

Regarding Nature: Gender, Identity and Ecologies of Change
TEXAS TECH UNIVERSITY—March 5, 2010

The 26th Annual All-University Conference on
The Advancement of Women in Higher Education
Texas Tech University, Student Union Building 2nd Floor

Academic Paper and Panel Session Program

Friday, March 5th Student Union Building, Second Floor meeting rooms

- 8:30 a.m. – 8:50 a.m. Registration & Welcome
- 9:00 a.m. - 10:00 a.m. - Session I
- 10:15 a.m. - 11:15 a.m. - Session II
- 11:30 a.m. - 12:30 p.m. - Session III
- Lunch Break (on your own)
- 2:00 p.m. - 3:00 p.m. - Session IV
- 3:15 p.m. - 4:15 p.m. - Session V
- Afternoon Break (on your own)
- 5:00 p.m. - "Voices of Feminism" Performance, Matador Room
- 5:30 p.m. - Keynote speaker (Winona LaDuke), Matador Room

SESSION I

SESSION A

9:00 AM – 10:00 AM

MESA ROOM

Making *Art of West Texas Women: A Celebration*

Laurie J. Churchill, Ph.D., Director of Assessment, New Mexico State University * Kippra D. Hopper, Hutcheson Professor of Journalism, College of Mass Communications, Texas Tech University * Tina Fuentes, Professor and Interim Director, School of Art, Texas Tech University * Lahib Jaddo, Associate Professor and Assistant Dean, College of Architecture, Texas Tech University.

Kippra Hopper and Laurie Churchill, co-authors of *Art of West Texas Women: A Celebration* (Texas Tech University Press, April 2010), will provide an illustrated overview of making/creating this book that includes essays on and photographs of the work of twenty women artists living in the western half of Texas. Their discussion will include a description of the vision behind the book, the process of developing its content, how artists were selected, and the unexpected challenges and insights they encountered. Tina Fuentes and Lahib Jaddo, two of the artists represented in the book, will present images of their paintings and commentary on creative expression in the context of West Texas.

SESSION B

9:00 AM – 10:00 AM

CANYON ROOM

Gender Identity

Sarah Myers, Department of History, PhD Candidate, Texas Tech University * Christopher Thrasher, Department of History, PhD Candidate, Texas Tech University * Dr. Randy McBee, Associate Professor and Chairperson, Department of History

Throughout American history, women have entered roles in typically male-dominated spaces. During World War II, women's wartime service in the military generated controversies about gender roles and the women's sexuality. The Women Airforce Service Pilot (WASP) program disrupted the elitist, masculine image that existed among Army Air Force pilots. As a result, male pilots and personnel undermined the women's Army Air Force roles and emphasized gendered assumptions about the women pilots, instead of acknowledging their actual abilities. Women professional fighters in boxing, wrestling, and mixed martial arts also faced legal and sexual discrimination. Few subcultures are more dominated by men than the ranks of professional fighters, but women have made their mark in even these most masculine of places. These female fighters faced legal discrimination as well as sexual prejudice as state athletic commissions only granted licenses to females when compelled by court order. Some women in mixed martial arts, such as Becky Levi, discovered promoters who increasingly demanded female fighters who were both beautiful and dangerous. One final example of women entering male-dominated spaces is that of motorcyclists in the 1960s and 1970s. During the social and political changes of this period, much discussion focused on women's role in American society and gender. This debate coincided with the rise of a "biker" identity, growing tension between men and women in motorcycle culture, and the idea that motorcycling was the "last male refuge." These issues shaped the ways in which women were represented in motorcycle culture and how they gave rise to the image of the "husky" biker.

SESSION C

9:00 AM – 10:00 AM

PLAYA ROOM

Health and the Body

Reconstructing Prosthetized Women, Reinvigorating Docile Bodies by Amanda K. Booher, PhD, Assistant Professor, Technical Communication & Rhetoric, Department of English, Texas Tech University

This presentation examines contemporary media representations of two women with prosthetics: Heather Mills (from *Dancing with the Stars*) and Sarah Reinertsen (from the Lincoln "Dreams" advertising campaign). "Reading" the representations of these women's bodies, and the common cultural responses to and interpretations of their bodies, reveals problematic constructions and anxieties about these representations. While society is often comfortable with "fixing" bodies, the prospect of "enhancing" bodies through prosthetics heightens social and cultural anxieties and raises questions about fairness, equality, and normality. Additionally, this raises questions of mechanization of and control over bodies, à la Foucault. While this is true for any person with prosthetics, such

concerns have extra resonance for women whose bodies are “altered” functionally and/or cosmetically. My presentation challenges these anxieties, positing an interpretation of the process and experience of prosthetics that focuses on the liminality and interactivity of flesh and prosthetics in order to rethink a particular relationship between bodies and technology, as well as relationships between bodies and technologies more generally. Utilizing and challenging the work of feminist and disability studies theorists, I argue (using theorists such as Foucault and Canguilhem) that our current conception of “normal” bodies needs to be reconsidered, and furthermore that a new epistemology of prosthetized bodies can create fertile ground for new bioethical, feminist, and disability studies perspectives of bodily alteration and replacement.

Gendered Addiction by Natalie Martinez, Angelo State University

The purpose of this paper is to evaluate the characteristics of addiction through gender roles. Addiction is a disease many people suffer from, and it is a growing problem. Addiction is a disease and studies show that it may be genetic. Although, addiction may be inevitable, the development of addiction is formed through the environment of an individual. A main part of an individual's lifestyle is determined through their role as male or female. Further evaluation of the theoretical approaches to gender development will allow me to assess the characteristics of men and women, and how it may trigger addictive tendencies. Better understanding of men and women's development will help me figure out who is more prone to addiction; males or females. The early years of becoming gendered will also be a main focus in my paper. Although, today's society is drastically different than in the past, it still has an impact on people today and can be a factor in addiction. Along with the early years of becoming gendered, today's media will be evaluated to see how it plays a role in addiction. The media today is gendered and can skew a person's view on what their particular gender role should be. This false sense of identity can be a key component in addiction. The idea of this paper is to better understand how gendered roles can hinder a person who is prone to addiction.

White Counselors' Awareness of White Privilege and Their Experiences of Its Efficacy in Counseling by Michael P. Iezzi, PhD., Student Counseling Center, Texas Tech University

The concept of White privilege was first introduced into the social science field in 1988, although it has most likely been prevalent in American society for much longer. Multicultural counseling competency has been a recent focus of counseling psychology, with self-awareness being an important component. White counselors awareness of White privilege may be included in the component of self-awareness, although this has not been specifically addressed by prior research. For this study, eight White counseling psychology doctoral students, interns, and licensed psychologists were interviewed to elicit information about how they became aware of White privilege, how being aware of White privilege has impacted their work with clients from ethnic minority populations, and what training programs can do to ensure White counselors become aware of White privilege. A standardized interview protocol was used and interviews were audio-taped. The coding process revealed 13 categories, some with subcategories and themes. Generally, the participants' responses supported previous literature about self-awareness and provided new information about the importance of an awareness of White privilege as a multicultural counseling competency.

SESSION II

SESSION D

10:15 AM – 11:15 AM

MESA ROOM

The Political Nature of Motherhood

The Dynamics of Minority Motherhood in America by Chelsea Kimble; Junior, College of Arts and Science, Sociology

Lottie Harper, was married right out of high school at the age of 17, had her first child a year later, and lived as a housewife nearly all of her life. While she never gained much education and worked outside the home only for a short time in her life, I believe she used her own freedoms to liberate others through the construction of motherhood. As I interviewed this 78 year-old, African American grandmother, I observed a sense of her independence, even though at first the milestones in her life seemed mundane and not the makings of liberation. Through her story, however, I discovered a depiction of the past that plays with the notions of motherhood and the meaning of activism. For Lottie Harper being a stay at home wife and mother didn't mean just cooking, cleaning the house, and nurturing her children. Motherhood for this African American woman in the mid 50's and 60's was an outlet for change and social movement in the black community. Though Mrs. Harper wasn't a lawyer or doctor, and lacked in formal education she was able to use the resources she did have to implement change for one day, new norms in the African American community. Harper's motherhood was a chance to be free from restrictions of

age and gender. It gave her a chance to be a leader and act as an agent of modification. She took her job as a wife to her husband, a mother to her children, and a symbol to her community sincerely, and used her position to help the cause of the civil rights within her local community.

Obama's Momma and the Call to Fatherhood: Recasting the Politics of Single Motherhood by Julie A. Willett, Associate Professor, Department of History

This essay looks at the degree to which the election of Barak Obama has begun to recast the image of single motherhood as it brought into sharp relief both the President's historic path to the White House and his own reflections on fatherhood. Editorials, bloggers, and much of the electorate have suggested that female, single-headed households might have something to add to the world, and perhaps should indeed be celebrated and given a seat at the table. But a recalculation of single motherhood also means a revision of fatherhood. Telling is the "Take Time to Be a Dad" service campaign featuring for example, a cheerleading father with pompoms, a tattooed-dad giving his little girl a manicure, and the President of the United States insisting that "these moments" are what it means to be a man. Indeed, Obama's call to fatherhood recasts the politics of condemnation and I argue, redefines fatherhood as a man's "most important" job yet does not resurrect worn-out claims that insist "having a man around" is a cure-all for what ails society. In President Obama's words, fatherhood is "not an obligation but a privilege." Echoing earlier feminist calls for recognition, can we thus imagine a different discourse on parenting; a different kind of future, a future perhaps captured best in Obama's own preface to *Dreams of My Father*? Speaking of his mother, Obama writes, "If I had known she would not survive her illness, I might have written a different book---less mediation on the absent parent, more a celebration of the one who was the constant in my life."

Comparing the Affects on the Parents of a Teen Pregnancy by Kassie Darby, Angelo State University

This paper explores the affects of having a child during teen years and comparing the reactions of the mother versus the father. These affects are portrayed on MTV's, Music Television, hit show Teen Mom. There are four different scenarios that are examined including a single mother, a girl who gave up her baby for adoption, a violent relationship, and a relationship that struggles to stay together. Statistics are shown on how many teen fathers leave the mother once the child is conceived for the comparison against Farrah Abraham who is a single mother raising her daughter in a way that seems careless at first, but changes over time. Domestic abuse statistics will be shown for the relationship that Amber Portwood is in, as she yells and violently strikes her ex fiancé Gary on the show. Different struggles that affect Catelynn Lowell and her fiancé Tyler will be researched as they have an open adoption with their daughter Carly. Relationship problems that occur due to teen pregnancy will be shown through Maci Bookout's relationship with her ex fiancé Ryan. There are many different ways people can react to a teen pregnancy, let alone a new life. This paper will show how these four different mothers' are dealing with their relationships while taking care of their newborns and how the fathers' are either hurtful or helpful.

SESSION E

10:15 AM – 11:15 AM

CANYON ROOM

Communicating Social Justice

Putting Play in Museum Displays: Exhibiting the Designs of Alma Buscher Siedhoff by Amanda Boyaki, Texas Tech University School of Art

Alma Buscher Siedhoff (1899-1944) designed children's toys and furniture, some of which are still manufactured today. She was one of the few women to have worked in a nontraditional area. She designed children's furniture and toys in the woodcarving, furniture and cabinetmaking workshops. Part of my research involves a traveling museum exhibition entitled *Kid Size: the Material World of Childhood* that included a reproduction of a three piece cabinet Buscher designed with storage cubes that also function as toys. Three American curators decided not to display this piece. For this Women's Studies conference, I wish to explore the various reasons why Buscher's work is shown in some places, but not in others. My investigation focuses on how art museums that have recently featured Buscher's designs emphasize only the authenticity of the objects, rather than their intended function or young audience. Buscher's work is static in a museum space, but transforms when a child interacts with her toys and furniture. The interaction of children in a museum setting poses many complications, but remains vital to Buscher's designs. The issues of education and context begin my exploration into possible solutions to resolve how a museum could display her designs in a meaningful way that accentuates their interactive features.

The McCarty Project: The Effect of Capital Punishment on Family Members by Jane Lindsay MFA, Women's Studies Graduate Certificate Program, Texas Tech University

My research investigates the effects of capital punishment on the families of the accused. The project is about

human rights, accountability, and forgiveness. The project is a continuation of a four-year commitment to photograph family members that have loved ones on death row or charged with a capital crime. The work is a collaboration between me, as the photographer, and the family members I photograph. Part of my research is an understanding of the grief stages families go through that is unique to their situation. The research includes family members of men living on death row as well as women that marry men living on death row. Ultimately, the project asks the viewer to consider how the "victims" of crime include more than those normally labeled as victims. The project is not about minimizing the violent acts of individuals convicted of capital crimes. Instead, this project is about the human rights of any individual, regardless of who they are and what they have done. The work will record human spirit, courage, hope and hopelessness in response to the contradictions of our societies own attempts to deal with crime.

The Role of Law in Social Change & in Compliance and Obligation: How Promulgation Affects Each and Creates Interdependence by Ann H. Rodriguez, J.D., Interim Chair, Department of Public Relations, Visiting Professor College of Mass Communications, Texas Tech University

This paper attempts to explore the reasons why laws are made, followed and enforced, and examines the role of promulgation from a communicative standpoint and as it affects the processes of social change, compliance and obligation. Relying heavily on Lon L. Fuller's principles of legality that make up his arguments in The Morality of Law and H. L. A. Hart's Review of Fuller's The Morality of Law from his Positivist perspective, this work examines the necessity for promulgation by the law-imposing government in order to gain the desired compliance and obligation by the governed. The paper also explores other perspectives such as Karl Llewellyn's Legal Realist view. It then illustrates the intersections of legal theories with regard to promulgation through two distinct lenses, a popular cinema one and a historical and political one. The paper wraps up with a concluding idea that promulgation may not always be promulgation, and then addresses how the various legal theorists might react to that revelation.

SESSION F

10:15 AM – 11:15 AM

PLAY A ROOM

Oppression and Gender Violence

The Psychic Legacy of Colonialism: Sexual Violence and the Women's Movement in Post-Apartheid South Africa by Amanda Evans, Graduate Certificate Program, Women's Studies, Texas Tech University

In 1994, apartheid or legal segregation was legally declared ended; however, it did not succeed in alleviating racial and gender tensions in South Africa. These tensions are written on the woman's body, particularly in the form of sexual violence. I argue that continuing violence against women partially stems from the traumatic legacy of British colonization and the post-apartheid regime. Therefore this paper discusses problems with arrested decolonization of postcolonial South Africa, and will offer an analysis of continuing gender oppression that faces post-apartheid South Africa in its struggle for decolonization and liberation. This analysis will stem from a historical, feminist, and psychological perspective, and will analyze complex psychosocial structures in which gender oppression and violence plays a distinct but often overlooked role. That is, the psychopathology of perpetrators of rape can translate into nation-wide anxieties about the crisis of masculinity that cause South African men to maintain power and control over the woman's body. This paper will also look at how sexual violence and the woman's body are politicized to perpetuate patriarchal structures. In addition, there is a growing grassroots women's movement in South Africa to combat sexual violence against women and continuing sexism in the South African government. This paper will analyze the progress that these movements have made, their shortcomings as well as their conflicting relationship with western feminist's hegemonic constructions of South African women. Finally, this paper will discuss the best ways for feminist organizations to advocate for and provide adequate services for survivors of sexual violence.

The Female-to-Male Rape Myths Scale: Initial Scale Development by Erin Snyder, Ph.D., Texas Tech University Student Counseling Center

Numerous studies have looked at attitudes about sexual assault, or rape myths, but most of these studies have looked at sexual assault when victims are female and perpetrators are male. However, female-to-male rape does occur, and male victims experience negative consequences from the event. The aim of the present investigation was to develop a scale to measure acceptance of female-to-male rape myths. The investigation involved two separate phases that build on a pilot study in which a preliminary scale was developed. The first phase of the investigation identified male rape myths that are pertinent to female-to-male rape. The second phase developed the items of the scale from the rape myths identified in Phase 1 and evaluated the factor structure, reliability and validity of the scale. The Female-to-Male Rape Myths Scale (FMRM) consists of 30 items and was found to be a

reliable and valid measure of female-to-male rape myth acceptance in Midwestern college students. The construct was found to be unifactorial with good internal consistency at .94. Scores on the FMRM correlated with scores on the Ambivalent Sexism Inventory (Glick & Fiske, 1996), the Attitudes Toward Lesbians and Gay Men Scale (Herek, 1988), and the Male Rape Myths Scale (Kerr Melanson, 1999). Implications for future research and practical uses of the scale are discussed.

SESSION III

SESSION H

11:30 AM – 12:30 PM

MESA ROOM

Investing in Women and Girls

Aretha F. Marbley, PhD, Associate Professor, Texas Tech University, College of Education * Sheryl Santos, Professor, Texas Tech University, College of Education * Lahib Jaddo, Associate Professor, Texas Tech University, Architecture * Kathleen Phelan, Doctoral Student, Texas Tech University * Wendy Ross, Associate Professor, Texas Tech University, School of Law * Aliza S. Wong, Associate Chair and Associate Professor, Director, European Studies, Department of History, Texas Tech University

The presenters, as women from different cultural backgrounds, share their perspectives on economic empowerment of women. They will look at the roles of innovation, advocacy, policy and partnerships. Participants, then, will articulate a set of collective actions and **BOLD** commitments that increase the efficiency and effectiveness of philanthropic investments. The result will be a collaboration to put women and girls at the heart of the world's new economic and social development agenda - a powerful and smart agenda.

SESSION I

11:30 AM – 12:30 PM

CANYON ROOM

Challenging Patriarchy Through Film

The Written Words of Italian Actresses: Giulietta Masina as a Columnist by Dr. Victoria Surluga, Assistant Professor of Italian, Texas Tech University

When we think of the Italian actress Giulietta Masina, we almost instantly create an association with her husband and filmmaker Federico Fellini, and the roles that she played under his direction. Not much is known about Masina's involvement in other activities that did not include cinematic acting. It is almost entirely unknown that in 1975 Giulietta Masina collected a series of her own writings in a volume, *Il Diario degli Altri* (The Diary of Others), that brought together about four hundred letters that she had received over several years. The idea to give Masina a column originated from a successful radio program where she interacted with people who called and asked for her advice on a wide range of issues. As a result, *The Diary of Others* collected many of the columns Masina had written over eight years on the newspaper *La Stampa*, in which she advised readers on a broad range of issues. In conclusion, while Masina's cinematic career became increasingly associated with Fellini's films, the actress was able to maintain a public voice. *The Diary of Others* provides an interesting glimpse on a part of her life that cannot be entirely associated with Fellini and therefore documents a different aspect of Masina's public *persona*—one that is not entirely known to international audiences.

Liberated Women or Pawns of Patriarchy? Reflections on the Role of 'Woman' in Wolfgang Petersen's 'Troy' by Barbara Weinlich, Ph.D., Department of CMLL, Texas Tech University

By framing the myth of the Trojan War as a battle between the 'Apollonian' and the 'Dionysian' impulses (Friedrich Nietzsche 1886; Camille Paglia 1990), Wolfgang Petersen's movie 'Troy' (2004) not only re-writes the Classics but also reconstructs gender. In centering the story on Western civilization's failure to cope with human nature, the film touches on a key concern of today's culture(s) of the West in general and of American culture in particular. How can the destructive part in human existence be kept in check in post-September-eleven America, that is, in a time in which patriarchy, as Carol Gilligan has noted, has never been challenged so much as now? I will argue that the answer to this question is 'gendered' and as such not only a male fantasy but also the product of a patriarchal mindset that is 'on the rocks.' As Petersen's film refashions Briseis as a priestess of Apollo, he illustrates in terms of gender and sexuality both the vulnerability and the lack of disciplining power of the Apollonian principle in modern Western culture. Although originally created to dominate sexuality and brutal force, the Apollonian principle yields to both -- embodied in an unchaste priestess with a dagger. By appropriating

woman for the sake of patriarchy, by portraying her as active rather than passive, and by granting her a voice and a certain amount of influence on the turnout of events, patriarchy determines her role, her rights, and the limits of her liberation.

One Rhetorical Moment: Three Feminist Filmmakers by Kent Lowry, Doctoral Candidate, College of Mass Communications, Texas Tech University

Amy Heckerling's *Fast Times at Ridgemont High* (1982), Gillian Armstrong's *My Brilliant Career* (1979), and Lizzie Borden's *Born in Flames* (1983) were released within a four-year period, and represent widely varied rhetorical approaches toward feminist film practice. Heckerling was working within the existing Hollywood structure, and within a male-identified genre (the teenage sex comedy), but managed to satisfy generic conventions while undermining the male gaze and calling into question gender roles dominant at the time. Armstrong used the more flexible conventions of the art film to create a deeply romantic, sensual film which nonetheless argued that a female writer's career was more important than her commitment to and love for a man with whom she shared profound love and respect. *My Brilliant Career* is also arguably the sexiest G-rated movie ever made, constructing an alternative representation of desire and consummation. And Borden demonstrated the most radical rhetorical strategies of the three, taking full advantage of the relative freedom of independent low-budget filmmaking to articulate a not-too-distant future in which a peaceful revolution in the U.S. produces a left-of-center government, which nonetheless cannot stop violence against women. That women assume agency to further this fictional, incomplete revolution is reflected in the guerilla visual style of *Born in Flames*, as well as its prescient narrative structure. This paper explicates the visual and narrative strategies at work in these three films using textual and contextual evidence, as well as interviews with all three filmmakers (the interview with Borden by the paper's author).

SESSION J

11:30 AM – 12:30 PM

PLAYA ROOM

Curriculum and Instruction

Under Supervision, The First Teachers in the Texas Panhandle by Tracy Stewart, PhD Graduate Student, Texas Tech University

The Panhandle of Texas was one of the last frontiers to welcome settlers. As settlements began to form one of the first institutions the settlers wanted was a school. County histories and personal accounts by pioneers prove that the Panhandle was not a hospitable place to settle. It was difficult to recruit teachers to teach in the newly formed schools. Some teachers came from other parts of the country while others lived in the area. Educational levels varied according to availability of the candidate. Teachers could obtain a certification locally or by the state. Each county had different requirements for the teachers that taught in their schools. Teachers from other areas were usually given room and board by a community member and asked to stay between three and six months. The family that gave the new teacher room and board introduced her to the community. The community oversaw new teachers and local judges and commissioners oversaw the certification of teachers. Some communities expected the teacher to attend a particular church or not leave town on weekends. Constant supervision and strict codes of conduct were part of a teacher's life in the Texas Panhandle.

Autism Teaching Self-Efficacy Scale: Instrument Development and Exploration by B. Rene' Harman, Department of Educational Psychology & Leadership, College of Education Texas Tech University

Teacher self-efficacy has been identified as an important factor in predicting effective teaching behaviors. Teacher self-efficacy scales have been developed and used effectively in research aimed at improving teacher education relative to teaching in general, as well as more subject domain specific areas of education. However, to date no measure currently exists that can be utilized to investigate various aspects that are critical to successful teachers of autism in regular education settings. The purpose of this study is to develop and psychometrically explore the Autism Teaching Self-Efficacy Scale, using both qualitative and quantitative research methods. Thematic analysis of qualitative data will be utilized to inform the development of survey items prior to the use of statistical analyses to examine psychometric properties of the new instrument. Piloting of the survey will be conducted on a sample of preservice teachers currently undergoing student teaching assignments. Implications for future education will be discussed.

Greening the Curriculum by Mary Frances Agnello, Curriculum and Instruction and Trena Walker, Texas Tech University

Education for sustainability has not yet become a priority in the Texas curriculum. Such knowledge would be built from several disciplines that would eventually enable students to integrate environmental considerations into economic decision-making. As a result it is imperative that academics in all disciplines heed the call for

sustainable technologies, policies, and practices. This paper offers a model of K-12 curricular changes to include sustainable/ GREEN development into the existing curriculum building on an ecofeminism model. The exercise of power by those who advocate for scientific research and development overpowers the ecofeminist discourse. This paper will discuss how institutional practices of sexism, elitism, and militarism in research foci turn social, economic, and ecological problems in discussions about research and development away from the ecofeminist perspective. On the educational front, this paper will explore how feminist academics hold onto their feminist vision and express their ecofeminist personalities and attributes despite the patriarchy that surrounds them and drives their work. An interweaving of ecofeminism, ecopopulism, and feminist pedagogy will ground the paper's theoretical framework as it explores themes of sustainability that are already in the existing official curriculum. The implications are the importance of comprehension of sustainability for future generations and the need for educators' insertions of sustainability into official pedagogical discourse.

SESSION IV

SESSION K

2:00 PM – 3:00 PM

MESA ROOM

The Road Less Traveled, A Woman's Journey to the Top

Margaret Couch and Connie Wharton are two seasoned, savvy, highly successful executives who work with women AND men to further the careers of women in business. Over the past ten years the advancement of women into the top echelons of major businesses has stalled. Only 3% of Fortune 100 CEOs are women, and less than 15% hold other senior level positions in corporations. Women holding positions on boards of directors also hover at the 15% level. In other words, more often than not there is only one woman *at the table*.

Margaret and Connie share their experience and insights with other aspiring women to help them be successful, happy, and fulfilled. They accomplish this by sharing some **TRUTHS** that surround women at work. Women who are aware of *all* the nuances of how business really gets done, are better armed to thrive in today's challenging business environment. Connie and Margaret understand this environment very well, and share their knowledge in a straightforward, "no holds barred" manner. They are insightful, engaging, and sometimes a little irreverent. They tell it like it is! Individually, they have held such positions as Chief Integration Officer, Chief Marketing Officer, and President in three Fortune 500 organizations.

SESSION L

2:00 PM – 3:00 PM

CANYON ROOM

Gender Roles

"Man Law" by Aaron Thomas and Anthony Bryson, Angelo State University

Society has developed this persona of the "man" and what it means to become like and maintain the "unspoken" laws that, specifically, men should know and follow. These rules and regulations that are put on adolescent boys and adult men have, over the years, shaped how the image of the male has changed and is continuing to change in character and expectation. This paper will discuss society's role in developing the concept of the "Man Laws" and the effects of these laws on the younger generation of males in the US.

Gendered Media Depictions and Magazine Trauma by Jazmin Hernandez, Angelo State University

From a young age we are taught to accustom behaviors that are considered appropriate and we develop gender roles that distinguish the sexes that we were born into. The roles that we play as either male or female may profoundly depend on the way we accept feminine and masculine characteristics that influence our attitudes, actions, and beliefs. The first portion of this study will focus on the media's contribution of how men and women are depicted in our society. Including, the working positions of a man and a woman that had been portrayed in the United States before industrialization and that has now been shifting. Not all, but most types of depictions may cause us to stigmatize the lifestyles, and looks of others or even our own self image depending on the notion we are receiving from the media. In addition, the second portion of this study will cover on how magazines read by young teenage girls affect their state of mind at an early age. It is certain, that many times females become emotionally concerned about their appearance because they often compare themselves to what is seen and read in magazines. Although, magazines are not sold with the intention to harm an individual, many females can often become engaged in risky behaviors that they may not even see as abnormal. Overall, this study will emphasize on the depiction that the media contributes to males and females, the effect of magazines on teenage girls and the behaviors that are developed.

Bossy Husband vs. Bossy Society in Eat, Pray, Love and How to Be a Woman and Not Die in the Attempt by Sabrina S. Laroussi, Texas Tech University

In the book *Eat, Pray, Love*, by Elisabeth Gilbert and the film “How to Be a Woman and Not Die in the Attempt”, directed by Ana Belen, society appears not to be prepared to integrate divorced women, to view them in the best light, or to give them a dignified and somewhat respected role. This paper will focus on two different ‘modern’ cultures, the American and the Spanish, and the problems that they create for and have with a divorced woman. It will be shown that even in the twenty-first century, Spain and the United States are in fact unable to deal adequately with divorced women and, as a result, pressure them to remarry. Most notably women cannot escape from the patriarchal structure, even after divorce. Since patriarchal societies are male-oriented and not female-oriented, both female protagonists, Liz and Carmen, escape from the bossy husband and are inevitably immersed in the bossy society. They come to represent societal “delinquents” who are being persecuted by judges who, in this case, are their own societies. Neither Liz nor Carmen is able to find a way of living that meets her needs. Their failure in finding a new means of living corresponds with the failure of each society to give women the life they require and deserve. Most interestingly, perhaps, is the fact that neither the book nor the film dares to state this fact openly, but leaves it up to the audience to come to this conclusion.

SESSION M

2:00 PM – 3:00 PM

PLAYA ROOM

Technology

McLuhan’s Media Theory: How Are Women Situated? By Natalie Tarenko, Texas Tech School of Law
Interactions of women and media are a staple of Women’s Studies. Marshall McLuhan’s ideas are a staple of media theory, particularly his statement “the medium is the message.” What happens when we read McLuhan through the lens of feminist theories such as the male gaze and situated-viewpoint? How is the word “media” itself employed differently? This topic is important because of its connections to women and technology in the workplace and in domestic consumer culture. For example, what are the implications of McLuhan’s gendered phrases “mechanical bride” and “extensions of man”? The scope of this project includes McLuhan’s major works and some less well-known ones, biographies of McLuhan, and some of the post-McLuhan media theorists who seek to apply McLuhan’s ideas to technologies he did not live to see.

Cyberspace Still Has Its Cues by Sadie Edwards, Angelo State University

We have been ever changing and molding to this vast technological cyberspace world in which we live in. Our evolving norms of basic nonverbal communication like, a wink of an eye, handshake, or the universal smile, are no longer needed to create a relationship. Traditional ways are being thrown out the window while technology is striving forward. Today, CMC (Computer-mediated communication) is the most prevalent form of social interaction, taking the place of FtF (Face-to-Face). In recent years, more and more forms of communication are being exchanged through CMC whether for business or personal information. However, the FtF nonverbal cues have not been forgotten, an increasingly amount of nonverbal communication is being defined as an important part of CMC. There are several theories explaining the differences and developmental relationships that encounter both CMC and FtF. One example is, the social information processing theory (SIP) which explains equal playing fields for CMC and FtF in developing a close relationship. Also we must take into consideration, are nonverbal cues miss leading or altered in CMC to form an extension of deception? For I remain intrigued by how so many can form a strong interconnectedness without even making a personal acquaintance. Therefore, technological innovation is not going away anytime soon; it will only improve in faster and more convenient ways for our developmental usage.

Women in Renewable Energy and Sustainable Development by Mukaddes Darwish, Construction Engineering
Energy is considered an avenue for economic development. We need energy for cooking, heating or cooling buildings, pumping water, lighting houses and workplaces, communicating, and getting entertainment. Energy is also closely linked to health care, educational achievements, job creation and climate change. Renewable energy research and utilization are now, being given more focus and attention nationally and internationally .It is well known fact that renewable energy will play an increasingly important role in both developing and developed countries in the near future. Energy in general and renewable energy, in specific is not gender neutral issues “Gender” is a main determinant that determines access, ways of utilization, opportunities and control over all energy resources. Women have an essential role in the sustainable development and ecologically sound consumption patterns and approaches to natural resource management. However, women remain largely absent at all levels of policy formulation and decision-making in natural resource and environmental management,

Gendered Spaces

Posthumanism and Ecofeminism in Ursula K. LeGuin's Always Coming Home by Kerry Fine, PhD Student/GTPI, Department of English, Texas Tech University

In her 1985 novel, *Always Coming Home*, Ursula K. LeGuin creates an anthropology of the future in which recipes, poems, songs, and many other narrative forms converge to convey LeGuin's depiction of a people group fitted to the environment in which they live. The narrative form and the cosmology it depicts present the reader with a work that is both posthuman and ecofeminist. My reading of the work explores the ways in which a dualistic binary logic of domination is undermined by a cosmology that rejects humanist discourse and recognizes systematicity. Reflective of her essay "The Carrier Bag Theory of Fiction," the ecosystem in *Always Coming Home* contains the multiplicity of community, place, and life which are all "necessary elements of a whole which itself cannot be characterized either as conflict or as harmony, since its purpose is neither resolution nor stasis but continuing process" (153). In essence, the human community functions as a member of a larger community, which encompasses the nonhuman environment. Through posthumanism and ecofeminism, LeGuin opens possibilities of sustainable communities.

Music and Lyrics: The Myth of Female Expression in Lygia Fagundes Telles's "Just a Saxophone" by Cheri Grissom, Graduate Student, Texas Tech University

Since the publication of *Praia Viva* in 1944, Lygia Fagundes Telles's writings have received critical attention, even to the point of her being admonished for daring to enter the field of literature a field of expression reserved primarily for men. In turn, a number of Fagundes Telles's writings challenge traditional social views associated with the feminine ideal. Her work tends to focus on female protagonists and storylines that reflect an in-depth examination of the characters' inner lives and their dealings with the pressures of the outside world. Though a substantial amount of critical study has been dedicated to Fagundes Telles's novels and their confrontations with social perceptions of femininity, her short stories have received considerably less attention. The tale "Just a Saxophone" approaches the familiar topic of the feminine ideal in a unique way. In the story Luisiana, having been abandoned by both of her parents, is filled with haunting void. This emptiness shapes her decisions and affects her attempts at communication. She unsuccessfully seeks to fill this abyss with a combination of material possessions and relationships with various men. This paper will explore both the "abandonment" void in Luisiana's life and how she attempts to fill it by becoming the feminine ideal, which she achieves by mimicking the roles society has dictated to her. In doing so, it will argue that Luisiana trades one void for another as her attempts to express this ideal, primarily through musical and verbal communication, show it to be a mere supplement, artificially imposed and devoid of meaning.

Gender Differences in the Relation between Mother-Child Book Reading Interactions and Children's Behavioral Problems by Skyler McLaurin (undergraduate student) and Sarah Kulkofsky Ph. D. (faculty), Texas Tech University Department of Human Development and Family Studies

For many preschool aged children, story time with a parent is a daily task. The present study investigates the activity of mother-child joint book reading in order to understand its relationship with the emotional and behavioral development of children. Seventy preschool-aged children (29-59 months) were filmed with their mothers while reading a children's book. Subsequently, their mothers completed Achenbach's Child Behavior Checklist (CBCL), measuring a variety of child emotional and behavioral problems. Mothers were coded as a making "child-centered" versus "mother-centered" comments. Mothers reading with their girls uttered more "mother-centered" comments compared with mothers of boys. The pattern of relations between these comments and child problems varied across genders. The proportion of "child-centered" comments related to fewer reports of withdrawal in boys. The proportion of "mother-centered" comments related to fewer reports of both internalizing and externalizing behaviors in girls. The pattern of results may reflect larger societal norms of socializing interdependence in girls and independence in boys. When talking to their girls, mothers seem to feel the need to focus on themselves, in effect, building a sense of interdependence in their daughters. These results suggest that boys and girls are responsive to maternal socialization tactics as evidenced by the lesser incidence of behavioral problems.

SESSION V

SESSION O

3:15 PM – 4:15 PM

MESA ROOM

The Female Pelvic Floor, Back Pain and Other Considerations

Gail Apte PT, ScD, Assistant Professor, Texas Tech University Health Sciences Center, School of Allied Health *
Cornelia de Riese MD, PhD, Associate Professor, Texas Tech University Health Sciences Center, School of
Medicine

Back pain and incontinence are conditions that many women struggle with during their lifetime. Our topic attempts to address the ‘manifold meanings of movement and change’ as pertains to this year’s theme of the all university women’s conference, ‘Regarding Nature: Gender, Identity and Ecologies of Change’. This presentation is part of a new cooperative project at the Health Sciences Center between the departments of Urology, Gynecology and Physical Therapy. Our talk deals with the anatomy and function of the female pelvic floor as it relates to continence and back pain. Color images are used to explain the intricate structures within the 3-dimensional pelvis. The audience will be encouraged to experience pelvic floor muscles in action. We will have some of the equipment available that is used to assist the individual woman with pelvic floor strengthening for demonstration.

SESSION P

3:15 PM – 4:15 PM

CANYON ROOM

Feminist Pedagogy

Teaching Diversity: Understanding and Breaking the Spiral of Silence Theory in the Classroom by: Jacki Fitzpatrick, Ph.D., HDFS, Texas Tech University, Jeremy Boden, M.S., HDFS, Texas Tech University, , Erin Kostina-Ritchey M.A., HDFS, Texas Tech University

Many instructors have limited experience with or teaching controversial issues (Fletcher & Russell, 2001). Yet, many areas of study have controversies that should be addressed (see Payne & Gainey, 2003). The nature of the teaching demands might vary across disciplines. For example, family studies instructors need to present diverse topics without (intentionally or unintentionally) portraying one framework as superior to other frameworks (Adams, Dollahite, Gilbert, & Keim, 2001). Fields such as biology have a primary conceptual framework that instructors are expected to teach (e.g., evolution), but instructors face counterarguments from several sources (Henderson, 2007). Colleagues in fields such as political science (Badley, 2007), science (Carter, 2004) and management (Sinclair, 2005) have to address various forms of controversy as well. This paper is a discussion why controversy occurs in the classroom and common challenges (resistance, inhibition) which new instructors face in engaging students in conversations concerning controversial issues. While information presented can be adapted to any number of classroom situations it will be of particular interest for those who are in the social sciences. Special attention is given to application of the Spiral of Silence theory (Noelle-Neumann, 1979) in the classroom context. Previous work based in this theory has been used in media and persuasion studies thus this is an expansion of the theory. Based on a review of the literature as well as teaching experiences of the authors, strategies for addressing the challenges are offered.

The Learning Portfolio: Teaching Family Theories with Collaborative Methods by J. Elizabeth Miller Northern Illinois University and Katherine N. Gerst, Texas Tech University

The purpose of this paper is two-fold (a) to present a pedagogical method using the feminist perspective and (b) to investigate the learning portfolio as a basis for teaching family theories. Goals of this course include: engagement of students as full collaborators with the instructors, engagement of students with one another, integration of a variety of teaching modalities, maintaining the best practices of a learner-centered process, student awareness of their own learning process, and the deconstruction of power in the classroom. Some methodologies that facilitate these goals include grading rubrics developed by the students, group discussions in the classroom and online, and peer reviews of work. However, we found the most effective method to be the Learning Portfolio. Two different semesters of data will be presented in the roundtable, which will include examples of changes made after reflection on the 1st semester’s feedback. The literature on feminist pedagogy is broad and rich, encompassing theory building (Grace & Gouthro, 2000; hooks, 1994), empirical examinations of the integration of theory and praxis (Stake & Hoffmann, 2000), and examples of effective teaching methods (Walker, 1993; Allen & Farnsworth, 1993). Using critical self-reflection from a feminist lens can be both uncomfortable and somewhat liberating to students and instructors (Fisher, 2001) in that new methods are tried, risks are taken, and trust is built.

A Comparison of University Level Education Setup between China and the U.S by Xiaohui Tang, Department of Human Development and Family Studies, College of Human Sciences, Texas Tech University

In the past twenty years, due to the economic/cultural reforms and open policies of China, more and more Chinese students have had the opportunities to receive higher education both domestically and abroad. The United States is one of the largest English-speaking destinations for international students in higher education and China is an important source market. As such the differences of university level education systems between United States and China have become an indispensable topic. This comparison cannot be achieved without paying special attention to the social/cultural traditions and education ideas of the two countries. This paper will provide an overview and comparison between the above-mentioned factors in the United States and China, including views of education, student and teacher roles in education etc. Due to the differences in the high education systems, Chinese students who study in the U.S. are likely to experience a hard time when they first begin their studies as graduate students. This paper aims not only to give a brief comparison of university level education system between China and the U.S. but also to provide practical advice for students, university personal, and professors that has been based on difficulties found throughout literature and based on my personal experience as a current first-year graduate student in the United States.

SESSION Q

3:15 PM – 4:15 PM

PLAYA ROOM

Process of Stereotypes

Gender Stereotypes by Laura D. Riggs, Angelo State University

This paper serves to discuss gender stereotypes and the ways in which such stereotypes are portrayed in the media, advertising, the workplace, movies, commercials, through society, and more. Statistical and fundamental research will both be used to demonstrate and discuss gender stereotypes. This paper will also serve to discuss the ways gender stereotypes are portrayed towards our children both by society and the media, as well as by the child's parents and other caretakers.

Texas A&M Yell Leaders: Male Cheerleaders or Male Icons? by Derek Holbrook, Angelo State University

Everyone remembers what it was like in high school when you traveled to that one rival school in your district that had the male cheerleader. We all thought the same thing when we saw him, "man what a loser." Why is it that he was made fun of so much? I have been a fan of Texas A&M University since I could walk and probably the greatest tradition at A&M is the Yell Leaders. I would never talk negatively about the Yell Leaders and neither would anyone else that knows about the Texas A&M Aggies. The question I pose is why are male cheerleaders in our society ridiculed so much, but the Yell Leaders (male cheerleaders) at Texas A&M are seen as gods in the eyes of all Aggies? Using different gender theories I will explain why the two groups are seen in different light.

The Role of "like" in Constructing Gender by Andrea Muru M.A student in English/Linguistics, Texas Tech University/ English Department

This paper looks at the role of the discourse particle "like" in constructing gender identity through language. Discourse particles resist any direct semantic or syntactic role within a sentence; instead, they choose a pragmatic function. Discourse particles are often treated as "filler" phrases that bear no effect on the meaning of the speech act. They are often classified with empty utterances such as "uh", "umm" and "er". While there is an apparent relationship between how these discourse particles and "like" function, they clearly differ in their pragmatic roles. "Uh", "umm" and "er" act as filler phrases that function as pauses and indicate moments of processing. However, "like" moves beyond the filler function of other discourse particles and instead functions as an indicator of the speaker's gender. In this paper I will argue that the presence or absence of "like" sets up a gender scale, and marks the speaker as the *masculine male*, the *feminized male*, the *masculine female* or the *feminized female*. The use of "like" reduces the power of a speech utterance, a move that is traditionally characterized as female.

SESSION R

3:15 PM – 4:15 PM

CAPROCK ROOM

Feminist Discourse

Parental Attitudes and Student Motivation in the Learning of Indo-European Languages by Amira Zebidi

This paper will critically review literature on parental attitudes and involvement, and student motivation in the context of second language learning. It will also report a replication study by examining the effects of parental attitudes toward and involvement, and student motivation in learning Indo-European languages. Data will be collected from high school students ranging from grades 7-12 enrolled in at least one Indo-European language

class. A factor analysis will reveal that integratively-oriented students are more motivated toward Indo-European language learning than instrumentally-oriented students. Findings will also report a relationship between parental attitudes and students' motivational orientation. Results will also reveal that ethnic-related and personal-related motivation influence students' choices to enroll in a particular foreign language class. Finally, female students will display higher motivation to learn Indo-European languages than their male counterparts whereas parental gender differences will not be pertinent.

Singing My Whole Life with His Words: Elegiac Reappropriation of Sulpicia's Discourse by Stephen Kiepke
The main focus of scholarly attention to Sulpicia has traditionally been the six short poems safely attributable to her, while the anonymous poems concerning her in the Corpus Tibullianum have experienced critical neglect. These poems, however, deserve far closer attention than they have received, for they are a key piece of evidence concerning the reception of her poetry by her contemporary audience, and close analysis reveals a subtle attempt by the nameless poet to reposition Sulpicia's poetic discourse safely within the male-centered elegiac framework. With Luce Irigaray's articulation of the fundamental differences between masculine and feminine discourse as a guide, I shall show from a close reading of the text a two-pronged attack on Sulpicia's poetics, consisting of both the reappropriation of critical vocabulary, primarily within the elegies delivered in Cerinthus' persona, and the dislocation of the relationship between the poet and her lover from a state of mutual freedom to one of mutual slavery, which emerges most clearly in the poems with "Sulpicia" as the speaker. Considering recent arguments made by Hubbard et al. against Sulpicia's very existence as a poet, a re-examination of these texts, undertaken in order to ascertain the status of one of the earliest proto-feminist figures, is prudent at this juncture.

Educating Women: Key to Achieving Global Sustainability by Mukaddes Darwish, Construction Engineering and Mary Frances Agnello, Curriculum and Instruction

Women have been on the forefront of sustaining families, traditions, and many other aspects of culture. In African and other societies around the world, women have been growing food in flowerbeds. Education for sustainability has not yet become a priority in formal curricula. This paper offers a model of educating women in societies where formal education for sustainability is not being done. Education in this model would focus on sustainable/ GREEN development. Focus would be on community efforts in eastern Turkey where, although there is not a lot of formal education for women, there is an interweaving of ecofeminism into the business of daily survival, especially in developing communities, but also in traditional communities. The implications of the research are that even in places where there are not a lot of "educational resources," women have taken the initiative to develop sustainable strategies for taking care of their families and their extended communities. Western cultures can learn from the work of these women what is being done to sustain life.

OPENING PERFORMANCE & KEYNOTE SPEAKER

5:00 PM – 6:30 PM

MATADOR ROOM

“Voices of Feminism” - In Celebration of Women's History Month this performance will reflect on writings by women that speak to issues of concern for all. These pieces still have the power to inspire us to action - whether that be social, economical, and/or political. This event was organized by PhD Fine Art Doctoral candidate Jeanne Haggard.

- "Wonder Woman" - poem by Genny Lim (read by Jeanne Haggard)
- "Sisterhood" - by Gloria Steinem (read by Felicia LaFuente)
- "The Master's Tools Will Never Dismantle the Master's House" by Audre Lourde (read by Dr. Aretha Marbley)
- "Real Women Have Curves" - by Josefina Lopez (read by Jeanne Haggard)

Winona LaDuke - Internationally Renowned Activist working on Sustainable Development, Climate Change and Environmental Justice in Native America will close the Conference with a keynote address.