in the ante-bellum period. Working mainly with Margaret Fuller, Susan B. Anthony, and Carrie Nation, this paper details how these women created a gendered interpretation of Transcendentalism which could then be specifically applied to issues of gender equality and class divides.

Moderator:

Natalie Inman, *Cumberland University*

316. Truth-telling and Stories Not Told: Feminist Ethnography, Fiction, and the Politics of Knowledge Production

4:00 to 5:15 pm • Level 2: Savannah 2

PARTICIPANTS:

Apprehending Silences about Gendered Racism Through Ethnography and Fiction

Jennifer L. Pierce, *University of Minnesota*

In interviews conducted for my research on the backlash against affirmative action, white male attorneys' upbeat narratives of determination, hard work, and success often stopped short with uncomfortable silences when asked about raced and gender dynamics at work. What is striking is how these otherwise articulate and highly educated men whose very profession requires forceful argumentation suddenly become hesitant and inarticulate. The gap in knowledge produced through their silence highlights a limitation in ethnographic methods; it cannot access people's innermost feelings. This paper juxtaposes ethnography with fiction as a feminist method for apprehending these silences arguing that "canonical sociological methods" work to regulate the hegemonic discourse of "colorblindness," while fiction can provide readings countering it.

Still Decolonizing Methodologies

Hokulani K. Aikau, *University of Hawai'i, Manoa*

In interviews and archival oral histories gathered for my historical ethnography of a community of Polynesian members of the Church of Jesus Christ of Latter-day Saints (LDS Church) in Hawai'i, I was forced to deal with moments when people actively and willingly participated in social, economic,

or political processes that on the surface appeared to reproduce racializing, gendered, and colonial structures. As an indigenous feminist ethnographer I was challenged to critically analyze these narratives while also being respectful of the standpoint from which people spoke. This paper focuses on the LDS church's Labor Missionary Program which relied on the cheap labor of Polynesian men for various construction projects in order to illustrate the complications of telling indigenous stories and the responsibility of "getting it right" while not romanticizing, exoticizing, or objectifying these men's experiences. I argue that despite the valuable interventions made by feminist and indigenous scholars the colonial structures that produce "otherness" are still alive and well; Native and non-Native scholars working with indigenous communities must continually strive for critical reflexivity as we strive to decolonize the methodologies we use to work with and for our communities.

Moderator:

Angela Megan Carter, *University of Minnesota*

317. Historical Perspectives on Feminism and Labor

4:00 to 5:15 pm • Level 2: Savannah 3

PARTICIPANTS:

A History of Resistance: Flight Attendants of the 2nd Wave

Carney Michaela Maley, *University of Massachusetts, Boston*

When we look back at the history of American women in the 1960-70s, several stereotypical images emerge – the feminist bra "burners" who marched for equal rights and the quintessential airline stewardesses in their hot pants and mini skirts. We often think of these as two distinct groups - the protestors versus the flight attendants. Understandably, the story of 2nd Wave feminism typically focuses on the protestors and pokes fun at the "Coffee, Tea or Me" girls. However, this paper argues that in some cases, these were the same women: flight attendants were also fighting for equal rights.

Rethinking the Domestic Labor Debates through the Lens of Time

Nichole M. Shippen, *Ohio University*

Building on Nancy Hartsock's gendering of David Harvey's concept of global "accumulation by dispossession," I demonstrate how the processes of capital accumulation dispossess all people, but women in particular, of temporal autonomy. I pay special attention to the intersections between the processes of capital accumulation and the sexual, racial, and global divisions of labor between women and men and women of unequal status as situated across productive and reproductive labor. In doing so, I rethink the domestic labor debates of the socialist feminists through the lens of time by reflecting on the increasing commodification of reproductive labor since the 1970s.

Uppity Women Howling: Making Space for Working Class American Women Poets

Sharon L. Barnes, *University of Toledo*

In assessing how feminism both has and has not made "the world split open," as Muriel Rukeyser said it would "if one woman told the truth about her life" (Rukeyser, *Collected Poems* 463), working class women's poetry has emerged as a genre of personal and political expression, a site of ideological challenge, and a locus of representation of diverse social class perspectives, particularly within American feminist contexts. This paper proposes to outline a tradition of working class poetry in American feminism, while also making a case for and sharing the work of regional working-class poets.

'The Waiter Speaks': Creative Interventions by Australian feminist Stella Miles Franklin on the Chicago Garment Workers' Strike, 1910-1911

Janet Lee, *Oregon State University*

This paper focuses on "The Waiter Speaks," an unpublished protest play about the 1910-1911 Chicago garment workers' strike. Written by Australian feminist Stella Miles Franklin during her time with the National Women's Trade Union League (NWTUL), the play illustrates the ways Franklin embraced creative interventions as a critical means of feminist transformation, providing a "call to arms" that served an important means of political consciousness-raising.

Moderator:

John Michael Erickson, *Claremont Graduate University*

318. ArchAndroid to Pretty Girl Rock: Current Conversations on Gender, Race, and Sexuality in Popular Music

4:00 to 5:15 pm • Level 2: Valdosta

This interdisciplinary roundtable brings together scholars, journalists, curators, activists, and musicians whose work engages intersecting issues of gender, race, and sexuality in contemporary popular music. We will gather perspectives from within and outside the academy, including public education initiatives; and projects that span music history/theory and creative practice. Our goals will be to examine popular music studies as currently informed by feminist, critical race, and LGBTQ theories and perspectives; highlight issues in popular music of particular relevance to women's studies/feminist classrooms; and explore innovative pedagogies for integrating popular music studies, feminist media production, and cultural politics.

Presenters:

Charity Marsh, *University of Regina*

Sara Marcus, *Writer*

Lauren Onkey, *Rock and Roll Hall of Fame and Museum*

Ann Powers, *Music Critic/Writer*

Moderator:

Tara Rodgers, *University of Maryland*

318a. MA/PhD Sponsored Reception

5:00 to 6:30 pm • Level 2: Garden Courtyard

319. Food Politics II

5:25 to 6:40 pm • Level 1: Atlanta 1 - AV

PARTICIPANTS:

Feminists in the Garden?: Developing an Intersectional Feminist Consciousness within Community Garden Movements

Alicia Woodbury, *Arizona State University*

Community gardening is (re)emerging as a significant social movement for an increasing number of American women. Although under-theorized as a space of contemporary feminist activism, women who are new to gardening are finding that shared-plot gardening supports a number of gendered roles and responsibilities. However, the degree to which women gardeners identify their work as feminist varies greatly and directly shapes the extent to which participation may contribute to the development of an intersectional feminist consciousness. This paper explores the potential to incorporate and further gender justice as part of the larger goals of the community garden social movement.

In the Kitchen with the Local Food Movement: a Feminist Theory of Food from Farm to Table

Holly A. Stovall, *Western Illinois University*

Traditional feminist theory focusing on the division of labor has often devalued daily cooking and defined private food preparation as work that intrinsically reinforces women's second-class status. In an era of climate change linked to modern food production, cooking has taken on a new importance. We measure one site where feminists might value kitchen work, a local community supported agriculture group (CSA). Based on our survey, feminists who cook with local foods don't see the relationship between feminism and cooking; however, we argue that the connection is strong and that it is time to formulate a feminist theory of the kitchen.

Productive and Reproductive Labor: Intersectional Inequality in Food Work

Carolyn E. Sachs, *Penn State University*; Anna Rachel Terman, *Penn State University*

Our study examines how inequality is perpetuated through the food system in the United States, and specifically, how gender, class, race-ethnicity, sexual orientation, and citizenship intersect to influence productive and reproductive labor. The data are based on 65 interviews and three focus groups with restaurant and farm owners and workers in Pennsylvania and California. Our data reveal that reproductive food work is a fluid responsibility that respondents attributed to structural and agentic factors including social identity and their paid work responsibilities.

Moderator:

Josephine J. Dawuni, *Georgia Gwinnett College*

320. Challenging the Academy: Creative Interventions and Knowledge Production

5:25 to 6:40 pm • Level 1: Atlanta 2 - AV

PARTICIPANTS:

Teaching to a New Beat: Queer Hip Hop Interventions in the Feminist Classroom

Kathryn E. Trevenen, *University of Ottawa*

This paper examines recent work in both hip hop studies and feminist/queer pedagogy to reflect on the impact of using queer hip hop in the women's studies classroom. It explores the theme of "Creative Interventions" by first looking at key themes in emerging work on hip hop pedagogy and then considering the impact of hip hop in a women's studies course, when queer hip hop artists are used to illuminate the intersection of race, gender and sexuality.

The Gendered Engagement of Young Women in Engineering

Jill M. Bystydzienski, *Ohio State University*; Adriane Brown, *Ohio State University*

Drawing on a study of more than 100 diverse girls who participated in a National Science Foundation intervention and research project, we show that young women's involvement with engineering is strongly gendered. As they engage in various aspects of learning about and "trying out" the field, they tend to gravitate to areas and practices of engineering perceived as female-appropriate and they express concerns about balancing work and family lives. Our findings indicate that the girls' perceptions and choices are influenced by how engineering is presented to young women on web sites, via career fairs, and through the mass media.

Women Working Inside to Get Out: Building a Bridge Between the Ivory Tower and the Guard Tower

Rachel Williams, *University of Iowa*

The Purpose of this paper is to explore the process of building a think tank in a women's prison comprised of university students an women who are incarcerated. In this presentation the challenges and opportunities that have arisen as part of this work will be explored as well as the tensions created by raising consciousness and seeking change within a prison.

Ritual, Liminality and Queer Transformation in Feminist Cappella Jams at Mount Holyoke College

Jhannon Weber, *University of California, Santa Barbara*

This project focuses on Mount Holyoke College as a space for both the exploration and promotion of same-sex desire and love. Specifically, I argue that the campus' culture of queerness makes use of key sites such as the a cappella jam to reinforce the status of the campus as a safe space or "bubble" for sexual fluidity and queer identities. I analyze the on-stage and digital media performances of campus a cappella groups to illustrate both their incorporation of queer songs into their repertoire and the use of homoeroticism in reappropriating existing heteronormative songs for a queer and queer-friendly audience.

Moderator:

Matthew Ray Stewart, *Simmons College*

321. Historicizing Prostitution, Pornography, and Politics

5:25 to 6:40 pm • Level 1: Atlanta 3 - AV

PARTICIPANTS:

Fighting Social Evils: Feminism, Prostitution, and Social Inequality in 19th Century California

Angela Fitzpatrick, *Bowling Green State University*

In 1872 Dr. Bill Holland and Caroline Churchill each introduced legislative bills regulating prostitution in San Francisco city and county. While Holland's bill targeted prostitutes as subjects needing medical and police regulation, Churchill's counter bill focused on men's complicity in prostitution and the ways in which the California labor market made prostitution an economic necessity for many women. In drawing attention to systems of class and gender inequality, Churchill deployed a feminist politic that pointed towards a broader range of social evils haunting the western American frontier.

Desiring Cuba: Eroticized Representations of Cuban Women

Susana Pena, *Bowling Green State University*

This paper analyzes the sexualized representation of Cuban women for U.S. audiences. Since the turn of the century, in U.S. legislative debates, international eugenics conferences, and tourism advertising, conflicting notions of Cuba's racial profile intersected with ideas about Cuba's desirability. I analyze the production of sexually explicit texts and films in Havana from the 1930s to the 1950s including pamphlets and books with sexual content published by Editorial Florida, Cuban Press, and Phedrin Press in Havana, Cuba and films with a sexual content made in the late 1940s and 1950s. This paper focuses on the racial and sexual representation of Cubans in the texts in which they emerge.

Irreverent Eroticism: Sexuality and Women's Health in Woman-Authored Underground Comics

Chadwick Roberts, *University of North Carolina, Wilmington*

In the early 1970s woman-authored underground comics broke new ground

in addressing the theme of women's sexuality. I argue that publications with provocative titles such as *Tits and Clits* and *Wet Satin* intentionally pushed the barriers of conventional good taste and at the same time reflected many of the concerns of the women's health movement in the 1970s. The women who created these comics used narrative and humor to promote women's acceptance of their bodies including elements stigmatized by commercial culture as utterly unsexy, such as menstruation and aging. The authors of these comics deployed their own brand of feminism, one based on a belief in the power of humor and creativity to argue for the centrality of women's bodies to any understanding of women's sexual liberation.

Moderator:

Carlos Decena, *Rutgers University*

322. Masculinities in Crisis

5:25 to 6:40 pm • Level 1: Atlanta 4 - AV

PARTICIPANTS:

(In)Tolerable Masculinities in the Bottom Community of Toni Morrison's Sula

Erik Robert Kline, *Winona State University*

Much critical attention has been given to Toni Morrison's *Sula* since its publication in 1973. Much of this critical attention, however, focuses on feminist and race politics in the Bottom community. While these criticisms certainly help a complex understanding of the novel, I am interested in the ways Morrison depicts men and masculinity in a relatively autonomous community. By concentrating on supporting characters such as Plum, Jude, and Shadrack, I will explain how the Bottom is demonstrative of society's tendency to assign expectations to male bodies and construct individual evaluations almost entirely by individuals' bodily function and use-value.

Domination and Resistance Among Minority Masculinities: An Intersectional Analysis of Hindus in Bangladesh

Fauzia Erfan Ahmed, *Miami University of Ohio*

The crisis of Hindu masculinities, a minority population in Bangladesh, a Muslim country, has been little studied. Based on a continuing longitudinal ethnographic study of 200 sharecropper men and women, intersectionality theory is used to explore the domination, negotiation, and resistance among Hindu masculinities. Findings reveal that hegemonic abusive (beshi mare) masculinity ensures leadership by silencing high-minded (udaar) and negotiating with mixed masculinity. However, high-minded masculinity develops a matrix of resistance by redefining the concept of dharma, a key tenet of Hindu spirituality, avoiding complete subordination. The author concludes with public policy recommendations intended to highlight and support high-minded masculinity.

Frats as Gangs: The racial politics of sexual violence and the 'crisis of masculinity'

Michelle Dawn Corbin, *University of Maryland*

I argue that campus sexual assault prevention literatures and practices focused on men and masculinities are largely grounded in white male and particularly white fraternity communities. I outline how largely unacknowledged whiteness and white privilege constitute conceptions of campus sexual violence and institutional responses to it. I demonstrate how white privilege and the racist discourse of black criminality served to sanitize if not erase the violence of [white] fraternities. I conclude by recommending a more thorough politicization of [white] fraternity sexual violence and much deeper analysis of racialized structural inequalities that constitute the ongoing 'crisis of masculinity'.

Sex-Talk between Korean Men and Correcting Male Citizenship: Homo-sexual/national Male-Bonding on a Transnational Match-making Site in Vietnam

Eunsung Lee, *Rutgers University*

This paper is part of my ethnographic research in 2007-9 on the cross-border marriages between Vietnamese women and Korean men. Based on two five-day marriage trips to Ho Chi Minh City of Vietnam and interviews with marriage brokers and Korean men in South Korea, this paper examines the discourse of masculinity in crisis and re-configuration of masculinity politics in contemporary South Korea.

Moderator:

Michael Francis McClure, *Virginia State University*

323. Multi and Interdisciplinary Approaches to Transnational Feminist Practices

5:25 to 6:40 pm • Level 1: Atlanta 5 - AV

PARTICIPANTS:

An Intersectional Approach to Kurdish Feminism: Presentation of Urban Poverty among Kurdish women in Tuzla, Istanbul

Hülya Çaglayan, *Sabancı University, Turkey*

The purpose of this study is to examine the effects of intersecting dynamics of class, gender and ethnicity for Kurdish women workers. For this aim, it attempts to investigate urban poor Kurdish women of Tuzla in terms of social and economic relations. The method of this project is to listen to the personal experiences of Kurdish women workers, and understand their working conditions and social life experiences in the urban setting. Based on the interviews, the study explores the interrelationships of ethnicity and gender and its effects upon the position of Kurdish women in the labor market.

Imperial Feminism and the U.S. Female Soldier: Women's Equality in the Service of Empire

Elizabeth Mesok, *New York University*

This paper theorizes the tensions between a critique of the U.S. military's weaponization of gender, specifically as evidenced in the use of Female Engagement Teams for counterinsurgency strategy, and the struggle for servicewomen's equality in the military. I consider what it might look like for a feminist politics to both support women's rights in the U.S. military and remain critical of the military institution and the wars in which it is engaged. The paper will engage with scholarship on imperial feminism as well as interviews with servicewomen who have, despite policy restrictions, served in combat in Iraq and Afghanistan.

Questioning the Metanarrative of Global Capitalism: Towards Intersectional and Multi-sited Understandings of Systemic Power

Aniruddha Dutta, *University of Minnesota*

As a dominant framework in the critical scholarship on globalization and transnationalism, the category of global capitalism is frequently posited against its 'others' of community and culture, understood as local, regional, or heterogeneous. Structures of gender/race/caste, etc., are often implicitly downgraded as local or regional factors that get embedded within the global narrative of capitalism. Even for transnational feminists like Chandra Mohanty, 'anti-capitalist struggles' comprise the broad banner under which specific feminist campaigns must unite. This paper questions this framework by deconstructing the category of 'capitalism', and re-imagining gender, community and kinship as trans-local logics that structure the 'global'.

The Politics of Memory: Recognition and Re-membering in Peru

Lynn Marie Healy, *Ohio State University*

I consider the relationship between the female body and memory in Peru in terms of Judith Butler's question, "What counts as a livable life and a grievable death?" in order to reveal how body and voice serve as the underpinnings for an ethics of recognition and of re-membering. I analyze the ethics of representation in Kimberly Theidon's work *Entre Prójimos* (2004), the women-led Peruvian organization ANFASEP's testimonio, *¿Hasta cuándo tu silencio?* (2007), and Claudia Llosa's controversial film *La teta asustada* (2009). I reveal the pivotal role of the body in determining who is worthy of being grieved and re-membered.

Moderator:

Ariana Elizabeth Vigil, *University of Nebraska, Lincoln*

324. The Postfeminism Problematic: How Popular Culture Takes the Feminist Out of Feminism

5:25 to 6:40 pm • Level 2: Augusta

PARTICIPANTS:

Is Postfeminism Fashionable? An Analysis of Lucky magazine

Gigi McNamara, *Duquesne University*

One form of consumption-oriented discourse targeted to women is the fashion magazine, an enduring and profitable staple of American popular culture that continues to play a pivotal role in focusing trends. Part of the influential Condé Nast group, Lucky magazine entered a crowded media landscape in 2001. While other publications ostensibly promote fashion ideals, this publication attempted to introduce a new commercial hybrid to the consumer magazine industry. This paper explores the way in which this publication has co-opted feminist discourse through a conflation of postfeminism with consumerism.

A Postfeminist Community: The Packaging, Promotion, and Representation of Postfeminism within NBC's Situation Comedy

Lauren J. DeCarvalho, *The Pennsylvania State University*

Given the prevalence of postfeminism within media today, the deployment of what Diane Negra so aptly describes as "feminist tools of analysis" towards postfeminist texts, has never been more necessary. Using a feminist cultural studies lens, this paper aims to deconstruct the postfeminist re-packaging of feminist ideals in NBC's situation comedy, *Community*. As can be argued, the show's discourse both manipulates feminist rhetoric and plays up negative connotations of feminisms as means to promote a postfeminist agenda. Similarly, the show's televisual imagery sends conflicting messages to viewers, which ultimately deals postfeminism (and patriarchal ideologies) on the upper hand.

Pleasuring Promiscuities: A Postfeminist Analysis of Sexuality on Bravo TV's The Real Housewives

Nicole B. Cox, *The Florida State University*

As a formidable force in cable television, *The Real Housewives* (TRHW) is a reality-programming powerhouse that has created a maelstrom of success since its inception. As such, this research takes a critical approach to analyzing 55 episodes of TRHW of Orange County, through a postfeminist lens. Specifically, it explores various themes of female sexuality that are commodified and sold through TRHW motif, suggesting that five distinct tropes emerge as a means of re-inscribing problematic, postfeminist concerns.

Moderator:

Stephanie Troutman, *Berea College*

325. Girls & Their Allies Caucus

5:25 to 6:40 pm • Level 1: Georgia 01

Girls & Their Allies Caucus Meeting

Participant:

Donna Marie Johnson, *Education Consultant*

326. Mapping Community Colleges in the U.S. as Spaces for a Transformational Transnational Feminist Praxis

5:25 to 6:40 pm • Level 1: Georgia 10

In mapping a transnational feminist praxis, community colleges are ideal spaces for disrupting the academic-activist divide, which is so important in the non-hierarchical making of knowledge and meaning. The porousness of our community college, with its urban/suburban location and wide-ranging student body, shows how community activism shapes student and faculty work and vice versa.

Presenters:

Joylette Williams-Samuels, *Nassau Community College*

Elisabeth Nicole Arruda, *City College of San Francisco*

Susan Cushman, *Nassau Community College*

Moderator:

Pramila Venkateswaran, *Nassau Community College*

327. Feminist Analyses of Funding Practices

5:25 to 6:40 pm • Level 1: Georgia 11

PARTICIPANTS:
Beyond 'Softening Capitalism's Rough Edges': Women of Color, Microcredit and Economic Crisis

Heather Montes Ireland, *Indiana University Bloomington*

This paper examines the neo-liberal tensions of microcredit to draw unlikely parallels between competing rhetoric of the "deserving poor" of the Global South and the "un-credit worthy"/undeserving poor—particularly women of color—of the United States, with attention to the ways gender and race are articulated in the public narrative around the current economic crisis.

Gendering U.S. Foreign Aid: Co-Opting Feminist Anti-Violence Advocacy to Wage the "War on Terror."

Kimberly A. Williams, *Mount Royal University*

Taking as its central text the International Violence against Women Act (I-VAWA), this paper will examine the emergence and evolution of "violence against women" as a discourse among U.S. legislators and policymakers. It will also consider the causes and consequences of the recent simultaneous deployment of this discourse with two others—(U.S.) national security and (women's rights as) human rights—in the creation and implementation of contemporary U.S. foreign policy. The central question is, "By what means and for whose benefit have these three discourses been concurrently mobilized in the text of I-VAWA?"

The Risk of Women's Philanthropy in a Neoliberal Era

Stacia L. Kock, *Ohio State University*

Recent efforts to establish women's economic empowerment may problematically conflate feminist ideals with those of neoliberalism. This paper utilizes a feminist political theoretical lens to explore the relationship between women's philanthropic empowerment and neoliberal ideals of empowerment through market productivity. Specifically, the paper incorporates

recent feminist arguments (Eisenstein 2005, Fraser 2009, Hawkesworth 2002) to outline potential disadvantages of relying on market-productivity to support women's empowerment. The paper hypothesizes that though women's charitable contribution are an important tool for the advancement of feminist issues, organizational programs that support women's philanthropic endeavors problematically rely on a limiting neoliberal agenda of empowerment.

The World Bank, Violence and Disability: Deploying Feminism, Practicing Development

Corinne Lysandra Mason, *University of Ottawa*

According to the World Bank's "The Cost of Violence" (2009), violence that causes disability and hinders women's productivity in the workplace is a major drain on struggling economies in the developing world. Using a numerical measurement called "disability life adjusted years" or DALY, the Bank claims that violence against women (VAW) is "inefficient." According to the Bank, VAW must be eliminated so women can get back to work. Deploying feminism, but practicing neoliberal development, I argue that the Bank commits a "discursive violence" (Collins, 1998) by narrowly defining VAW according to their interests.

Moderator:

Ayana Weekley, *Grand Valley State University*

328. Feminist Transformations: Anthropological Approaches

5:25 to 6:40 pm • Level 1: Georgia 12

PARTICIPANTS:
Criminalizing Survival: Preliminary Research Findings on Connections between Sexual Victimization and Incarceration in the United States

Mahri Irvine, *American University*

Drawing on feminist, materialist, and public anthropology approaches, with contributions from critical race theory/feminism and feminist criminology, my dissertation research explores connections between the incarceration of females in the United States and their prior sexual violence victimization. The majority of incarcerated women and girls have survived sexual victimization before being imprisoned. However, the US criminal justice system often ignores the dual identity of female inmates as both survivors/victims and "offenders," frequently criminalizing the various survival strategies implemented by survivors as they attempt to cope with their traumas. In this presentation, I will share preliminary findings from my dissertation fieldwork.

The Crescent and the Cross: Negotiating Norwegian Womanhood within Religious Communities

Lauren McKown, *American University*

Feminist discourse has a long history of contestation concerning the patriarchal roots of religion. How are women reconciling or rejecting religion within the context of their feminist identities? How have the lived religious experiences of Norwegian women in both the Muslim and the Christian community incorporated feminist ideas into their faith? Using the research report, FEMCIT: Gendered Citizenship in Multicultural Europe (2010), as a stepping off point, this paper seeks to examine the ideological negotiation of what it means to be both feminist and religious and on a larger scale my analysis seeks to create new avenues of allies for the feminist movement.

Strong Black Womanhood Revisited: The Lived Experiences of Rural Women in East TexasAshante Monique Reese, *American University*

The strong black woman concept has been theorized and analyzed in multiple ways, often evoking imagery of an urban or historical woman. What do we lose by not including rural women's lives and stories in our analyses? What can we gain by moving toward an analysis of strong black womanhood grounded in lived experiences rather than myth and stereotype? Using Springer's (2002) analysis as a point of departure, this paper has two aims: to examine the lived experiences of women in rural East Texas and to propose strong black woman realities as an alternative way of examining black women's lives.

Moderator:Debarati Sen, *Kennesaw State University***329. Education Interrupted: The Nexus Between Education, Performance and Gender and Women's Studies**

5:25 to 6:40 pm • Level 1: Georgia 13

PARTICIPANTS:**When the Spirit Speaks: Sacred Politics with Pedagogical Implications**

Durell Maurice Callier, *University of Illinois at Urbana-Champaign*
Recognizing spiritual as political (Alexander 2005), this performance examines how spiritual practices are implicated in personal/political identities and how these groundings can become central tools to empowering both students and educators within the classroom. Believing that a function of education should be the nurturing of one's mind, body, and spirit this performance challenges educators to interrogate false binary splits of secular and spiritual. Furthermore this narrative performance re-engages the spiritual as a tool—to critically interrogate intersections of race, sexuality, gender and power—proffering it as a solution to raise critical consciousness, restore and recognize the value of our humanity.

Tryna Listen for the Djembe: Re-memory Schooling of the Body

Dominique Cacine Hill, *University of Illinois at Urbana-Champaign*
In acknowledgement of obstacles, historical tropes, misconceptions of black girls, and the tendency to want to—try to—erase or sterilize bodies in the schooling process, this autoethnographic piece offers a re-memory of schooling. Utilizing dance and poetry embodying personal reflections of my schooling experiences in high school, this project is about re-memory and evoking emotions—of the scholar-artist and audience members to generate a dialogue around bodies, schooling, and culture.

Haunted by Stories: The Life of a Storykeeper

Chamara Jewel Kwakye, *University of Illinois at Urbana-Champaign*
This monologue investigates, via performance, the central dilemma of witnessing and observation in the life of a qualitative researcher. Composed of fieldnotes, transcripts and journals, the monologue explores experiences of a qualitative researcher during and after a two year research project spent capturing the life histories of three Black women in the academy. Their stories push the researcher to explore her own life history and reflect on how an intimate research approach forever changes the lives of the participants and the researcher. Themes explored include the body as a homeland; the impact of geography on racial identity; and spatial memories.

Empowering Lies: Masking the Emotional Self to Survive

Cecilia Elizabeth Suarez, *University of Illinois at Urbana-Champaign*
This paper will embrace dialogue and multimedia performance to unmask the personal experiences of the author as they pertain to cultural expectations or myths of self. This paper unpacks the daily performance and intersection of gender and emotion, as they relate to survival of cultural responsibilities imposed on women. The author explores ways that cultural myths have been continued as well as highlights avenues in which to claim power and agency for expression of true self via scholarship and identity development.

Moderator:Aisha S. Durham, *Texas A&M University***330. "The Making of Women in the 21st Century: Daughters Love Like You Do"**

5:25 to 6:40 pm • Level 1: Georgia 2

PARTICIPANTS:**"Trying to Have a Place in an Area I had Nearly Destroyed": Father-Daughter Relationships as Womanist Theory in By the Light of My Father's Smile**Heidi Renee Lewis, *Colorado College*

In this paper, I examine father-daughter relationships in Alice Walker's *By the Light of My Father's Smile*. Walker posits the father-daughter relationship as a contested space through which black fathers and daughters can resist tensions that have plagued black male-female relationships for decades. Womanism functions in the novel as the mode of inquiry and paradigm for change Walker suggests we engage to understand the experiences of black women and men and to imagine healthy black-male female relationships. In this way, Walker significantly reconstructs the terrain of black feminist/womanist thought, since black male-female relationships are unhinged at an unfamiliar location.

"Chasing Michelle in the Reality of Real Housewives"

Stephany R. Spaulding, *University of Colorado, Colorado Springs*
Regarding popular culture, Stuart Hall professes, "it is where we discover and play with the identification of ourselves, where we are imagined, where we are represented..." Through popular media, black women have historically been caricatured as dysfunctional hypersexual non-domestics or asexual emasculating domestics. In contrast, since the removal of *Clare Huxtable*, black women have been alienated from the domestic sphere where they have achieved successful intellectual and professional statuses. Using Hall's theory, this paper explores the implications of what black American women are playing with and discovering about themselves in an era where Michelle Obama has become one of the most impressive US political figures juxtaposed with the demands for and ratings of reality persons such as NeNe Leakes. Is Michelle Obama an unrealistic anomaly for black women discovering themselves? Has Bitch become the "new black" feminine identity as declared by Helena Andrews and portrayed in the "real lives" of black housewives?

"The Code of the Amazons: Constructing Feminine Identity in Imaginary Interstitial Space"Brandee Mimitzraiem, *Drew University*

From comic book's Wonder Woman to television's Xena and video games Lara Croft, post-ERA society is fascinated with the idea of the Amazon. Depicted as extremely sexy warriors, these images portray positive images of femininity, promoting what Jennifer Baumgardner and Amy Richards in

Manifest a term "Girly culture." Each of these images is based on ancient myths that, though similar in content, function extremely differently in their own social space. As Empirical icons, ancient and modern Amazons provide space to consider the feminine – both engendered and sexually in the empires in which they were constructed. "The Code of the Amazons," to this end, examines depictions of ancient Amazons as well as the epitomic modern Amazon, Wonder Woman, in order to understand the complex relationship between femininity and Empire. This paper queers the feminine and suggests a new space for constructing women's identity as it peers through the varied images of Amazons throughout history.

"Mommy Negotiations: Co-parenting among Imprisoned Mothers and their Children's Caregivers"

Ebonie Cunningham Stringer, *Wingate University*
 Many imprisoned women are mothers to dependent-aged children. Studies note the deleterious effects of maternal imprisonment including developmental and emotional disruptions, increased likelihood of delinquency and instability in family structures. Though imprisoned mothers must relinquish the care of their children to proxy caregivers such as relatives and foster parents, many continue to express strong maternal identities. However, less is known about the ways in which they negotiate their maternal roles with their children's caregivers. This qualitative study investigates imprisoned women's co-parenting experiences with their children's proxy caregivers. Preliminary results indicate that co-parenting strategies vary by caregiver type and children profiles.

Moderator:
 Ebonie Cunningham Stringer, *Wingate University*

331. Science and Technology Task Force
 5:25 to 6:40 pm • Level 1: Georgia 3
 Science and Technology Task Force Business Meeting
Participants:
 Chikako Takeshita, *University of California, Riverside*
 Deboleena Roy, *Emory University*
 Jane L. Lehr, *California Polytechnic State University*

332. Rethinking Sex (Work): Destabilizing Hegemonic Feminist Discourses
 5:25 to 6:40 pm • Level 1: Georgia 4

PARTICIPANTS:
Mainstream Feminists to the Rescue: The Impact of Anti-Trafficking Discourses on Undocumented Sex Workers in Spain
 Sandibel Borges, *University of California, Santa Barbara*
 This paper looks at the ways in which abolitionist anti-trafficking discourses in Spain are being utilized by the government to deport undocumented immigrant sex workers. Sex work in Spain is currently not legal, but 'prostitution' is not criminalized either. However, due to abolitionist feminist discourses that categorize all sex workers as victims of trafficking, the police constantly engage in 'rescuing' practices, harassing immigrant sex workers. The 'rescue' of 'trafficking victims' better translates into anti-immigration practices and deportation.

The In/visibility of Fe/male Bodies in Discourses of Sex Work and 'Sex Trafficking'
 Chloe Emma Diamond-Lenow, *University of California, Santa Barbara*
 This paper interrogates how the deployment of certain feminist ideas in abolitionist discourses of sex work and 'trafficking' invisibilize the experience of male and trans sex workers. Drawing from queer post-structuralist

theory, I analyze how sexuality and agency are read onto gendered and raced bodies in different ways in relation to ideas about victimization, exploitation, borders, sexuality and the sanctity of the body. I propose that abolitionist discourses render women's victimization in sex work hypervisible, while invisibilizing the affect and embodiments of male and trans sex workers.

The Poetics of Rescue and the Possessive Individual, or How to Save a Prostitute in India and Feel Good

Oliver Ting, *University of California, San Diego*
 In this paper I hope to address the affective economies that subjugate and subjectify the 'Third World woman.' In particular, I wish to interrogate the neoliberal logic of abolitionism on sex work and its reproductions of volitional subjects. Locating such economies in the largest red-light district in Kolkata, India, I seek to analyze how the 'rescue industry' Western textile manufacturers established to save women from sex work only to assimilate them into global capitalism deploys the rhetoric of freedom and choice that falsely valorizes consumption as an ethical act of rescue by victimizing women in the Global South.

Marketing Desire: Women, Work, and Sexual Practice
 Leigh Marie Dodson, *University of California, Santa Barbara*
 Examining how sexualized labor is discursively constituted, this paper analyzes the recent consumer phenomenon of Passion Parties, a network direct selling organization that appropriates ideologically from second wave feminist consciousness raising groups and the women's health movement to access an untapped market of both workers and consumers: rural and suburban heterosexual women. Passion Parties operates as a corporate intimate public ideal for flexible labor under neoliberalism. Passion Parties promises successful careers and rewarding heterosexual relationships under the guise of "women helping women," appealing to a sense of collective heterosexual feminine history that appropriates feminist ideologies even as it depoliticizes them.

Moderator:
 Carly Ann Thomsen, *University of California, Santa Barbara*

333. Advocating for Women's Health Using Documentaries as Tools for Social Change

5:25 to 6:40 pm • Level 1: Georgia 5 - AV
 During this workshop, the film "Absolutely Safe", which takes an open-minded, personal approach to the controversy over breast implant safety, will be shown and discussed by the filmmaker and the head of Our Bodies Ourselves. The film explores how the FDA and other institutions do not successfully protect women from the risks of implants because of the lobbying efforts by the corporations that produce the implants. The story of "Absolutely Safe" always focus on the women and girls who stand front and center in the traffic jam of beauty, media, risk, and "choice".
Presenters:
 Judy Norsigian, *Boston Women's Health Book Collective*
 Carol Ciancutti-Leyva, *Amaranth Productions Inc.*
Moderator:
 Sue V. Rosser, *San Francisco State University*

334. New Media and the Virtual Feminist World

5:25 to 6:40 pm • Level 1: Georgia 6 - AV

PARTICIPANTS:**“Glorifying Obesity”: Blogging Fat Acceptance**Nicholas Reyes Franco, *University of San Diego*

A growing area of fat studies literature has begun to focus on how fat bodies/identities are intersecting with popular culture, gender politics, and sexuality. Some authors incorporate the ways in which cyberspaces contribute to a fat community's political activism. There is room for more discussion, however, about how the dynamics of these communities are (re)shaping fat identities, politics, and feminisms. This paper analyzes findings of a 2-month qualitative study that explores fat-positive spaces on Tumblr, an online blogging site, and how fat-identified women are using two specific Tumblr blogs to reconstruct and politicize social stigmas cast upon their bodies.

Digitizing Queerness: Embracing the Corporeal and Space in a Digital CityYuenmei Wong, *University of Maryland, College Park*

Politicisation of sexuality is clearly repressive in resulting public surveillance and persecution of marginalized sexualities. Nonetheless, such oppression also generates entry points for opposing strategies. While it was argued that the internet serves as a cultural capital for Queer subjects who are lacking of public revenues for social mobilization, we are witnessing an increase of on-line homophobia attack on Queer identities in recent years. Drawing upon Elisabeth Grosz's idea of the corporeal body in the virtual city, this paper aimed to explore both the liberatory space of internet technologies and the materiality of the cyberspace in relation to Queer activism.

Friending FeminismVictoria Bromley, *Carleton University*

Sisterhood is powerful but can it be virtual? The explosion of digital technologies has created many online communities for feminist social movement, new sites for networking and new tools for education. The authors discuss the implications of feminist agency and activism in a networked world. Can mouse clicks and online petition signatures replace bodies on the streets? Engaging with social media requires thinking through and beyond the Second versus Third Wave binary identities that are taught as part of a conventional feminist education. The authors suggest that online feminist “diss-em-bodiment” allows us to recognize different powerful strategies for social change.

It's Just Hair: African American Women, Womanist Agency, and Natural Hair BlogsLauren Elise Cross, *Texas Woman's University*

In this study, I will argue that natural hair blogs provide platforms for womanist public pedagogy and advocacy of Afrocentric hair care traditions. Using blogging, African American women create personal and counter-narratives which combat the politics and misconceptions of Afrocentric hair. I will argue that blogging provides a space for womanist agency, empowerment, and collective dialogue amongst African American women. The paper will focus on select natural hair blogs which allow African American women to creatively explore Afrocentric hair experiences and knowledge within virtual communities.

Moderator:Adeline Koh, *Richard Stockton College***335. Women's Activist Art in Social Justice Pedagogy**

5:25 to 6:40 pm • Level 1: Georgia 7

PARTICIPANTS:**“Women Creating Student Activists through Community Participatory Documentaries”**Jane Winslow, *State University of New York, Oswego*

Jane Winslow showcases how social activism documentary projects have changed from an exclusively observational vision of the producer/director to projects created by a multiplicity of voices from the community or group represented in the program. Cinema Verite, participatory, and observational style documentaries have evolved into community-participation documentaries, expanding the authorship to the people whose lives and issues are actually being represented. Now more than ever artist/activists and educators can take tools such as digital cameras and computer-based editing equipment to groups who will in turn create documents of their world.

Indigenous Activism of Kay Walking Stick: Art, Identity and the Politics of the QuincentenaryLisa Seppi, *State University of New York, Oswego*

Lisa Roberts Seppi looks at indigenous involvement with the 1992 Quincentenary to examine the ways in which artists used visual work to generate awareness about contemporary Native American and First Nations art, identity, and culture and revise the historical record. Although this panelist will discuss a variety of artists' work addressing issues of gender and cultural identity, in order to avoid reiterating the impression of a unified, singular identity called “Indian,” the life, work, and experiences of the Cherokee Kay WalkingStick will be used as a case study. In addition three recurring themes dominate the artistic body of work produced for the quincentennial celebration, including the work of WalkingStick: land, memory, and culture identity.

Acting Up In and Out of Class: An Example of Student Social Justice Activism in a General Education ClassLisa Langlois, *State University of New York, Oswego*; Amy Chamberlain, *State University of New York, Oswego*

“Monster Beauty”, a work created in Langlois's general education visual arts class by student, Amy Chamberlain, uses visual language to critique the narrow range of beauty standards promoted by the industry. This case study describes the course and gender related activities and assignments, and through examining the art work and analysis of one of her students, illustrates the power of this approach to engage students with social issues and move them to action. Chamberlain's full artist's statement demonstrated mastery of several concepts introduced in the course, such as market segmentation, how perceptions of an intrinsic defect build anxiety and lead to sales, “the make-over plot,” and how advertisements rely increasingly on digital technology to create an unattainable ideal. Her goal was to raise awareness of the profit motive that underpins the beauty industry and its de-facto exclusion of all real—as opposed to digitally constructed—women.

“Women's Activist Art in Social Justice Pedagogy”Tania Ramalho, *State University of New York, Oswego*

Tania Ramalho, in this introduction to the panel, discusses the tradition of social justice pedagogy in schools as a form of resistance to restrictive and alienating trends in curriculum, instruction and assessment in public schools resulting from conservative backlash and neoliberal ideologies. She indicates how the works of feminist activist artists are used to raise consciousness about social justice related issues in K-12 classrooms. Dennis Parsons inquires how photography and the interplay between image and print might

be used to teach for social justice. Locating the conversation within preservice teachers' work with images and print text in a NYC internship, Parsons historicizes and critiques the role of photography in urban portrayals and contemporary theorizing on photography.

Moderator:

Barbara A. Beyerbach, *State University of New York, Oswego*

336. African Ways of Knowing: Ancestral Memory, Knowledge and Action

5:25 to 6:40 pm • Level 1: Georgia 8

PARTICIPANTS:

African Ways of Being: Utilizing Decolonizing Research Methodologies

Ifetayo Ojelade, *A Healing Paradigm*

For the activist-scholar, choice of research methodology is utilized as a tool to foster discourse and critique Western concepts of knowledge production. Through the use of decolonizing research methodologies, this paper examines culturally embedded factors impacting treatment seeking patterns. Specifically, indigenous African healing modalities utilized as a mental health intervention are examined.

Ancestral Knowledge: Women of African Ascent Incorporating Ritual to Venerate Ancestors

Martha Louise Dorsey, *Kennesaw State University*

Having knowledge of our loved ones who have passed on (Ancestors); and who now reside in the spiritual realm is an important aspect of one's living and social development. Although in the Western world the importance of remembering our Ancestors is not impressed upon people; other countries and ethnic groups incorporate respect, acknowledgment, and rituals to the ancestors as a part of their daily living. This paper explores Ancestral veneration of family members who continue to possess the ability to influence the fortune of the living.

Moderator:

Kenja Royce McCray, *Atlanta Metropolitan College*

337. Bridges of Desire in Black Women's Popular Fiction

5:25 to 6:40 pm • Level 1: Georgia 9

PARTICIPANTS:

Toni Morrison's Tar Baby, the Post-Soul Aesthetic and Black Women's Popular Fiction

Beauty L. Bragg, *Georgia College & State University*

This paper examines how Tar Baby anticipates concerns of the post-soul aesthetic—the cultural mulatto and the thematic troubling of blackness—while it centralizes gendered experiences. I describe how Jadine's experience as a cultural mulatto is complicated by a history of racialized sexuality and suggest that Jadine's contrasting perception of New York and the rural southern town of Eloë troubles the concept of black authenticity. I conclude that this text's deployment of feminist perspectives constitutes a bridge between canonical black fiction and contemporary black popular fiction by centralizing some of the sociological experiences of the late twentieth century black woman.

All the Women are Young, All the Young are Sexual, But Some of Us are Grey: Sexual Agency and the Older Single Black Woman in Contemporary Black Feminist Literature

Juanita Crider, *Purdue University*

I argue that there is a void in the inclusion of aging and single black women's sexuality in contemporary black feminist literature and in black feminist literary criticism. In my paper I use the novels *Sexual Healing* by Jill Nelson and *The Maker of Saints* by Thulani Davis to analyze the relationship between aging and sensuality among single black women, 40 years and older.

'How You Know it Was You?': Motifs of Friendship and Desire in Black Women's Fiction

Jennifer Lynn Freeman Marshall, *Purdue University*

My paper traces the subject of black female sexual agency across several novels authored by black women writers whose works are explicitly influenced by black feminisms. The fictions of Toni Morrison's *Sula*, Thulani Davis' *The Maker of Saints*, and Jill Nelson's *Sexual Healing*, among others, rely on characterizations of "girlfriends" as a kind of primary pair bond for their plot development. These fictions challenge racialized good girl/bad girl binaries via these friendship pairs. Collective and repeated engagements of this motif, across contemporary literary and popular genres, suggest an ongoing tradition of sex/textual revolution toward black women's sexual subjectivity.

Moderator:

Beauty L. Bragg, *Georgia College & State University*

338. Member Assembly

5:25 to 6:40 pm • Level 2: Macon

339. Deploying Feminist Perspective on Gender-Based Violence

5:25 to 6:40 pm • Level 2: Savannah 1

PARTICIPANTS:

Bound by Cultural Codes: Mediating Intimate Partner Violence in Ethnographic Research

Sidra Meredith Lawrence, *University of Texas, Austin*

I explore an instance of intimate partner violence that occurred during ethnographic fieldwork in northwestern Ghana. The incident was rationalized through the rhetoric of traditional cultural practices, and dismissals of "Western feminist" gender ideologies. Using the incident as a springboard, I discuss how perceptions of insider and outsider ideologies reduce individuals to culturally contained bodies. I ask, how we as feminist ethnographers can respond to violence?

Deploying Feminism to Create Collective Responsibility for Gender-Based Violence

Nancy Chi Cantalupo, *Georgetown University*

Two legal methods of responding to gender-based violence committed by private persons originate with feminist legal theories, both of which hold larger entities than only the perpetrator of the violence responsible for the role that entity played in perpetuating the violence. These "hostile environment sexual harassment" and "state responsibility" theories thereby create incentives for that larger entity to take action to prevent the violence. This paper suggests that this common element can and should be deployed to improve the U.S. criminal justice system in a manner that is more likely to reduce and end gender-based violence.

State-Led Feminisms, Community Responses: The Specter of Domestic Violence and Temporary Migration

Amy Pradip Bhatt, *University of Maryland Baltimore County*

I examine how feminist discourses emerging from U.S. Women of Color and immigrant anti-violence movements are mobilized as a basis for the regulation and restriction of temporary workers coming from India to the

U.S. Simultaneously drawing on notions of retrogressive "Indian culture" and feminist domestic violence activism, official and unofficial state discourses shape temporary migration policies and practices. Drawing on ethnographies conducted in India and the U.S., I argue that these state-led interventions demonstrate the subtle ways in which feminism is incorporated and activated to regulate national borders and cultural boundaries.

Moderator:

Tiffany Lethabo King, *University of Maryland, College Park*

340. Feminist Activist Theory and the Environment

5:25 to 6:40 pm • Level 2: Savannah 2

PARTICIPANTS:

Constructing 'Mother Nature' to Clean Up the Mess: Representations of Gendered and 'Othered' Geographies in Discourses on Oil Spills

Rachel K. Brinker, *Oregon State University*

This paper explores uses of gendered language in the discourse of U.S. oil spills, which can be viewed as an example of Foucauldian heterotopia, or 'other space'. I am exploring political and public discursive answers to, "Who is ultimately responsible for cleaning up the mess?" and the ways in which these answers may be used as tools of deflection and/or absolution from corporate and governmental responsibility for man-made disasters. As heterotopia, however, oil spills may also simultaneously be viewed as sites of feminist subversion, disruption, and/or revolution in the midst of discourses that reinscribe capitalist patriarchal power.

Embodying Intersectionality: Practising Feminist Science Studies Within the Sciences

Lisa H. Weasel, *Portland State University*

This paper addresses how critical and deconstructive work in feminist science studies can be applied to shape and inform research questions and praxis within two areas of science currently ripe for feminist intervention: climate science and epigenetics. Epistemological and social conflicts relating to scientific research in these fields require new approaches to revisioning both conventional notions of objectivity, and epistemological framings of the inter/intrarelations between nature and culture, areas with rich feminist theoretical foci. Because of their applied and social justice implications, feminist participation in the revision of these two fields from within is both epistemologically and practically important.

Enriching the Feminist Discourse: Women of Mountain Top Removal Activism in Appalachia and Feminist Identity

Jennifer Cohen-Jordan, *Appalachian State University*

In reaction to the proliferation of mountain top removal coal mining in Appalachia, there has evolved a growing movement against this method of mining, with women constituting a forceful presence. Little has been generated on the experiences of women activists in coal mining activism, gender construction and feminist identity. Many of the activist women whom I have interviewed either rejected feminist identity or expressed ambivalence, while simultaneously engaging in what many would characterize as feminist behavior. This paper represents my research in understanding the relationship between feminist identity, women's mountain top removal activism and their place in the feminist discourse.

Feminist Solders of Cholera in Zimbabwe

Grace Chobela Mukupa, *State University of New York, Buffalo*

Since 2000, Zimbabwe has been faced with numerous challenges characterized by a hyperinflationary environment. This paper examines a debate over

water crisis in Zimbabwe and how water reforms have impacted women as active agencies within the society. I argue that the water policies have a tendency to neglect the importance of women as water users and productive farmers, an omission that significantly limits the potential effectiveness of water policy reform causing chaos in health institutions.

Moderator:

John Michael Erickson, *Claremont Graduate University*

341. Making Her Presence Known: Multi-Sited Interventions through Imaginative Narratives

5:25 to 6:40 pm • Level 2: Savannah 3

PARTICIPANTS:

History for Otome: Japanese Girls (and Women) Asking New Historical Questions

Kazumi Hasegawa, *Emory University*

For the past few years, Japanese girls have actively engaged with history from their otome perspective. Otome can be roughly translated as "girlish girls." By looking at the phenomenon of rekijo ("history girls") and otome video games, these Japanese girls expose their desires in various mediums and utilize romance as a way to ask new historical questions. On the one hand, these girls do not seem subversive, reproducing the conventional romantic narratives; on the other hand, I argue these romantic narratives have encouraged Japanese girls to ask dynamic historical questions that reimagine a Japanese history with girls as critical actors.

Recovery Missions: Imaginative Narratives that Encourage a "Total Body Compass" for Girls

Sheri Dione Davis-Faulkner, *Emory University*

In "Recovery Missions," literary critic Deborah McDowell issued a call-to-action for recovering black female bodies, arguing that "[broadening the] analytic paradigm" in cultural studies of the body that tend to focus on the visual: 1) "[illuminates] discourses ocular obsessive investments in outer body" and 2) "[attends] to the body's inside parts, its buried zones." Popular health discourse on childhood obesity suggests that one in four black girls in the U.S. are obese. Imaginative narratives, such as Sapphire's *Push*, offer insights on black girls "buried zones" that disrupt the visual logics offered by popular discourses and put forth intervention models.

Steely Dames: Black Women Electric Guitarists and the (Re) Enchantment of the Black Female Body

Mashadi Matabane, *Emory University*

The electric guitar is an iconic American instrument crucial to the evolution of Southern-bred blues and rock. Ongoing masculinist bias in canonical scholarship about the two genres obscures pioneering contributions of musicians like Memphis Minnie, Peggy "Lady Bo" Jones, and Tamar-kali. My research focuses on the largely unresearched cultural history of such women. Their racialized and gendered uses of electric guitar technology enabled them to generate critical and creative imaginative narratives about black female identity and the black female body. Their public presence, performance, and self-representational choices enabled them to reconstruct themselves and restructure spaces in the American cultural imagination.

Moderator:

Asha Layila French, *Emory University*

342. NWSA Author Reception

6:00 to 7:30 pm • Level 1: Georgia Hallway
Celebrate with NWSA members who have currently published works at this booksigning and reception.

343. On The Issues Magazine, Publisher Merle Hoffman, and The Feminist Press Sponsored Reception

6:00 to 8:00 pm • Level 2: Valdosta

345. Doin' Time: Through The Visiting Glass and Booksigning

8:00 to 10:00 pm • Level 3: Grand Ballroom
Doin' Time: Through the Visiting Glass examines the impact of incarceration on families. Ashley Lucas, the child of an incarcerated father, conducted interviews in California, Texas, and New York with prisoners' family members, former prisoners, and people who do work connected to prisons. She also corresponded with over 400 prisoners from across the U.S. Weaving together these interviews and letters with her personal experience as a

prisoner's child and creative writing, Lucas wrote a one-person show which she performs herself. Doin' Time uses monologues, voice overs, and video take the audience through a variety of perspectives on the families of the incarcerated.

Presenter:

Ashley Lucas, *University of North Carolina, Chapel Hill*

346. Feminist Studies Sponsored Wine Reception and Dance Party

8:00 to 10:30 pm • Level 2: Macon

Meet new Feminist Studies Editorial Director Ashwini Tambe and enjoy a feminist dance party with the staff from Feminist Studies. All are welcome!

347. NWSA Sponsored Reception

10:00 to 11:00 pm • Level 3: Grand Ballroom Prefunction

All conference attendees are welcome at this reception directly following the performance.

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348. Employment Services

9:00 am to 1:00 pm • Level 2: Athens

349. Deploying Feminisms Transnationally: in Conversations with NGOs, Filmmakers, Queer Immigrant Collectives and Same-Sex Support Groups

8:00 to 9:15 am • Level 1: Atlanta 1 - AV

PARTICIPANTS:**The 'Right' Image: Representing Women's Rights in Documentary Film**Swati Bandi, *State University of New York, Buffalo*

The issue of women's rights (political, civil, etc.) has been an abiding preoccupation for independent documentary filmmakers in India. The issue of violence against women has been consistently documented by filmmakers to foreground the state's inadequacies and took on unprecedented importance in the feminist mobilization that occurred in the late 1980s and 1990s, as seen in feminist documentary films made during that period. More recently, the internationalization of the rights-discourse has created a market for documentary images of abject, so-called third world women that are "hostage to a rights discourse," which tends to dehistoricize women's narratives of violence.

"Ami Samakami": Same-Sex Desires and Community in KolkataNiharika Banerjee, *University of Southern Indiana*

Recent work exploring lesbian experiences in India emphasizes that lesbian and feminist causes must work together to respond to 'compulsory heterosexuality'. This position raises several issues, among which the tenuous nature of same-sex experiences and the possibility of community are abiding concerns. As Vanita (2002) points out in the context of the two female characters in the film *Fire*, if categories are inherently limiting, then what type of same-sex desiring subjects are possible beyond the primarily urban upper middle-class English speaking environment in which 'gay' and 'lesbian' identifying selves exists? This paper is interested in those contexts within which same-sex communities are possible in India between self-identified and apparently absent same-sex subjectivities. Drawing from fieldwork among middle-class women in Kolkata, I discuss the possibility of same-sex desiring communities within patriarchal structures, and not as discrete identities at the margins of a heteronormative city.

Extraterrestrial Queers Fly Over the Equality Rainbow: Reflections on the Politics of Queerness, Immigration Reform & Radical LoveDebanuj Dasgupta, *The Ohio State University*

The politics of "oppositional consciousness" and "Queer Diasporas" as elucidated by Chela Sandoval and Gayatri Gopinath has come to define a large terrain of feminist and Queer organizing (often loosely defined as "US third world feminisms" and "Queers of Color" critique) in the US/West currently. In this article, I deploy these key concepts to illuminate the resistance mounted against neoliberal citizenship discourses by Lesbian/Gay/Bisexual/Queer (LGBTQ) identified immigrants and international students. In February 2007 a group of about fifty Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) and Immigrant rights organizations released the first national "Queer and Transgender Vision Statement on Immigration Reform in the US."

Engendering the Non-Governmental Organization Movement in IndiaRaili Roy, *The Ohio State University*

The history of women's movement in India is rich with debates ranging from women's participation in political processes to sex-trafficking. This paper analyzes the role of three non-governmental organizations engaged in practices (informed by a set of rhetoric) that seek to emulate a neoliberal form of empowerment for sex workers and survivors of trafficking. This paper departs from a homogenous conceptualization of women's rights NGOs as primarily agencies for structuring neoliberal consumers, to a more complex conceptualization of NGOs. I pay keen attention to the multiple actors (in addition to their rhetoric) within NGOs, the state agencies they interact with, and the women who are defined as "beneficiaries."

Moderator:Srirupa Prasad, *University of Missouri, Columbia***350. Finding Our Own Tools: Envisioning Radical Feminist Methods**

8:00 to 9:15 am • Level 1: Atlanta 2 - AV

PARTICIPANTS:**The Validity of One: Radical Interventions in Methodology**Archana A. Pathak, *Virginia Commonwealth University*

Utilizing Kuhn (1993) & Feyerabend (2010), I posit that the use of science is a political ploy through which we silence the public and shut down competing discourses. This process then becomes the frame through which we further instill a death of diversity through the negation of intellectual diversity, ultimately fostering an inherent structure through which patriarchy and racism become normative. Building on the work of Harding (1991) and Gonzalez (2003), this paper attempts to articulate a feminist methodological space for the social sciences that is transcendent of dominant articulations of rationalism and logical positivism. Often, even methods that emerge in response to dominant discourses end up recreating the very oppressive structures they aim to dismantle. This essay attempts to offer a radical departure from existing methodological frames.

Feminist Interventions Into the Internet: Being a "Virtual" WomanRebecca Johnson, *Virginia Commonwealth University*

What does it mean to study gender on the internet? Academia has been asking this question since its inception. At first, scholars claimed that the internet was a liberating space where people, especially, women could reinvent themselves. More recently, however, they have argued that internet users cannot divorce themselves from their bodies. In this paper, I argue for a new way to approach the study of gender on the internet, focusing specifically on blogs.

"I've Got This": Examining the Construction of the "Strong Black Female" Through Social Science ResearchKimberly Lawrence, *Virginia Commonwealth University*

Since slavery, Black women have been objectified, scrutinized, and minimized in American culture. During the rise of the Women's and Civil Rights Movements, Black women gained some voice in our culture. While their struggles were beginning to be heard, dominant culture held on to the idea of the Strong Black woman. Most research on Black women reinforces the idea that the Black woman is the matriarch and needs no social support.

This paper attempts to answer the question: To what extent do gender and race norms account for the varying degrees of success and integration of women's studies' concepts and methods in social science research about Black women?

Moderator:

Liz R. Canfield, *Virginia Commonwealth University*

351. Transforming Bodies & Feminist Strategies: Power, Nation, and Race

8:00 to 9:15 am • Level 1: Atlanta 3 - AV

PARTICIPANTS:

Finding Women in the State

Esha Momeni, *University of California, Los Angeles*

My research examines the relationship between the Iranian state and the Iranian women's rights movement in the past five years, a period in which both the neo-conservative government and the fifth generation of Iranian feminists emerged. This paper seeks to understand if the women's movement has reinforced patriarchal state ideologies by not challenging its power at the base. I seek to understand why Iranian women—citizens who get absolutely no protection from the state—still turn to the state as a possible location of change. The Iranian women's rights movement, breathing silently for the past one hundred years, has brought its challenges and concerns to the core of political debates and civil society in the past four years. By using a pragmatic approach, the women's rights movement has failed to target the heart of patriarchal state and culture. Instead, the movement has tried to operate within the patriarchal boundaries and the state law and order. Feminists' strategies to survive the oppressive Iranian capitalist-theocratic state have caused backlash from both civil society and sub-groups of the women's rights activists. I will explore whether the compromises made by women's rights activists in Iran to coexist with the state have reproduced and reinforced state patriarchal ideologies and contributed to the State Ideological Apparatus.

Queering Sikh American Women & Visual Representations of Genocide

Gitanjali Kaur Singh, *University of California, Los Angeles*

Sikh women in the United States hold a socio-political, religious, ethnic and cultural place in society—these specific spaces include the Indian American community, the diaspora, the gurdwara and the larger, mainstream America. How have Sikh American women become queered by their own patriarchal communities and larger, American mainstream culture while maintaining agency? How do the visual representation of Sikh women then equate as women of color in the United States? I will explore how the 1984 genocide of Sikhs in India in combination with post 9/11 murders of Sikhs impacted the Sikh community in the United States. I will deconstruct the images in the film *Amu* and draw on Jabir Puar's *Terrorist Assemblages* to interrogate these every representations. How does this queering and dislocation of Sikh identity and history then translate to the where Sikh American women are placed in US society? How is Kaju's agency shown through the dream sequences? I will end with investigating the central political positionality of Sikh women in the US.

Moderator:

Cassia Roth, *University of California, Los Angeles*

352. Local/Global Feminist Education & Activism

8:00 to 9:15 am • Level 1: Atlanta 4 - AV

PARTICIPANTS:

Cross-Border HIV/AIDS & LGBTQ Education and Activism

Antonio Ortega, *Center for Global Education, Augsburg College*

This paper will discuss the ways in which a Mexican non-governmental organization (NGO) dedicated to education about HIV/AIDS and LGBTQ rights perceives the challenges and benefits of cross-cultural education and internships. The author, who is one of the organization's founders, argues that both Mexican NGOs and U.S. students and NGOs can benefit from well-designed cross-cultural experiences rooted in transnational feminist and queer pedagogies. Both the Mexican NGO and U.S. students have benefited from dialogue about similarities and differences in U.S. and Mexican activism and community organizing, as well as diverse cultural constructions of sexual identities and language about sexual diversity.

Striving Beyond the Academy for "Cultural Competence" in Activism

Billy Hamilton, *Augsburg College*

This paper addresses ways in which the author learned to tear down the walls that academia constructed around his ideas of cultural differences. The author will discuss how experiential learning in Mexico revealed his cultural baggage and encouraged him to move beyond "cultural competency." In doing so, he will draw upon his experiences working with a Mexican women's organization and his coursework with Mexican feminists that underscored the intersexuality of gender, race, class, and nationality. These experiences culminated in shaping his understanding of community outreach and activism with Mexican immigrants in the United States.

Integrative Health Care and Cross-Cultural Health Activism in the Mexican Context

Annica Ren Stull-Lane, *Oberlin College*

This paper will examine the complexity of health efforts in Mexican communities, focusing on the experiences of female-bodied individuals. To push beyond the academic classroom, evidence will be drawn from experiential learning and oral histories. Health is a multifaceted concept that engages physical, emotional, and spiritual well-being, and is deeply affected by underlying social, economic, environmental, and political contexts. The author will address the ways in which a comprehensive and integrative health care approach involves sustainable healing through combined Western, indigenous, and social medicines. These stories will provide insight into competent cross-cultural health activism in a globalized world.

Latin American Experiences Informing Identity and Activism

Teal Inzunza, *Fordham University*

Studying abroad in Mexico has helped this author understand her identity as a Mexican American woman and comprehend the atmosphere in which she grew up. Being in Mexico and visiting El Salvador has strengthened her hunger for knowledge about diverse cultural approaches to working with youth involved in gangs. The experiences she has had abroad have given her more tools and passion to create change within populations that she works with in Queens, New York and elsewhere.

Moderator:

Antonio Ortega, *Center for Global Education at Augsburg College*

353. Framing Afro-Atlantic Womanhood: Diasporic Daughters in the Age of Mechanical Reproduction & Technology

8:00 to 9:15 am • Level 1: Atlanta 5 - AV

PARTICIPANTS:

Listening to Their Images/Seeing Their Stories: Making Meaning Out of the Photographs of Aging Black Women in Brazil

Celeste Henery, *University of Texas, Austin*

This paper explores the use of photography to bring aging black Brazilian women and their stories into public and collective memory. The paper traces how the photography included in my ethnographic research in Brazil was a critical factor in the ethnographic exchange, the analysis, representation and storytelling of a group of older black women. As part of a black feminist framework, I consider how the images became a catalyst for re-presenting black women's lives both within and beyond the multiple forms of oppression and how they have contributed to an archive of black women's diasporic practices of transforming memory.

Interpreting El Alma Negra (The Black Soul): Examining the Nation, Blackness, and Womanhood through Photographic Representations of Eusebia Cosme

Takkara Brunson, *University of Texas, Austin*

An Afro-Cuban woman born in Cuba, Eusebia Cosme relocated to the United States during the late 1930s. She quickly became an internationally renowned performer of "Afro-Antillian" poetry, dressing in elaborate costumes as she recited the works of prominent poets that included Nicolas Guillén, Luis Pales Matos and Langston Hughes. This paper evaluates photographic representations of Cosme and argues that she utilized costumes, poetry, and choreography to construct a gendered and diasporic narrative of blackness. More broadly, this paper considers how the photographs serve as historical evidence for analyzing black women's self-representational practices.

Digitizing Activism and Blackness: Cyber Black Visual Culture Through a Women's Community Based Organization

Juli Grigsby, *University of Texas, Austin*

Cyberspace's increasing presence in our lives via Web 2.0 vlogs, blogs, chats, tweets, tagged pictures and hyperlinked web pages create an ever-expanding network of representations and identities to unfold. This paper considers Black visual culture in cyberspace within the context of a Los Angeles based women's organization. It suggests these representations are based on an historical continuum of black radical and cultural imagery that digitally forges raced, sexed, and gendered sites of political action. Specifically, it explores how social factors such as funding, membership, and depictions of respectability impact creative interventions in cyber imaginaries.

"All the Women in My Family:' Re-Framing the Black Woman Photographer as Archivist, Activist, and Author"

Jacqueline Monique Smith, *University of Texas, Austin*

This paper examines the ways that Black women artists such as, Renee Cox and Carla Williams, use photography to re-pair, re-imagine, and re-define Black women's histories. I view Cox and Williams as archivists who create, arrange, and preserve experiences by Black women that have been ignored, silenced, or erased in historical records. As such, I explore the multiple ways in which Cox and Williams, as photographers and photographed subjects, respond to the relationship Black women have had to photography, as a technology of surveillance and domination and self-definition and collective transformation

Moderator:

Kristen Jamaya Warner, *University of Alabama*

354. Praxis Access: Including Disability in the Difficult Dialogues of Women's Studies

8:00 to 9:15 am • Level 2: Augusta

This roundtable aims to address inaccessibility and oversight in Women's Studies and related academic conferences by discussing 1) the place of disability in Women's Studies scholarship and activism, 2) disability access at Women's Studies events, including NWSA, and 3) recommendations for improving access. The roundtable participants are a diverse group of junior and senior scholars who are eager to dialogue with conference participants.

Presenters:

Petra Koppers, *University of Michigan*

Bethany Stevens, *Georgia State University*

Candice Darlene Buss, *University of North Carolina, Greensboro*

Angel Love Miles, *University of Maryland, College Park*

Michelle A Stuckey, *Arizona State University*

Sami Dawn Schalk, *University of Indiana*

Moderator:

Sarah Rainey, *Bowling Green State University*

355. Exhibit Hall - Sunday

9:00 to 12:00 pm • Level 1: Capitol Ballroom

356. Quiet Room - Sunday

8:00 to 1:30 pm • Level 3: Executive Boardroom

357. Feminists Against Academic Discrimination Business Meeting

8:00 to 9:15 am • Level 1: Georgia 01

This is the business meeting for Feminists Against Academic Discrimination. All are welcome.

Participant:

Sharon Leder, *Feminists Against Academic Discrimination*

358. Beyond Ambivalence: Contemporary Young Women's (Post-)Feminist Expressions and Enactments in their Everyday Lives

8:00 to 9:15 am • Level 1: Georgia 10

PARTICIPANTS:

Young Women's Sexual Agency: What does Feminism Have to do with it?

Elisabeth Morgan Thompson, *University of Arizona*

Narratives from sexually/ethnically diverse young women regarding their same-sex sexual experiences that were/became subject to the "male gaze" show their ambivalent, at best, relationship to their sexual agency. Ironically, their identification with feminism contributes to this ambivalence, as feminist identification is more strongly indicative of the recognition of sexual objectification of their bodies than feelings of sexual agency in this context. In this presentation, I will discuss the overwhelming impact of popular culture on young women's everyday experiences and will suggest a new deployment of feminisms by/to young women and girls that aims to (re)claim sexual empowerment in/on their terms.

"Fighting Spirits" and "Warrior Women": Continuity and Transformation in APIA Daughters' Feminist Matrilineal Heritage. Victoria Eunhyung Nam, *University of California, Santa Cruz*

"Fighting Spirits" and "Warrior Women": Continuity and Transformation in APIA Daughters' Feminist Matrilineal Heritage

Victoria Eunkyung Nam, *University of California, Santa Cruz*
 Despite the activism of Asian Pacific Islander American (APIA) women in the feminist movement, their presence and contributions have been largely obscured by entrenched stereotypes and other barriers (Chow, 1987). Like many women of color, their feminist consciousness has been shaped within particular social, cultural, and structural contexts. This paper incorporates 25 interviews with APIA young and adult women about their mother-daughter relationships and their views on gender/feminism. I will demonstrate how daughters' narratives about their mothers' lives and enactments of strength/resistance became critical tools for knowing, feeling, and being "feminist" from their epistemological standpoints as APIA women (Yee, 2009).

Feminisms in Motion: Girls' Acceptance of Feminist Values and Identities in Junior Roller Derby

Cynthia Lynn Konrad, *Purdue University*
 Indianapolis Junior Roller Derby, a league for girls ages 8-17, is part of the recent popularity of women's roller derby. In this paper, I contest assertions that the sport objectifies women and argue that it and the league employ feminist values, especially around body acceptance and strength. Drawing on interviews about skaters' experiences and reactions to contemporary roller derby films, I explore the effects of these values on the girls and the extent to which they see themselves deploying feminisms. I incorporate academic and popular responses to derby, feminist scholarship on girls and sports, and queer scholarship on femme performance.

Moderator:
 Alison Quaggin Harkin, *University of Wyoming*

359. The Possibilities of Performance: Perspectives on Radical, Queer, and Womanist Theater

8:00 to 9:15 am • Level 1: Georgia 11

PARTICIPANTS:

"Make Me Over": The Merging of Dichotomies Within the Artist B. Slade

Tabitha Jamie Mary Chester, *Arizona State University*
 After revealing his sexuality former gospel music star Tonex, reinvents himself as B. Slade. As B.Slade he merges competing ideologies within the gospel and gay communities to create a space where same-gender loving and Christianity can merge for both member of the gay community and gospel audience. This intervention combats the homophobia that is present within the gospel music culture.

Nick Cave's "Soundsuits" and The Politics of Queer of Color Life

Freda Fair, *University of California, Los Angeles*
 This paper considers the work of Chicago-based African American performance and visual artist Nick Cave. Cave's "Soundsuits" open up a space to think across the histories of riots in U.S. cities and to do queer and feminist readings of those histories that defy racial, economic, and interethnic competition centered frameworks. In his work, Cave imagines alternative forms of embodiment that remain in conversation with the past and create different ways of visualizing and understanding life. His artistic process speaks to repertoires of politically and historically situated feminist art making practices.

The Performative Is Dead! Long Live Performance!

Katie Rebecca Horowitz, *University of California, Berkeley*
 This paper critiques performativity as it is used in much radical queer and feminist thought of the last twenty years. This usage, I argue, has perpetuated the construction of stage performances as "politics light"—a dilute version of the "real" thing and a lame substitute for "actual" activism. Moreover, it has severely restricted performance's analytic and strategic utility outside the humanities and beyond academia. Synthesizing feminist scientist Karen Barad's philosophy with the performance work of genderfuck artists Miko Chanel, Filthy Sex Toy, and Donnie Waste, I advance a theory of omnipervormance as a remedy to the abuses of performativity.

Moderator:
 Heather Palmer, *University of Tennessee, Chattanooga*

360. Women and Crises: International Perspectives

8:00 to 9:15 am • Level 1: Georgia 12

PARTICIPANTS:

Gender in Disaster Management Plan

Sitora Marufjonovna Khakimova, *State University of New York, Buffalo*
 Even though gender equality was considered as one of the core domains of social justice and sustainable development, many societies failed its successful implementation. Unequal access of women to resources and power, their representation in decision-making process is particularly critical in emergency situations. Therefore, this paper suggests the importance to revisit unequal distribution of resources, access and power within family and society that in the worst scenario could negatively affect women's daily survival by analyzing the case of women exclusion in all aspects of disaster management.

The "Women's Empowerment" Emergency Response Program in Post-Tsunami Aceh: Empowering or Disempowering?

Nuning Suliasih Purwaningrum, *State University of New York, Buffalo*
 The tsunami that hit Indonesia in 2004 erased 35 years of political conflict in Aceh. This created a strategic entry point for reorganizing social structure inequality as suggested by disaster scholars but what actually happened in Aceh reveals otherwise. In fact, the disaster strengthened the masculine-oriented socio-political structure. This paper provides lessons learned from the experience of socio-political transition in post-crisis Aceh by analyzing how the deployment of "Women's Empowerment" programs were strategically used to disengage women's organizations from the larger socio-political process despite the abundant resources from post-emergency response funds granted to them.

Feminist Solders of Cholera in Zimbabwe

Grace Chobela Mukupa, *State University of New York, Buffalo*
 Since 2000, Zimbabwe has been faced with numerous challenges characterized by a hyperinflationary environment. This paper examines a debate over water crisis in Zimbabwe and how water reforms have impacted women as active agencies within the society. I argue that the water policies have a tendency to neglect the importance of women as water users and productive farmers, an omission that significantly limits the potential effectiveness of water policy reform causing chaos in health institutions.

Moderator:
 Juhi Roy, *State University of New York, Buffalo*

361. Emotional Crises: The Politics of Gender, Capacity & Citizenship

8:00 to 9:15 am • Level 1: Georgia 13

PARTICIPANTS:**"None Whose Hearts are Not Ice:" Affect, Crisis and Women as Sexual Decoys in 19th Century Florida**Laurel Clark Shire, *University of Hartford*

Second-Seminole-War-era narratives of white female "suffering" featured black and Seminole violence upon white women and children in Florida. Positioning white women and civilized domesticity as the real victims of war, they used sympathy to justify violent expansion. They also constructed it as a crisis in which "savages" with "hearts of stone" attacked innocent women and children. This presentation argues that white women in frontier Florida were "sexual decoys." At the intersection of gender norms and racial violence, protecting them became a dominant narrative in order to justify a campaign that was really aimed at protecting slavery and removing Indians.

Rehabilitative Reading & Teen Crisis: Entanglements of Disability, Sadness and CitizenshipJulie Passanante Elman, *New York University*

Policymakers, authors and parents imagine reading as indispensable to producing good youth citizens. Seen as socially-relevant, pedagogical and entertaining, problem novels became the predominant teen literary form. Later, "teen sick lit," emerged as a subgenre, featuring intensely sad romances between a chronically-ill female protagonist and nondisabled boys. Using disability and heterosexual romance, teen sick-lit cultivated newly valued skills of emotional management and affective labor within the age of emotional IQ and an emergent service economy. This presentation examines the relationship between prescribing "sad literature" as healthy for developing citizens and prescribing healthy norms of citizenship as able-bodied, heterosexual and emotionally-appropriate.

Confronting Ableism: Public Mocking and Regulation of SexualityMichael Gill, *University of Connecticut*

The sexuality of individuals with intellectual disabilities is often seen as threatening, deviant and a type of crisis that ought to be regulated. In the UK a judge ruled that a man with intellectual disabilities should not engage in sexual relations with his male partner because his actions were "inappropriate." Shock-jock Howard Stern regularly mocks people with intellectual disabilities for being sexuality active. These two phenomena reflect an ableist trend to deny the sexual agency of individuals because of assumptions of emotional incapacity. This presentation explores the intersectional ramifications of recognizing the sexual and emotional agency of intellectually-disabled individuals.

Moderator:Michael Gill, *University of Connecticut***362. Subverting the Master's Tools: From Local Situation(s) to Transnational Network(s)**

8:00 to 9:15 am • Level 1: Georgia 14

PARTICIPANTS:**Networking Arguments: Towards a Transnational Feminist Rhetorical Pedagogy**Rebecca Dingo, *University of Missouri, Columbia*

The first paper asserts a pedagogy for humanity scholars wherein writers and students begin to use transnational feminist theoretical models to ex-

pand their contextual understandings of complex material conditions. Using the popular text *Half the Sky* by Kristoff and WuDunn as a foil, Presenter #1 demonstrates how many seemingly transnational texts give a fairly limited view of transnational agency and context that needs to be addressed in the ways we teach and write across the humanities.

Women's Production and Gendered Power: Urban Gardens in Capetown, South AfricaRachel Claire Riedner, *George Washington University*

The second paper examines urban gardens created by women responding to the local and global food crisis. Gardens are an opportunity to explore how women shape responses to local conditions, creating alternative economies and ideas of community. Presenter #2 considers how global interests and local conditions affect women and how women make their lives in response to power and inequality. She demonstrates how we might use transnational feminist rhetorical methods to analyze local conditions, global interests, and women's responses to these complex situations.

Discovering Houston: Assembling Local Knowledge in Transnational NetworksJen L. Wingard, *University of Houston*

The third paper discusses how location, situation, and context are integral to both rhetorical pedagogy and feminist theory. But how do we insure that we do not create myopic practices and analyses within these explorations of the local? Using location as a means to gather data, anecdote, and observations can connect the practices of theorizing and writing lived experiences. Presenter #3 discusses Houston, TX to show how theorizing specific locations within transnational networks can prevent limited understandings of power across the globe.

Moderator:Enid Schatz, *University of Missouri***363. The Politics of Able-Bodiedness and Disability: Discourses on Fat, Disease and Transformation**

8:00 to 9:15 am • Level 1: Georgia 2

PARTICIPANTS:**(Dis)Ability in Early Feminism: How Feminist Arguments for Gender Equality Undermine Feminist Critiques of Social Exclusion**Meredith Minister, *Southern Methodist University*

First-wave feminists attempted to dispute male privilege and advocate for female equality by arguing that women are just as capable as men. This argument assumed the superiority of able-bodiedness to disability. This presentation explores the rhetoric of ability in first wave feminism in order to create a foundation for alternative ways of establishing the equality of men and women. If contemporary women's studies scholars hope to transform the field of women's studies toward the goal of social justice, we must deal with this history which has argued for women's rights on the assumed social exclusion of disabled bodies.

Irregular Embodiment: Anomalous Bodies, Suffering Bodies in Self-NarrativeCharlotte Loftus, *Independent Scholar*

Contemporary women's narratives of disability and disease illuminate rifts between disabled and non-disabled feminists in activist and academic circles. Narratives of irregular embodiment calls to account feminist theory that has dismissed the corporeality of anomalous, suffering, and diseased bodies. If there is to be more than a token participation by disabled people

in feminism and women's studies, these dialogues have to begin at traditional accommodations such as wheelchair access and ASL interpreters, rather than end there. Acknowledging the differing experiences of power and embodiment, feminism and women's studies needs to be informed by the reality of disabled bodies.

Moderator:
Maria D. Davidson, *University of Oklahoma*

364. Writing and Visualizing Intersectionality: Refining and Challenging the Masters Images

8:00 to 9:15 am • Level 1: Georgia 3

PARTICIPANTS:

Julie Dash's Optic of US Slavery and US Settler Colonialism: Visualizing Methods for Intersectional Work

Tiffany Lethabo King, *University of Maryland, College Park*
This paper brings settler colonial logics that are primarily concerned with the Native body and land into the same frame as the coloniality of slavery that regulates the Black body. By examining Julie Dash's icons of slavery in the film *Daughters of the Dust*, I would like to disrupt one of the visual regimes or contracts (Wahab, 2008:1) of colonialism which would suggest that settler colonialism and the coloniality of US slavery are complementary yet non-intersecting formations. I argue that Dash's optic of the indigo stained hand provides us with an opportunity to blur the boundaries of colonial formations.

Resurrecting Mammy: Problematic Depictions of African American Women in "The Help."

Linda Strong Leek, *Berea College*
The novel, *The Help*, has reopened a conversation which many African American women scholars hoped was permanently put to rest. However, the immensely popular book continues to insist that African American women innately desire to nurture white children, remain child-like and docile, even in light of, and probably in direct response to, the new African American woman, like First Lady, Michelle Obama. In this instance, the old "master's tools" of racism within supposedly "feminist" readings of the African American female experience have been resurrected to illustrate that ultimately, African American women's role will forever remain within the servant class.

This Book is an Action: The Politics of Feminist Publishing

Jennifer Gilley, *Penn State University*
Despite what Florence Howe calls a "symbiotic relationship" between women's studies and feminist publishing, this area has yet to be subject to any critical analysis. How has the book publishing industry affected what gets published, thereby influencing the direction of feminist ideologies? What constitutes "success" in feminist publishing: the small press publication of radical new voices or mainstream press distribution of feminist ideas? I will explore these questions by analyzing the publication histories of *Sisterhood is Powerful*, *Lesbian Nuns*, and an unpublished Third Wave anthology, in order to complicate the relationship between commerce and political purity in feminist publishing.

War and Justice Transformed by Indigenous Women in Leslie Marmon Silko's Novel *Almanac of the Dead*

Cambria Stamper, *Arizona State University*
This paper examines how Sista II Sista's dual system of "taking power" and "making power" as explained by Andrea Smith can help analyze indigenous women's actions of preparing for war in Leslie Marmon Silko's novel *Almanac of the Dead*. This project also relies on Linda Tuhiwai Smith's

work *Decolonizing Methodologies: Research and Indigenous Peoples*, and the strategy of "Indigenizing" (146-147). By querying the intersections of women's voices, indigeneity, and the history of violence and injustice in Silko's novel, we can examine how indigenous women recast the "Master's Tools" of war-making.

Moderator:
Linda Strong Leek, *Berea College*

365. Beyond Divides: Using Social Justice Theater to Challenge Dominant Discourses, Incite Action, and Produce Theory

8:00 to 9:15 am • Level 1: Georgia 4

PARTICIPANTS:

Disrupting the Meta-Narrative: Theorizing Feminist Methodology through Artistic Practice

Annika Corwin Speer, *University of California, Santa Barbara*
The play *Jane* emerges from interviews with women involved with Chicago's pre-Roe abortion referral service as well as women helped by the service. By privileging a multiplicity of accounts, and rejecting the notion of meta-narratives, documentary theatre highlights social issues with an attention to complexity and transparency. Documentary theatre is itself a method; it employs numerous techniques similar to research—conducting interviews, collecting oral histories, and sifting through these dialogues—in order to construct a narrative. In this paper, I argue for the potential documentary theatre holds as a feminist method and thus an interdisciplinary tool for education and activism.

Communication and Practical Theory: Sites of Dialogue Among the Academy, the Arts, and the Community

Amanda Denes, *University of California, Santa Barbara*
Challenging the activism/academy and theory/practice divides, this paper analyzes the collaborative production of "Jane" through a Communication Studies lens. The concept of "practical theory" (Barge, 2001) explores the use of language between collaborators inside the academy and out, highlighting the intersections of theory and practice. Using this framework to better understand the role of communication in collaborative work, I explore the dynamics of feminist collaboration from a new and inter-disciplinary vantage point. The production of "Jane" serves as a prime example of the importance of creative endeavors as sites of dialogue among the academy, the arts, and the community.

Shared Spaces and Shared Positionalities: Using Performance to Address Discourses of Multi-Generational Feminist Divides

Carly Ann Thomsen, *University of California, Santa Barbara*
This paper challenges the narrative that young women are uninvolved with contemporary feminist struggles by engaging the following questions: What constitutes activism? How do definitions of "knowledge" and "activism" shift when we centralize contemporary cultural production rather than historical political events? How do concepts of legacy, "truth" and memory influence activists of different generations? Our research shows that audience members of all ages knew little to nothing about "The Jane Collective" prior to attending the *Jane* play. I argue that this shared positionality creates a space through which the cultural narrative that pits younger versus older can be critiqued.

Moderator:
Ayisha Ashley Al-Sayyad, *Emory University*

366. "Violence, Silence, and Kindness": Visual and Aural Constructions of Black Women in 21st Century Popular Culture

8:00 to 9:15 am • Level 1: Georgia 5 - AV

PARTICIPANTS:

Same Mammie Different Queenie: Race, Place, and Gender in The Curious Case of Benjamin Button (2008)

Diana Martha Louis, *Emory University*

This paper analyzes *The Curious Case of Benjamin Button* (2008). Although it will likely be remembered as fantasy love story, the film attempted to deploy a new understanding of black femininity in the character of Queenie. I argue that it exemplifies the way American society constantly revises yet retains the Mammy figure as a vital part of its own fanciful imagination. By focusing on depictions of Queenie, an African-American woman in a New Orleans nursing home, I consider how race, place, and time offer new insights. Ultimately, I contend this fictional depiction implicitly fuels physical and emotional violence against women.

"Every Thug Needs a Lady": Reading the Rap Gangstress in the Disciplinary-Patriarchal State

Chanel Craft, *Emory University*

An understanding of the crisis of mass incarceration in the gendered-carceral state requires an analysis of the nexus of discipline and patriarchy. To reveal this coupling, this paper analyzes discourses in rap lyrics that construct a female gangster identity I term the Bonne Myth, narratives of women incarcerated for drug related offenses, and war on drug sentencing policies to highlight how a disciplinary-patriarchal state creates intersections of violence for women of color. Using hip-hop feminist theory I examine how circulated representations of the black female gangstress upheld by patriarchy create consequences for these women in the juridical system.

Hide Ya Kids, Hide Ya Wife and Hide Ya Husbands 'Cause They Rapin' Erbody Out Here: Blackness, Gender, Class and Appropriation in Popular Culture and the Media

Gabriel Peoples, *University of Maryland, College Park*

Sexual violence has historically been silenced in Black communities due to the racial violence that they systematically encounter, which already labels them as promiscuous and violent. Antoine Dodson becomes celebrity after telling the news that there was a rapist on the loose that sexually assaulted his sister. His refusal to remain silent creates space to talk about hetero/homosexual violence in Black communities, while his sister's experience is silenced. The unraveling of this performance through mass media and popular music urges understanding the ways in which race, gender, appropriation, homophobia and comedy interplay in the performance and its re-presentations.

Moderator:

Chanel Craft, *Emory University*

367. Burning Bridges: Crises, Embodiment and Politics

8:00 to 9:15 am • Level 1: Georgia 6 - AV

PARTICIPANTS:

Why Are Female Nipples Illegal in Public?

Carmen Mercedes Cusack, *Independent Scholar*

In this paper, I will research why the exposure of female nipples in public is usually illegal? To answer this, I will first research which states criminalize the exposure of the female nipples and under what circumstances. Between case law that deals with the exact issue, case law that has set Constitutional

precedence, state codes, and contemporary news reports, I will demonstrate when public exposure of the female nipple is legal, so that I can narrow down when it is not. Then, I will deduce why.

"Whose Breasts Are They?": The Social Construction of Gender and Sexuality through Breast Feeding Campaigns"

Jennifer Rothchild, *University of Minnesota, Morris*; Alissa Hawks, *University of Minnesota Morris*; Alicia E Johnson, *University of Minnesota Morris*

This paper examines the social constructions of gender and sexuality in breastfeeding advocacy programs. Specifically, this project addresses the questions: For breastfeeding mothers, who "owns" her breasts? Are they hers? Her partner's? Her baby's? Whose breasts are they? How do these advocacy programs reinforce gender constructs? Might these campaigns help women empower themselves? Through an evaluation study of a breastfeeding campaign in the Midwest, this paper troubles the predominant discourse on "motherhood" and "baby-friendly" practices. Findings from this study not only inform our understanding of gender and sexuality constructs, but also reveal innovative approaches to infant feeding through women's empowerment.

Moderator:

Adeyinka Ayobambo Omotunde, *Pacific Resources*

368. Beyond Orientation: Methods, Challenges, and Possibilities for the Study of Asexuality

8:00 to 9:15 am • Level 1: Georgia 7

PARTICIPANTS:

Rethinking Sexual Freedom: The Asexual Movement and the Sex Wars

Megan Elizabeth Milks, *University of Illinois at Chicago*

The rhetoric of sexual liberation that solidified from the sex wars of the 80s and early 90s into a limited empowered versus repressed binary has, within contemporary sex-positive feminism, morphed into a new binary: subversive versus conservative. Within the framework of these binaries, asexuality has been considered always already repressed and conservative. But what happens when asexuality is no longer considered repressed? This paper asks in what ways the emergence of the asexual community compels a reconfiguration of the rhetoric of sexual liberation in the context of contemporary sex-positive feminism.

The Spectacular Asexual: Queer Desire, Visibility, and the Asexual Body"

Karli June Cerankowski, *Stanford University*

In their FAQ, the Asexual Visibility and Education Network (AVEN) takes an ambivalent stance on the question of whether asexuality is queer; they restrict their answer to individual self-identification. In this paper, I suggest that rather than focusing on identity, we can get at the stakes of AVEN's politics by examining how asexuality demands that we think more queerly about what constitutes queer desires and pleasures. Doing so also requires interrogating a politics based on visibility, as I examine the ways in which the asexual body becomes a fetish object or spectacle and requires new conceptualizations of queer visibility.

Ace Ideas: Asexuality and the Abolition of Whiteness

Ianna Hawkins Owen, *University of California, Berkeley*

As an "ideology of racial hierarchy" structuring our material reality, whiteness has been challenged by both reformists (who believe it can be reconstructed) and abolitionists (who work toward its destruction). At present, asexual activists and scholars are concerned with expanding defini-

tions of sexuality to include asexuality. This paper places Asexuality Studies and Critical Whiteness Studies in conversation in order to explore 1) how a more radical politicization of asexuality around race might lead toward a more critical stance on "sexuality" and, 2) how asexuality might inform white abolitionism's methods from the "third space" of "araciality."

Crippling Asexuality: Definitional Stress and Its Discontent

Eunjung Kim, *University of Wisconsin*

The public emergence of individuals who identify as asexual challenges the notions of the pervasiveness and naturalness of sexuality and provides a unique opportunity to explore the negotiation of identity and embodiment, yet this effort is burdened with permanency test, empirical focus, and the rush to normal. This presentation explores the place of asexuality in crip theory that examines the interworkings of compulsory able-bodiedness and heterosexuality and considers the space of discussing asexuality beyond definitional emphasis in scientific frameworks and identity politics. Asexuality further pressures the act of crippling itself, the claiming of disability and queer identities.

Moderator:

Margaret Ji Rhee, *University of California, Berkeley*

369. Deploying Feminisms and Disciplinary Engagements

8:00 to 9:15 am • Level 1: Georgia 8

PARTICIPANTS:

What is 'Feminist' Knowledge about Violence

Lisa Catherine Knisely, *Emory University*

In this paper, I explore what is necessary for some knowledge to be intelligible as "feminist" by examining how "feminist" knowledge stands in shifting and contentious relation to "non-feminist" knowledge. Arguments about what is essential for some knowledge to be considered feminist are structured by debates over the sameness or difference, not of women, but of feminist scholarship itself. In this paper, I argue that the "violence against women" approach has become conventionalized as the feminist approach to violence, while Women's Studies scholars largely ignore other feminist approaches to understanding violence, such as those generated in Philosophy.

Deploying and Disciplining Feminism: Debating "Undoing" Gender

Brandy Simula, *Emory University*

This paper explores the deployment of feminism across disciplinary boundaries, taking as an example conversations about the possibilities of "undoing" gender currently taking place in both Women's Studies and Sociology (e.g. Butler 2004, Deutsch 2007, Risman 2009, West and Zimmerman, 2009). I explore the extent to which these conversations overlap and suggest that the disciplinary boundaries drawn around these conversations impede the development of feminist scholarship in both fields. I analyze the meanings and uses of "feminism" within and across these conversations and argue that the deployment of feminism differs significantly in each case.

Moderator:

Angela Willey, *University of Massachusetts, Amherst*

370. "Do Not Talk About Us, Simply Speak To Us":

Deploying Feminism(s) in Understanding Youth

8:00 to 9:15 am • Level 1: Georgia 9

PARTICIPANTS:

The Hard-to-Read Feminist Newspaper: Post Modernist Media and College Rape Culture

Alexander Kamal Karaman, *California State University, Long Beach*

The first presenter highlights two emergent discourses surrounding the topics of rape culture, sex positive feminism(s), and college media outlets. Surveying newspapers, television shows, and radio programs from universities across the United States, he contrasts the use of post-modern media theories to construct a sex positive feminist media with the varying responses of school and community based women-oriented groups who deploy an alternative feminism that contextualizes media in college rape culture. The conflict, he argues, reflects ongoing tensions between college officials, feminist organizers, and the transformative reach of feminism in the academy which result in an ultimately hard-to-read "feminist" newspaper.

Students Be Seated: Understanding Young People as a Political Resource for Transformation

Sara Castledine, *California State University, Long Beach*

The third presenter explores the political implications of school-based counseling programs whose aim is to equip students in social change and awareness. Using an applied feminist framework, this study investigates different aspects of school based counseling programs which may be in need of improvement. By shifting our understanding of the education system, feminist pedagogy and youth social development, we can imagine how the incorporation of feminism and feminist epistemology foster safer and conducive environments to enact and facilitate understandings of the self within the nebula of meanings shaping the youth. These environments, in turn, helps youth become better equipped to understand and dealing contemporary issues regarding identity, culture and politics.

Straight Out of Nowhere: Heterosexual History of the American Youth through Social Guidance Film and the High School Teen Genre Film

Cyrus Fernandez, *Independent Scholar*

Our final presenter utilizes a feminist film analysis to examine the vexed relationship between (hetero)sexual theory and youth in the US television and film culture. Sampling a variety of 1950s-60s social guidance films and a cultural analysis on contemporary teen dramatic comedy television shows and films, this paper examines the relationship of power between youth and heterosexuality which operate through particular frameworks that render and naturalize heterosexuality as a suitable and viable expression of an ideal life for the American youth. It is a strategic move which displaces ontological about the naturalness of heterosexuality and functions to re-emphasize the salience of youth in producing sexualized bodies. Lastly, it calls to attention the particular heterocentricism surrounding the social development and representation of youth in film whose roots of knowledge run deep within knowledge production. Thus, deploying feminism to engage in post-structuralist dialogue with film to interrogate heterosexuality perpetuated by television and film is critical to understanding concepts about youth and young people.

Moderator:

Cyrus Fernandez, *Independent Scholar*

371. Delegate Assembly

8:00 to 9:15 am • Level 2: Macon

372. Environmental and Ecofeminism: Fighting Back and Challenging How We Know What We Know

8:00 to 9:15 am • Level 2: Savannah 1

PARTICIPANTS:**Reclaiming American Regionalism: Zitkala-Ša's Ecofeminist Vision**Esther Maria Lopez, *Georgia College & State University*

Feminist critics have transformed our understanding of American literary regionalism. However, the inclusion of ethnic writers in the American literature canon brought new challenges. How does one categorize a text that does not fit existing definitions of regionalism, like Zitkala-Ša's *Old Indian Legends* (1901)? The multiethnic canon has also caused scholars to reconceptualize environmental writing. I explore how an ecofeminist approach to *Old Indian Legends* expands our understanding of regionalism. Since regionalists were curious and apprehensive about social change, I also analyze Zitkala-Ša's construction of national identity. Examining Zitkala-Ša's conceptions of women, region, and nature helps us rethink them today.

We've Been Studied to Death, We Ain't Gotten Anything: (Re)claiming Knowledge Production Through Writing CollectivesEllen Anna Kohl, *University of Georgia*

This presentation addresses collective processes of knowledge production as related to environmental justice, race, gender and local politics. Through this presentation, I address how a collective writing project has been used to integrate "local/lay" and "expert" knowledges in addressing environmental justice inequities. This presentation engages critically with a collective writing project of a consortium of stakeholders from a university and a group of African-American women from the Newtown Florist Club (NFC) in Gainesville, Georgia. This presentation address the challenges of writing collectives in general, and highlights specific challenges and solutions developed by the Newtown Florist Club Writing Collective.

Whose Science?: Master Narratives of Science and Science Learning in Contemporary Native American CommunitiesNancy B. Parent, *University of Connecticut*

This paper will analyze constructions of science and science learning within and among the Zuni Nation in New Mexico and the Mashantucket Pequot Tribal Nation in Connecticut based on an empirical study of a National Science Foundation grant titled "Archaeology Pathways for Native Learners" (grant #0307858). Hosted by the Mashantucket Pequot Museum & Research Center from 2004-2007, this grant sought to engage middle-school age Native and non-Native youth in informal science learning through archaeology. This paper will focus on the evaluation methodologies constructed by the consulting firm for Zuni and Mashantucket, and conclusions drawn about student learning through those partnerships.

Moderator:Shireen Sarah Ghorbani, *University of Utah***373. Engaging "Alternative" Epistemologies: Transgressing Identity Boundaries in Feminist Pedagogy and Research**

8:00 to 9:15 am • Level 2: Savannah 2

PARTICIPANTS:**Re-privileging Boundaries: the Discourse of the Nation-State in Global and Transnational Feminism Studies**Kristin Marie Alder, *University of North Texas*

Despite beliefs that the power of nation-states has de-centered in the face of globalization, post-liberal, post-modern, and post-structuralist perspectives, feminists cannot overlook both the theoretical and practical ways in which the state and the subject are mutually constitutive (Beck 2000, Otto 1996, Rai 2008). Building on the theories of Michel Foucault, Homi K. Bhabha, Benedict Anderson, and Judith Butler, this paper analyzes the implications of naming upon subjectivity and agency. Whether the movement be "global" or "transnational," engagement with the state, both in theory and praxis, is not optional.

Revolutions are Never Safe: Deconstructing the Notion of Women's Studies Classes as "Safe Spaces."Susan Blanche Harper, *Texas Woman's University*

Drawing on bell hooks' assertion that learning is a revolutionary act, the author analyzes what feminist pedagogy means when it declares Women's Studies classrooms "safe." This paper asserts that, while Women's Studies classrooms must be environments safe for open expression, the very nature of the subject matter means that students will be exposed to ideas that challenge and possibly offend, exposing them to intellectual and/or emotional risk. Further, how does a focus on "safety" in the classroom potentially sacrifice academic rigor and opportunities for real learning?

Feminist Research as Social Therapy: Should Feminist Research Be Therapeutic?Sara Alicia Cooley, *University of California, Santa Barbara*

Feminist Research is complex, interdisciplinary, and defined in different ways and incorporates techniques and methods from other disciplines. While many feminist academics balance the two worlds of academia and activism, the issue of conducting ethical research with diverse individuals becomes an issue of defining ourselves and understanding our own motivations. While issues relating to objectivity and subjectivity remain, allowing activism to influence a research project can result in what Daphne Patai has called "Savage Social Therapy." This paper seeks to address the ways in which Feminist Research balances the ethics of research and activism within a therapeutic framework.

Moderator:Sandra L. Spencer, *University of North Texas***374. Nurturing Communities: The Role of Feminist Working Groups in Professional and Personal Edification**

8:00 to 9:15 am • Level 2: Valdosta

The Feminist Working Group Initiative (FWGI) is a small national group of feminist philosophers who are committed to supporting each other personally and professionally. This group was born from coincidence, but continues through choice and collaboration. The methods developed by FWGI can be useful for women in the academy in any discipline striving to build supportive alliances and networks.

Presenters:Amy Story, *Baldwin-Wallace College*Rochelle Green, *St. Mary's College of Maryland***Moderator:**Lisa M. Yount, *Savannah State University*

375. "Comfort Women" Scholarship and Activism, Evolving and Transforming

9:25 to 10:40 am • Level 1: Atlanta 1 - AV

PARTICIPANTS:

The Politics of Being Seen: The Case of the Wednesday Demonstrations

Min-Ah Cho, *Emory University*

This paper examines the past, present and future in "comfort women" scholarship and activism of the weekly demonstration held in Seoul, outside the Japanese Embassy. Along with re-evaluating the significance of the demonstration for its educational and networking potential, I suggest its drawbacks and the challenges that lie ahead. What have we learned from nineteen years of Wednesday demonstrations? What does this form of activism say about the gaps between being seen and being real?

Picturing Hers: Memory of Survivors of Japanese Military Sexual Slavery in Asian American Arts

Joo Young Lee, *Emory University*

This paper examines why and how Asian American artists have documented oral histories and memories of the "comfort women" of World War II. While the paper analyzes a variety of texts—including novels, poems, films, photographs, and paintings, created by Asian American artists/activists—the presenter's short documentary film records these artists' own history of activism.

To Remember or to Mourn? : The Gender Politics of War Deaths

You-me Park, *Georgetown University*

This paper compares the politics of nationalized deaths, as exemplified both by the infamous and controversial Yasukuni Temple in Japan, where the country's war dead are worshipped, and by the annual shamanistic rituals held in Korea to placate the spirits of "comfort women." The presenter argues for the need to move beyond the cultural politics of "remembrance," where the memories of the dead are safely subsumed in the dominant system of thought. Rather, we need to explore and pursue the political potentials of inevitably impossible "mourning" (or "midmourning," to borrow Jacques Derrida's phrase) in which irrevocable, singular losses of human lives humble us and fundamentally change the ways we understand ourselves and the world.

Moderator:

Margaret D. Stetz, *University of Delaware*

376. Deploying—or Toying with—Feminisms : Exploring Representations in "Post-Feminist"/"Post-Racist" Popular Culture

9:25 to 10:40 am • Level 1: Atlanta 2 - AV

PARTICIPANTS:

Robo-Divas: Black Female Cyborgs in Popular Culture

Jane Caputi, *Florida Atlantic University*; Sika Dagbovie, *Florida Atlantic University*

Representations of black female cyborgs abound in popular literature, music videos, and concert performances. We are interested in the intersections between race and gender these engage. How do the recent cyborg images of black divas (Beyonce, Janelle Monae, Erykah Badu) critique or trouble or endorse what black female bodies historically have symbolized? Is this figure a harbinger of a new paradigm of postmodern and radically revised racial subjectivity, a liberatory "mythatype" invoking Africana divinity, or a symbolic throwback, communicating what Collins calls the "new racism."

Toward a Feminist Funny: Exploring Myth, Power and Post-feminism in the Work of Chelsea Handler

Lauren Ann Walleser, *Florida Atlantic University*

Chelsea Handler is a comedian, three-time New York Times bestselling author, and host of the E! Network late night talk show Chelsea Lately. As the first truly successful female late night talk show host in the male-dominated genre, she appears to break away from traditional femininity while also playing along with patriarchal themes in order to gain and maintain her foothold in the genre. In my paper, I analyze Handler's work, exploring the line she toes between feminism and postfeminism, and examining popular and mythic image types she deploys in order to appeal to female and gay male audiences.

Cinematic Autoeroticism and Feminism: Exploring Power and Agency in Depictions of Female Masturbation

Megan Tomei, *Florida Atlantic University*

Historically, female masturbation has led to women's imprisonment, torture, shame and labeling as insane and perverse. Although these ideas have slowly eroded, there is still stigma attached to the act. Autoeroticism is an act that offers agency and sexual fulfillment for women outside of patriarchal sex roles that, as Dworkin and Foucault have asserted, dehumanize women. The act clearly possesses great power, but does this translate on the screen? This article looks at multiple films to see how historical notions are being reinscribed as well as films that are challenging this and offering new ways of looking at female masturbation.

Sex, Stereotypes and Stigma: Exploring Representations of HIV/AIDS in Queen Latifah's "Life Support."

Monica L Melton, *Spelman University*

HIV/AIDS complicates the lives of some African American women who comprise 55.7% of new infections (CDC, 2006). Given the plethora of digital imagery from social media to hand held digital electronic devices, why aren't prevention messages connecting with African American women? In the HBO movie "Life Support" Queen Latifah plays the protagonist Ana. A movie based upon the real life story of a mother, a former crack addict, and AIDS activist. I will tease out issues of gender, race, class, as they relate to HIV/AIDS prevention interventions and portrayal of the black body.

Moderator:

M. Bahati Kuumba, *Spelman College*

377. Displaced: An Intersectional Analysis of Life in the Katrina Diaspora

9:25 to 10:40 am • Level 1: Atlanta 3 - AV

PARTICIPANTS:

When Demand Exceeds Supply: Disaster Response and the Southern Political Economy

Lynn Weber, *University of South Carolina*

Since the political realignment of the 1980s, the South has led the nation in implementing conservative economic and social policies: privatization of government functions, reduced taxes for the wealthy, deregulation, deep cuts in social spending. These policies, along with a Southern legacy of extreme race, class, and gender inequality, defined the context of reception for Katrina evacuees throughout the region. Based on 90 interviews and documentary evidence this paper describes the context in Columbia, South Carolina as particularly harsh, especially for women-headed families, and characterized by: affordable housing shortages, lack of public transportation, punitive and restricted welfare benefits, limited employment opportunities, and racial and cultural conflict.

“We Need to Get Together With Each Other”: Women’s Narratives of “Help” in Katrina’s Displacement

Jacqueline Litt, *Rutgers University*

This paper describes an evacuation chain created by low-income African American women which resulted in 54 New Orleanians—including family members, friends, and acquaintances—surviving Katrina in a two bedroom duplex in Baton Rouge. The story reveals how women’s informal carework was a significant safety net for evacuees. While evacuees sought and used formal institutions of assistance for food and other expenses, a norm of care among women dominated the evacuees’ responses to kin members’ needs. Networks expanded to meet the needs of individuals not yet part of the circle, and caregiving came to constitute the identity of the network anchors.

Katrina Evacuee Reception in Rural East Texas: The Limits of Empathy

Lee Miller, *Sam Houston State University*

Based on research in Huntsville, Texas with community leaders responsible for managing the sheltering and assistance efforts for evacuees, this paper documents the challenges that scarce resources posed for a receiving community and the displaced who landed in it. It further illustrates how leaders’ attitudes toward the displaced shifted over time from welcome to suspicion to overt hostility—and how these feelings were shaped by race, class, and gender stereotypes. Community leaders expected that after a short time, people should be self-sufficient (no matter what their pre-disaster circumstances), suggesting that empathy is a time-limited, raced, classed, and gendered phenomenon.

After the Flood: Faith and the Diaspora

Pam Jenkins, *University of New Orleans*

Drawing on interviews with 30 displaced men and women in Baton Rouge, this paper presents a picture of the meaning and function of Black churches for displaced persons. Years after the storm, facing still uncertain futures, displaced people’s greatest expressed need was for spiritual support in community. Connecting with a new “home church” in Baton Rouge helped women, in particular, reestablish old community ties, feel some continuity with the past, and develop new ties in Baton Rouge. Men were more likely to turn to the church for material support, but they too found a sense of community through their new church.

Discussants

Alice Fothergill, *University of Vermont*; Jessica Pardee, *Rochester Institute of Technology*

Hurricane Katrina resulted in one of the largest and most abrupt evacuations in U.S. history. Nearly one and a half million people left home for at least a short span of time, and hundreds of thousands of them are still displaced and facing ever diminishing prospects for an eventual return. This panel includes four presenters and features the work of a collaborative of twelve feminist social scientists who devoted the past five years to field research on displaced people in thirteen different communities across the country.

Moderator:

Lori Peek, *Colorado State University*

377a. Governing Council Meeting

9:25 to 4:00 pm • Level 2: Savannah 3

378. Enacting Inclusion: Centering Disability in Women’s and Gender Studies Courses

9:25 to 10:40 am • Level 1: Atlanta 4 - AV

This workshop will help instructors to move beyond merely “adding on” questions of disability—whether in terms of pedagogical method or course content—toward the centering of disability as a starting point for pedagogical engagement. Bridging the work of critical disability studies and the principles of Universal Design for Learning (UDL), we will examine the ways in which such an intentional centering of “disability” in our pedagogical and content decisions can improve learning for all students and enhance understanding of and appreciation for embodied and cognitive diversity.

Presenters:

Betsy Eudey, *California State University, Stanislaus*
Stacy Elizabeth Grooters, *Stonehill College*

379. From Margin to Center: Women of Color with Disabilities Tearing Down the Walls

9:25 to 10:40 am • Level 1: Atlanta 5 - AV

PARTICIPANTS:

The Social and Economic Characteristics of African American Women with Disabilities

Angel Love Miles, *University of Maryland, College Park*

African American women with disabilities have one of the highest rates of disability in the nation, yet are far less likely to have access to the same social and economic resources as their white able bodied counterparts (Smart and Smart, 1997; Beatty, 2003; Alston et.al. 2003). This talk will provide a brief introduction to where African American women tend to be located in society as a demographic, and an argument for why women’s studies should be the academic and activist space at the forefront for addressing their needs.

Critically Engaging Ableism

Pushpa Naidu Parekh, *Spelman College*

Inspired by Charles Mill’s *The Racial Contract*, this presentation will discuss the value of “contract theory” in engaging critically with ableism and ableist contracts. Like racist, sexist and homophobic contracts, ableist contracts are domination/exclusivist contracts that “normative” signatories, whether explicitly or implicitly, enter into and thus enable domination to become entrenched “in the structures of institutions, cultural practices and individual psychologies” (Haslanger). Unpacking the mechanisms of this contract allows us to break silence around ableist practices and their intersections, which are an ongoing and destabilizing process for women of color, disability rights activists, as well as educators.

Moderator:

Charlotte McClain-Nhlapo, *Office of Disability & Inclusive Development USAID*

380. Power, Privilege, and Politics: Exploring Identity in Classroom and Community Activism

9:25 to 10:40 am • Level 2: Augusta

From questions about the role of men in the feminist movement to the interchangeable roles of professor/activist, this roundtable explores the challenges and opportunities of situated perspective and personal politics in the collaboration between the academy, students, and community activists. Based on their work in the classroom and out, participants engage in and invite dialogue that contextualizes the activist aspects of women’s studies within personal identity and concepts of power, privilege, and coalition-building.

Presenters:

Jill M. Adams, *Jefferson Community and Technical College*
 Rus Ervin Funk, *MensWork*

381. Breaking Through the Boundaries of Women's Studies: Girl's Studies, Global Service Learning, and Critical White Studies.

9:25 to 10:40 am • Level 1: Georgia 10

Courses such as Girls Studies, Masculinities, and Virtual Girls expand the focus of our Women's Studies' Program. Participants will explore discourses around such subdisciplines and how Women's Studies can thrive by integrating such areas. Participants will also explore the importance of curriculum offerings utilizing service-learning around global topics in a local fashion, citing a project undertaken with migrant farmworker women in the US and the importance of continuing the dialogue on white privilege using a funded research project on the invisible ink of white privilege as examples.

Presenters:

Maria Cristina Santana, *University of Central Florida*
 Leandra Preston, *University of Central Florida*
 Meredith Tweed, *University of Central Florida*
 Caroline Ruth McFadden, *University of Central Florida*

382. Using Feminist Pedagogy to Take Learning into the Community

9:25 to 10:40 am • Level 1: Georgia 11

PARTICIPANTS:

Addressing Inequalities of Race and Class in a Service Learning Course

Linda Burns, *Carlow University*

This case study focuses on the service learning course *Inequalities of Race and Class*. University students engage in service at a community arts center in an inner-city neighborhood where art programs aim to provide high school students with skills, hope, and inspiration to reach their full potential. This experiential dimension is consistent with feminist pedagogy as students move beyond the boundaries of their university to assist in the arts studios and engage with youth in mentoring relationships. Through this course students gain a more tangible understanding of problems and solutions related to issues of inequality based on race and class.

Voice, Inclusion, and Interdependence: The Youth Media Advocacy Project as Feminist Pedagogy

Jennifer Snyder-Duch, *Carlow University*

The Youth Media Advocacy Project aims to empower students in urban public high schools to express their views on education reform through the local media. Within a service-learning course, undergrads work with high school students to develop media advocacy campaigns. The course is consistent with feminist pedagogy because it extends beyond the classroom walls and engages students in community work; empowers college students and teens by teaching advocacy skills; values the personal experiences and competencies of those involved and the importance of giving voice to the disenfranchised; and emphasizes the interdependent relationships necessary to produce social change.

Beyond University Walls and National Borders: Service Learning in Jamaica

Melissa Swauger, *Indiana University of Pennsylvania*

The Jamaica Service-Learning program combines study abroad with service, traditional and non-traditional classroom instruction, and cultural immer-

sion in the rural sugar farming community of Petersfield, Jamaica. The five week program includes homestays, collaboration in community-driven service, shared learning, and intense reflection. Consistent with feminist pedagogy, learning moves from the classroom to community as students engage in dialogue with citizens about their experience and resistance of globalization. As students develop mutually enriching relationships with community members and each other, they reflect on their privileges, critically analyze their place as global citizens, and embrace the importance of local and global action.

Moderator:

Lisa C. Ruchti, *West Chester University of Pennsylvania*

383. Bodies Matter: The Impacts of Theories of the Body in Feminist Discourse

9:25 to 10:40 am • Level 1: Georgia 12

This roundtable initiates a conversation about theories of the body and their implications for feminist scholarship. The roundtable participants discuss how theories of body relate to the relationships between race, gender, class, and sexuality. Grounded in feminist, postcolonial, and law and society research, theories of the body allow scholars to discuss state and social regulation historically and contemporarily. In this roundtable, scholars center bodily regulation in order to discuss a variety of topics, including slave rebellions, motherhood, critical whiteness studies, and the creation of the "homosexual". This conversation explores the scholarly potential of attention to the body in future research.

Presenters:

Jamie Huff, *University of Connecticut*
 Vanessa L. Lovelace, *University of Connecticut*
 Lee Rogers, *University of California, Los Angeles*
 Sarah Cote Hampson, *University of Connecticut*

Moderator:

Heather M. Turcotte, *University of Connecticut*

384. Feminist Dialogues and the Transformation of Teaching in Higher Education

9:25 to 10:40 am • Level 1: Georgia 13

PARTICIPANTS:

Teaching Gender When There is No Gender to Teach: Exploring the Opportunities and Challenges for Teaching Gender at Liberal Arts Colleges

Josephine J. Dawuni, *Georgia Gwinnett College*

This paper examines the opportunities and challenges for integrating women's studies and gender issues into college classrooms where there is no specific focus on gender both at the college wide level and within individual courses. The paper revisits bell hook's *Teaching to Transgress* which among other things seeks to focus on making the classroom "the most radical space of possibility in the academy". Using interviews from feminist scholars in a newly created liberal arts college, the paper will explore both the challenges and opportunities for feminist scholars in teaching introductory social science courses when there is no gender and women's studies center at the College.

**Women, Diversity, Immigration and Higher Education:
The Contribution of Service Learning Towards an Equal
Education**

Donna Abrams, *Georgia Gwinnett College*

This paper seeks to exam the contributions of service based and community learning and how their engagement provides a blended academic experience for women. It also seeks to examine how female immigrants experience equality in higher education and learning. Diversity refers to a host of characteristics that include race, class, gender, ethnicity, sexual orientation, religion political affiliation and inclusion of other populations. Institutions of higher education have integrated voices and experiences of various under-represented cultures and excluded groups in their curriculum. The social action approach will be used to understand and explain inclusion.

Feminist Intersectionality in Political Science Classes

Dovile Budryte, *Georgia Gwinnett College*

The proposed presentation will focus on the following question: How to create a "transformative classroom" (James A. Banks's term) which fosters global awareness and empowers the students with different backgrounds to understand power structures? Theoretically, the project is grounded in the intersectionality literature which explores teaching strategies that address how complex variables such as global developments, linguistic differences, ethnicity, gender or national identity combine to determine an individual's fate in a global context. The presentation will focus on an overview of specific strategies to create a transformative classroom used in introductory undergraduate political science and international studies courses. This paper is grounded in the works of Nira Yuval Davis's work on nations and nationalism, Kimberlé Crenshaw's examination of the overlap of several systems of oppression (gender, race, class) in her study of feminist and anti-racist movements.

**Navigating Positive Change: Gender-Based Initiatives in
Ghana's Higher Education**

Tina Adusah-Karikari, *Ghana Institute of Management and Public Administration*

This paper examines strategies adopted by a public university in Ghana to embark on the journey of transformation into a gender-sensitive and gender responsive institution. Through different qualitative inquiry, the paper explores positive strides embarked on, such as the establishment of a Gender Center and gender policy and mainstreaming gender into curricula. Findings suggest that we as feminists constantly need to find innovative strategies to navigate the process of transformation since the patriarchal culture of the universities continues to undermine women's authority/space and frame their identity in subordinated paradigms. Based on bell hooks tenets, we need to find ways of being radical, yet transformative.

Moderator:

Josephine J. Dawuni, *Georgia Gwinnett College*

**385. Transgressing the Academy Walls: The "Real" Work of
Rhetoric and Composition**

9:25 to 10:40 am • Level 1: Georgia 14

This four-person roundtable investigates the disconnect between being a "good" academic and a "good" feminist. Each recognizes the importance of taking our professional work beyond the walls of the academy, but we also must contend with the expectations of our respective institutions and our shared field. After blazing the trail for us, our mother's tongues have often turned on junior academics for not doing the "real" work of the field -- traditional scholarship. This roundtable discusses with both graduate students and faculty how to do the work that should be done without being

professionally penalized.

Presenters:

Krista Bryson, *The Ohio State University*

Molly Daniel, *Marshall University*

Morgan Gresham, *University of South Florida, St. Petersburg*

Moderator:

Krista Bryson, *The Ohio State University*

**386. Creative Agency, Ingenious Interventions: Unlikely
Spaces of Gender Justice and Transnational Feminisms**

9:25 to 10:40 am • Level 1: Georgia 2

PARTICIPANTS:

**Transgressing Domesticity: (Re) negotiating Self-Identity in
Rabindranath Tagore's Strir Patra or A Wife's Letter**

Suchismita Banerjee, *University of Wisconsin, Milwaukee*

Written in 1914, Tagore's Strir Patra or A Wife's Letter makes critical intervention in redefining selfhood in the late colonial period of Renaissance Bengal. Creating an unlikely space for feminist consciousness, this short story recounts the domestic oppression of married women within the upper class, Hindu patriarchal framework. Marginalized by gender, lack of education and access to resources, and the formation of a "new patriarchy" counteracting Western ideals of modernity, the women of this short story lead a life of silence and accepted submission. Amidst this hegemonic complicity, Mrinal, the middle wife of the Hindu joint family, writes a letter much like Ibsen's Nora and leaves home with her cousin to refashion her identity, carve out a space of her own, and to inculcate a spiritual reawakening in her private sphere that is no longer defined by the dictates of her husband but by her own understanding of self.

**Indian Feminism, Feminisms in India and the Internet: New
Media as New Agency?**

Debjani Chakravarty, *Arizona State University*

My paper examines how the internet is being increasingly mobilized as a site and space for feminist activism in India. While questions of access and technology integration remain when one considers internet usage in India it is still an exciting terrain, unbound by time and space manifesting contemporary Indian feminist intervention, or women's activism (to represent those who "shun" feminism as an alien and/or inappropriate expression). Looking at three spaces, one that firmly proclaims an Indian feminist position (Ultraviolet), one that eschews feminism calling itself a "journal of women and society" (Manushi, the oldest feminist journal in India, now fully online) and a third that publishes articles that embrace and denounce feminism -- both nominally and essentially (Countercurrents), I analyze the nature of new media as a kind of queer, hybrid intersubjective space of mediation where the self (or selves) exist as textual body, taking on a virtual identity, becoming what Butler called "subjects of desire" emerging within discourses that do not always follow the rules of conventional epistemic production. Thus this space provides rich possibilities of performance of national and gender identities, justice and feminisms.

Re-creating Palestine

Basuli Deb, *University of Nebraska, Lincoln*

This paper reflects on the creative interventions of Palestinian women as visual and performance artists as well as filmmakers in response to Israeli violence. It discusses Palestinian art, music, and cinema that focus on the distinctive situation of Palestinian women in the aftermath of the Israeli apartheid. The paper also reads posters and graffiti by women and centered around women as social texts of Palestinian resistance. Finally, transnational

feminist creative interventions, including those of Palestinian and Israeli artists in coalition against Israeli settler colonialism, will form an important part of the analysis in this paper.

Empowered Food Security: Creative Approaches to Food Pantry Operation

Alicia Woodbury, *Arizona State University*

Creative forms of activism in food pantry spaces are increasing household food security by empowering women (and men) in specifically material ways. In contrast to the majority of emergency food providers—which operate under the model of “take what you are given”—this research uses case studies to highlight food pantries which are combating household food insecurity by increasing participants ability to grow their own food, their nutritional knowledge and food preparation skills, and their overall sense of ownership in the community’s food security efforts. Although not always explicitly identified as feminist, the pantries discussed in this project demonstrate a concern for the role women play in achieving food security, religious and ethnic diet diversity, and the centrality of personal and community empowerment in achieving social justice and social change. Drawing from website analysis, phone interviews, and on-site visits, this paper discusses the ways in which non-traditional emergency food security practices are, and are not, understood as feminist, and how the values and practices of model operations can inform and increase the effectiveness of food security efforts more broadly.

Moderator:

Debjani Chakravarty, *Arizona State University*

387. Navigating Contradictions: Some Feminist Thoughts on the Institutional Experience

9:25 to 10:40 am • Level 1: Georgia 3

In this session, we consider how feminisms (Indigenous, queered, black, and otherwise) can inform and guide our experiences in the academy to resolve and address the conflicts in pursuing social justice from within the institution of the university, as we debate whether anti-racist pedagogy can be a survival tool for both feminists and feminism.

Presenters:

Maria Velazquez, *University of Maryland*

Jessica Kaiser, *Purdue University*

Crystal Rizzo, *Simmons College*

D'Lynn Jacobs, *Simmons College*

Moderator:

Becky Thompson, *Simmons College*

388. Making a Scene, Building Communities: Conversations about Women Who Rock

9:25 to 10:40 am • Level 1: Georgia 4

This round table discussion is based on a collaborative conference and oral history project which brings together musicians, activists, writers, advocates, educators and scholars to talk about questions of female representation and access for women within music scenes. Round table participants will reflect on the experience of organizing the Women Who Rock: Making Scenes, Building Communities conference in February of 2011.

Presenters:

Nicole Leigh Robert, *University of Washington*

Monica De La Torre, *University of Washington*

Martha Gonzalez, *University of Washington*

Moderator:

Nicole Leigh Robert, *University of Washington*

389. Placing Transnational Feminists at the Center

9:25 to 10:40 am • Level 1: Georgia 5 - AV

PARTICIPANTS:

Challenging Tradition to Transform Society: Community-Based Tanzanian Women’s Group Leaders and Transnational Feminism

Amanda E Filipczuk-Baker, *Towson University*

This paper discusses the links between Transnational Feminism, transformational leadership, and community-based Tanzanian women’s group leaders. Transnational Feminism has increasingly focused on experiences of women the global ‘South’ to complement discourse. Concurrently, the establishment of women’s groups across the ‘South’ has erupted. In the United Republic of Tanzania, there are numerous community-based women’s groups which are led, mostly, by local people. These leaders promote a variety of women’s issues and are transforming gender relations in their communities through their work. Findings from field research analysis determines these leaders are transformational agents of Transnational Feminism.

Women’s Studies with (in and out) the Walls Experience from Thailand

Chanida Chitbundid, *Thammasat University*

According to colonial process, colonialism remains and continues to disseminate itself through a complex system of power relations, especially through systems of thought and knowledge production sustaining relations of unequal social power. By retrieving what remains “suppressed” and therefore subversive and “dangerous” to the maintenance of the colonial process, both perspectives open and make room not only for reconsidering but also decolonizing the colonial process as the ruling ‘system’.

A Spectrum of Intersectionalities: Latin American Immigrant Women in South Florida

Elena Sabogal, *William Paterson University*

This paper seeks to understand the key political and economic factors that propel the migration of Latin American women to South Florida. The migration of women from different social classes deeply structure and affect their life chances. Several variables will be analyzed to determine variability for female immigrant populations in South Florida. In this context, immigration allows the full spectrum of intersectionalities to emerge. While in some instances, women are compelled to change the values they had brought with them, immigrant women in South Florida transform and simultaneously acquire new perspectives about themselves and the lives they left behind

Moderator:

Kristine Byron, *Michigan State University*

390. Race, Gender & New Media: Transforming Identity

9:25 to 10:40 am • Level 1: Georgia 6 - AV

PARTICIPANTS:

Contemporary Women Artists and Social Transformation

Jessie Whitehead, *Southern Connecticut State University*

This presentation reveals how national and international contemporary women artists’ visual imagery speaks to the continued need for social transformation because of these continued practices. The presentation highlights the works of Emma Amos, the Guerrilla Girls, Sana Musasama, and Doris Salcedo, and how their works address continued issues of society, such as sexism and racism.

Creating Oneself: The Feminist Potential in Assuming a Roller Derby IdentityRachel Erice Nickens, *University of Cincinnati*

Since the revival of women's roller derby in the early 2000s, the sport has occupied a unique spot in contemporary women's culture. Participants skate under a pseudonym, often a risqué, threatening, or humorous play on words. This paper examines the creative potential of creating an alter-ego and how this allows for the development of alternative visions of femininity and female athleticism through analysis of testimonial literature and interviews with roller derby participants. These alternative identities allow roller girls to create communities and challenge norms in a tongue-in-cheek manner.

Women Creating Desire for Themselves: Slash Fanfiction, BL Manga, and Expanding the Possibilities of PornographyMary Caroline Hyatt, *University of Cincinnati*

By looking at Harry Potter slash fanfiction and Boys' Love manga as examples of alternative forms of pornography created and consumed by heterosexual women, my research aims to explore how women are utilizing this medium to explore sex and desire in a way that challenges conceptions of gender and sexual agency.

Moderator:Tiffany Lethabo King, *University of Maryland, College Park***391. Notes from the First Year: Transitions from Feminist Student to Feminist Instructor**

9:25 to 10:40 am • Level 1: Georgia 7

From establishing a feminist authority in the classroom to challenges with personal identity politics and student resistance our roundtable will provide a space for beginning instructors to voice their experiences and share helpful teaching materials and strategies. Our discussion will pivot around our experiences teaching introductory women's studies courses from both the humanities and social science disciplines. Special attention will be given to the obstacles faced in implementing a liberatory feminist pedagogy as well as fostering an activist mentality in the classroom.

Presenters:Jessica Spain Sadr, *San Diego State University*Cristina M. Dominguez, *San Diego State University*Ashley E Greenwood, *San Diego State University***Moderator:**Ashley E Greenwood, *San Diego State University***392. Production and Performance of the Vagina Monologues: A Comparative Case**

9:25 to 10:40 am • Level 1: Georgia 8

Student organizers from a rural southeastern university and student organizers from an urban midwestern university offer a comparative analysis of efforts to produce and perform effective and meaningful productions of *The Vagina Monologues* on two distinct college campuses. Topics will include organization, fundraising, student interest, community support, and special projects related to the V-Day global movement. We aim to facilitate useful collaboration surrounding methods for producing and performing *The Vagina Monologues*, while drawing parallels to broader issues in feminist theory, organization, and the intersection of sociopolitical issues across subcultures.

Presenters:Jordan Nicole Tompkins, *Georgia Southern University*Kirsten Zeiter, *Grand Valley State University***393. Packaging Identities: The Representations of Lived Experience in Popular Culture**

9:25 to 10:40 am • Level 1: Georgia 9

PARTICIPANTS:**Eat, Play, Leave: Americans Abroad and the Literature of Privilege**Nancy Barbour, *Oregon State University*

This paper presents a literary critique of contemporary women's travel writing, examining patterns of narcissism and "othering" in their depictions of cross-cultural encounter and self representation and drawing connections with consumerist trends in higher education, study abroad, and post-second wave feminism. The themes prevalent in recent popular travel memoirs hint at a movement toward individual international engagements that reinforce corporate motives for travel. Representations of privileged American women abroad and the student-consumer model in higher education are contributing to the commodification of global environments, cultures, and people.

Low Down on the Down Low: Black Press Writers, Urban Nightlife, and "Negro" CultureDerk Babbitt, *University of Northern Iowa*

My research focuses on early twentieth century black press writer's role in creating and distributing an image of black nightlife offerings in New York City and Chicago. I explore how the evolution of the black press influenced and increased the flow of black men from the southern United States and the Caribbean. In particular, the gossip columns contained in these publications contributed to the development of a black non-normative sexual identity, based in conceptions of the ruling gender social order. This interacted with earlier "black" popular cultural forms such as black face minstrelsy and blues jazz music.

Mammies, Maids, and Mothers: Representations of Race and Motherhood in Popular CultureJohnanna Joy Ganz, *Bowling Green State University*

Using content analysis, I explore representations of Women of Color as mothers in popular culture. Media strategically relies upon historically constructed, racist imagery to produce conflicting and competing identities that are often used to represent Black and Latina women. Through examining the contents of the television show *Weeds* and popular magazines, I argue that culture privileges the act of mothering—highly regarded and reserved exclusively for White women—over acts of carework, which are undervalued and restricted to Women of Color.

Re-making Race for a National Security State: Packaging a Nativist HispanaCarolyn McSherry, *University of New Mexico*

New Mexico's 2010 election of Susana Martinez marked the entrance of the first Latina governor to national politics. Martinez's election invokes a familiar story wherein America transcends race in the figure of a "first." The first-of-a-race trope simultaneously reifies race and proclaims it irrelevant. Martinez has set out a politics centered on discerning non-citizenship, and expelling those who bear its mark. This paper explores the packaging of Martinez's identity in conjunction with the construction of a raced and gendered national security platform.

Moderator:Johnanna Joy Ganz, *Bowling Green State University***394. "Master's Tools 101": Teaching Feminism in the Core Humanities Curriculum**

9:25 to 10:40 am • Level 2: Macon

This roundtable will feature brief presentations on concrete strategies for introducing feminist politics, gender and sexuality issues, and critical pedagogy to students in lower-division required courses in the humanities. We will discuss syllabus design, text selection, assignment creation, and self-presentation, keeping in mind the expectations and requirements departments and students have for required courses. Presenters will share resources with attendees, and all participants are encouraged to bring experiences and ideas for teaching core classes from a feminist perspective to the discussion.

Presenters:

Rose Holz, *University of Nebraska-Lincoln*
Elizabeth Hohl, *Fairfield University*
Traci Abbott, *Bentley University*
Laura Howard, *Georgia State University*

Moderators:

Layne Parish Craig, *University of Texas, Austin*
Erin Hurt, *West Chester University of Pennsylvania*

395. Tools of the Trade: Mastering Methodologies while Complicating Subversion

9:25 to 10:40 am • Level 2: Savannah 1

PARTICIPANTS:

Anthropology, Bourdieu, and Black Lesbian Social Networks

Nikki Lane, *American University*

This paper interrogates the meaning of the "master's tools" in the context of Anthropology, a discipline steeped in the history of colonialization, racialization, and racism. Using ethnographic data about the social networks of Black lesbians in the urban cityscape, I utilize Bourdieu's concepts of cultural and social capital (briefly addressing the strong feminist critique of Bourdieu), I problematize what it might mean to assign the label of "master" on toolkits which, while problematic perhaps in their inception and sometimes in their application, may offer some insight to the feminist project more broadly.

Can the Subaltern Blog?: An Exploration of Gender in Blogging, Representation, and Global Capital

Sarah Carnahan, *The Ohio State University*

Building on Spivak's timeless question, "Can the subaltern speak?," this paper explores the opportunities and challenges of blogging as it relates to the speaking potential of subaltern women. Blogging can afford those women with access an archival, distributable voice. Yet, when blogs become books, subaltern women's voices are still mediated by globalized, capitalist circulation. This paper focuses on two blogs-turned-books – Baghdad Burning and Iraqi Girl – in order to explore blogs' possibilities and limitations for agency and self-representation. These works provide ample fodder to unpack questions of representation and the "speaking" subaltern.

Bound by the IRB: The Terrorization of Critical Scholarship

Jenny D. Grubbs, *American University*

Institutional loopholes impede critical research from being done and serve as "master tools" to discourage both collaboration and praxis. Specifically, the IRB process fragments academics into neoliberal individuals bound by the politics of pedagogical respectability. This paper examines the ways in which "radical" social actors are marginalized through normative research tropes and the terrorization of critical scholarship.

Framing Female Genital Cutting: African Women's Immigration, Social Networking and the Production of Knowledge

Cora Ann Presley, *Georgia State University*

This paper discusses scholars' contribution to social change about Female

Genital Cutting (FGC), through examining its coverage in the curriculum, its place in public discourse and the emergence of FGC as a factor in immigration politics. With increased access to global media and social networking, information on FGC has become readily available via blogs and videos. This study examines how FGC is portrayed on the Internet and how social networking produces agency for FGC activists. Finally, the paper discusses how immigration lawyers use information on FGC as they pursue changes in immigration practices for African women.

Moderator:

Jennifer Nash, *George Washington University*

396. Cohabitation as an Alternative to Marriage

9:25 to 10:40 am • Level 2: Savannah 2

PARTICIPANTS:

Cohabitation as an Alternative to Marriage

Ciara Anna Bush, *University at Albany*

Marriage is an important cultural marker in our society. It is used to judge how committed a couple is to a relationship. Furthermore, it is linked to inter-couple relationship satisfaction. But, marriage is a troubled institution, rife with patriarchal and structural inequities. Cohabitation has arisen as an alternative form of coupling, but has yet to be adopted widely by heterosexual couples in the U.S. as a permanent alternative to marriage, as it has in some other countries. By looking at foreign and domestic examples this paper will present an analysis based on the research literature on how cohabitation can be a lot like marriage, yet has the potential to be truly alternative.

All The Gays are White and All the Racists are Straight: The Intersections of White Privilege and Lesbian, Gay, Bisexual, and Queer Identities

Megan Rolfe, *State University of New York, Albany*

Critical whiteness studies has argued that 'white' is a socio-political identity and advanced the notion of "white privilege," or unearned white advantage, given the structure of the U.S. racial hierarchy. While such scholarship has been substantial, it has also been almost universally heteronormative, as scholars have mainly explored white privilege through in-depth interviews with white heterosexuals. White privilege, however, may play out in spaces where heterosexuals are not present. This literature review applies an intersectional lens to study a privileged position (whiteness) within a marginalized group (LGBQ people), to illuminate how the "masters' tools" cannot be subverted through identity politics.

Gladys Bentley and A'lelia Walker: Queering Black Women's History

Shantala Latrice Thompson, *State University of New York, Albany*

This presentation will center on the lives of Gladys Bentley, a blues singer during the Harlem Renaissance and A'lelia Walker, the daughter of Madam CJ Walker and patroness of the Harlem Renaissance. Bentley was known for "flaunting" her lesbianism and transgendered appearance, while Walker hosted queer theme parties. This project will creatively interweave archival evidence - from the lives of both women and spoken word poetry/fiction to bring visibility to Black women's queerness and gender performance. This project comes out of a larger legacy to dismantle the "master's tools" and rewrite fixed notions of Black women's sexuality and queer history.

Bodies of Flesh, Bodies of Knowledge: Representations of Female Genital Cutting and Female Genital Cosmetic Surgery

Maureen Whitcomb, *State University of New York, Albany*

Many U.S. academic and popular feminist representations of FGC depict it as a barbaric and tortuous act that is strictly practiced in "underdeveloped"

or "primitive" societies. What is often not taken into consideration, however, is the practice of female genital cosmetic surgery (FGCS) which occurs in the U.S. and other "developed" countries. I will address the ways that both practices derive from heteronormative ideals based on genital appearance and marriagability, mainstream and heterosexual pornography, and heterosexual male pleasure. I will then explore how the inability to recognize these similarities prevents effective cross-cultural dialogue and a deeper understanding of cultural practices.

Moderator:

Michael Steklof, *State University of New York, Albany*

398. Illuminating Addiction and Recovery through Feminism(S)

9:25 to 10:40 am • Level 2: Valdosta

This roundtable investigates the complex ways in which feminist theory and practice have intersected with the use and abuse of mind-altering substances by women. Because access to alcohol, cigarettes and drugs has frequently been deemed a masculine prerogative in American society, the use and even abuse of these substances by women has often been regarded as a feminist act. At the same time, research on and treatment for women with drug and alcohol problems has been informed by feminist analysis, while some treatment modalities such as Twelve Step programs have been critiqued as anti-feminist.

Presenters:

Beth Glover Reed, *University of Michigan*

Michelle McClellan, *University of Michigan*

Jolene Sanders, *Hood College*

Kyla Marie Day, *University of Michigan*

Elizabeth Armstrong, *University of Michigan*

399. Intersections - Academics, Art and Action: Changing the Conversation on Gun Violence

10:50 to 12:05 pm • Level 1: Atlanta 1 - AV

PARTICIPANTS:**Using Film to Flex an Accessible Feminist Voice**

Janet L. Fitch, *New Moon Productions*

Transformations occur as mainstream audiences unconsciously become conscious of hegemonic and feminist principles. In the past decade, combining highly organized community engagement campaigns with documentary film became an industry norm, opening the floodgates to the public sphere to embed issues of gender, race and class that invite compelling, solution seeking dialog on seemingly intractable issues. When presented with authentic information, diverse audiences quickly become proficient at recognizing divisive political rhetoric and appreciative of the contributions of under reported groups. Feminist women entering media professions and advancing to decision-making roles, will shift status quo reporting on women and other marginalized groups.

Feminist Media Action and the Reframing of Violence Against Women

Carolyn M Byerly, *Howard University*

Acquaintance rape. Domestic violence. Marital rape. Child sexual assault. Sexual harassment. Feminists introduced these terms in the 1970s to name the everyday abuses women experience. Gaining wider circulation for this new language helped feminists pass laws, press for prosecution of offenders, and heal themselves from the abused they had suffered. I come to my subject both as a grassroots feminist activist and a scholar. My presentation

will track the shift in public discourse on violence against women through a study of how newspaper coverage of sex crimes gradually adopted feminist language to identify men's sexual abuse and battering of women.

Moderator:

Marian Joanne Meyers, *Georgia State University*

400. Red Light, Green Light: Family Values, Family Pride

10:50 to 12:05 pm • Level 1: Atlanta 2 - AV

Red Light, Green Light: Family Values, Family Pride is a documentary video based in interdisciplinary feminist life-history research with a racial-ethnically diverse group of over 100 lesbian mothers. The stories of these families living in a broad range of U.S. states demonstrate significant differences in local/state laws, and illuminate how profoundly family/marriage law and policy regulate access to the full range of citizenship rights in the U.S. We explore marriage, reproduction, adoption/foster care, religion, healthcare, race, and immigration policies. The film was made by an interracial lesbian couple with children—one an interdisciplinary feminist scholar, the other an independent filmmaker.

Presenters:

Sandra Patton-Imani, *Drake University*

Melanie Patton-Imani, *Independent Filmmaker*

401. Exiting the Masters' Schoolhouse: Students Lead the Way

10:50 to 12:05 pm • Level 1: Atlanta 3 - AV

PARTICIPANTS:**Rape Crisis and Sexual Assault Services of Augusta and Georgia Network to End Sexual Assault (GNESA): Helping Sexual Violence Survivors Through a Feminist Framework**

Rachael Foss, *Augusta State University*

There are many victims of sexual violence who never seek help for their abuse. Through a radical feminist framework, this paper will explore and analyze the ways non-profit organizations, Rape Crisis and Sexual Assault Services of Augusta and Georgia Network to End Sexual Assault (GNESA), address and help survivors of sexual violence speak out and heal. My paper will also offer suggestions to these organizations in order to better help and empower survivors by updating their services in light of newer radical feminist research.

Breaking Barriers in the U.S. Navy: Tackling Issues of Gender Inequality

Susan McKew, *Augusta State University*

The recent decision by the Department of Defense to allow women to serve aboard submarines illustrates how patriarchal barriers can be dismantled. While some concessions have been made since I served in the U.S. Navy (1975-1989) regarding gender inequality, I will explore how and why liberal feminist theory, particularly Cynthia Fuchs Epstein's theory in *Deceptive Distinctions* (1988), is still relevant to analysis of the U.S. military today.

Compulsory Heterosexuality in Mad Men

Lindsay Rogillio, *Augusta State University*

The television series *Mad Men* epitomizes sexism from business relations to personal relationships, and thus emphasizes the male-oriented power structure organizing and defining these relationships. Set in the 1960s, ad-agency Sterling Cooper is home to the kingpins of advertising and the women who are their secretaries; notably, it is also a contested heterosexual space. This paper will examine the notion of compulsory heterosexuality in *Mad Men* that seemingly regulates the power structure, organizing and defining the roles of heterosexual, gay, and lesbian men and women in personal and busi-

ness relationships—namely the relationships between Don, Betty, Peggy, Pete and Sal.

Who Really Gave Birth to Venus?: A Feminist Endeavor to Question the Role of Advertising on My Sense of Self

Melinda McKew, *Augusta State University*

Although feminist scholarship has exposed how advertisements commodify female bodies, such scholarship has been unable to empower me to challenge objectification. How can I resist the media's monolithic encapsulations of my body? This project presents my feminist-inspired challenge to Botticelli's painting, *The Birth of Venus*. Inspired by the Guerrilla Girls' and *Adbusters'* cultural critiques and resistance tactics, I will employ radical and Marxist feminist frames to create a painting that uses the masters' tools (i.e., advertising) to dismantle and deconstruct the masters' house—patriarchal and capitalist constructions of the female body as a creative expression of feminist resistance.

Moderator:

Marie Ilene Drews, *Augusta State University*

402. Gender and Sexuality: Orientations, Practices and Desires

10:50 to 12:05 pm • Level 1: Atlanta 4 - AV

PARTICIPANTS:

Evangelizing orgasm: On the Capitalistic, Social, and Political Implications of Women's Sex Toy Usage in the U.S.

Breanne Fahs, *Arizona State University*

This paper explores women's qualitative accounts of using sex toys either during masturbation or during partnered sex. Drawing upon previous research that examined the literal versus symbolic implications of sex toys during lesbian sex, I examine the capitalistic implications of equating sexual liberation with (phallic) toys, the problematic aspects of sex positive feminism advocating sex toy usage to "discover" orgasm, the anti-vagina discourse of sex toy return policies, the heterosexist (and subversive?) implications of women interacting with "dismembered" phalluses, and the misogynistic implications of distancing women from touching their bodies.

From 'First Ever Masturbate-athon!' to 'Second Annual Sex-Positive Fair': Deploying and Disarming Queer Feminism

Jeannie Ludlow, *Eastern Illinois University*

In Spring, 2009, students from my campus' pride and feminist organizations hosted a Masturbate-athon and Sex Positive Fair to raise money for a local Planned Parenthood. This paper explores the queer feminist politics behind the students' efforts, chronicles the success of their fundraising event, and analyzes the public backlash—some of it feminist—that led the students to change their event dramatically in subsequent years.

Home is Where...Well, Where is it?: Investigating Intersections Between Femme Gender and Sexuality

Elizabeth Ann Suellentrop, *George Washington University*

There has not been a sufficiently critical exploration of the notion of femme. In my creative writing I explore the connections between gender identities and queer culture and attempt to contribute to an understanding of femme. I explore the ironic lived experience of femme gender within queer communities; namely, the tendency of femme to become fixed within and trapped by heteronormative conceptualizations of sex and gender. I thus conclude that femme, as with many identifications, is an ambivalent category that simultaneously transcends and reifies mainstream understandings of sex and gender.

"Queering Feminist Activism: The Intersection of Feminist Identification and Sexual Orientation Across Generations"

Samantha Anne Montgomery, *University of Michigan*

This paper explores the intersection of feminist identity and sexual orientation across several generations of women in relation to their levels of political engagement. Specifically, data from a sample of older working women and a sample of female undergraduates will be analyzed in terms of their levels of participation in women's rights activism, as well as lesbian and gay rights activism. Moreover, comparisons between heterosexual women and sexual minority women will reveal the importance of sexual orientation to political participation. Overall, resistance to heteronormativity appears to be a key factor for feminist and queer activism, across generation and sexual orientation.

Moderator:

Adeyinka Ayobambo Omotunde, *Pacific Resources*

403. Gay Marriage, Chinese Toys, and the (mis)Use of Reproductive Technologies: Moral Panics & the Fantastic Future Family

10:50 to 12:05 pm • Level 1: Atlanta 5 - AV

PARTICIPANTS:

Homonormals, Homonationals & Healthy Children: Prop 8 and the 'Importance of Being Ordinary'

Judy Rohrer, *University of Connecticut*

If Obama's victory is touted as the climax of civil rights for Black Americans, the simultaneous passage of California's Proposition 8 has been framed as an enormous unexpected set back for lesbian and gay civil rights. I move away from a rights framework toward an analysis that places gay marriage in a broader context of government regulation of kinship through specifically targeted tactics aimed at particular populations. My contention is that analyzing homonormativity and homonationalism as expressed through Prop 8 politics helps deepen our understanding of the complex machinations of governmentality and biopower in the production of proper (gay) citizens.

Intimacies and Racializations of Healthy Children in U.S. Biosecurity Narratives

Mel Chen, *University of California Berkeley*

This paper explores the management of proper and improper (or queer) intimacies in relation to a fantastic U.S. idealized family deemed worthy of protection and generational continuance. Such scenes occur in increasingly biosecured notions of family that are subject to transnational biological panics. The focal point of "endangered" families is often a white, male child whose developmental (and anti-disability) narrative foreshadows a future generation. I discuss the 2007 "Chinese Lead Toy Scare" in terms of which preferred and dispreferred children are understood to engage in differently valued kinds of intimacies; these polarities even further constrain a heteronormative understanding of kinship.

Choosing Crip in a Culture of Life: Or, How to Think Disability in Time

Alison Kafer, *Southwestern University*

What might it mean to choose disability against the backdrop of health and life? Is selecting for disability—whether by refusing to terminate a pregnancy or by using reproductive technologies to achieve a desired trait—necessarily unhealthy? Are such choices transgressive responses to ableism, essentialist reifications of the body, or both? In this essay, I explore the possibility of choosing disability in a context in which disabled bodies are marked as "out of time," as futures to be avoided.

What's a Feminist to Do? How New Anti-abortion Strategies and Technologies Reconfigure Debates over Sex, Race and Abortion

Sujatha Jesudason, *Generations Ahead*

One of the more incendiary tactics by anti-choice advocates is legislation to ban abortion for sex and race. Conflating charges of sex selection with claims of "race-selective abortions" and black genocide, they introduced legislation to "protect" Asian and African American women while undermining abortion. Yet, selective abortion and technologies that allow for trait selection are challenging feminists to develop more nuanced positions on reproductive freedom least we abandon our commitments to race, disability and gender justice. What positions might we take? What are the politics "discouraging" sex selective practices and pivoting to "healthy parenting" while protecting women's reproductive freedom?

Moderator:

Margaret Price, *Spelman College*

404. Gender and the Science of Difference: Cultural Politics of Contemporary Science and Medicine

10:50 to 12:05 pm • Level 2: Augusta

How does contemporary science contribute to our understanding about what it means to be women or men? What are the social implications of scientific claims about differences between "male" and "female" brains, hormones, and genes? How does culture influence scientific and medical research and its findings about human sexuality, especially so-called normal and deviant desires and behaviors? This roundtable discussion explore these questions by examining cases within contemporary science that simultaneously shape and are shaped by gender ideals and images.

Presenters:

Jill A. Fisher, *Vanderbilt University*

Angela Willey, *University of Massachusetts, Amherst*

Heather Laine Talley, *Western Carolina University*

Sel J. Hwahng, *Columbia University*

Moderator:

Banu Subramaniam, *University of Massachusetts, Amherst*

405. Trust Black Women: The Continual Assault on Black Women's Autonomy

10:50 to 12:05 pm • Level 1: Georgia 10

The assault on Black women is invisible to the critical consciousness of both the Civil Rights and the Women's movements. Why must we say Trust Black Women? Why are there continuous assaults on Black women's human rights? This workshop will discuss recent and original opinion research and the lack of trust from Black men and our allies in the fight over abortion rights and for Reproductive Justice showing how theory influences activist practice.

Presenters:

Loretta June Ross, *SisterSong Women of Color Reproductive Health Collective*

Candace Camille Cabbil, *SisterSong Women of Color Reproductive Justice Health Collective*

Janette Robinson Flint, *Black Women for Wellness*

406. Women's Studies Can't Wait: Feminism 101 for Girls

10:50 to 12:05 pm • Level 1: Georgia 11

Ofentimes undergraduate women complain that they are not introduced to women's studies and feminism early enough. In an effort to develop a

Women's Studies without Walls that supports the development of girls as social agents we must consider exposing them to spaces like NWSA. Drawing from Audre Lorde's wise words, "the Master's Tools Will Never Dismantle the Master's House" we understand that young girls, particularly girls of color, are often not given the tools to name their experiences, especially those dealing with various forms of oppression. This workshop will expose girls to basic tenets of feminist thought.

Presenters:

Asha Layila French, *Emory University*

Chanel Craft, *Emory University*

Mashadi Matabane, *Emory University*

407. All the Girls Are Still Black: Using Black Feminist Paradigms to Subvert Current Girlhood Practices (Part II)

10:50 to 12:05 pm • Level 1: Georgia 12

All the girls are Black is the foundation for this presentation. Girls of color will be exaimed as activists and researchers lead discussion. How do our (as Black activists and feminists) cross paths cross in the academy. This panel will explore the possibilities of: White allies, Black women doing business, Black women as change agents for girls of color. Participants are encouraged to engage in productive dialogue at the conference.

Presenters:

Lisa Covington, *Clarion University of Pennsylvania*

Joanne Smith, *Girls for Gender Equity*

Moderator:

Meghan Huppuch, *Girls for Gender Equity*

408. Menopause: Transforming the Master's Narratives

10:50 to 12:05 pm • Level 1: Georgia 13

PARTICIPANTS:

Third Pregnancy: Women, Aging and Identity in American Culture

Roberta Maierhofer, *University of Graz*

Drawing on Ursula LeGuin's and Germaine Greer's formulations of menopause as "the third pregnancy" and "the change," this presentation explores the necessity for women in their middle years to "change"—to define themselves in their own terms—in order to accomplish successful, meaningful aging. This construction of individual identity occurs in the face of societal pressure to conform to the stereotypical roles accompanying the status of old woman. Questioning the value of chronological age as a basis for identity, this presenter argues, makes possible self-definition not based on a gender-or-age-defined position and gives women authority to shape their own identities.

Hormone Nostalgia: Menopause Discourse Since 2002

Margaret Morganroth Gullette, *Brandeis University*

This presentation examines cultural narratives of menopause following the shocking mid-study closure of the WHI's double-blind investigation of hormone treatment in 2002 and asks: has the master narrative of menopause (as hormone-driven disease marking the onset of sexual and physical old age) changed? Bringing together data on post-2002 hormone use—including trends and advice in media treatments of "symptoms," medical practice in relation to "menopausal" women, and the continuing influence of the pharmaceutical industry over doctors—she concludes that, despite some positive developments, the main outcome has been the construction of "hormone nostalgias," through which tired past paradigms live on.

The Fertile Crone: Emerging Narratives of Post-Menopausal BirthElizabeth Gregory, *University of Houston*

As increasing numbers of post-menopausal women give birth via egg donation or become mothers via adoption, our narratives of fertility, motherhood and age are shifting. This presentation analyzes narratives of older motherhood in the press, in current academic discourse about fertility technology, and in first-person reports from post-menopausal mothers in order to question what is lost and gained in altering the traditional life sequence. She also explores what difference age makes in mothering and with what effects for children, what is at stake for the polity, and to what extent late fertility is a feminist advance and/or a patriarchal incursion.

Moderator:Erin Gentry Lamb, *Hiram College***409. Is Law Redeemable? Thinking Through the Consequences of the Legal Regulation of Sexuality**

10:50 to 12:05 pm • Level 1: Georgia 2

PARTICIPANTS:**Disability, Sexuality, and the Law**Kristina Gupta, *Emory University*

This paper uses a 2008 court decision in which sex was declared a "major life activity" to examine the relationship between law and sexual rights for people with disabilities. On the one hand, this decision offered symbolic support for a notion of sexual rights. However, the decision reaffirmed the connection between disability and sexual dysfunction (the defendant lost her interest in sex as a result of cancer) and contributed to the marginalization of people with disabilities who are not interested in sex. This paper concludes that any use of the law will have contradictory effects.

Feminism and the Representation of Sexually Dangerous PersonsCyd Cipolla, *Emory University*

In the 1990s a series of highly publicized sexual crimes against children initiated the creation of new sexual predator legislation; including an unprecedented form of civil commitment in which certain highly dangerous sex offenders are institutionalized after the completion of their criminal sentences. Since then, critics of these laws argue that they are designed to prevent the most uncommon form of sexual violence - that perpetrated by strangers. This paper demonstrates how this focus on "sexually dangerous persons" works at odds with both feminist interpretations of sexual violence as a systemic and cultural phenomenon and queer theories of sexual identity.

Free Speech, Strip Clubs, and Feminist StrategyNikki Karalekas, *Emory University*

In *Erie v. Pap's A.M.* (2000) the Supreme Court argued that stripping is only partially protected as free speech and therefore can be regulated. This paper critically examines feminist reactions to *Erie* that call for expanding strippers' free speech protections. While expanding legal protections offered to sex workers is feminist, this particular strategy limits the scope of protection and recognition by representing stripping as an expression of true sexuality rather than work. Such strategy fails to understand the economics and relational aspects of stripping and contributes to the impasse between agency and victimization that characterizes feminist debates about sex work.

Moderator:Nikki Karalekas, *Emory University***410. Reading, Dancing, Creating: Re-Imagined Narratives as Feminist Interventions**

10:50 to 12:05 pm • Level 1: Georgia 3

PARTICIPANTS:**Reinterpreting Tradition: Staging the Sri Lankan Civil Conflict Through Hindu Narratives**Ahalya Satkunaratham, *Northeastern Illinois University*

This paper examines the ways in which female Bharata Natyam dance choreographers reinterpreted familiar narratives in Hindu tradition to address the civil war in Sri Lanka. Using feminist dance ethnography as a method of analysis, I closely read choreographies and performances to illuminate the subverted meanings about the civil war between the separatist army, the Liberation Tigers of Tamil Eelam, and the Government of Sri Lanka. These re-interpreted narratives counter dominant and patriarchal narratives of nationalism and militarization in the country.

Women and the Bible: Imagining Oneself as AnotherSusannah Laramee-Kidd, *Emory University*

This paper describes how women imaginatively enter narratives that they read in the Bible. It draws on a larger ethnography on Protestant women's Bible studies and religious reading groups. Whether they were taking on the viewpoint of the Israelites, Moses, Yahweh, the disciples or Jesus, the women imaginatively try on ways of being in relationship with God and with each other. This paper uses feminist theories of narrative identity to ask how feminists should evaluate these imaginative practices and the influence of the Biblical narratives in these women's lives.

Dancing Autobiography: Movement Narratives of Feminist SubjectivitiesAlison Bory, *Davidson College*

Traditional autobiographical narratives have celebrated a masculinist approach to defining subjectivity, reveling in assertions of individualism and accomplishment, while feminist scholars have offered women's life writings as implicit contestations of those narratives. Employing this feminist lens on close readings of two dance works, *Urban Bush Women's Self-Portrait* (1997) and *Meredith Monk's Education of a Girlchild* (1972), I examine how contemporary choreographers re-imagine the myth of individual selfhood offered in the autobiographical project. In both their narratives and choreographic processes, I suggest, these performance pieces offer strategies for navigating complex articulations of identity that insist on an understanding of selfhood as always simultaneously collective, culturally-constructed and in process.

Moderator:Laurie Fuller, *Northeastern Illinois University***411. Beyond the Global/Local Divide: Transnational and Rural Queer Intimacies, Discourses and Movements**

10:50 to 12:05 pm • Level 1: Georgia 4

PARTICIPANTS:**Homonational Subjection: Localizing Transnational Intimacies**Melissa Autumn White, *Syracuse University*

This paper explores experiences of homonational subjection through a focus on how transnational queer intimacies become localized against a backdrop of a deepening global apartheid system. Drawing on transcripts produced in interviews with transnational LGBTQ migrants and sponsors who have secured common residency rights in Canada through same-sex family class

immigration applications, this paper argues that the uneven recognition of queer intimacies across nationalized boundaries produces the very possibility of homonational identifications. Ultimately, the paper is interested in the affective, embodied lives of transnational systems of governance, and considers 'the intimate' and 'the global' as intertwined and indeed co-constituted.

Muslim (queer) Women, Human Rights Strategies, and LGBTQ Organizing in the Arab World: Considering a Local Archive in a Global Movement

Ayisha Ashley Al-Sayyad, *Emory University*

Despite transnational protectionist and Western nationalist deployments of Arab and Muslim sexualities as simultaneously perverse and repressed, two organizations in Lebanon founded on non-normative sexualities persist. While Helem runs a visible community center in Beirut, Meem limits membership to women through an underground network of support. This project moves towards mapping a genealogy of the traffic between local grass-roots organizations in Lebanon and transnational LGBTQ-rights discourses through analyzing the divergent strategies deployed by Helem and Meem. The paper considers: How are transnational conceptions of Arab and Muslim sexualities complicated by the discourses and strategies employed by queer women in Beirut?

Localizing the Global, Ruralizing the Queer: Theorizing and Materializing Queer Women in the Rural Midwest

Carly Ann Thomsen, *University of California, Santa Barbara*

Just as relationships between the west and non-west hinge upon colonial relations and power dynamics, relationships between the urban and rural are also defined by differential access to power and resources. Drawing from scholarship on global queer sexualities and interviews with queer women in the rural Midwestern U.S., I examine the ways in which transnational LGBTQ-rights-gaining strategies, which prioritize visibility and depend upon identity politics, collide with experiences and discourses of queer women in the rural Midwest, critiquing ubiquitous calls for queer visibility, challenging western and urban-based queer rights discourses, and re-thinking local/global and rural/urban binaries in the process.

Moderator:

Annika Corwin Speer, *University of California, Santa Barbara*

412. The College Hook Up Culture: Risks, Reasons, and Realities

10:50 to 12:05 pm • Level 1: Georgia 5 - AV

Spitting Game: The College Hook Up Culture is an important film that challenges the status quo by providing students & educators with up to date information on the risks, reasons, and realities within the college hook up culture. Comprehensive & critical "insider" information from current college students and notable experts in the field is punctuated by thought provoking statistics. The diverse student-driven narrative is engaging, highly educational, and leads viewers on a virtual tour of topics that include alcohol abuse, drugs, hooking up, peer pressure, STD's, unplanned pregnancy, sexual assault, and consent.

Presenter:

Denice Ann Evans, *Independent Scholar*

413. Crisis Narratives of Children and Youth: From the Local to the Transnational

10:50 to 12:05 pm • Level 1: Georgia 6 - AV

PARTICIPANTS:

Mobilizing Shame and Commodifying Redemption: Images of Children and Narratives of Feminist Intervention

Juliana Marie Kubala, *Georgia State University*

Images of youth and children from the "global south" -- the starving "third-world" child, the mutilated African girl, the terrorist Muslim youth, the promiscuous (Latina) teenage mother, the Thai victim of sexual trafficking -- become commodified in feminist discourse through mobilizing apparently contradictory scenarios of affective investment. These stories veer back and forth between crisis and rescue narratives, sometimes within the very same image. These images also leak into the discourse surrounding youth within the U.S. to maintain racist and xenophobic narratives of victimization; the aptly titled "Superpredator Meets Teenage Mom" (Hendrixson, 2002) demonstrates how images of transnational youth become saturated with danger through a whole host of associations, such as violent or reproductive takeover, which would deprive "our" future generations of their rightful entitlements.

Commodity Redemption: A Public Ritual of Propitiation of Fetal Spirits in Thailand

Megan Sinnott, *Georgia State University*

The metaphysical crisis evoked in the concept of wandering child/baby/fetal spirits (common in Thailand) has been incorporated into propitiation rites and practices, and most recently, in a new form of public ritual of commodity redemption. This paper is based on anthropological research conducted in Thailand in 2009, 2010 and 2011 on the subject of spirit and ghost beliefs in Thailand with particular focus on child/baby/fetal spirits. The public ceremony held at Wat Khae in Suphanburi Province in October of 2009 and 2010 to make merit for aborted fetuses and child spirits was an innovative religious ceremony that accessed and interpreted widespread beliefs and practices relating to the propitiation of the spirits of babies and children. The ritual fuses current "crisis discourses" of abortions associated with a purported irresponsible citizenry and the moral turpitude of the Thai state in crisis. This paper, by using a feminist and queer theory framework centered on the work of Lauren Berlant and Lee Edelman, explores how understandings of childhood, parenthood, womanhood and citizenry are framed and contested through these innovative, if problematic, public rituals held at Wat Khae

Farm-Fresh Milk and Blue Cupcakes: Ethnographic Research on Children's Food, Parenting, and Value in the United States

Jennifer Patico, *Georgia State University*

For more than a decade, observers of U.S. society have noted the "time bind" (Hochschild 1997) faced by double-earner families, wherein both mothers and fathers balance ever-lengthening professional work days with the labor of housekeeping and child-raising. Meanwhile, popular exposés of the industrial food complex, food safety scares, and increasing alarm about childhood obesity all point to the fact that food -- seemingly the most basic of a family's needs -- is in fact a charged field for both public and household scrutiny. This paper grapples with the question of how food provisioning reflects parents' ideas about the personal and physical qualities they should create in their children (longevity, beauty, individual capacities of taste).

Dissident Youth: New Left Activism among Atlanta's High School Students in the Long Sixties

Andrew Reisinger, *Georgia State University*

As civil rights, anti-war, feminist, lesbian/gay, and student countercultural activism proliferated in the late 1960s and 1970s, adults in positions of power (as parents, school administrators, and/or politicians) became increasingly alarmed as participation in these social movements began to draw on an ever-younger, and supposedly more impressionable, population, namely high school students. In this paper, I explore the ways in which Atlanta's underground newspaper, *The Great Speckled Bird*, contributed to and journalistically reported on the alleged "crisis" of youth, particularly in terms of the threat to gender and sexual norms, in an effort to ascertain the extent to which the newspaper framed the youth as active protagonists struggling to create a more just world rather than as naive youth seduced by a wayward and dangerous popular culture.

Moderator:

Megan Sinnott, *Georgia State University*

414. "One of These Things is not like the Other": Engaging Identities and Bodies in the Classroom

10:50 to 12:05 pm • Level 1: Georgia 7

Our roundtable focuses on approaches to navigating identities in the classroom, and the possibilities and conflicts that arise. These spaces, where feminist knowledge is shared, debated and produced, are key to contesting everyday practices of domination not left at the classroom's door. An emphasis is given to embodiment's significance in exchanges between instructors and students, particularly when course topics, such as disability or transgenerism, are most readily mapped onto instructor's bodies. Presenters teach across fields including public health, sociology and women's studies, and draw upon teaching experience and feminist scholarship by Audre Lorde, Paula Moya and others.

Presenters:

Veronica Lozano, *DePaul University*

Sonny Nordmarken, *University of Massachusetts, Amherst*

Ariella Rabin Rotramel, *Rutgers University*

Bethany Stevens, *Georgia State University*

Moderator:

Michael Gill, *University of Connecticut*

415. Reexamining Sex Work from a Women of Labor Perspective

10:50 to 12:05 pm • Level 1: Georgia 8

PARTICIPANTS:

Colectivo Hetaira: Breaking Barriers/Creating Bridges to De-stigmatize Sex Work in Spain

Sandibel Borges, *University of California, Santa Barbara*

My paper discusses the NGO Colectivo Hetaira, from Madrid Spain and the ways in which it creates bridges to other groups, breaking barriers and working together for the de-stigmatization of sex work. Hetaira does not only work with other organizations, but they also work with feminist academics in Spain, with whom they published a book on sex work – book that also includes pieces by sex workers. They also collaborate and organize cultural events, ranging from photography exhibitions, poetry nights, and participating in bigger projects, such as the film *Princesas*, directed by Fernando León de Aranoa.

Tricky Business: Feminist Implications for Tackling the Demand Side of Sex work

Ummni Khan, *Carleton University*

Feminists have revealed how the criminalization and pathologization of sex work has overly and unfairly focused on the female seller, while ignoring the male buyer. However, recently there has been an increased attention paid to sex trade clients by police and the law. This paper will analyze extra-legal strategies that address clients and purport to deter them by using shaming tactics, educational workshops and consciousness raising techniques. While some feminists applaud this focus on clients, from an intersectional critical race-feminist-queer approach, I argue that these social control strategies produce and naturalize gender and sexual norms while perpetuating racial hierarchies.

Moderator:

Durene Imani Wheeler, *Northeastern Illinois University*

416. Reformatting Bodies: Technology, Surveillance, and Agency

10:50 to 12:05 pm • Level 1: Georgia 9

PARTICIPANTS:

Look at the Baaaaaaaybeeeeeee: an Autoethnographic Exploration of Ultrasound Discourses

Cheryl Anne DeFlavis, *University of South Florida*

During my pregnancy, I discovered three inter-related themes in the discourses that surrounded my ultrasound images: the fetus pictured in my ultrasound images was considered to be a tiny human being, the images made my pregnancy real and public, and the ultrasound procedure gave my partner and I an opportunity to bond with the baby. In this paper, after briefly recounting the history of the ultrasound machine, I investigate these themes and explore their implications for feminist theories of the body within the context of cyborgs, posthumanism, and simulacrum.

Queer Disability Blogs: Subject (Re)Formatting in the Twenty-First Century

Zoe DuPree Fine, *University of South Florida*

Through content analysis this presentation explores how blogging gives individuals with marked bodies, namely those who have disabilities and who identify as queer, opportunities to navigate and redefine their identities in virtual reality. With scholarship on the technologized body including Foucault's biopolitics, Hixon's informationalizing and reforming bodies and subjectivities, and Balsamo's virtual reality technologies' engagement with socially and culturally marked bodies, I analyze how blogging uniquely enhances the ways that individuals who have disabilities and who identify as queer find their voices, self-reflect, describe their experiences being Doubly Othered, and inform the public. Technology therefore continues to create endless sites of transformative possibilities.

Working It Out: The Rhetoric of Wii Fit

Mary Catherine Whitlock, *University of South Florida*

This presentation explores the specific story told by *Wii Fit* as one of avid normalization and personal responsibility that reflects larger societal norms. While the theme of normalization is not new to female bodies, I argue that *Wii Fit* extends its panopticonic gaze by concentrating on all bodies. Focusing on themes of surveillance, I will investigate how the videogame *Wii Fit* employs techniques to demand unnecessary and even harmful normalization of the body. My investigation of the story that *Wii Fit* tells about bodies translates as being representative of larger narratives about bodies, health, responsibility and obesity.

Moderator:

Diane Price Herndl, *University of South Florida*

417. Bridges and Boundaries: Attempts at Transnational Organizing outside Academia

10:50 to 12:05 pm • Level 2: Macon

Roundtable panelists will share their experiences working in North/South collaborations with men and women from Germany, Syria and Sudan to develop transnational feminist awareness and build coalitions. Panelists detail efforts at non-hierarchical organizing with colleagues both inside and outside academia, detailing methods that make use of classroom discussions, online learning platforms and a two-week-long summer school in Berlin with over 40 participants. Presenters will focus on the highlights and stumbling blocks that such collaborations engender, including the negotiation of ties to nation, race, class, sexuality, gender and religion that presented themselves in expected and unexpected ways throughout the project's journey.

Presenters:

Christina Holmes, *DePauw University*

Nicole Jackson, *The Ohio State University*

Jessica Pliley, *Texas State University*

Lauran Whitworth, *Emory University*

418. Reframing Sexual Violence and Sexual Assault

10:50 to 12:05 pm • Level 2: Savannah 1

PARTICIPANTS:**If "No Means Yes" and "Yes Means Anal", What Does Anal Mean?: Problematic Feminist Responses to Yale's Call to Sexual Violence**

Lena Judith Drake, *Arizona State University*

Yale's situation of late 2010—wherein reprehensible chanting of "no means yes, yes means anal" and other sexually violent phrases were broadcast by a fraternity—deserves and received a wide range of feminist comment. This paper presents a case study by which to deconstruct how particular feminist "deployments" of responses to societal violence, especially the discussion of "anal" as degrading, may actually reinforce a hegemonic view of sexuality, and may be harmful to those with already marginalized sexualities. The specific contexts of Yale, rape acceptance, and anti-violence responses as inclusive or exclusive are evaluated, and expanded upon.

Ignorance, Willful Ignorance and the Persistent Problem of Campus Peer Sexual Violence

Nancy Chi Cantalupo, *Georgetown University*

This presentation draws on comprehensive research conducted by the presenter on the law related to campus peer sexual violence, including Title IX and the Clery Act, to suggest ways in which we can change the current law so as to end this persistent problem. An attorney, women's studies and law professor, and former Women's Center director, she argues that infusing the feminist insights regarding sexual violence developed by women's studies, women's centers, and victims' advocacy offices into the law will transform school responses to peer sexual violence and make those responses vastly more effective in preventing the violence.

Re-imagining Campus Sexual Assault Policy: An Exploration of Organizational Knowledge and Response

Shireen Sarah Ghorbani, *University of Utah*

This paper claims that campus sexual assault policy does little to address pervasive issues surrounding campus sexual assault. An analysis of federal

policy on campus sexual assault exposes the ways in which certain kinds of responses about specific issues are privileged, such as concerns about campus security, while other dimensions of this organizational crisis and reality are ignored. This essay presents a plan for a deeper investigation of sites of organizational knowledge that could reframe the discussion and re-imagine potential responses to campus sexual violence in ways that meaningfully address rape culture and perpetrator behavior.

Moderator:

Lena Judith Drake, *Arizona State University*

419. The "Identity" of Feminism in a Neo-Liberal Era: A Dialogue on Individualism, Subjection, and Politics

10:50 to 12:05 pm • Level 2: Savannah 2

This workshop provides a forum for critique and discussion of the various complex forms of depoliticization of feminism as a movement in the U.S. We start from the premise that the global systematic sexual exploitation of women is on the rise while simultaneously feminism (in the west) as a grass roots political movement is in various stages of cooptation and devolution. Our focus is on an examination of how forces of cooptation, particularly (neo)liberal individualism, have worked to "reshape" feminism as politics into "feminism as personal identity" and diminished its still radical potential for challenging women's subordination.

Presenters:

Nancy J Meyer, *Independent Scholar*

Kathy Miriam, *New York University*

420. In Dialogue: Rethinking Intersectionality in Transnational Feminist Praxis

10:50 to 12:05 pm • Level 2: Valdosta

The topic of this roundtable is the "intersectional turn" in Women, Gender, and Feminist Studies, with a focus on the different routes and consequences of its adoption in the classroom, research agendas, and community work of five faculty members. The goal of this roundtable is to explore the relationship between intersectional analysis and the suppression or revelation of difference.

Presenters:

Deb Cohler, *San Francisco State University*

Julietta Hua, *San Francisco State University*

Kasturi Ray, *San Francisco State University*

Marlon Bailey, *Indiana University*

Neda Atanasoski, *University of California, Santa Cruz*

Moderator:

Jillian Sandell, *San Francisco State University*

421. Politics of Memories and Futures

12:15 to 1:30 pm • Level 1: Atlanta 1 - AV

PARTICIPANTS:

Affective Histories: Literature as Counter-Discourse

Heather Rellihan, *Anne Arundel Community College*
Building on the work of Marlene Nourbese Philip, Barbara Christian, Barbara Omolade and others, I use literature to compliment and challenge traditional histories. Using Sara Ahmed's concept of affective economies, I construct "affective histories" of colonial schooling in the Anglophone Caribbean. I suggest that Caribbean novels like Merle Hodge's *Crick Crack, Monkey* (Trinidad), Merle Collins's *Angel* (Grenada), and Jamaica Kincaid's *Annie John* and *Lucy* (Antigua) supplement traditional histories of colonial schooling which rely on missionary and colonial reports, by focusing on emotional interaction in ways that expose the hidden curriculum of colonial schooling, and in particular its effect on girls.

Performing in Blue-Face: Colonial Fantasies and Postmodern Identity in Avatar

Juan R. Portillo, *University of Texas at Austin*
In this paper, I intend to deconstruct the normalizing discourses that make the film *Avatar* a vehicle through which the white fantasy of "benevolent conqueror" is normalized and fulfilled. I propose that discourses of colonialism in the film arise due to an identity crisis in white males living in a postmodern world. I also suggest how women of color have the capital to challenge a mainstream media that suggests that we live in a post-feminist, post-racial era.

The Feminization of American Slavery

Jennie Lightweis-Goff, *Tulane University*
Scholarship on American slavery has regarded cities as exceptional, despite the fact that urban slavery was a form of domestic and intimate violence against women, who constituted the majority of people enslaved within the metropole. In order to approach American slavery, one must do so "without walls," because the archive of the practice is revealed outside of the space of the academy. To complicate the boundaries of the archive, I begin with a travelogue that indexes the spatial dimensions of enslavement in the historic homes of Savannah (Georgia), and conclude by critiquing the ways that traditional historiographies have ignored the city.

Moderator:

Danielle DeMuth, *Grand Valley State University*

422. "Let Me Speak:" Women's Work and Health, Multidisciplinary Perspectives

12:15 to 1:30 pm • Level 1: Atlanta 2 - AV

PARTICIPANTS:

Survival and Work: How Women Live With HIV/AIDS

Donna Abrams, *Georgia Gwinnett College*
AIDS research has sought to focus heavily on gender relations as they shape and constrain women's ability to protect themselves from the virus. A positive network of support allows women with HIV/AIDS to have the physical and emotional support needed while giving women a sense of trust and security. In addition, these networks help women to continue to lead functional lives, therefore helping them to better cope with HIV/AIDS. Through narratives and interviews, this study examines how working women function daily with HIV/AIDS and also discloses how work continues to impact their lives and can impact their abilities to survive.

Contemporary Treatment of African American Women by OB/GYN Medical Professionals

Monica Brown, *Walden University*

This paper will explore the growing research that supports the argument that there are inequalities that exist when receiving healthcare in the United States. These inequalities tend to be based on race, class and gender and research shows that those factors play a pivotal role in how patients are treated. More specifically, I will examine how OB/GYN practitioners respond to African-American women – what types of questions are asked, the assumptions and stereotypes made, the level of treatment a patient receives, and the level of attentiveness and sensitivity healthcare providers offer based on that patient's race, class and sexual orientation.

"Our Survival Takes Precedence Over Our Rights:" Learning from Factory Women in Sao Paulo, Brazil

Beth Higgs, *Georgia Gwinnett College*

After conducting ethnographic research among women in pharmaceutical factories in Sao Paulo during Brazil's "Return to Democracy" in the 1980s, the author began to question an ethnocentric gaze in some North American-based feminist research and activism. Because their daily living and working experiences differed from those of their working class male peers, these factory women organized their collective political action differently. Over resistance from male political leaders, women organized autonomous political action around family health issues. The author's experience leads her to support political autonomy as different groups of women define their own needs and political goals.

Irish Mothering, Foodways and the Great Hunger

Polly F. Radosh, *State University of New York, Geneseo*

This paper will explore the development of Irish foodways that were uniquely tied to patterns of mothering that evolved after the Irish potato famine of 1845-1851. Mothering patterns distinct to Irish culture will be examined as the means by which post-famine foodways were infused into Irish culture and exported out of Ireland in post-famine emigration. The importance of Irish women as the primary agents of socialization will be discussed.

Moderator:

Andrea Holyfield Scott, *Georgia Gwinnett College*

423. Subverting the Master's Science: Feminist Philosophical Contributions to Teaching about Science

12:15 to 1:30 pm • Level 1: Atlanta 3 - AV

PARTICIPANTS:

Subverting Deeply Held Assumptions about the Structure of Science

Claudia Murphy, *Minnesota State University, Moorhead*

I will unpack the current dichotomous assumptions about objectivity embedded in the ordinary conceptions about science. I will show how these mistaken assumptions function to separate science as a human endeavor. I will appeal to the history of science to give us a different and alternative picture of the scientific enterprise. And finally I will explain a step by step procedure designed to convince students of science that STEM disciplines are socially and politically located in the matrices of domination and oppression.

Teaching About Science as a Feminist Tool: Challenging the Fact/Value and Reason/Emotion Dichotomies

Susan V. Castagnetto, *Intercollegiate Women's Studies of the Claremont Colleges*

I will discuss the use of feminist epistemological tools to teach about how science is necessarily value-laden and how that is compatible with its being a useful feminist tool (rather than grounds for dismissal). I will discuss ways to teach students to understand and think critically about what "good" science can mean from a feminist perspective--and whether and in what senses science can usefully be "political"--including theoretical readings along with real world examples of how feminist scientists incorporate their values into their work.

Fact and Value: Service Learning Can Enhance Scientific Content While Adding Social Value and Context

Kristina S. Mead, *University of California, Berkeley*

In contrast with previous notions that giving science a social value detracts from the scientific content of the course material, service learning components can provide students with ways to see the full scientific process in action. I will present data from a neuroscience and women's studies cross-listed course called "Sex, Gender, and the Brain". This course uses a service learning component to enhance learning outcomes of second graders, but in the process, collects data about gender and student engagement. Developing and testing hypotheses about gender and learning involves the college students in the scientific process and enhances their understanding of the concepts discussed in class.

Moderator:

Linda C. Fuselier, *Minnesota State University, Moorhead*

424. Sex Work and Social Justice: New Research Directions

12:15 to 1:30 pm • Level 1: Atlanta 4 - AV

PARTICIPANTS:**Feminism and Sex Work: The Subaltern's Speaking but Nobody's Listening**

Susan Lopez, *Independent Scholar*

This paper highlights the struggles that sex workers, an oft-silenced and predominantly female group, have faced with particular respect to the conflation of their chosen form of work with sex trafficking. Speaker One will explore contemporary social justice movements for sex workers' rights while examining the intersections between feminist practice and perspectives on sex work. Arguing that all feminists should be able to relate to sex workers' desires to promote choice, safety, bodily autonomy and access to healthcare, this paper presents new directions for feminist engagement with social justice activism.

Our Roles and Methods: Street Sex Work and Activists

Jill McCracken, *University of South Florida, St. Petersburg*

As a way of centering both methodologies and marginalized populations in order to subvert and resist dominant constructions of identity, Speaker Two explores the role of ethnography and her own positionality as a researcher, activist, and educator. She places the voices of eighteen women who worked on the street exchanging sex for money, drugs, or other gain at the center of her analysis in order to show how the questions that researchers ask of and about these communities not only informs their answers, but also influences scholars' perspectives on how knowledge is created and disseminated in the field.

Beyond Stigma: Life Histories as a Method in Sex Work Research

Susan Catherine Dewey, *University of Wyoming*

Feminist collaborative research with sex workers can be complicated because of the stigmatized and/or illegal nature of sex work itself. This paper demonstrates how a life history-based methodology provides a particularly illustrative means by which to reveal how sex workers negotiate their lives as parents, employees, and family members while working in a profession widely regarded as incompatible with motherhood and fidelity. Findings presented in this paper will demonstrate that more life history-based research on sex workers' lives will help to move feminist scholarship on this subject beyond well-established binaries of consent and coercion.

Medical Care for Sex Workers

Megan Andelloux, *Independent Scholar*

Sex workers frequently experience social stigma and marginalization that impacts their ability to receive (and sometimes to seek out) health care. As a consequence, their health problems have the potential to remain unrecognized and undiagnosed. This paper highlights some of the key reasons for sex workers' avoidance of health professionals while simultaneously providing insight into how doctors can better provide care for this underserved population. Speaker Four will identify and discuss the health risks that accompany various forms of sex work and explore methods health care providers can employ to approach this population in a compassionate and holistic manner.

Moderator:

Yasmina Katsulis, *Arizona State University*

425. Hidden Bodies of Humanitarianism: Violence, Women and Protective Intervention

12:15 to 1:30 pm • Level 1: Atlanta 5 - AV

PARTICIPANTS:**War on Gaza: the Hidden Crises for Women**

Sherry Gorelick, *Rutgers University*; Penny Rosenwasser, *City College of San Francisco*

Israel's attack on Gaza in 2008-9 created hidden crises for women. Beyond hundreds of women killed, survivors had to comfort traumatized children, raising families in tents after the destruction of 4,100 homes, and of water systems. Two years later, with Israel prohibiting the importation of building materials, more than 1000 Palestinian families still live in temporary tents. 95% of drinking water is unclean. This paper relates the difficulties faced by Gazan women and their supporters to the literature on women and war.

"Analyzing the Strategic Use of Peacekeeping and the Politics of Protection."

Courtney E. Reynolds, *University of Cincinnati*

After the devastating earthquake in Haiti, human rights discourse was implemented to "save" the Haitian people, specifically the Haitian women. As gender violence acts have risen in numbers, I plan to show the framework used in the human rights discourse to intervene and advance USA foreign policy, even if the intervention violates human rights. By incorporating assessments of Geraldine Terry, Inderpal Grewal and Kelly Oliver, coalescing with the Mission des Nations Unies pour la stabilisation en Haiti (MINUSTAH), I will evidence how the "politics of protection" and the "politics of crisis" have become the 21st century's method of imperialism.

Moderator:

Lois Ann West, *Independent Researcher*

426. Methods in Feminist Body Studies

12:15 to 1:30 pm • Level 2: Augusta

PARTICIPANTS:

Communicative Sexualities: A Communicology of Sexual Experience

Jacqueline M. Martinez, *Arizona State University*

This paper provides an argument for and illustration of how to pursue the direct study of lived-experiences of sexuality. It illustrates how Communicology allows for a sustained and rigorous study of the meaningfulness of sexual experience as it becomes manifest in immediate, concrete, and embodied realities. Sexuality is understood as both capable of perpetuating human isolation and degradation as much as an experience of tremendously shared human intimacy and mutual recognition. Specific issues addressed include how presuppositions regarding gender and sexuality are brought into direct studies of the lived experiences of sexuality, especially concerning the predominance of the heterosexual-homosexual binary.

Dealing Cards, Listening to Women: A Qualitative Research Technique to Elicit Embodied Experiences

Barbara Sutton, *State University of New York, Albany*

Based on a study on body politics in Argentina, this presentation explores the benefits, drawbacks, and potential applications of an interviewing technique that relies on cards printed with keywords related to the body. Informed by a feminist approach and a sociological interest in human embodiment, this method offered a playful way to elicit serious talk about women's embodied experiences. The use of "concept cards" helped reveal words filled with political or metaphorical significance, pointing to thorny, silenced, or contested issues. Initially conceived as an icebreaker, this simple, yet effective, technique yielded rich and complex narratives about women's diverse bodily worlds.

Unearthing Birth Control Narratives in the Archive: Rewriting the History of The Pill as a Eugenics Tool

Jamie Schmidt Wagman, *Saint Louis University*

This paper argues that American scientists, physicians, media and population control supporters wielded the first birth control pill as a eugenics tool. I provide historical context about the treatment of the minority woman's body during the first clinical birth control trials in Puerto Rico in 1956, and build a narrative from voices in several women's history archives that critique the national narrative about birth control giving women sexual freedom and choice. This often told story about gaining opportunity in the "promised land" is a story that speaks to national conceptions of race, sexuality, and gender.

Moderator:

Erynn Masi de Casanova, *University of Cincinnati*

427. Indigenous Feminisms Coming Alive: Global Indigenous Women's Movements

12:15 to 1:30 pm • Level 1: Georgia 10

PARTICIPANTS:

Transnational Queer Borderlands So Far From God

Elizabeth Gunn, *Morgan State University*

Contemporary Chicana novelist Ana Castillo builds within and beyond indigenous traditions that revere the woman-nature reductionist continuity; she simultaneously writes to subvert an imposed Eurocentric silencing of latina and indigenous woman as the other-other. I will argue that whereas lesbianism is systematically associated with surplus, Castillo employs narra-

tive devices which question the symbolic system from and within nature. In a society which meshes gender-nature-production, lesbianism unsettles the order by revealing its charade-structure. This disruption at the textual, narrative, and theoretical levels is central to a queer narrative that swims in the porous space of hybridism, of porous borderland identities.

Indigenous Feminist Activism in the Amazon

Beth Williford, *Manhattanville College*

This paper will explore indigenous feminist organizing and activism in the Ecuadorian Amazon. In the heart of the Amazonian jungle, some indigenous women are forming their own women's organizations built on principals of empowerment and women's voice to respond to colonial influences penetrating the indigenous Ecuadorian communities. This project will demonstrate how these organizations play an important role at the grassroots, national, and international levels. The organizations simultaneously respond to community level needs by creating economic opportunities for women while also challenging globalization by raising their collective voices in international forums over effects of neo-liberal policies felt in their communities.

Indigenous Women Respond to HIV/AIDS: North American Indigenous HIV/AIDS Activist Movements

Megan L. MacDonald, *University of Minnesota*

In the face of colonial powers, where do First Nations people living with HIV/AIDS seek help when they are turned away from mainstream urban HIV/AIDS organizations? This paper discusses a series of indigenous women taking the forefront in Indigenous U.S./Canadian AIDS activism and organizing -particularly in response to settler colonial ideas of race and illness. They are creating organizations that not only help their communities and all indigenous people, but also serve as reminders to the more mainstream organizations that Native people are not invisible. They do this by employing a series of uniquely indigenous feminisms to ensure the success of their organizations.

Moderator:

Megan L. MacDonald, *University of Minnesota*

428. The Risks of Student Activism In and Out of the Classroom

12:15 to 1:30 pm • Level 1: Georgia 11

Bridging theory and practice is integral to women's and gender studies curricula; however, incorporating activist projects into our courses presents significant pedagogical, not to mention social and political, challenges. This roundtable explores the complexities of student activism in and out of the classroom. We focus specifically on several recent activist projects undertaken at our university that had profound, both positive and negative, impacts on our community. While significant attention is often given to the rewards of student activism, we ask roundtable participants to consider the serious risks of engaging students as activists, especially in climates that are unwelcoming or hostile.

Presenters:

Adale Sholock, *West Chester University of Pennsylvania*

Jen Bacon, *West Chester University of Pennsylvania*

Lisa C. Ruchti, *West Chester University of Pennsylvania*

Chris Stangl, *West Chester University of Pennsylvania*

Elizabeth A. Ruchti, *West Chester University of Pennsylvania*

Moderator:

Erin Hurt, *West Chester University of Pennsylvania*

429. Kyriarchy's Promise to Feminist Permutations: Exploring Liminality, Gender Fluidity, and Adolescent Postfeminisms

12:15 to 1:30 pm • Level 1: Georgia 12

PARTICIPANTS:

Kyriarchy, Feminism and the Promise in Adolescent Girls in Postfeminist Times

Louise Marie Doire, *College of Charleston*

Adolescent girls' identity shifts: in group composition (Weis & Fine, 2001), development (Brunner, 1994; Parenti, 1999; Wartenberg, 1988), and articulation (Bloom, 1996) make them powerful postmodern and post-feminist examples of the promise of kyriarchy in their position as the front line of the future of feminism. Founded from the same feminist religious tradition that spawned Schussler Fiorenza and her analysis of feminism this panelist explores kyriarchy as a way of exploring how feminism is moving and evolving among adolescent girls as they gain, explore and alter forms of feminist power, thus subverting existing hierarchies of power that subjugate postfeminist girls.

Liminality, Kyriarchy and Intersectionality: If it's All Edges and Fluid Spaces Where am I?

Kerrita Kimberly Mayfield, *University of Massachusetts, Amherst*

Much has been made about the postfeminist moment in the postmodern era. Accompanying handwringing ponders the message, mobilization and methods of new feminist movements and how they play out on a national stage. Kyriarchy revels in the fluid evolutionary of forms of feminism. However, Mohanty (2003) cautions us that when any language change occurs, users run the risk of eradicating the very boundaries that frame identity; and Luft (2009) shares the same concerns about the trend of intersectionality in the postmodern and the subsequent flattening of personal categories and descriptions. This author explores the complications and permanence of liminal and intersecting identities (postcolonial, postracial, postfeminist, etc.) and power within the promise of kyriarchy.

Moderator:

Kerrita Kimberly Mayfield, *University of Massachusetts, Amherst*

430. "Outside" Women's Studies: Feminism, Pedagogy, and Service Learning

12:15 to 1:30 pm • Level 1: Georgia 4

Our roundtable explores moments of women's studies "without walls" by foregrounding ways that we've integrated service learning and community activism within our teaching. We will discuss examples from our students and teaching/learning environments, as well as the pedagogical challenges of merging activism and academics.

Presenters:

Maureen McDonnell, *Eastern Connecticut State University*

Pavitra Sundar, *Kettering University*

Sejal Sutaria, *Earlham College*

Moderator:

Nan King, *Eastern Connecticut State University*

431. Film & Dialogue: Cracking the Codes & Cultivating Love as Radical Acts for Social Change

12:15 to 1:30 pm • Level 1: Georgia 6 - AV

In this session I will share a holistic framing of the system of inequity, one that explores the continual interaction between the internal (personal) and external (interpersonal, structural) manifestations of bias. This frame

exposes the importance of continual self-work of understanding and healing one's own internalized privilege/oppression as integral to the ability of scholars and change makers to analyze and dismantle systemic inequity, and to develop a well of value-centered love to sustain an active social justice stance. I will use clips from my new documentary film about systemic inequity (debut Nov 2011) that is designed for dialogue and transformative learning.

Presenter:

Shakti Butler, *World Trust Educational Services Inc*

432. Pedagogy Without Walls: Challenges and Dialogue about Queer, Anti-Racist, Feminist Teaching for Social Change in the Aftermath of SB1070

12:15 to 1:30 pm • Level 1: Georgia 7

PARTICIPANTS:

Breaking Down Walls: Teaching for Social Transformation in a Queer, Feminist Class in a Anti-Immigrant, Anti-Queer State

Ariane Lynne Burford, *Northern Arizona University*

This paper emerges from my experience teaching in Women's and Gender Studies at two different universities in Arizona and the disturbing anti-immigrant racist ideologies. My project will connect what I have observed to feminist and queer theory to analyze why students' responses to the documentary *Made in LA* have changed so drastically, specifically in the wake of SB1070. I will propose ideas and invite dialogue about how teaching for social transformation can address these challenges. How can we break down walls to adequately address social injustice regarding the border and decentralize knowledge production and neoliberal politics?

Against Enlightened Sexism: Teaching Feminism in Non-WS Classrooms

Laura K. Gronewold, *University of Arizona, Tucson*

Current college students have come of age in an era that Susan J. Douglas calls enlightened sexism, a prevalent philosophy adopted by the likes of Palin that argues that the advances of feminism have resulted in complete equality for women. This paper proposes strategies for bringing feminism into non-Women's Studies classrooms to integrate unconventional methods into English classes. Feminist knowledge formation must stretch beyond the walls of Women's Studies and/or Gender Studies departments. For those who teach outside of WS classrooms, it is crucial to teach a social justice approach to knowledge production.

Can I Really Call Myself a Feminist and Defend Nicki Minaj

Chamara Jewel Kwakye, *University of Illinois at Urbana-Champaign*

This paper examines my experiences teaching a course dedicated to Black Women in the diaspora at a Mid-Western University and students reading of Pop-Artist Nicki Minaj's popularity and sexuality as an inherent problem to the crisis of Black Women in the Diaspora. Using Womanism and Hip-Hop Feminism as guiding theories, this paper discusses some of the main themes used in the class to discuss Black Women in the Diaspora and how throughout the semester Pop-Artist Nicki Minaj subsequently became a way for me to push students to think about queerness: in particular homophobia in the Black community; black women's sexuality: in particular the deviant black female body; and the differences between Womanism, Caribbean Feminism, Africana Feminism and Hip Hop Feminism: in particular how theory is applicable to their/our everyday experiences of what it means to be a Black woman. Written as both a polemic and an ethnography, the paper pushes the author (and others) to examine her own (their own) teaching

practices and engage her student's question, "Can you really be a feminist and Defend Nicki Minaj?"

Teaching Without Walls: A Graduate Student Perspective on Queer Theory, SB1070, and Pedagogy

Giovanina Bucci, *Northern Arizona University*

This paper provides insights from a graduate student perspective as a TA queer theory course of another panelist. The discussion of pedagogy in Women's Studies provides us with an opportunity to converse about creating a safe space for sharing and effectively engaging theory. Balancing between student-centered learning and teacher-led instruction affords us the ability encouraging critical thinking and analytical skills in relation to sensitive topics surrounding oppression and marginalized groups. It can propel new ideas and serve as a launching pad, arguing in favor of the critical space and need for Women's Studies in academia.

Moderator:

Rebecca Castro, *Northern Arizona University*

433. R.A.D.ical Classrooms: Theorizing Sexual Assault through the Basic Self-Defense Course

12:15 to 1:30 pm • Level 1: Georgia 8

This roundtable discussion will address theoretical perspectives of rape and sexual assault as embodied knowledge. The basic self-defense course can and does become a place for feminist theorizing and praxis. We will also discuss the juxtaposition of offering self-defense tools which help to empower women while also risking a re-traumatization of the survivor. Finally, we will address how the introductory self-defense course is a place for coalition building between campus and community. The presenters are all certified R.A.D. (Rape Aggression Defense) instructors and regularly teach basic self-defense while also working as feminist teachers, campus police, and community organizers.

Presenters:

K.C. Gott, *East Tennessee State University*

Aimee Dudas, *R.A.D.*

Kim Bushore-Maki, *R.A.D.*

434. More Than Just The Tip: Feminist Penetrations into Social Transformations

12:15 to 1:30 pm • Level 1: Georgia 9

PARTICIPANTS:

"The Fundamentals Are Strong': The Persistence of Gender, Race, and Sexuality in the 2008-9 Economic Crisis."

Josh James Cerretti, *State University of New York, Buffalo*

On the eve of the largest financial crisis in recent U.S. history, Presidential candidate John McCain claimed that "the fundamentals of our economy are strong" and provided a superlative-loaded list of the 'fundamentals' of the U.S. economy-- innovation, exportation, etc. In this presentation, I look towards how the '08-'09 economic crisis revealed the more troubling 'fundamentals' of the U.S. economic system as the super-exploitation of racialized and feminized labor and the scapegoating of non-normative subjects through sexuality, race, and gender. While the upheaval of the crisis was produced in large measure through the callous risk-taking encouraged in the hypermasculine, hegemonically white sphere of high finance, the consequences of this crisis would be felt most acutely amongst undervalued wage workers forced out of the labor market and devalued unpaid workers who function as 'social shock absorbers' in the home.

"I am a Woman, I am Egyptian, I am the Revolution."

Sophia Azeb, *State University of New York, Buffalo*

On January 25th, 2011, Egyptian citizens flooded the streets in order to tear down Hosni Mubarak's thirty-year long dictatorship and regime. Despite incredible poverty, police brutality, manufactured religious and racial strife and the normalized sexual harassment and abuse of women, millions of people lent their energy and voices to the revolt. During this time, Western media either celebrated the "unusual" participation and leadership of Egyptian women in the revolution or utilized anti-terrorist fear-mongering rhetoric (inherently racist and Islamophobic) of an "Islamist" takeover that would extend the subjugation and abuse of women in "the Muslim world". Both of these Orientalist narratives deny the long history of Arab and Muslim feminism as well as the agency of Egyptian women.

"Bearing Gifts?: Theoretical and Organizational Tensions Between Anarchist and Feminist Responses to the 2010 Greek Economic Crisis."

Theresa Anne Warburton, *State University of New York, Buffalo*

During the 2010 Greek economic crisis, scattered and decontextualized images of anarchists appeared in mainstream Western media more often than anytime since the 1999 Battle in Seattle. These representations of anarchism served to both obscure the human costs of austerity and delegitimize the anarchist critique of state power. At the same time, reports of sexual harassment during anarchist actions in Greece and the failure of contemporary anarchist theories to take feminist thought seriously raise significant questions about how many anarchists reproduce gender-based power inequalities while mounting a critique of state power. How can feminist thinkers at once learn from anarchist organizing during crises of the state without abandoning a focus on misogyny and gender essentialism in anarchism?

"Are the Chilean Miners the Big Brothers of Neoliberal Exploitation?"

Maria Fernanda Glaser Danton, *State University of New York, Buffalo*

The big international media carnival that originated after the catastrophic accident that buried 33 Chilean miners has shown how extreme exploitation of labor can be easily transmitted and perceived as theatricality, a sort of reality TV show that portrays exploitation of male bodies as heroic abnegation for the nation. This paper will argue that this state-sponsored rescue was overexposed in mass media as part of a strategic governmental tactic that broadcasts a deadly conundrum of exploitation as if it were a normalized male duty carried out by proud bearers of patriotic values. This tactic allowed for uncritical consumption of these images, reinforcing structural inequalities in which the weaker forces sustaining corporate power of highly profitable mining companies were embraced as the masculine symbols of the nation. By framing them as "heroes", an inhuman neo-liberal system of production managed to elude accountability, praising the patriotic values of the miners not in solidarity with the worker, but rather as yet another denial and erasure of workers' rights.

Moderator:

Drew J. Friedfertig, *State University of New York, Buffalo*

435. Sexualizing the Political: A Feminist Erotic Poetry Workshop

12:15 to 1:30 pm • Level 2: Savannah 1

Poetry allows access to complex worlds outside of the dichotomous constructions of bodies, sexuality, and love. Feminist erotic poetry asks: What is erotic? What realities of body, power, and cultural performance are embraced or discouraged in erotic work? How can we use poetry to explore the messy, challenging and ever-shifting world of desire? How can feminist erotic poetry be a place of transformation? Located inside the theoretical framework of Audre Lorde's essays "Poetry is Not a Luxury" and "The Uses of the Erotic," this workshop will explore these questions and more as we read, write, and share feminist erotic poetry.

Presenters:

Harmony Leanna Eichsteadt, *University of Texas, Austin*
Kristin Cerda, *Bay Area Feminist Collective*

436. Reimagining Feminist Practices Beyond Traditional Academic Boundaries

12:15 to 1:30 pm • Level 2: Valdosta

PARTICIPANTS:

Recovering Black Women's Voices and Lives: Integrating Research, Teaching, Professional Service and Outreach, and New Possibilities for Actualizing Women's Studies

DoVeanna S. Fulton Minor, *University of Alabama*

This presentation explores the act of integrating research, teaching and service by discussing the development of the "Recovering Black Women's Voices and Lives" Symposium series at the University of Alabama. This exemplifies an approach to marrying research, teaching, and service in Women's Studies. Inspired by the recovery of a serialized novel, *A Tale of New England Life or A Mother and Her Son, Sowing and Reaping*, published anonymously in 1860, the course and symposium were developed so that students, scholars and community members could study the diverse intellectual and creative approaches that address historical and literary research on African American women

Re-defining Islam through the Voices of Non-literate Moroccan Women

Maha Marouan, *University of Alabama*

This presentation is based on a historiographic project that seeks to explore religious and cultural identities of non-literate Moroccan women through the use of oral narratives collected from women in Morocco and the Diaspora. Moroccan women's stories of their own lives provide counter-narratives to a historical discourse that has been traditionally male and middle-class and that has constructed Moroccan national identity as strictly Muslim and Arab. These stories are told by non-literate women whose voices are marginalized and systematically excluded from public accounts despite the fact that these women's stories provide significant and challenging versions of Moroccan history.

"In the Aftermath of the Haitian Crisis: The Problem of Sustaining Transnational Feminist Solidarit(ies)"

Jennifer Shoaff, *University of Alabama*

Following the Haitian Earthquake on January 12, 2010, Haitian migrant women living in a batey (a former sugar-company labor camp) in the northwest Dominican Republic mobilized immediately to contact loved ones across the border, and pool resources. The crisis in Haiti, however, was met two weeks later with an internal crisis for Haitian migrant families as the

Dominican state succeeded in ratifying the *jus solis* doctrine of the Constitution, denying citizenship to children born of Haitian descent. In this paper, I argue that transnational feminist scholarship must remain attentive to the experiences of Haitian women whose daily realities link the crisis point in Haiti and the border region

Moderator:

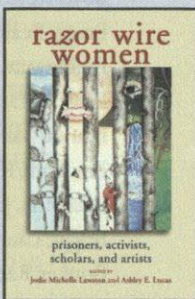
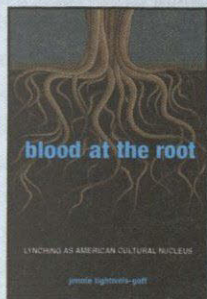
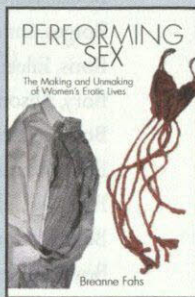
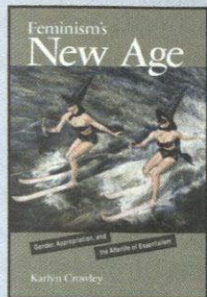
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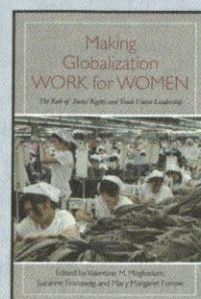
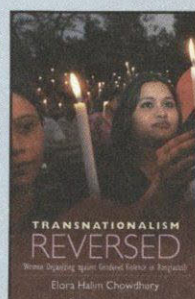
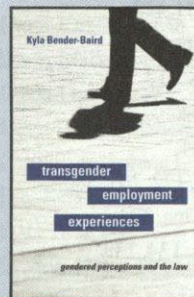
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unions to defend the socioeconomic
rights of women.

Additional Book Signing for *Razor Wire Women*, after Ashley Lucas's
One Women Show "Doin' Time: Through the Visiting Glass", Saturday 8:00–10:00 pm

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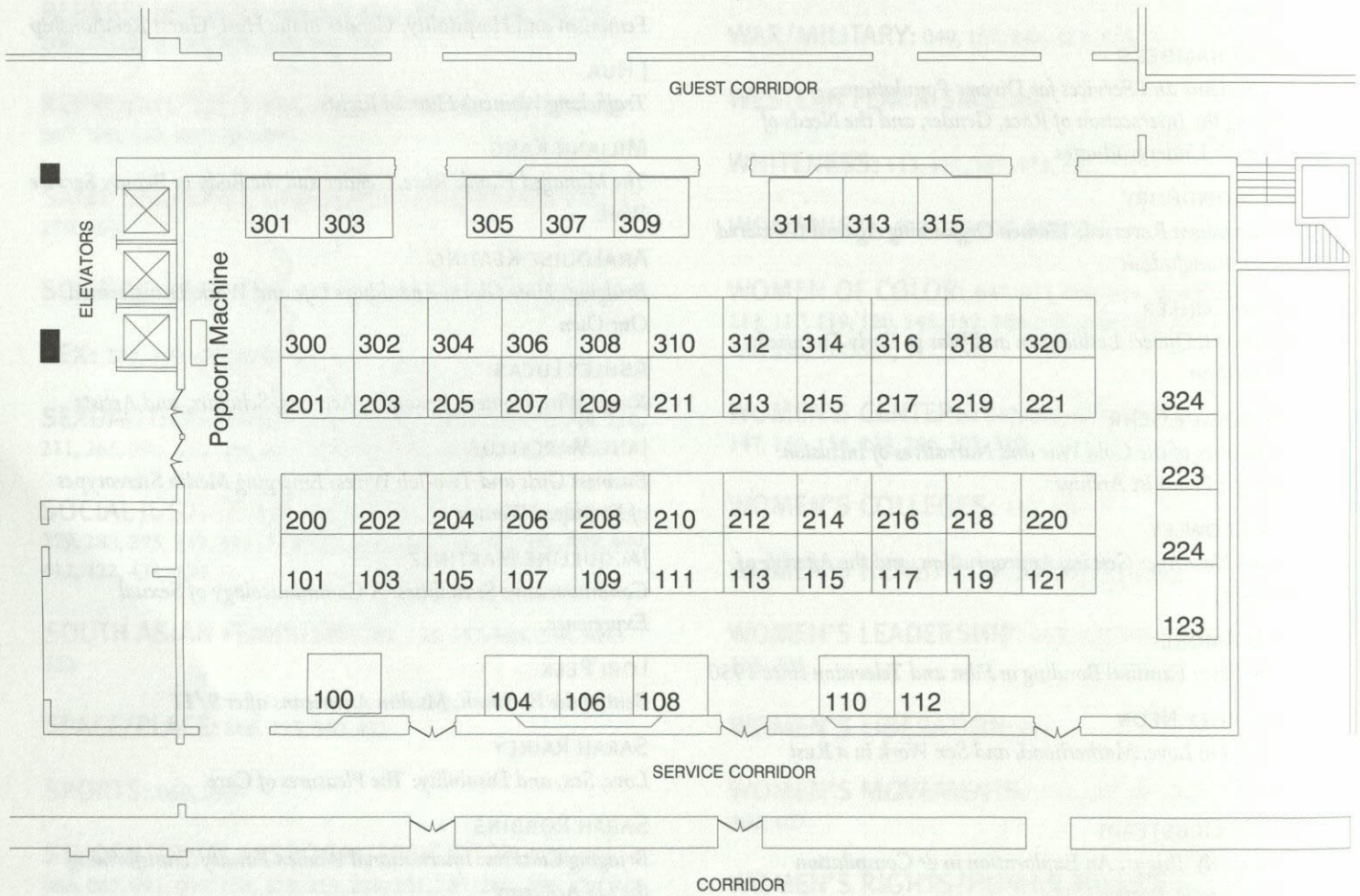
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FEMINISM UNBOUND: IMAGINING A FEMINIST FUTURE

PROGRAM CO-CHAIRS: **BONNIE THORNTON DILL**, NWSA President 2010-2012
Dean, College of Arts and Humanities, University of Maryland

NIKOL ALEXANDER-FLOYD
Associate Professor, Department of Women's & Gender Studies, Rutgers University

What does 21st Century feminism look like? What are the issues that are or should be shaping its direction? How are global movements of people and ideas changing our theoretical lenses, our political and economic realities, our cultural productions and representations, our forms and foci of activist engagements as well as the tools we use and criteria on which we base our knowledge claims?

SUBTHEMES:

- **REVOLUTIONARY FUTURES**

What are the implications of contemporary economic and political crises for envisioning and enacting a feminist future?

- **TRAVELING THEORY**

How is the transnational flow of people and ideas reshaping feminist thinking, scholarship, and engagements?

- **SOCIAL NETWORKS, POWER AND CHANGE**

How do we build and utilize social networks (virtual and actual) to create a feminist future?

- **DECOLONIZING KNOWLEDGE**

What are the tools we use to release and utilize subjugated knowledge? What are the bases for our knowledge claims?

- **CREATIVE AWAKENINGS**

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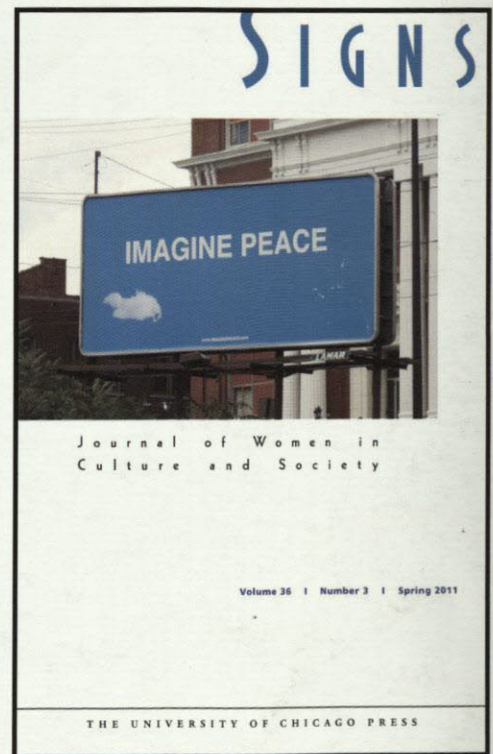
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