

April 3, 2004

Joint Conference

CODE RED

A FEMINIST CALL TO ACTION

(Re)Claiming Women's
Minds, Bodies and Voices

NEWSA

New England Women's Studies Association

&

University of Connecticut

Women's Studies Program

16th Annual Conference

on Women and Gender

Storrs, CT

WELCOME NOTE

Dear Conference Participants,

On behalf of the faculty, staff, students and friends of the UConn Women's Studies Program, I am delighted to welcome you to the 16th Annual Women's Studies Program Conference on Women and Gender presented in conjunction with the New England Women's Studies Association Conference.

Bringing together academics and activists from throughout New England has been an exciting and rewarding experience. The conference committee has added their talent, creativity, energy and commitment to provide you with a day in which the critical analysis of gender and the pursuit of knowledge for and about women has been combined with the voices of those who are working in a variety of ways to help make the world a better place for all.

We are honored to have you here and look forward to experiencing with you the insights and challenges provided by the presentations on this year's theme "CODE RED: A FEMINIST CALL TO ACTION: (Re)Claiming Women's Voices, Minds, and Bodies."

In peace, with hope,

Marita McComiskey
Director Women's Studies at UConn.



The New England Women's Studies Association (NEWSA) is pleased to present, in collaboration with the Women's Studies Department at the University of Connecticut, our third conference since 2001 when we formally reorganized our 27 year old organization around third wave feminist ideals. In the fall of 2000, NEWSA members agreed to become "a feminist, anti-racist network open to all, which actively seeks new meeting ground for discussions about Women's Studies and social change." Welcome to the conference and to this effort and thank you to the people at UConn for providing this year's location (and much much more!) for our ongoing work. Where shall we conference next year?

Andrea L. Humphrey
NEWSA Coordinator



SCHEDULE OF EVENTS

3

8:30-9:00 AM	Registration
9:00-9:20 AM	Welcome
9:30 - 12:15 PM	Concurrent Sessions I & II
12:15-1:15 PM	Lunch (Box Lunch included for those who preregistered by 3/19)
1:30 - 2:30 PM	Keynote Address:
2:45 – 5:30 PM	Concurrent Sessions III & IV
5:30 - 6:30 PM	Closing Reception: Poetry by Marilyn Nelson, University of Connecticut and Poet Laureate, state of Connecticut. Music by Ruby Fruit

POSTERS

Posters will remain on display in the Registration Area for the entire conference.

Angela Amoia, University of Connecticut
The Transgender Coming Out Process

Kristin Jacobi, Eastern Connecticut State University
Mother, Master, Mentor, Me: One Woman's Journey into the 21st Century

Shobha Hamal Gurung, University of Connecticut
Weaving Together: Work, Family and Community

Jessica Todaro, University of Connecticut Health Center
Poverty and Pregnancy

REGISTRATION

8:30-9:00.Coffee and tea

GATHERING AND WELCOME

9:00-9:15

Greetings from NEWSA: *Andrea Humphrey*

9:30 am - 10:45 am

1-A WOMEN'S HEALTH: IMPLICATIONS & CONSEQUENCES**Room: MSB 215**

Moderator: Marianne Pelletier, University of Massachusetts-Lowell
Diane Ferrero-Paluzzi, Iona College, *Communicating Choice: An Analysis of the Female Body in Healthcare*
Clair Kaplan, St. Joseph College, *Incarceration, Substance Abuse, and the Unmet Needs for Women's Healthcare*
Marianne Pelletier, UMass-Lowell, *Family and Medical Leave Act: Unresolved Issues*

1-B FEMINISTS, FEMINAZI'S & GODDESSES**Room: MSB 311**

Moderator: Margaret Breen, University of Connecticut – Avery Point
Sarah Stanley, Kansas University, *Limbaugh's Feminazi: Its Connotations, Associations, and Revelations*
Kristina Wright, Tufts University, *Helena Maria Viramontes' Under the Feet of Jesus: Reclaiming the Goddess in the Archetype*

1-C WOMEN AGAINST INSTITUTIONAL BARRIERS IN ITALIAN CINEMA**Room: MSB 403**

Moderator: Felice Italo Beneduce, University of Connecticut
Felice Italo Beneduce, University of Connecticut, *Confronting Institutional Barriers in De Sica*
Rosetta Caponetto Giuliani, University of Connecticut, *Confronting Institutional Barriers in Fellini*
Fulvio Orsitto, University of Connecticut, *Confronting Institutional Barriers in Pasolini*

1-D SEXUAL VIOLENCE**Room: MSB 319**

Moderator: Nancy Campbell Patteson, University of Massachusetts-Amherst
Susan Iverson, University of Maine, *Being a Good Girl: Exploring the Complexities of Being a Victim*
Maureen Kelleher, Northeastern University, *Framing Campus Date-Rape Policies: Links to Campus*
Jillian Spies, University of Connecticut, *The Rape Trail Phenomenon*

1-E LEADERSHIP: WOMEN IN HIGHER EDUCATION AND MANAGEMENT

Room: MSB 407

Moderator: Susan Hoover, Permanent Commission on the Status of Women, Connecticut.

Christina Borel, Simmons College, *Re-Envisioning Women's Studies: Race, Sexuality, and the Introductory Course*

Susan Hoover, Permanent Commission on the Status of Women, Connecticut, *Leadership Development for College Women*

Nalini Ravishanker, University of Connecticut, *A Quantitative Analysis of the Effectiveness of Females in Managerial Positions*

1-F MAKING CHANGE HAPPEN: THE POWER OF FEMINIST SCHOLARSHIP AND PUBLIC POLICY ADVOCACY (ROUNDTABLE)

Room: MSB 211

Moderator: Leslie Brett, Permanent Commission on the Status of Women, Connecticut

Denise Merrill, Connecticut General Assembly, District 54

Joyce Jacobsen, Wesleyan University

1-G THE CHANGING CULTURE OF MOTHERHOOD

Room: MSB 303

Moderator: Barbara Gurr, Southern Connecticut State University

Barbara Gurr, Southern Connecticut State University, *Motherhood as a Call to Action in the New Millennium*

Jordan Messier, University of Connecticut, *Challenging Gender Mainstreaming: Women of Santo Domingo Unravel the Maintenance of Gender Norms in the Dominican Republic*

Lacey Midkiff, Southern Connecticut State University, *Got Milk? The Replacement of the Breast with the Bottle in the Pursuit for Capital Accumulation*

1-H SLAVERY 2004: TRAFFICKING IN WOMEN, GLOBAL PERSPECTIVES AND PREVENTION (VIDEO)

Room: MSB 411

Moderator: Lisa Rose-Rodriguez, University of Connecticut Health Center, Eleanor Lyon, University of Connecticut

11:00-12:15

2-A VIOLENCE, EXPLOITATION & ABUSE**Room: MSB 215****Moderator: Shobha Hamal Gurung, University of Connecticut**Katri Lamesoo, University of Tartu, Estonia, *Media Discourse on Prostitution in Estonia in 1993-2002*Marie Lovrod, Mount Holyoke College, *Shifting Contexts, Shaping Experience: Child Abuse Survivor Narratives*Diana Milillo, University of Connecticut, *Gender Violence in War: A Social Psychological Perspective***2-B THEORY TO ACTIVISM: WOMEN'S SELF-EMPOWERMENT****Room: MSB 311****Moderator: Margaret Breen, University of Connecticut – Avery Point**Michelle Billies, Gestalt Center For Psychotherapy & Training, *From Awareness to Action: Disengagement and Reorientation in Becoming White Allies*Susan Herzog, Eastern Connecticut State University, *Not Like Sheep to the Slaughter: Women's Resistance During the Holocaust*Catherine Raissiguier, New Jersey City University, *Narratives of Immigration and Activism: Undocumented Immigrant Women in France***2-C LISTEN TO OUR POEMS AND STORIES****Room: MSB 211****Moderator: Joan Seliger Sidney, University of Connecticut**Joan Seliger Sidney, University of Connecticut, *Body of Diminishing Motion: Poems and a Memoir*Sylvie Heffley, Independent Scholar, *Wings of the Wyvern*Sydney Landon Plum, University of Connecticut, *Own selected works*Anne Sheffield, Institute for Living, Hartford, *Own selected works***2-D TEACHING AT THE INTERSECTIONS: A WORKSHOP ON DOING INTEGRATIVE ANALYSIS IN A WS CURRICULUM****Room: MSB 411****Moderator: Miliann Kang, University of Massachusetts-Amherst**Arlene Avakian, University of Massachusetts-Amherst, *Social Construction of Whiteness and Women*Alex Deschamps and Ann Ferguson, University of Massachusetts-Amherst *Revolutionary Pedagogies, Globalizing the Curriculum, Activism & Praxis*Dayo Gore, University of Massachusetts-Amherst, *Teaching Feminist Theory with An Integrative Analysis*

Miliann Kang, University of Massachusetts-Amherst, *Asian American Feminism(s) and Introductory Courses to the Major*
 Banu Subramaniam, University of Massachusetts-Amherst, *Race, Gender and Science*

2-E THE TROUBLE WITH CULTURE: THINKING ABOUT WOMEN'S AND CULTURAL STUDIES

Room: MSB 303

Moderator: Lisa Armstrong, Smith College
 Nadia Cannon, Smith College
 Kevin Quashie, Smith College

2-F WHAT KIND OF MOTHER ARE YOU?: VOICES FROM MARGINALIZED MOTHERHOODS

Room: MSB 319

Moderator: Anita Garey, University of Connecticut
 Lyn Lawrence, University of Connecticut, *Reproduction & Motherhood: The Silenced Voices of Women with Bi-Polar Disorder*
 Claudia Oakes, University of Connecticut, *Prescriptions for Mothering: Voicing the Ideological Contradictions in Mothering Children with Diabetes*
 Alison Levitch, University of Connecticut, *The Experiences of Mothers with Children Diagnosed with ADHD*

2-G WOMEN'S VOICES

Room: MSB 403

Moderator: Barbara Gurr, Southern Connecticut State University
 Lorna Johnson, The College of New Jersey, *We Are Not Monsters*
 Ellen Zitani, Southern Connecticut State University, *"Sibilla Aleramo's Una Donna (A Woman)": Transforming From Object to Subject in Early 20th Century Italy*

2-H OBJECT (PERFORMANCE)

Room: MSB 407

Julia Forberg, Melissa Hoffman Dance Center
 Erin Hegarty, Rivier College
 Devon Smith, Melissa Hoffman Dance Center
 Brittany Zimmer, Melissa Hoffman Dance Center

2-I EFFECTIVE IDENTIFICATION AND RESPONSE TO VIOLENCE AGAINST WOMEN (WORKSHOP)

Room: MSB 307

Facilitator: Annie Rodriguez, University of Connecticut



LUNCH

12:15-1:15

KEY NOTE ADDRESS

1:30-2:30

DR. ROBIN CHANDLER

Associate Professor of African American Studies, Northeastern University

Arousing the Lioness in the Forest: Moving Toward a Critical Scholarship of Service, Solidarity, and Sisterhood

SESSION III

2:45-4:00

3-A WRITING VOICES: IDENTITY AND OWNERSHIP- THE POLITICS OF RECLAMATION AND SURRENDER

Room: MSB 211

Moderator: Anjana Narayan, University of Connecticut
 Bandana Purkayastha, University of Connecticut
 Shona Ramaya, Catamaran, South Asian American Writing Literary Magazine
 Neela Bhattacharya Saxena, Nassau Community College

3-B BRIDGING THE GENDER GAP THROUGH A COLLECTIVE ACTION AND WOMEN EMPOWERMENT

Room: MSB 215

Moderator: Laura Roskos, Simmons College and the University of Connecticut

Jabbar Al-Obaidi, Bridgewater State, *Empowering Women in the Arab World: Historical and Sociocultural Perspective on Gender Stratification & Applications*

Princess Nisreen El-Hashemite, Brigham & Women's Hospital, *Arab Women in Science: Idealism & Facts*

Carolyn Shread, University of Massachusetts-Amherst, *Feminist Controversies Surrounding the Translation of Fatima Gallaires*

3-C AUTHORITY: CULTURE, PEDAGOGY AND CHANGE IN THE COLLEGE CLASSROOM

Room: MSB 311

Kimberly Hamilton-Bobrow, Manchester Community College, *Authority and the Disempowered Student Body Politic*

Jeanine DeRusha, Manchester Community College, *Authority and Voice*

3-D TURNING THE MASTER'S TOOLS AGAINST THE MASTER'S HOUSE: BREEDING ACTIVISM AND SHAPING NOTIONS OF CITIZENSHIP THROUGH SUPERBOWL ADS AND OTHER AFFRONTERIES (ROUNDTABLE)

Room: MSB 303

Facilitators:

Marsha V. Marotta, Westfield State College

Erika E. Pilver, Westfield State College

3-E WOMEN & POLITICS

Room: MSB 403

Moderator: Jennie Talbot, University of Connecticut Women's Center
Advisory Board

Michelle Noehren, NOW Chapter, University of Connecticut, *Our Failing Democracy: Why Campaign Finance Reform is Needed to Further Gender Equality*

Kara Smith, University of Connecticut, *Embodying the Struggle: Revisiting the Identity Politics of Black Panther Women*

Meredith Williams, Oxford University, *A Brief Look at Women and HIV in the United States: Social Intersections and Interventions*

3-F STORYTELLING AS ACTIVISM

Room: MSB 407

Moderator: Anne D'Alleva, University of Connecticut

Ernest Cole, University of Connecticut, *(Dis)embodiment and (Dis)empowerment of Women in Traditional Wollof Society in Mariama Ba's So Long a Letter*

Susan E. Bell, Bowdoin College

Susan Reverby, Wellesley College

From Vaginal Politics to Violence: Women's Health Activists Reflect on the Monologues

3-G GOING ONLINE: WOMEN'S STUDIES MEETS CYBERSPACE

Room: MSB 411

Moderator: Jeannette Riley, University of Massachusetts-Dartmouth

Jeannette Riley, University of Massachusetts-Dartmouth

Renovating a WMS Program: The Online Success Story

Magali Carrera, University of Massachusetts-Dartmouth, *Faculty & Technology: Providing Training*

Catherine Houser, University of Massachusetts-Dartmouth

Kathleen M. Torrens, University of Rhode Island

Teaching Online: Faculty Experiences

3-H VOICES FROM THE COMMUNAL WOMB (PERFORMANCE)

Room: MSB 319

Lyndsey Ellis, Project Hope

Rebecca Herhold, Boston College

SESSION IV

4:15-5:30

4-A GENDERED LANGUAGE

Room: MSB 215

Moderator: Andrea Humphrey, Tufts University

Molly Horan, University of Connecticut, *"You [write] Like a Girl!": A Phenomenology of Woman-Centered Language*

Nels Highberg, University of Hartford, *"Terror, Violence, and Spray of Semen": The Pedagogical Uses of Black Lesbian Feminist Rhetoric*

4-B BODY POLITIC

Room: MSB 311

Moderator: Anne D'Alleva, University of Connecticut

Jennifer Telesca, University of Connecticut, *Body Politics and the Case of Anorexia in the United States*

Julie Wyman, University of Hartford, *Buoyant*

4-C DEVELOPING STRATEGIES FOR EFFECTIVE ACTION

Room: MSB 403

Joanne Sheehan, War Resisters League

4-D GENDER DISPARITIES IN EDUCATION

Room: MSB 319

Moderator: Margaret Robinson, University of Connecticut

Lucy Brakoniecki, Connecticut Women's Education and Legal Fund

Krystin Horrocks, Connecticut Women's Education and Legal Fund

The Intersection of Gender, Class and Race : Effects of Educational and Occupational Equity and Why We Care

George Householder, University of Connecticut, *Science Education: Tracking and Gender Equality*

Jennifer O'Connor, Boston College, *Female Students & The University: Female Developmental Theory and Higher Education Policy*

4-F WHERE DO WE GO FROM HERE?: A DISCUSSION ON CURRENT TRENDS IN THE THIRD WAVE FEMINIST MOVEMENT

Room: MSB 407

Moderator: Susan D'Onofrio, Southern Connecticut State University

Susan D'Onofrio, Southern Connecticut State University

Melissa Kwalek, Southern Connecticut State University

Maura Jo Lynch, Girls, Inc.

4-G CAN THE FEMINIST CALL TO ACTION BE ANSWERED BY PHILOSOPHY?

Room: MSB 411

Moderator: Serena Parekh, Boston College

Lauren Weis, Boston College, *The Importance of the Sex/Gender Distinction to Feminist Action*

Serena Parekh, Boston College, *Women's Rights are Human Rights: A Philosophical Analysis*

Alice MacLachlan, Boston University, *Forgiveness and Philosophy: How Responsive Can Theory Be?*

4-H FEMINIST GENERATIONS

Room: MSB 211

Moderator: Jillian Spies

University of Connecticut Women's Studies Majors, Class of 2004:

Nicole Blais, Bevin Kavanagh, Amanda Robinson, Derek O'Dell, Erin Irvin

Jillian Spies

CLOSING RECEPTION**5:30 - 6:30**

*acapella music by **Ruby Fruit**, University of Connecticut*
*poetry by **Marilyn Nelson** Poet Laureate, state of Connecticut*

CLOSING REMARKS

Marita McComiskey, Director of Women's Studies, University of Connecticut

FREE TICKETS
For Conference Attendees to see
Comedian Maggie Cassella



Your admission ticket is your name badge
Please show it at the door

ABSTRACTS

SESSION 1

1-A Pelletier, Marianne Leave policies are critical for supporting workers with families. We compare the U.S.'s Family and Medical Leave Act (1993) to more comprehensive policies of other countries and delineate its problems for workers and employers. We find the FMLA has limited usefulness for those most in need and assess proposed revisions.

Ferrero-Paluzzi, Diane This paper uses narrative performance to explore the experience of the female healthcare patient. In particular, it presents original research that questions the experience of the body in healthcare and explores the notion of choice in healthcare. Patient narratives will be presented and suggestions for using narratives in telling your own healthcare stories will be offered.

Kaplan, Clair Women who are or have been incarcerated have health care needs that are overlooked and continually de-funded, while the number of women impacted by the criminal justice system grows. Feminist health care providers can point to some of the consequences of injustices and gender inequality, with suggestions for advocacy.

Stanley, Sarah Using a Lakoff and Johnson approach to conceptual metaphor, this paper examines how American conceptions of feminism root themselves in our culturally-entrenched metaphor that ARGUMENT IS WAR. The metaphor structures men and women's perceived differences. I propose looking to other cultures for a more cooperative metaphoric relationship, certainly one that does not begin with a binary.

Wright, Kristina La Llorona, the weeping woman, is usually depicted as a figure of maternal destruction and selfishness, whereas the Virgin of Guadalupe, a salvation figure who first appeared to an indigenous boy, symbolizes maternal nurturing and selflessness. Because of Mexican/Chicano cultural traditions and Spanish colonialism the historical correlation between the colonialization of the female subject and her subsequent cultural denigration is so clear that Chicana feminist rewritings of Mexican/Chicano female cultural icons as symbols of feminine resistance and cultural empowerment continue to grow.

1-C Beneduce, Felice Italo; Giuliani, Rosetta Caponetto; Orsitto, Fulvio. The purpose of this panel will be to take into examination the figure of the prostitute as depicted in three Italian films of the 50s: L'Oro di Napoli (1954), Le Notti di Cabiria (1957) and Mamma Roma (1962).

1-D Spies, Jillian The most common form of sexual assault is that of Acquaintance Rape. Many times, women are coerced into having sex by someone they know. In a culture bombarded with sexualized images and a mentality that stresses male sexual desires, the line between sex and rape becomes very fuzzy.

Kelleher, Maureen This paper looks at campus date-rape policy and the links between other risk/violent behavior on college campuses. This paper defines the intellectual space of the field on campus violence and risks and proposes a testable framework for looking at the potential for interconnectedness between such issues as date-rape, drinking and hate crimes.

Iverson, Susan Sexual violence occurs at alarming rates on college campuses. Educational skits have become one of the predominant models of rape prevention. This workshop will challenge participants about how we reinforce the problem of sexual violence, to investigate our typical prevention efforts, and to challenge our imbedded assumptions about true victimhood.

1-E Hoover, Susan This presentation will describe the opportunity Connecticut's Permanent Commission on the Status of Women offers to undergraduate women students to enhance their leadership ability through its annual College Women's Leadership Forum.

Borel, Christina This paper examines some of the major issues involved in curriculum planning for Introductory Women's Studies courses. This paper attempts to bridge current racial and pedagogical divides by beginning with the foundational assumption that the theoretical lens of Women's Studies allows scholars to examine issues from the multiple and intersecting lenses of race, class, gender, sexuality, ethnicity, nationality, ability status, etc. and that introductory courses provide the forum for this theoretical lens to develop.

Ravishanker, Nalini; Balakrishnan, Lalitha; Srikumar, Jayalakshmi This study presents a quantitative analysis of managerial practices of women in order to better understand their effectiveness in the workplace. Using survey data collected from staff reporting to female managers in firms in India, we seek to quantify this effectiveness and verify its significance.

1-F Brett, Leslie J., Ph.D., Executive Director of the Connecticut Permanent Commission on the Status of Women will moderate a discussion about increasing the participation of feminist scholars in public policy advocacy on the state level. Together with representative **Merrill, Denise** and **Professor Jacobsen, Joyce** they will identify best practices in translating research into legislative testimony, and in increasing the communication between academics, activists and those who do both.

1-G Messier, Jordan Gender mainstreaming, launched at the Fourth World Conference on Women in Beijing 1995, is the systematic integration of the respective situations, priorities and needs of women and men in all mainstream policies with a view to promoting equality between women and men. Ms. Messier studied the actual affects of mainstreamed gender policy on gender expectations and relations of women in Santo Domingo, Dominican Republic.

Gurr, Barbara In her study of cultural evolution The Chalice and The Blade, Riane Eisler examines the cycling back and forth of human cultures through what she terms "gylanic" periods, in which "feminine" qualities of caring and nurturing are preeminent, and "androcratic" periods, in which more "masculine" qualities of dominance (largely through oppression and warfare) are dominant. Whether or not one agrees with Eisler's gender-identification of these qualities and the historic periods in which they were nurtured, she presents an interesting theory to be examined at this time of political and military upheaval in our world.

Midkiff, Lacey The transition from the breast to bottle has not always been a smooth one. With this change, many complex problems and controversies have arisen. In the Western world, the replacement of the breast with the bottle has followed the framework of the capitalist patriarchal system in its pursuit for capital accumulation through the use of women's bodies. This pursuit has entered the global scale on the international market

as well. It is my contention that the alarming success of the replacement of the breast with the bottle is only possible under a capitalist patriarchal system.

1-H Rose - Rodriguez, Lisa Between 700,000 and 2 million women are victims of a modern day slavery called trafficking. A documentary will be shown so that participants can experience visually the horrifying plight of women taken against their will. Discussion: This will be guided by the facilitator who will present a factual overview. The session will end with a presenter providing a series of prevention guidelines against trafficking in women.

SESSION II

2-A Lamesoo, Katri The aim of the research was to get to know the discourse on prostitution in media and to uncover prostitution as a social problem. Departure point of the research is based on the idea that media reverberates and demonstrates the construction of a social problem

Milillo, Diana Violence continues to play an omnipresent role in women's devalued status worldwide. The particular situation of violence against women as a tactic of war (e.g. rape, sexual assault) is inflicted using both physical violence and imposed cultural ideologies (Brownmiller, 1975). The practices of gender violence in war function in oppressing individual women and disrupt the fabric of families, communities, and larger social groups. Most frequently, mass rape and sexual assault are committed by male members of an out-group (e.g. ethnic, religious), who use violence against women as a means of seizing power, territory, and control of another group's fate.

Lovrod, Marie Misappropriating the term survivor to constellate texts that locate differential development of children as educable subjects through race, class and gender in the context of nationalist projects, Lovrod suggests that childhood vulnerabilities can be produced in relation to the idealized or devalued child as subject of literature, culture, educational policy.

2-B Billies, Michelle Many white feminists have developed awareness of racism and white privilege, yet fewer are skilled at changing individual behavior and organizational strategy. Experience with one LGBT family program suggests skills in disengagement from white dominant practices, structures, and people and reorientation toward racial justice practices, structures, and people of color.

Herzog, Susan Young women, many only teenagers, played a crucial role in every aspect of the resistance to the Nazis, often performing duties that men were incapable of handling. This presentation will tell the stories of these brave women, in their own words or those of their contemporaries, accompanied by archival photographs.

Raissiguier, Catherine The proposed paper will analyze the ways in which undocumented immigrant women in France understand their lived realities in the context of their own migratory project and of the political work in which they are engaged.

2-C Heffley, Sylvie; Landon Sydney Plum,; Sheffield, Anne; Seliger, Sidney. Poetry Readings

2-D Avakian, Arlene; Deschamps, Alex; Ferguson, Ann; Gore, Dayo; Kang, Miliann and Subramaniam, Banu . What does it mean to organize a Women's Studies curriculum around an interdisciplinary integrative analysis of gender, race, class and

sexuality with an emphasis on transnational and global linkages? In the last two decades, feminist scholarship has prioritized theorizing multiple forms of oppression and exploring their intersectionalities in domestic and international contexts, but the development of pedagogical tools to bring this multi-layered analysis into Women's Studies programs and classrooms has lagged behind the theoretical advances. This panel will focus on the history, current struggles and future goals of the UMASS-Amherst Women's Studies Program as a case study in creating and implementing a Women's Studies curriculum

2-E Armstrong, Lisa ; Cannon, Nadia; Quashie, Kevin In a short presentation-discussion format, this roundtable will explore what happens at the disciplinary intersection of cultural studies and women's studies. In the general idiom of "women, race and culture," where "women" and "race" receive steady and careful attention as vexed sites of meaning. And yet "culture" remains largely invisible, deeply emblematic, daring and capacious, often announcing authenticity without having to claim its sometimes conservative allegiances.

2-F Garey, Anita; Lawrence, Lyn; Oakes, Claudia; Levitch, Alison The papers in this session examine the ways in which dominant ideologies of motherhood work to marginalize women whose mothering takes place in a context in which either they or their children have been diagnosed with stigmatized medical or psychological conditions. Prescriptions about who should mother and how to mother are imbedded in the medical and expert literature aimed at these mothers, but the voices of these mothers themselves are seldom heard. Whether focusing on mothers of children with diabetes or of children diagnosed with ADHD, or on mothers with bipolar disorder, all three papers attempt to reclaim and present the voices of women whose ability to mother, and whose identities as mothers, have been questioned.

2-G Johnson, Lorna "We're not monsters. We're people who made bad choices. We're still human" Robin E., Inmate/Student FREEDOM ROAD is a forty minute documentary portrait of three women inmates for who have learned the value in writing and sharing their life stories. Through a memoir writing workshop called Woman is the Word, taught once a week on a volunteer basis by a young college professor, these women have re-connected with their voice and self esteem. In reading women's autobiographies and writing their own they are able reflect on their experiences and see the larger forces which have impacted their lives.

Zitani, Ellen Sibilla Aleramo's *Una Donna* (A Woman): Transforming from Object to Subject in early 20th Century Italy". Sibilla Aleramo was an author, self-proclaimed feminist and socialist activist in early 20th century Italy. Her autobiographical novel, "Una Donna" sent shock waves through patriarchal Italian culture and in many ways gave birth to the feminist movement in Italy. My presentation will make an argument for the inclusion of Aleramo's "Una Donna" in Women's Studies curriculum because of the many feminist issues such as rape, motherhood, desire for autonomy, self-fulfillment and social responsibility, explored in her novel.

2-H Forberg, Julia; Hegarty, Erin; Smith, Devon; Zimmer, Brittany Object is a multimedia performance that presents mainstream and independent media images of female sexuality. The piece offers responses of four college-age women to these unnatural depictions. Object consists primarily of dance and interpretive movement, but also utilizes photography, video, and audio recordings.

SESSION III

3-A Purkayastha, Bandana This interactive session will feature **Shona Ramaya** (author: Operation Monsoon) and **Bandana Purkayastha** (co-editor: The Power of Women's Informal Networks) in a discussion and Q/A session focusing on how recent interest in transnational work have affected their own writing, and who speaks for who in contemporary intellectual sphere. Session moderated by **Anjana Narayan** (Sociology/UCONN and long time Indian activist).

3-B Al-Obaidi Jabbar, Princess Dr. Al-Hashemite This panel is designed to discuss the status of the Arab women from several interrelated approaches: women in science, historical development, sociocultural environment and political philosophies of women liberation in the region.

Shread, Carolyn In 2000, I co-translated 'Les co-pouses' by Franco-Algerian playwright Fatima Gallaire for a production as 'House of Wives' by the University of Massachusetts Theater Department. The translation and production processes provoked some important feminist controversies that redefined my thoughts on the representation of women from other cultures, in this case specifically Arab Muslim women in a US context.

3-C Hamilton-Bobrow, Kimberly; DeRusha, Jeanine Panelists will explore traditional and culturally specific ideas of authority and the ways in which ideas about authority have impacted 21st century perspectives on classroom pedagogies and methods. For women historically, authority has been a conflicted site of rhetoric and activism, and a term that has been continually redefined and reconstituted. What are the implications of that redefinition inside and outside of the college classroom? A brief presentation by the three panelists, followed by roundtable discussion.

3-D Marotta, Marsha V.; Pilver, Erika E. Students who think they don't have the time or inclination to join public displays of activism often change their minds when they begin to recognize that the personal is political. This roundtable will offer discussion of strategies to use popular culture and current events to develop critical thinking, exercise intellectual freedom and individual empowerment, and incite student activism.

3-E Noehren, Michelle It is clear that women are drastically under-represented in our political system. The women's movement has made significant strides but we have yet to see fair, equal representation of women. I suggest that the first, and most crucial, step is to pass campaign finance reform. Campaign finance reform would increase the number of women running for office and is a great step in the right direction.

Williams, Meredith This paper will be focusing on the intersections of violence and social factors that make women more vulnerable to HIV.

Smith, Kara The politics of Black Panther women.

3-F Cole, Ernest; The topic seeks to present a critical analysis of the social, cultural and political structures in traditional African societies that have disempowered women and undermined their participation in nation building. It seeks to make explicit the claim that such structures are not only negative and reactionary; but that they have succeeded in presenting women in stereotypical images of disembodiment and sexuality. The analysis would then show how women would begin to assert their humanity and rightful place in society. A close reading of the treatment of women in Ba's novel *So long a letter* using Mikhail Bakhtin's dialogism would serve as a framework for this presentation.

Bell, Susan and Reverby, Susan The Vagina Monologues has become one of the most visible forms of discussion in contemporary feminisms. We are feminists in our 50s who became activists in the womens health movement when we were in our 20s. We each participated in the 2002 V-Day College Campaign and performed in the play. This paper uses our experiences then and now as lenses through which to reflect on feminism, activism, and world events.

3-G Riley, Jeannette; Carrera, Magali; Houser, Catherine; Torrens, Kathleen In Fall 2002, the UMass Dartmouth Womens Studies Program moved forward with implementing their minor curriculum online. This presentation will address: how to develop a successful online program; faculty training issues and support; benefits and drawbacks of taking a program online; and firsthand faculty experiences. Attendees to this presentation should leave with useful ideas on how to effectively implement technology as a way to increase student enrollments in Womens Studies curriculums.

3-H Ellis, Lyndsey; Herold, Rebecca *Voices from the Communal Womb* is a creative compilation of dramatic monologues based entirely on exact testimonies heard by the authors in Mexico & Guatemala. It was created as an outlet for the voices of the local people in some of the most important issues of our time. It presents a macro view of the Spanish conquest of indigenous peoples, race, gender, global economics and low-intensity warfare, along with a micro look at domestic violence, rape and the subordination of women.

SESSION IV

4-A Horan, Molly This paper is an experimental melding of theoretical approaches to the idea of woman-centered language with the author's personal engagement as an academic in figuring out exactly what that means to her. It discusses the problem for feminist scholars with negotiating the modes and forms of academia with one's lived experience as a woman.

Highberg, Nels What can essays from the 1970s and 1980s by activists such as Cheryl Clarke, Barbara Smith, and Audre Lorde teach students today about the ways writers conceptualize rhetorical issues such as audience, argument, evidence, and voice? Using actual classroom experiences, this presentation provides possible answers.

4-B Telesca, Jennifer This paper proposes to examine anorexia in the United States not simply as an individual pathology as so often represented, but as a cultural phenomenon, a consequence of the dilemmas of modernity, and the changing meanings of the public self. Through close scrutiny of statistics, biomedical language, and political rhetoric from legislation before the United States Congress, this paper argues that representing (dis)ordered eating behavior as pathological carries important implications for self-identity and national concepts of responsible citizenship.

Wyman, Julie Fat Floats. The stories of the Padded Lilies, a troupe of fat synchronized swimmers, Archimedes, the Greek mathematician obsessed with floating bodies, and the inventor of the Drystroke Swimulator interweave and leave us with the exuberant possibility of a fat body that literally and culturally rises, like cream, to the top.

4-C Sheehan, Joanne Activists must learn to go through a process of describing and analyzing, creating a vision and strategy. A feminist process is key to understanding

this. This presentation includes a description of the exercises that bring a group through this process and a sharing of the visions and strategies developed by groups.

4-D Householder, George A preliminary evaluation of the effects of tracking on the enrollment of females in Honors Secondary Science classes will be conducted at an affluent Connecticut High School to determine why female enrollments in honors science classes drop off quicker than those of their male peers.

Brakoniecki, Lucy; Horrocks, Krystin The goal of this presentation is to explore the inequities in education and training programs, available to girls/women and other under-represented populations, and to assist educators, administrators and parents and others in promoting equitable, non-discriminatory programs.

O'Connor, Jennifer Traditional education obscures the influence of the personal and subjective in the classroom, marking the teacher as the all-knowing authority who deposits information as true knowledge into the passive and powerless minds of students and thus confers upon women repression and alienation. The question then arises, at the university administrative level, as to what policies and practices maximize female development?

4-E Rodriguez, Annie This workshop was designed with input from Women's Studies faculty. The session will cover the basic dynamic of violence against women, the personal and academic consequences for survivors, how to make appropriate referrals, and an overview of the services available to survivors on and off campus.

4-F D'Onofrio, Susan; Kwalek, Melissa and Lynch, Maura Jo One term best describes the spirit of Third Wave Feminism; Grrrl. The term Grrrl, coined by Bikini Kill lead singer Kathleen Hanna, is a spontaneous reclamation of the word girl. Grrrl puts the growl back in girl, and is a more widely accepted by young women who have found the word feminist to be negative and taboo. Derived from the movements of the 1960s and 1970s, Third Wave Feminism is focused on addressing the issues of the post women's liberation movement of anti feminism.

4-G Parekh, Serena This paper will examine theories of gender and how they have been appropriated by feminist thinkers. I will articulate some of the most pressing questions addressed today by feminist theorists and theorists of gender studies about the relationship between sex and gender.

Weis, Lauren The Importance of the Sex/Gender Distinction to Feminist Action. This paper will examine theories of gender and how they have been appropriated by feminist thinkers. I will articulate some of the most pressing questions addressed today by feminist theorists and theorists of gender studies about the relationship between sex and gender.

MacLachlan, Alice What is the value of philosophy to the feminist enterprise? Feminists have had a tenuous relationship with philosophy, which has been used to develop the theory underpinning of the women's movement as well as to empower the lives of women as we engage in the theoretical realm. Yet, as critiques from within Women's Studies have shown, excessive concern with theory has led away from developing effective feminist praxis.

4-H Spies, Jillian; Blais, Nicole; Kavanagh, Bevin; Robinson, Amanda; O'Dell, Derek; Irvin, Erin Students in the Senior Seminar in UConn WS discuss what it means to be a feminist in the 21st century. They will address the following questions: What factors contributed to their decision to major in WS? What political identities do they

share? What are some of the continuities and differences between feminists who come to feminist consciousness in the beginning of the 21st century when compared to feminists of the so-called second wave?

POSTERS

Amoia, Angela. The purpose of this study: 'The Transgender Coming Out Process' is to obtain information about this process and familial reactions to the transgender individual. There is lack of research on transgender people and their families and this project seeks to understand new and better ways of addressing the unique issues that transgender people and their families face.

Jacobi, Kristin Building on individual empowerment, this poster session will look at the influences of two of my mentors: Minnie Negoro, Art Professor in ceramics at the University of Connecticut, and Dr. Tina Fu, Director of Library Services, retired, from Eastern Connecticut State University.

Gurung, Shobha Hamal The photographs in this poster were taken over a three-year period during fieldwork examining the everyday personal, work, family, and community lives of women involved in both home- and factory-based carpet production in Nepal. One of the main objectives of the study was to observe, listen, record, and capture women's everyday lived experiences.

Todaro, Jessica The UConn Health Center has been conducting a study of first time mothers living in the North end of Hartford. Currently there are 80 mothers involved in the study, all of which qualify for WIC and have limited to no financial resources. Mothers are interviewed during their third trimester. At which point information regarding attachment, trauma, mental and physical health, attitudes about parenting, resources, and childhood care-giving experiences is collected.

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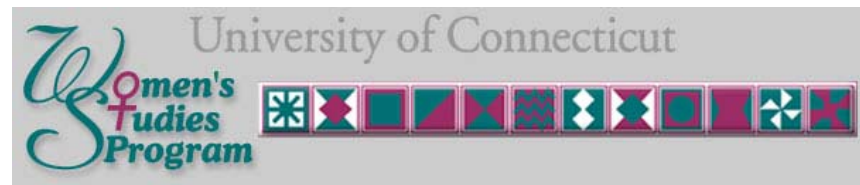
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**DON'T FORGET TONIGHT WE GO FORWARD
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**A**

Activism	5, 8
Al-Obaidi Jabbar	16
Amoia, Angela	19
Arab women	16
Armstrong, Lisa	15
Avakian, Arlene	14

B

Bell, Susan	17
Beneduce, Felice Italo	12
Bevin Kavanagh	10
Billies, Michelle	14
Blais, Nicole	18
Borel, Christina	13
Brakoniecki, Lucy	18
Brett, Leslie J.	13

C

Carrera, Magali	17
Cinema	3
Chandler, Robin	7
Class	10
Cole, Ernest	16
Culture	4, 6, 8
Curriculum	5

D

Deschamps, Alex	14
D'Onofrio, Susan	18

E

Education	4, 10
Ellis, Lyndsey	17

F

Family	2, 3, 12
Feminism	6, 18
Ferguson, Ann	14
Ferrero-Paluzzi, Diane	12

	24
Forberg, Julia.....	15
G	
Garey, Anita.....	15
Gender.....	1, 4, 5, 6, 7, 8, 10, 13, 18
Giuliani, Rosetta Caponetto.....	12
Gore, Dayo.....	14
Gurr, Barbara.....	13
Gurung, Shobha Hamal.....	19
H	
Hamilton-Bobrow, Kimberly.....	16
Health.....	2, 3, 4, 9, 19
Heffley, Sylvie.....	14
Hegarty, Erin.....	15
Herold, Rebecca.....	17
Herzog, Susan.....	14
Highberg, Nels.....	17
HIV.....	8, 16
Hoover, Susan.....	13
Horan, Molly.....	17
Horrocks, Krystin.....	18
Householder, George.....	18
Houser, Catherine.....	17
Humphrey, Andrea.....	1
I	
Irvin, Erin.....	18
Iverson, Susan.....	13
J	
Jacobi, Kristin.....	19
Jacobsen, Joyce.....	13
Johnson, Lorna.....	15
K	
Kang, Miliann.....	14
Kaplan, Clair.....	12
Kavanagh, Bevin.....	18
Kelleher, Maureen.....	12
Kwalek, Melissa.....	18
L	
Lamesoo, Katri.....	14
Landon, Sydney Plum.....	14
Lovrod, Marie.....	14
Lynch, Maura Jo.....	18

M

McComiskey, Marita.....	11
MacLachlan, Alice	18
Marotta, Marsha V.....	16
Merrill, Denise.....	13
Messier, Jordan.....	13
Midkiff, Lacey.....	13
Milillo, Diana	14
Motherhood	4, 6

N

Nelson, Marilyn.....	2, 11
Noehren, Michelle	16

O

O'Connor, Jennifer.....	18
O'Dell, Derek.....	18
Orsitto, Fulvio	12

P

Parekh, Serena.....	18
Pelletier, Marianne	12
Performance.....	6, 9
Pilver, Erika E.	16
Poems	5
Politics.....	7, 8, 9
Posters	2
Poverty	2
Pregnancy	2
Princess Al-Hashemite.....	16
Purkayastha, Bandana.....	16

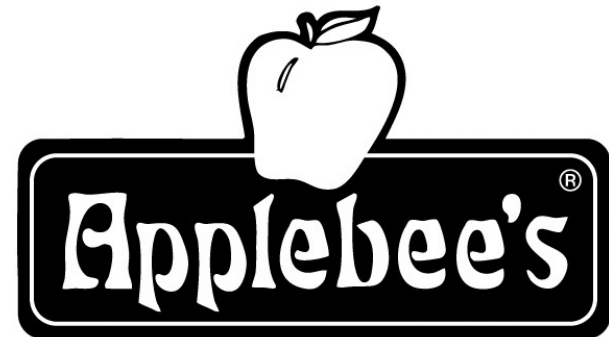
R

Raissiguier, Catherine.....	14
Ravishanker, Nalini	13
Reverby, Susan.....	17
Riley, Jeannette.....	17
Robinson, Amanda	18
Rose - Rodriguez, Lisa.....	14
Rodriguez, Annie.....	18
Ruby Fruit.....	11

S

Seliger, Sidney.....	14
Sexuality.....	4
Sheehan, Joanne	17
Sheffield, Anne.....	14
Shread, Carolyn	16

	26
Smith, Devon.....	15
Smith, Kara.....	16
Spies, Jillian.....	12, 18
Stanley, Sarah.....	12
Subramaniam, Banu	14
<i>T</i>	
Telesca, Jennifer	17
Todaro, Jessica	19
Torrens, Kathleen	17
Transgender.....	2, 19
<i>W</i>	
Weis, Lauren.....	18
Williams, Meredith.....	16
Women's Studies.....	1, 4, 9, 10, 13, 14, 15, 18
Wright, Kristina.....	12
Wyman, Julie.....	17
<i>Z</i>	
Zimber, Brittany	15
Zitani, Ellen	15



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