



The Sixth Biennial Feminism(s) & Rhetoric(s) Conference

# Civic Discourse

Hosted by  
University of Arkansas–Little Rock *and*  
The Coalition of Women Scholars in the  
History of Rhetoric and Composition

**October 4-6, 2007**  
The Doubletree Hotel  
Little Rock, Arkansas

- bring new insights into gay/lesbian/bisexual/transgender/queer rhetorics;
- highlight the varied intellectual forms and traditions of women's communities (from writing to "making" -- baskets, quilts, beadwork, etc.);
- explore the relationships between written, oral, and material discursive production in communities;
- and other topics that arise from the heuristic provided by the conference them.

We also welcome scholarship that significantly is significantly engaged in disciplines other than Rhet/Comp and that has consequences for communities located outside of academia.

Proposals can be for individual presentations, 3-4 member panels, workshops, roundtables, multimedia events, interactive discussions, dialogues, performances.

**For more information**

Contact Malea Powell ([powell37@msu.edu](mailto:powell37@msu.edu)), Nancy DeJoy ([dejoy@msu.edu](mailto:dejoy@msu.edu)), or Rhea Lathan ([lathan@msu.edu](mailto:lathan@msu.edu)).



October 2009  
East Lansing, MI

### ***Enabling Complexities: Communities/ Writing/Rhetorics***

The 2009 Feminism(s) & Rhetoric(s) will be hosted by the Rhetoric & Writing program at Michigan State University. We especially invite proposals that:

- reflect the complexity/diversity of who that larger "we" are as scholarly community;
- are composed in a non-traditional way -- we especially encourage participants to go beyond the read-aloud academic paper format and design more interactive and alternative format sessions (like discussions, dialogues, and performances);
- make manifest the deep structure of the connections/ intersections/overlaps that actually make us a community;
- help articulate who "we" are as a deliberate community of scholars, and what that means about our responsibilities and relationships to one another across scholarly foci and institutional positions;
- highlight scholarly and teacherly activities that deliberately create space for more complex notions of scholarship and teaching within the discipline of Rhet/Comp;
- significantly engage or focus on communities outside of the academy;
- focus on antiracist pedagogies and scholarship;
- present interdisciplinary scholarship in Afrofeminist rhetorics, American Indian rhetorics, Chicana rhetorics, Asian American rhetorics, post/neo-colonial rhetorics;

### **Welcome!**

On behalf of the Coalition of Women Scholars in the History of Rhetoric and Composition, UALR, and the Department of Rhetoric and Writing at the University of Arkansas—Little Rock, we welcome you to Little Rock and the Sixth Biennial Feminism(s) & Rhetoric(s) Conference.

When we first issued the call for papers, we had a panic moment: "What if no one's interested?" Happily, this proved not to be the case. Like us, you have been questioning the role of feminism and rhetoric within civic discourse. Like us, you defined all three of those terms broadly, recognizing that civic discourse occurs in places other than the political arena and impacts more than just political functioning of the state.

More than 140 panels will take place over the next three days on a wide range of topics. The program for this conference is a fascinating representation of the depth and breadth of research that goes on within our field. We anticipate a far-ranging, exciting conference. We look forward to the discussion, energy, and ideas that will develop over the next three days.

We hope you will also find time to explore Little Rock. It is a dynamic, vibrant city that has much to offer. You'll understand quickly why we're big on Little Rock! Within walking (or trolley) distance of the Doubletree are the Old State House Museum, Historic Arkansas Museum, the Museum of Discovery, Boscos Microbrewery, the Main Library of the Central Arkansas Library System, various art galleries, and the River Market with its myriad of small, affordable restaurants and booths.

Volunteers from the University of Arkansas—Little Rock will be available throughout the conference to answer questions. They are wearing white T-shirts and large purple buttons. They'll be happy to help you out the best they can.

We hope you enjoy your stay.

Barb and Marcia

## Acknowledgments

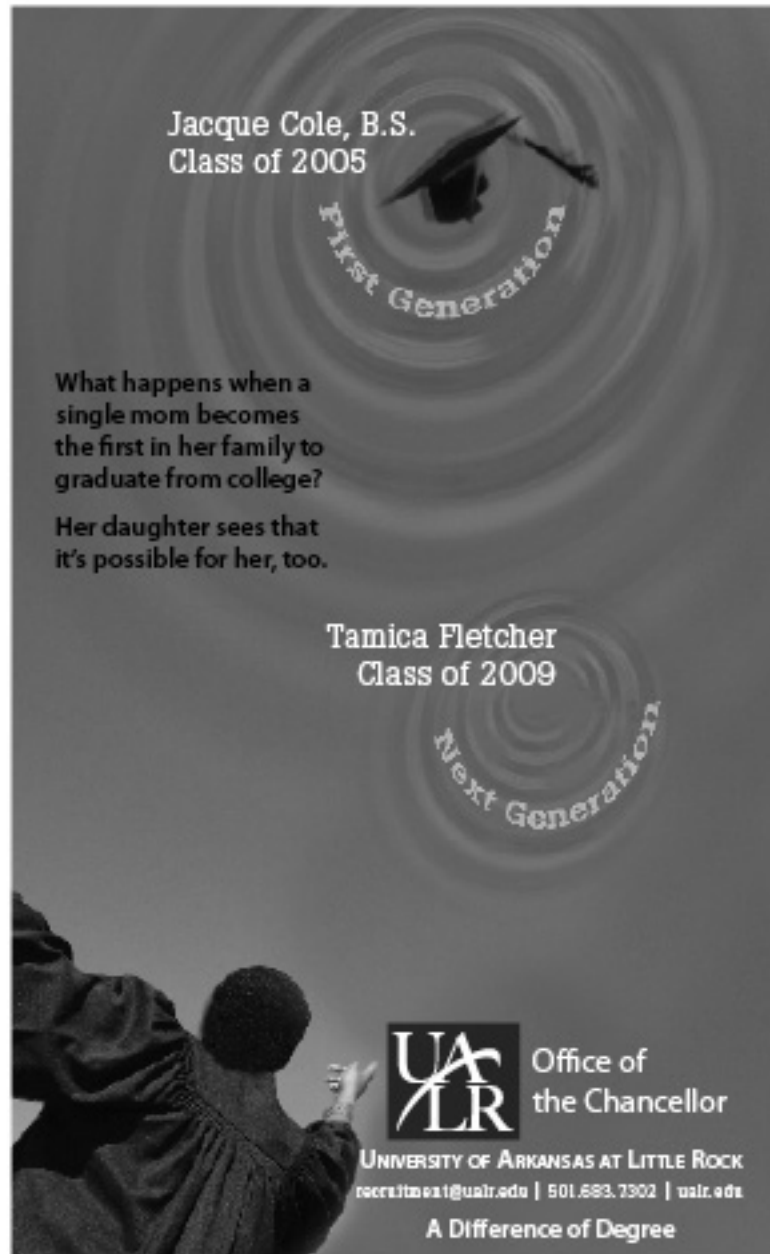
Behind the organizing of every conference is an army of supporters and workers. We gratefully acknowledge those people who have offered support—emotional, financial, material—for the 2007 Feminism(s) & Rhetoric(s) conference. We are also deeply grateful for those who offered their time and expertise to help make this conference happen.

Thanks to Chad Garrett and Kevin Cates for the logo and artwork. Pat Pearce created, maintained, and troubleshooted the database and website for us. Tamika Edwards and Sarah Scanlon offered invaluable advice and support during the 18-month process of submitting a speaking request to the Clinton Campaign. M. Jane Dickey generously wrote a personal letter of introduction for us. Lisa Mastrangelo and Tobi Jacobi suggested and organized the book drive.

Through their calm example, Jana Cohen and the rest of the Arkansas Destinations staff taught us how to organize a conference for 400+ people while Penny Nagel and Michelle Scholl of the Little Rock Conventions and Visitors Bureau provided a smooth and (almost) trouble-free registration. (No registration is completely trouble free!) Velva French and the Doubletree staff have been wonderful to work with. Laura Miller from the Visitor's Center at Central High has made organizing the Central High excursion an exercise in simplicity. We also thank Byron from the UALR bookstore for agreeing to act as bookseller during the conference.

At UALR, Chancellor Joel Anderson, Provost David Belcher, the Graduate Dean, and Arts, Humanities, and Social Sciences Dean Deborah Baldwin provided much-needed financial support. Through their financial assistance, we were able to underwrite the many marvelous keynote speakers at the conference. From the first time we proposed hosting the conference, Dr. Baldwin has never failed to offer direction and support for this project. The Gender Studies program and its director, Dr. Sarah Beth Estes, generously underwrote one of our featured speakers, Dr. Wendy Kline; offered scholarship money for undergraduates; and had a calming word whenever it was needed.

We also thank Norton—specifically Marilyn Moeller and Doris Oliver—for their generous donation of *Feminist Literary Theory and Criticism: A Norton Reader* for the conference participants. David Blakesley of Parlor Press provided the raffle copies. We thank him.



Jacque Cole, B.S.  
Class of 2005

What happens when a  
single mom becomes  
the first in her family to  
graduate from college?  
Her daughter sees that  
it's possible for her, too.

Tamica Fletcher  
Class of 2009

Office of  
the Chancellor

UNIVERSITY OF ARKANSAS AT LITTLE ROCK  
recruitment@ualr.edu | 501.683.7302 | ualr.edu  
A Difference of Degree

We are fortunate to work with an exceptionally supportive department and chair. Deep thanks to the Department of Rhetoric and Writing for its wholehearted support of this conference. George Jensen has been a voice of reason and sanity while providing emotional, financial, and logistical support. The audiovisual equipment was completely underwritten by the department. Our gratitude to him is immeasurable. Dr. Karen Kuralt helped us get interns and provided financial support to UALR graduate students. The Goodie Bag Committee—Suzann Barr, Frankie Chadwick, and Lisa Mastrangelo—cheerfully found items and assembled the bags. We also thank the volunteers who are working the conference today; their interest and support are deeply appreciated.

From the College of St. Elizabeth in New Jersey, Lisa Mastrangelo read proposals and drafted the first version of the schedule. For that alone, she deserves a medal!

Our keynote speakers, both local and national, gave generously of their time and expertise. If you see them, be sure to thank them.

We thank Adrienne Oliver and Pattie Hornbeck for helping make this conference more affordable to graduate students.

Finally, we'd like to thank Elizabeth Hill and Tatanya Stewart, without whom none of this would have been possible. Both kept track of immeasurable little details, worked above and beyond the call of duty, and remained cheerful and dedicated throughout. This conference bears their impression more than any of us realize.

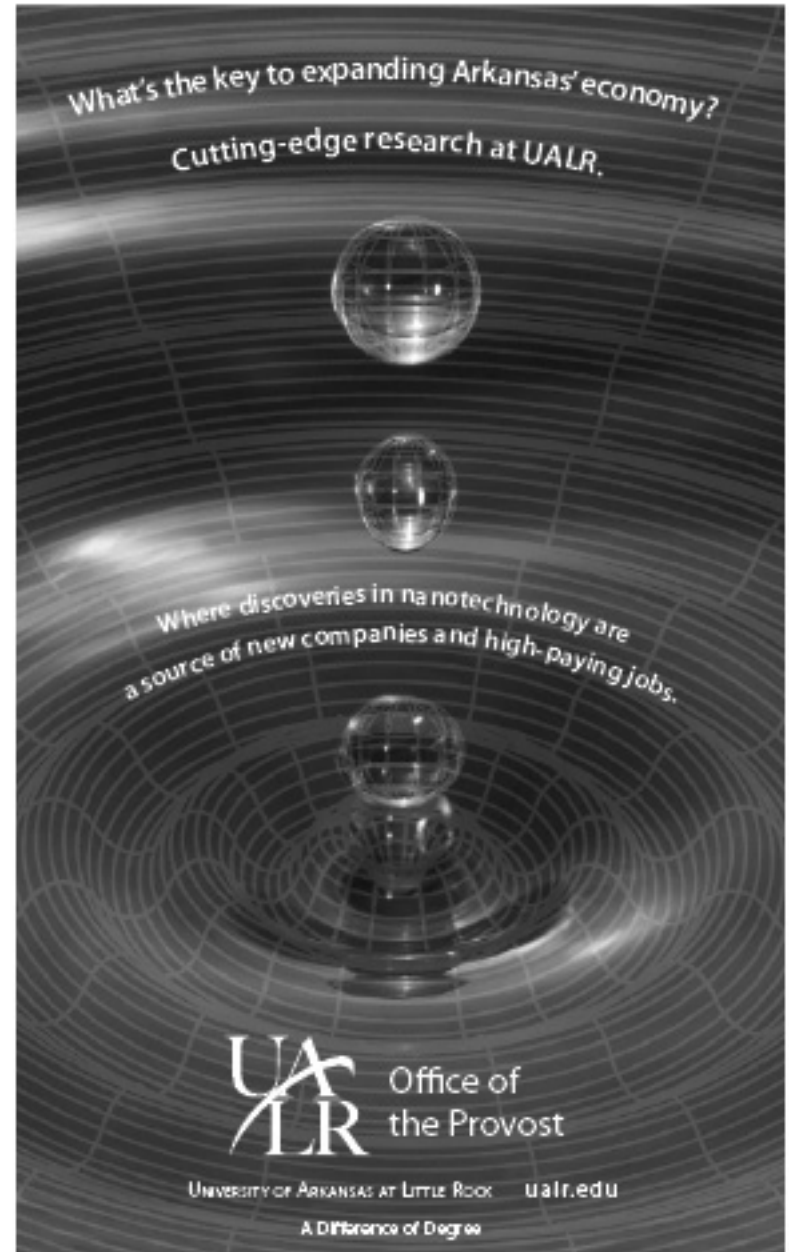
Barb thanks Sarah, Jerry, Jimmy, and Lisa for their support. We can talk about something else now.

Marcia thanks her unfailingly patient husband, Phil, the members of this committee who stepped up when her crutches prevented her from doing so, and especially Barb for her belief that we could actually pull this off.

## Meals at the Conference

All meals for the conference—the three breakfasts and the Thursday Keynote—will be served buffet style in the Robinson Exhibition Hall.

If you require a gluten-free meal, a kosher meal, or a vegan meal and **have been in contact with us about them**, please inform your server.





[ualr.edu/cahss](http://ualr.edu/cahss)

Welcomes  
you to the  
2007 Feminism(s)  
and Rhetoric(s)  
Civic Discourse  
Conference.



UA LR UNIVERSITY OF ARKANSAS AT LITTLE ROCK



## Food Within Walking Distance

The mile between the Doubletree Hotel and the Clinton Library features a wide variety of restaurants, in terms of price, formality, and type of food. There is something for just about everyone. Walk down the street—something is sure to tempt your stomach.

In no particular order, there is Plaza Grill, Capriccio Grill, Boscos, Andina Café & Coffee Roastery, Big on Tokyo, Boulevard Bread Company, Café 42, Iriana's Pizza, Gusano's Pizzeria, Sonny Williams Steakroom, Flying Fish, Underground Pub, iRumba-Revolution!, Sticky Fingerz Rock-N-Roll Chicken Shack, Flying Burrito Co., The Flying Saucer Draught Emporium, Layla Pizzeria, Pokey D's BBQ & Chicago Style Foods, Scapetto's Italian Deli, Stock Pot, Casa Manana, Coast Café, Community Bakery, Double D's BBQ, Middle Eastern Cuisine & International Pantry, The Olive Branch, Shaka Smoke Lodge, Farmer's Daughter Café, Vermillon Water Grille, V K Brown Meats, and a new sushi place.

We've included a Little Rock Dining Guide, North Little Rock Dining Guide, and a map of the city. We've also created a map of the downtown area for your convenience. For those of you who have transportation (meat lovers—we recommend Doe's Eat Place for steak (made famous as the unofficial Clinton Presidential Campaign headquarters) or Whole Hog Café for BBQ; vegetarians—we recommend Community Bakery Café on Main Street, Starving Artist Café, or Boulevard Bread Company in the Heights.)



**Doubletree Hotel Ground Floor**

How deep is the talent pool in Arkansas?

Construction Manager

Biomedical Researcher

Database Analyst

Nano Scientist

Engineer

With advanced programs attracting brilliant students from around the world, the pool of talent employers find here keeps getting deeper.

**UARK** GRADUATE SCHOOL  
A Difference of Degree

University of Arkansas at Little Rock - ualr.edu





## UNIVERSITY OF ARKANSAS AT LITTLE ROCK

We offer a BA in Professional and Technical Writing, a Minor in Writing, and an MA in Professional and Technical Writing and Coming Soon....

PhD in Rhetoric, Professional Writing,  
and Digital Media

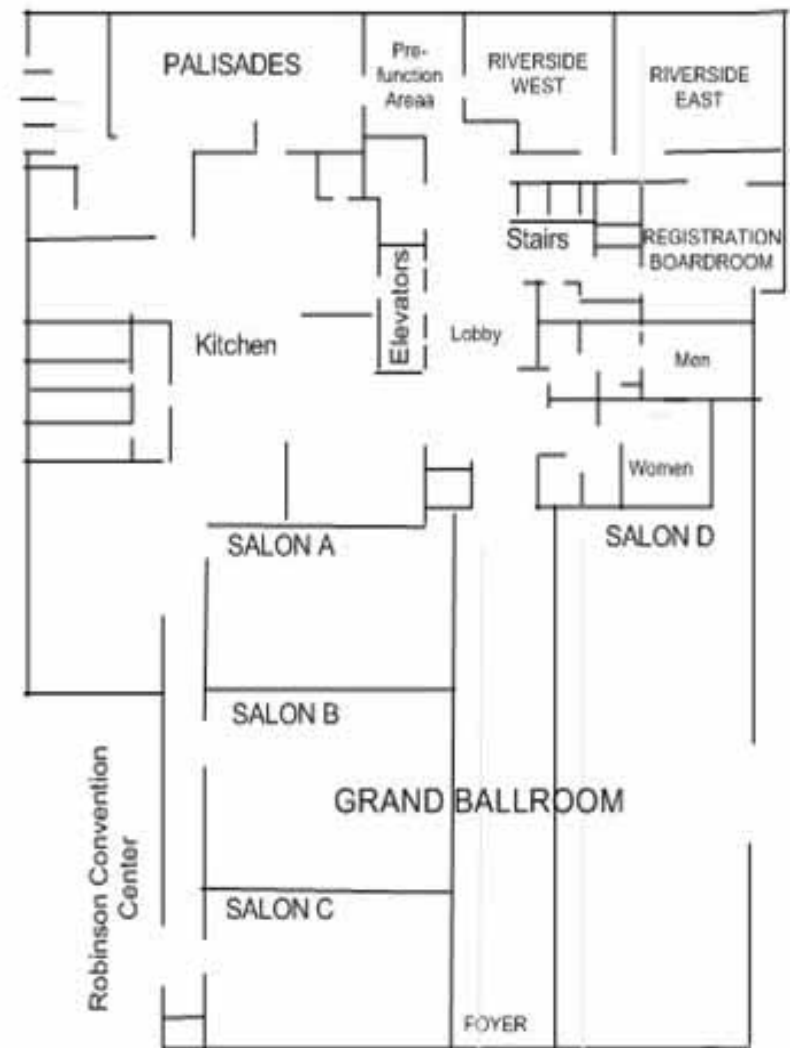
We are a metropolitan university.  
A number of classes are offered online.

Visit us in person at the **UALR** campus  
2801 South University Ave  
Student Union Bldg B, Rm 100

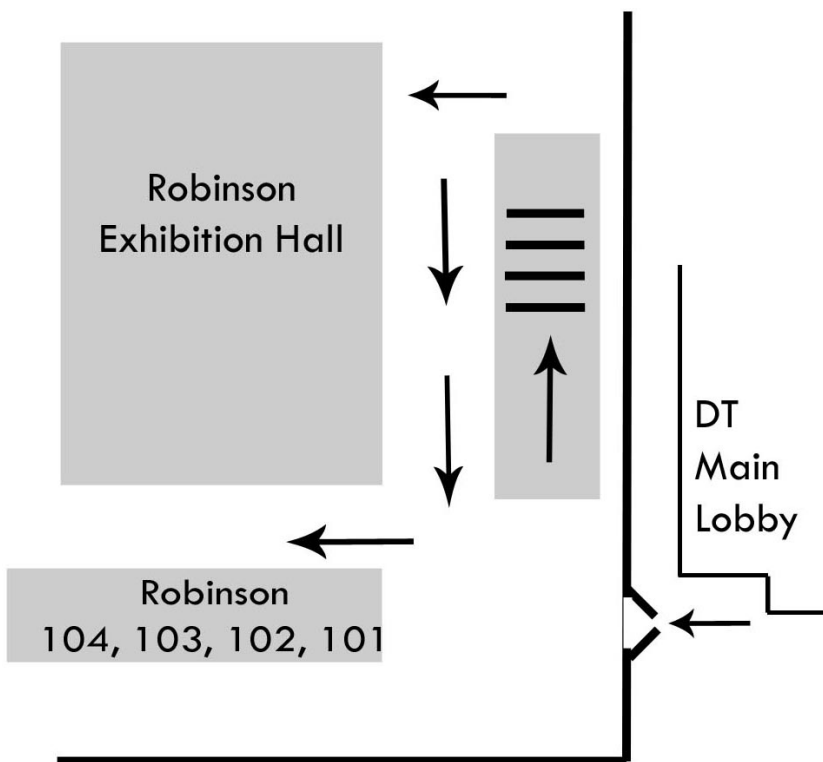
Visit us **Online** at  
<https://rhetoricandwriting.ualr.edu>

Give us a **Call** at  
(501) 569-3160

**"A Difference of Degree"**



**Doubletree Hotel Second Floor**



Robinson Convention Center  
Exhibition Hall (Breakfast/Keynotes)  
Rooms 101, 102, 103, 104

On behalf of:

Dr. Karen M. Kuralt  
UALR Rhetoric & Writing Department  
Graduate Advisor

Welcome to all the graduate students participating in this event! We hope your experience is rewarding and educational. While you are here, please remember to:

- ⇒ Visit sessions in a wide range of research areas
- ⇒ Ask questions after sessions and talk with the presenters and conference organizers
- ⇒ Check out the book display.
- ⇒ Network and meet exciting new people

Thank you for joining us! Your participation makes a valuable contribution to the Feminism(s) & Rhetoric(s) Conference.

**Special thanks to all those who are housing a graduate student during this conference. Your assistance makes attending this conference more affordable. We appreciate your kindness!**

*We Do the Work,  
You Get the Credit!*

**Arkansas  
Destinations**

Our services include:

- ◆ Site Selection
- ◆ Decorations
- ◆ Registration
- ◆ Tours
- ◆ Entertainment
- ◆ Transportation
- ◆ Meeting Planning
- ◆ Event Management
- ◆ Catering Coordination
- ◆ VIP Services

**Arkansas Destinations, Inc.**

www.ardestinations.com  
1900 N. Bryant, Suite 202  
Little Rock, AR 72207

Phone: (501) 603-0113 Fax: (501) 663-4449  
Email us at: mail@ardestinations.com

## Schedule

### Wednesday

- 12:00 pm – 8:00 pm Registration
- 5:15 pm Buses begin loading in front of the Doubletree for Central High Tour
- 5:30 pm – 7:00 pm Central High Tour
- 7:15 pm Buses begin loading for Curran Hall (both at Doubletree and Central)
- 7:30 pm – 9:30 pm Curran Hall Dinner
- 9:45 pm Last bus leaves Curran Hall

### Thursday

- 8:00 am – 6:00 pm Registration
- 8:00 am – 5:00 pm Book Display
- 7:30 am – 8:30 am Breakfast Robinson Center Exhibition Hall
- 8:30 am – 9:45 am Session A
- 10:00 am – 11:15 am Session B
- 11:30 am – 12:45 pm Session C Robinson Center Exhibition Hall
- Keynote Luncheon  
Dr. Krista Ratcliffe  
“Unwilling to Listen: How Do You Have a Civic Dialogue When Each Side Isn’t Civil?”
- 1:00 pm – 2:15 pm Session D
- 2:30 pm – 3:45 pm Session E
- 4:00 pm – 5:15 pm Session F
- 5:30 pm Dinner — on your own

## Schedule (cont.)

### Friday

- 8:00 am – 6:00 pm Registration  
 8:00 am – 5:00 pm Book Display
- 7:30 am – 8:30 am Breakfast Robinson Center Exhibition Hall  
 8:30 am – 9:45 am Session G  
 10:00 am – 11:15 am Session H  
 11:30 am – 12:45 pm Lunch — on your own  
 1:00 pm – 2:15 pm Session I  
 2:30 pm – 3:45 pm Session J  
 4:00 pm – 5:15 pm Session K Robinson Center Exhibition Hall  
     Keynote Speech  
     Dr. Joycelyn Elders  
 5:45 pm Buses begin loading in front of the Doubletree  
     for Clinton Library Reception  
 6:00 pm – 9:30 pm Clinton Library Reception  
 9:45 pm Last bus leaves Clinton Library

### Saturday

- 8:00 am – 12:00 pm Book Display
- 7:30 am – 8:30 am Breakfast Robinson Center Exhibition Hall  
 8:30 am – 9:45 am Session L  
 10:00 am – 11:15 am Session M  
 11:30 am – 12:45 pm Session N  
 1:00 pm – 2:15 pm Open Board Meeting Salon D  
     Coalition of Women Scholars  
     (Box lunch available)  
 2:15 pm Buses begin loading in front of the Doubletree  
     for Arkansas Queen Riverboat Tour  
 2:30 pm – 4:30 pm Arkansas Queen Riverboat Tour

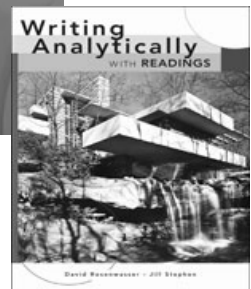
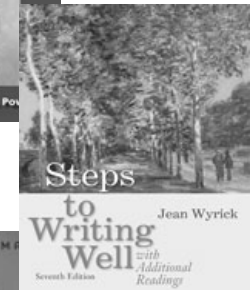
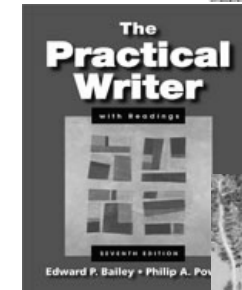
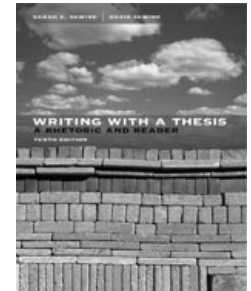


## The “Center of Engagement”

Need the perfect textbook in Rhetoric?  
 We deliver results through  
 engagement by teaching  
 students to:

- ◆Brainstorm
- ◆Write Well
- ◆Write Analytically
- ◆Write Practically

<http://www.wadsworth.com/english>



**Thanks to Norton  
for the generous sponsorship  
of Feminism(s) & Rhetoric(s)**



**The Norton Anthology  
of Literature by Women**

**The Traditions in English**

*Third Edition*

SANDRA GILBERT and SUSAN GUBAR

**Feminist Literary Theory and Criticism**

**A Norton Reader**

SANDRA GILBERT and SUSAN GUBAR

**The Norton Field Guide to Writing  
with readings and handbook**

RICHARD BULLOCK, MAUREEN DALY GOGGIN,  
and FRANCINE WEINBERG

**They Say/I Say**

**The Moves That Matter in Academic Writing**

GERALD GRAFF and CATHY BIRKENSTEIN

(800) 233-4830 ■ WWW.NORTON.COM

**Pre-Conference Events**

**Central High School and Visitor Center**

Little Rock Central High School is listed on the National Register of Historic Places and was designated a National Historic Landmark on May 20, 1982. On November 6, 1998, Congress established Little Rock Central High School National Historic Site, and the Little Rock Nine were awarded the Congressional Gold Medal of Honor on November 9, 1999.

During the 40th anniversary celebration in 1997, the Mobil service station at 14th and Park Streets was formally opened as the Central High School Museum Visitor Center. Dr. Johanna Lewis, a featured speaker at this conference, served on the committee charged with developing the Mobil station Visitor Center and the 40th anniversary celebration.

In January 2005 the National Park Service commissioned AJC Architects of Salt Lake City, Utah, to build a new Visitor Center for Little Rock Central High School National Historic Site. Construction began on the 10,078 square-foot Visitor Center in June 2006, and the new Visitor Center opened in September 2007.

The Visitor Center functions as a gateway to the neighborhood, in addition to being a museum, the archives, and the administrative space for the center and site. The Visitor Center's design respects the history and character of the high school and neighborhood through its size, building materials, and plant and hard-scape materials.

Central High is a functioning school and often graduates the most National Merit Finalists and National Achievement winners in Arkansas. Graduating seniors usually receive over \$4 million in scholarships each year. Central has had seven Presidential Scholars in the last decade and 49 AP Scholars in 2002–03.

We will tour both the Visitor Center and Central High School.

## Curran Hall

Curran Hall is a beautifully restored historic home featuring gardens with plants and trees true to the 1840s antebellum time period. In 1842, Col. Ebenezer Walters built Curran Hall as a wedding gift for his bride, Mary Eliza Starbuck. In 1849, James Moore Curran, a young lawyer, purchased it for his wife, Sophie Fulton, daughter of William Savin Fulton, Arkansas's last territorial governor and first U.S. senator.

Curran Hall was constructed in the Greek Revival style adapted to a Southern frontier setting. The symmetrical, one-story house has a central hall with a large room opening to each side. Walls are three bricks thick. The original, narrow front porch has been fully restored. The hip roof, covered with wood shakes, included cypress box gutters. Four-square columns supported an entablature with bold dentil trim. Few houses of this era remain with so few interior alterations.

A children's playhouse was also constructed in 1848.

As early as 1849, visitors to Curran Hall gardens commented on the roses, native flowers, exotic shrubbery, and arbors with vines, fruits, and berries. Original landscaping included a wide variety of hardy Southern trees, shrubs, vines, and bulbs. Fruit trees and berries were also mentioned in period articles.

Today's Curran Hall features a garden landscape designated as the Marjem Ward Jackson Historic Garden. In developing a landscape plan to fit both the antebellum house and its twenty-first-century adaptive use, the designer included styles and plant stock that were appropriate to Little Rock in the 1840s but also hardy and easy to maintain.

In full bloom, the garden is breathtaking and is lovingly maintained by the Pulaski County Master Gardeners. Awarded the University of Arkansas Division of Agricultural Award as well as the Little Rock City Beautiful Commission Award, the Curran Hall garden attracts tour groups and visitors from all over the world.

About 1960, the current playhouse was reconstructed using materials from various historic Little Rock houses. The house was purchased in 1996 by the city of Little Rock and renovated to its current state. It is the city's Visitor Center and is often the site of celebrations.

We will have Southern fried catfish and fixings at Curran Hall.

M8	Winans, Amy	winans@susqu.edu
J9	Wingard, Jennifer	jenwingard@mac.com
A2	Wooden, Shannon	swooden@usi.edu
L7	Wooten, Sara	swooten@purdue.edu
H1	Wu, Hui	hwu@uca.edu
M4	Wu, Hui	hwu@uca.edu
I3	Wysocki, Anne	awyssocki@mtu.edu
L5	Young, Amy	adyoung@ualr.edu
F4	Zepernick, Janet	jzeperni@ycp.edu
A3	Zhao, Ruijie	rzhao@bgsu.edu
L1	Zimmann, Angela	angelaz@bgnet.bgsu.edu
I2	Zimmerelli, Lisa	zimmerelli@gmail.com

E3	Thomas-Pollei, Kimberly	kthomas@pollei.com
I11	Threatt, Tiffany	threatt@unr.nevada.edu
G6	Tillery, Denise	denise.tillery@unlv.edu
E4	Toomey, Melissa	toomeys@muohio.edu
J8	Troutman, Denise	tremonte@msu.edu
M4	Tucker, Marcy	mtucker@uca.edu
I6	Turley, Eric	eturley1@bigred.unl.edu
B3	Van Osdol, Paige	vanosdol.2@osu.edu
D4	Vang, Linda	nkaujntses@csufresno.edu
M2	Vieira, Kate	kevieira@wisc.edu
H3	Vinson, Jenna	jennav@email.arizona.edu
E3	Walter, Tiffany	twalte2@lsu.edu
B3	Walter Guilfoil, Madaline	GUILFOILM@umkc.edu
I9	Ward, Megan	wardmm@muohio.edu
J3	Ward, Jeff	wardx278@umn.edu
E5	Watson, Shevaun E.	swatson@gwm.sc.edu
E8	Weaver, Margaret	margaretweaver@missouristate.edu
G9	Webster, Trav	websteta@muohio.edu
F4	Weiser, Elizabeth	weiser.23@osu.edu
B12	Welch, Kathleen Ethel	kwelch@ou.edu
J11	Wescott, Mandy	mwescott@uiuc.edu
F2	Westra, Karina	karina_westra@yahoo.com
E4	White, Kate	white.1142@osu.edu
J3	Wiatrak-Uhlenkott, Mary Jo	wiat0002@umn.edu
J10	Wiederhold, Eve	e_wieder@uncg.edu
F7	Wiess, Janelle	jwiess@umflint.edu
N7	Willis, Vickie	vickiewillis@gmail.com

### Hattie Caraway (1878–1950)

Appointed to her husband's Senate seat after his death in 1932, Hattie Caraway became the first woman ever elected to the U.S. Senate in her own right and served until 1945. She was also first to preside over a Senate session (1932); conduct a Senate hearing; chair a Senate committee; be president pro tem of the Senate (1943); and first woman member of Congress to endorse the Equal Rights Amendment (1943). Dressed in black widow's weeds, she seldom spoke on the Senate's floor, explaining, "I haven't the heart to take a minute away from the men. The poor dears love it so." William Fulbright defeated her for reelection in 1944 when she was 66.

### Maya Angelou (b. 1928)

Ms. Angelou was raised in Stamps. She was a National Book Award nominee for her autobiographical *I Know Why the Caged Bird Sings* (1970), a Pulitzer Prize nominee for *Just Give Me a Cool Drink of Water 'Fore I Die* (1972) and a Tony Award winner for her performance in *Look Away*. She also received an Emmy nomination for her role in the television miniseries *Roots* (1977). She was the second poet in the country to be selected to present an inauguration poem, reading "On the Pulse of Morning" at President Clinton's inauguration in 1993.

### Margaret Pittman (1902–1995)

Arkansas native Margaret Pittman pioneered research in microbiology and immunology of infectious diseases, developing the first vaccine for whooping cough. She earned a B.A. (1923) from Hendrix College, and an M.A. (1926) and Ph.D. (1929) from the University of Chicago. In 1928, she went to work as a research scientist at the Rockefeller Institute of Medical Research in New York.

At the Rockefeller Institute, she studied the bacterium *Haemophilus influenzae*, which causes infections such as bronchitis and sinusitis. In 1936, she joined the National Institute of Health (NIH), where she was involved in the production, testing, and standardization of vaccines to prevent typhoid, cholera, whooping cough, and other diseases.

Pittman was chief of the Laboratory of Bacterial Products, Division of Biologics Standards, (1957-1971), the first woman to head a major laboratory at NIH. She was involved in research on cholera in Pakistan served as NIH project director of cholera research, and consulted for the World Health Organization. She died on August 19, 1995.

## Salon A

## A1

**Framed! Feminist Interventions in Civic Discourse**(Chair) Tonya Hassell, *University of North Carolina-Greensboro*

Using feminist theory, particularly Krista Ratcliffe's "rhetorical listening," our panel will present alternatives to the current model of civic discourse, focusing primarily on how to recognize the rhetorical frames that restrict us and negotiate ways to bypass them. Our papers include an analysis of the ways in which political television uses militaristic rhetoric to define civic discourse, an analysis of the portrayal of civic discourse as conversation by Hillary Clinton in her January 2007 webcasts "I'm In" and "Let the Conversation Begin," and a feminist critique of Republican pollster and pundit Frank Luntz, author of *Words that Work*.

**Making the Civic Civil: Rethinking Militaristic Rhetoric in Political Discourse**Tonya Hassell, *University of North Carolina-Greensboro*Mary Beth Pennington, *University of North Carolina-Greensboro***A Conversation With/in Civic Discourse**Brandy Grabow, *University of North Carolina-Greensboro***Words That Don't Work: A Feminist Response to Frank Luntz**John Pell, *University of North Carolina-Greensboro*

B12	Siebler, Kay	siebler@bv.edu
H8	Silberstein, Dara	lael@binghamton.edu
L2	Skinner, Carolyn	skinner.139@osu.edu
B7	Sloane, Sarah Jane	sarah.sloane@colostate.edu
E11	Smith, Julia	jms06r@garnet.acns.fsu.edu
L8	Smith, Leonora	smithleo@msu.edu
	Smith, Marcia	mmsmith@ualr.edu
G6	Staggers, Julie	julie.staggers@unlv.edu
M7	Stamper, Cambria	cascad@hotmail.com
G6	Standish, Georgia	georgia.standish@ccsn.edu
	Stewart, Tatanya	trstewart@ualr.edu
M4	Stockdell-Giesler, Anne	astockdell.giesler@ut.edu
E8	Stoneberg-Cooper, Chayah	chaya30@gmail.com
K1	Strause, Katherine	kastrause@comcast.net
H5	Strickland, Donna	stricklanddg@missouri.edu
H2	Sugie, M. L.	sugiem@onid.orst.edu
B2	Sullivan, Patricia	sullivanatpurdue@gmail.com
A8	Sun, Kang	kangs@bgsu.edu
E9	Sutton, Jane	jss@psu.edu
A8	Swearingen, C. Jan	cjan@tamu.edu
G11	Tarabochia, Sandy	starabo1@bigred.unl.edu
E2	Tasaka, Robyn	tasakaro@msu.edu
E11	Tasker, Elizabeth	lmtasker@att.net
I4	Taylor, Karen	ktaylor1@tulane.edu
A5	Taylor Collins, Leslie	LeslieTaylorCollins@gmail.com
M3	Thomas, Patrick	pthomas4@kent.edu
B12	Thomas Evans, Margaret	margevan@indiana.edu



*Salon B*

**A2**

**Rhetorics of Science and Healthcare**

**The Genomic Revolution: Rhetoric/Representation**

Muriel Lederman, *Virginia Tech University (Emerita)*

An analysis of the rhetorical representation of genes in a museum exhibit, emphasizing the strategies invoked to negate political discourse regarding the use of genetic information.

**Feminizing Medical Rhetoric in Clinical Practice and Pedagogy**

Shannon Wooden, *University of Southern Indiana*

Tracing nineteenth-century debates in current attempts to "feminize" medical rhetoric, this paper seeks to enrich medical and academic practice with an androgynous fusion of paradigms.

**Beyond "Choice": Recovering a Feminist Rhetoric of Activism in the Healthcare System**

Hannah Bellwoar, *University of Illinois-Urbana/Champaign*

The language of feminist activist organizations such as the Women's Student Union at UIUC has been co-opted by institutional medicine and transformed into a rhetoric of consumerism.

L7	Ratliff, Clancy	clancy.ratliff@gmail.com
J4	Reid, Shelley	esreid@cox.net
G1	Reyman, Jessica	jreyman@niu.edu
L9	Richards, Rebecca	rsr3@email.arizona.edu
J4	Rickly, Becky	rebecca.rickly@ttu.edu
G3	Riedner, Rachel	rach@gwu.edu
I6	Ritchie, Joy	jritchie1@unlnotes.unl.edu
L3	Ritchie, Joy	jritchie1@unlnotes.unl.edu
B3	Rix Wood, Henrietta	woodhr@umkc.edu
G7	Robinson, Sandra	sandyrobinson@mail.twu.edu
L5	Rojas, Clara	crojas@uacj.mx
G8	Romberger, Julia	jromberg@odu.edu
M5	Ronald, Kate	ronaldkj@muohio.edu
J7	Rose, Shirley	roses@purdue.edu
M5	Roskelly, Hephzibah	roskellh@uncg.edu
J5	Rush, Mike	mikerush2004@gmail.com
F12	Ryan, Kate	kathleen.ryan@mso.umt.edu
D9	Sackey, Donnie Johnson	donnjohnsonjr@msn.com
G3	Schell, Eileen	eeschell@syr.edu
F7	Schuler, Anne-Marie	schuler.54@osu.edu
N9	Schultz, Yvonne	yschultz@mvnu.edu
B2	Seas, Kristen	kseas@purdue.edu
D4	Seidel, Sharla	sharlaseidel@csufresno.edu
I5	Seifert, Christine	cseifert@westminstercollege.edu
N6	Serrano, Kristi	k.b.serrano@tcu.edu
J6	Sharer, Wendy	sharerw@ecu.edu
F3	Shaver, Lisa	ljshaver@msn.com

## Salon C

## A3

**Conduct Manuals Through the Ages****“Miss Conduct” Books From Christine de Pisan and Pan Chao**

Ruijie Zhao, *Bowling Green State University*

It is a presentation of comparative women's rhetoric based on two women's conduct books in East and West.

**Civic Rhetoric in Post-Revolutionary Mothers' Manuals**

Denise Burgess, *University of Arizona*

Using Mary Palmer Tyler's *The Maternal Physician*, this presentation examines post-Revolutionary maternity manuals' simultaneous collusion with and subversion of dominant discourse through republican motherhood.

**Subversive Rhetorical Strategies in Women's Nineteenth- and Early Twentieth-Century Conduct and Etiquette Manuals**

Sara Pace, *Lamar University*

This presentation (drawing from a survey of twenty-three nineteenth- and twentieth-century manuals) explores the humor and dialogism used to question norms for women's roles.

D4	Owens-Morabito, Wanda	wjm12@csufresno.edu
A3	Pace, Sara	sarappace@hotmail.com
B9	Paley, Karen Surman	ksurman1@cox.net
F12	Palmer, Heather	Heather-Palmer@utc.edu
G4	Pantelides, Kate	klpant01@louisville.edu
H9	Partridge, Ellen	8fleetfeet@cox.net
A1	Pell, John	jwpell@uncg.edu
L2	Pender, Kelly	pender@vt.edu
A1	Pennington, Mary Beth	m_pennin@uncg.edu
J8	Perryman-Clark, Staci	perrym13@msu.edu
I4	Piano, Doreen	dpiano@uno.edu
E2	Pigg, Stacey	spigg2@utk
N11	Poirot, Kristan	poirot@gwm.sc.edu
B1	Powell, Malea	powell37@msu.edu
H8	Powell, Malea	powell37@msu.edu
I4	Powell, Annette	annette.powell@louisville.edu]
D5	Pritchard, Eric Darnell	edpritchard@wisc.edu
N3	Privett, Katharyn	privekm@auburn.edu
E7	Putzi, Jennifer	jlputz@wm.edu
I5	Quarshie Smith, Beatrice	bbsmith@ilstu.edu
E8	Ragusa, Daniela	Daniela_Ragusa@yahoo.com
F10	Ramirez, Cristina	cdramirez@utep.edu
M2	Ramirez-Dhoore, Dora	doradhoore@boisestate.edu
F3	Ramsey, Earl	ceramsey@ualr.edu
J7	Ramsey, Alexis	aramsey@purdue.edu
F9	Ranney, Frances	ae8683@wayne.edu
C1	Ratcliffe, Krista	Krista.ratcliffe@marquette.edu

## Salon D

### A4

#### Women in Literature and Television

##### **Struggle, Triumphs, and Life in African-American Women's Literature**

Tamara McGee-Andersen, *La Sierra University*

This essay explores struggle and triumph in the lives of African-American literature. In particular it focuses on friendship and gender roles in *Sula* and *The Color Purple*.

##### **Cinderella's Stepsisters: Some of the Original "Mean Girls"**

Toran Isom, *University of Arkansas-Little Rock*

*Mean Girls* isn't just a movie; it's an archetype. Come explore Cinderella with all its modern implications: jealousy, self-image, ineffective problem solving, and happily ever after.

##### **She Is My Hero: The Female Hero on Post-Feminist Television**

Donna Kaudel, *Northwestern University*

Examines televisual representations of the female hero—specifically in *Buffy the Vampire Slayer* (1997–2003) and *Alias* (2001–2006)—and the extent to which contemporary audiences are mythologizing her as a role model and a feminine ideal.

##### **Taking Sex Out of the Bedroom: Parler-Femme as Public/Private Discourse**

Kate Lane, *University of Louisiana-Lafayette*

Does *Sex in the City* disrupt the silences of feminine discourse liberating the play of public discourse?

F6	Morgan, Stephanie	stephanie.s.morgan@gmail.com
J7	Morris, Sammie	morris18@purdue.edu
D7	Morstad, Jill	jmorstad@prairiek9.com
I7	Morton, Deb	dbmor10@txstate.edu
A6	Murphy, Robin	robinmurphyphd@gmail.com
M3	Murvin Edwards, Jen	jendear32@yahoo.com
B9	Myers, Nancy	nancymyers@uncg.edu
E12	Myers, Whitney	wmyers@unm.edu
M6	Myers, Kelly	kamyers@email.arizona.edu
G6	Nagelhout, Ed	ed.nagelhout@unlv.edu
M11	Nation, Valerie	vnation@mwsu.com
J2	Neeley, Stacia	sneeley@txwes.edu
E10	Neiman, Elizabeth	eaneiman@uwm.edu
A7	Nickoson-Massey, Lee	leenick@bgsu.edu
F5	Nissen-Gross, Jennifer	jln04a@acu.edu
J6	Noonan, Deborah	dnoonan@cas.usf.edu
D5	Norris, Elisa Marie	emnorris@syr.edu
N2	Novak, Jennifer	Jennifer.Novak@du.edu
B3	Obermark, Lauren	LEOBFF@umkc.edu
N11	Ofulue, Nneka	nofulue@gmail.com
F7	Oliverio, Kathy	kmoliverio@ualr.edu
E3	Olson, Amanda	olsona@uhd.edu
H9	Ore, Tracy	teore@stcloudstate.edu
N8	Ore, Tracy	teore@stcloudstate.edu
E4	O'Rourke, Bridget	bridgeto@elmhurst.edu
A11	Ortiz, Kathryn A.	kortiz@email.arizona.edu
L4	Ostergaard, Lori	ostergaa@oakland.edu

## Palisades

### A5

#### **Margins, Grassroots, and Bully Pulpits: Women Occupying Space in Politics**

(Chair) Leslie Taylor Collins, *Dalton State College*

Examining the rhetoric of two African-American women, a former first lady, and a local grassroots women's political group, these three presentations show how women are claiming a voice in politics.

#### **Fire Starters: Powerful Politics From the Margins**

Tiffany Mitchell, *University of Tennessee-Chattanooga*

#### **Women Talking About Women in Politics: A Case Study of Grassroots Political Activism**

Susan Giesemann North, *University of Tennessee-Chattanooga*

#### **Betty Ford's Bully Pulpit: Addiction, Women's Rights, and Breast Cancer**

Leslie Taylor Collins, *Dalton State College*

J4	Mattingly, Carol	carol.mattingly@louisville.edu
M1	Mattingly, Carol	carol.mattingly@louisville.edu
J2	McCracken, Moriah	i.m.mccracken@tcu.edu
N7	McDougald, Melanie	melaniemcdougald@gmail.com
A4	McGee-Andersen, Tamara	tamara_andersen@yahoo.com
M7	McGovern, Heather	heather.mcgovern@stockton.edu
F9	McKay Chrobak, Jill	jmmckay6@hotmail.com
J11	McLeod Rogers, Jaqueline	j.mcleod-rogers@uwinnipeg.ca
N2	McMichael, Melonie	lonie.mcmichael@ttu.edu
M10	Mecenas, Jolivette	mecenas@hawaii.edu
L4	Mecklenburg-Faenger, Amy	nyx222@yahoo.com
N6	Meyer, Connie	connie.meyer@tcu.edu
N8	Mhando, Lindah	lmhando@stcloudstate.edu
B8	Michlitsch, Gretchen	gmichlitsch@winona.edu
A6	Middleton, Joyce	middletonj@ecu.edu
E9	Mifsud, Mari Lee	mmifsud@richmond.edu
E9	Mifsud, Mari Lee	mmifsud@richmond.edu
B5	Miles, Katherine S.	ksmiles@stedwards.edu
F11	Miles, Melissa	melissa_miles@yahoo.com
N7	Minardi, Cara	caraminardi@hotmail.com
L3	Minter, Deborah	dminter1@unlnotes.unl.edu
A5	Mitchell, Tiffany	nicoletn11@yahoo.com
B10	Mitchell, Karen	mitchekg@muohio.edu
H7	Mitchell, Anne	mitchell.700@osu.edu
N5	Mitchell, Danielle	dmm52@psu.edu
F8	Moeller, Marie	memoell@ilstu.edu
A10	Moore, Michael	mmoore@mtu.edu

*Riverside East*

**A6**

**Talking and Teaching Post-9/11 and Katrina**

**Tarred and Feathered: Visual Rhetoric and Post-9/11 Feminism**

Robin Murphy, *East Central University-Oklahoma*

Facilitates visual rhetoric and defines post-9/11 feminism through a Dixie Chicks video. Post-9/11 feminism is then implicated using feminist pedagogy through current traumatic social events.

**Learning How to "Talk With Strangers"**

Joyce Middleton, *East Carolina University*

This paper analyzes three media events about Hurricane Katrina and 9/11 to illustrate how rhetorical listening promotes critical transformation, intervention, and honest conversations with "others" about diversity and democracy.

A2	Lederman, Muriel	lederman@vt.edu
A8	Lee, Ann-Gee	leea@bgsu.edu
L10	Lee, Kimberli	leekim@msu.edu
D7	Lehner, Brooklyn	bllehne@ilstu.edu
F8	Lehner, Brooklyn	bllehne@ilstu.edu
E2	Leon, Kendall	leonkend@msu.edu
	L'Eplattenier, Barbara	bleplatt@ualr.edu
B6	Lettner-Rust, Heather	lettnerusthg@longwood.edu
J2	Leverenz, Carrie	c.leverenz@tcu.edu
E1	Lewis, Johanna	jmlewis@ualr.edu
N9	Lewis Gaillet, Lynée	lgaillet@gsu.edu
F5	Lewis-Qualls, Chandra	ccq95g@acu.edu
G4	Lindholm, Jan	jilindholm@salemstate.edu
L8	Lindquist, Julie	lindqu11@msu.edu
I9	Little, Megan	meg.little@mail.utexas.edu
F10	Lloyd, Adam	adam@travelprose.net
I1	Logan, Shirley Wilson	slogan@umd.edu
J5	Lovell, Stefanie	smlovel@ilstu.edu
L8	Lyon, Arabella	lyonarab@yahoo.com
N4	Malcolm, Katie	kmalcolm@uwm.edu
D6	Marcellino, William	wmmarcellino@hotmail.com
M6	Markwardt, Daylanne	daylanne@email.arizona.edu
H3	Marotte, Mary Ruth	mrmarotte@uca.edu
L3	Marshall, Margaret J.	mmarshall@miami.edu
A11	Martinez, Aja Y.	aym@email.arizona.edu
E4	Mastrangelo, Lisa	lmastrangelo@cse.edu
H3	Matson, JoAnne	jmatson@ualr.edu

*Riverside West***A7****Creating Changes With Administration****Filling The Gap(s): Theorizing Writing Assessment From a Feminist Perspective**

Lee Nickoson-Massey, *Bowling Green State University*

This presentation revisits feminist discussions of research ethics in writing research in order to provide a systematic theorizing of writing assessment.

**More than "Postmodern Moonshine": A Heuristic for Engaging in Public Discourse About Writing Instruction**

Amy Ferdinandt Stolley, *Illinois Institute of Technology*

This presentation offers a heuristic for writing program administrators that fosters rhetorical listening to and productive engagement in the often critical civic discourse about writing instruction.

**A Queer Resistance: Conducting Empirical Research on Lesbian and Gay Issues in First Year Comp**

Will Banks, *East Carolina University*

This paper explores the types of resistance by writing teachers and administrators to recent surveys on inclusions of lesbian and gay issues/texts in first year writing.

M6	Kennedy, Tammie	tkennedy@email.arizona.edu
M2	Keremidchieva, Zornitsa	zkeremidchieva01@gw.hamline.edu
I8	Ketcham-Weber, Jessica	etoilebleu@gmail.com
E11	Kiernan, Julia	jekier01@louisville.edu
J5	Kinzy, Dana	dkinzy@bigred.unl.edu
I7	Kirkwood, Roxanne	kirkwoor@marshall.edu
F1	Kline, Wendy	wendy.kline@uc.edu
L6	Kmetz, Marcia	kmetzm@unr.nevada.edu
E6	Knoblauch, A. Abby	abbyknoblauch@gmail.com
B8	Knudsen, Lissa	lknudsen@unm.edu
B8	Koerber, Amy	amy.koerber@ttu.edu
L2	Kopelson, Karen	karen.kopelson@louisville.edu
N3	Kotzin, Rhoda	kotzin@msu.edu
H11	Krain, Mark	makrain@ualr.edu
H4	Kruse, Meredith	meridithkruse@gmail.com
I5	Kuralt, Karen	kmkuralt@ualr.edu
L10	Lacy, Marjorie	malacy@ualr.edu
F10	Lake, Randall	rlake@usc.edu
E6	Lamb, Mary	mlamb@gsu.edu
L5	Lamberti, Adrienne	lamberti@uni.edu
I10	Landrum, Denise	landrudj@muohio.edu
A4	Lane, Kate	kel3093@louisiana.edu
F2	Lang, Lauren	llang@rohan.sdsu.edu
D5	Lathan, Rhea Estelle	lathan@msu.edu
J8	Lathan, Rhea Estelle	lathan@msu.edu
H10	Laverick, Erin Knoche	knoche@findlay.edu
N6	Lawrence, Lindsay	l.m.lawrence@tcu.edu

## Edgehill

### A8

#### Chinese Civic Discourse

##### **Following the Script: An Examination of the Materiality of Nushu as Civic Discourse**

Ann-Gee Lee, *Bowling Green State University*

Uneducated, rural Chinese women invented and utilized Nushu, a secret written language used to communicate, cope, and create. This presentation examines Nushu through material rhetoric.

##### **Messages of Steamed Bread: Women's Rhetoric in Patriarchy in Northern China**

Kang Sun, *Bowling Green State University*

I present how the staple food steamed bread in northern China is used as a means by women to maintain relationships and open dialogues in civic discourse.

##### **Foreign Babes in Beijing and Memoirs of a Geisha: China Sees Us Seeing Them See Us**

C. Jan Swearingen, *Texas A&M University*

*Foreign Babes in Beijing*, a memoir written by an American actress, and *Memoirs of a Geisha*, written by a male Westerner, present an intriguing object of double comparison. Examining the double gaze of a Westerner looking at how Westerners are looked at by Chinese can help us understand the complexity and rewards of cross-cultural cross-dressing and its deeper political messages.

F3	Hayden, Wendy	wendyh727@yahoo.com
D10	Hence, Letrishe	hence7_@hotmail.com
	Hill, Elizabeth	eahill@ualr.edu
E7	Hogg, Charlotte	c.hogg@tcu.edu
E1	Hubbard, Sandra	sandyhub@earthlink.net
D10	Hughes, Lindsay	lfryer1@towson.edu
G5	Huntley, Lu Ellen	Huntleyl@uncw.edu
M9	Huse, Heidi	hhuse@utm.edu
N4	Hussa, Jenny	jahussa@uwm.edu
L4	Ianetta, Melissa	ianetta@udel.edu
H4	Inayatulla, Shereen	sai@uwm.edu
A4	Isom, Toran	teisom@ualr.edu
N2	Jack, Jordynn	jjack@email.unc.edu
G2	Jacobi, Tobi	tjacobi@colostate.edu
J6	Jenison Griffin, Megan	m.j.griffin@tcu.edu
B5	Jewell, Wendi	Wjewell@ou.edu
A10	Johnson, Kathryn	kathrynj@email.arizona.edu
D1	Johnson, Nan	johnson112@ohio.state
E5	Johnson, Nan	johnson.112@osu.edu
J11	Johnson, Kristine	kjohnson@purdue.edu
F11	Jolles, Marjorie	mjolles@gmail.com
F12	Jones, Rebecca	Rebecca-Jones01@utc.edu
A4	Kaudel, Donna	d-kaudel@northwestern.edu
D8	Kelley-Stamerra, Susan	susan.stamerra@gmail.com
G11	Kelly, Mike	mkelly15@bigred.unl.edu
H11	Kelly, Caitlin	ckelly10@utk.edu
J3	Kennedy, Krista	kenne329@umn.edu

Robinson 101

## A9

### Women's Activism and Advocacy: A Century of Continuity and Change

(Chair) Jane Greer, *University of Missouri-Kansas City*

This panel offers audience members an opportunity to consider continuity and change in the rhetorical strategies used by women activists over the past century. The panelists will focus on the rhetorical strategies of Cora Wilson Stewart, a "crusader" against illiteracy in the early twentieth century; the Panel of American Women (PAW), a women's club that advocated for social equality in the 1950s; and Cindy Sheehan, a prominent opponent of the war in Iraq. These activists have strategically capitalized upon long-standing expectations about the tone and pitch of women's voices while also inventing new rhetorical tactics to promote their causes.

#### Cora Wilson Stewart's "Treasure of Citizenship"

Jane Greer, *University of Missouri-Kansas City*

#### Panel of American Women: Conservative Strategies, Radical Messages

Thomas Ferrel, *University of Missouri-Kansas City*

#### Peace Mom: Cindy Sheehan as Civic Rhetor

Abby Dubisar, *Miami University-Ohio*

B4	Goksel, Iklim	iklimgoksel@yahoo.com
N4	Goldstein, Dani	Goldste2@uwm.edu
E1	Gordy, Sondra	sondrag@uca.edu
D8	Graban, Tarez	tgraban@indiana.edu
A1	Grabow, Brandy	blgrabow@uncg.edu
N3	Graves, Robert	rgraves@bgsu.edu
M8	Green, Ann	agreen@sju.edu
A9	Greer, Jane	greerj@umkc.edu
I7	Gresham, Morgan	gresham@stpt.usf.edu
A10	Gries, Laurie	Legries@syr.edu
D12	Griffin, Jo Ann	jagrif02@louisville.edu
B10	Griffiths, Renée	griffirj@muohio.edu
A11	Gross, David	DavidJGross@gmail.com
E10	Guest-Jelley, Anna	aguest@ufl.edu
I11	Guglielmo, Letizia	lgugliel@kennesaw.edu
E2	Haas, Angela	ahaas@msu.edu
G8	Hall, Ashley	ashley.hall001@gmail.com
E5	Hallenbeck, Sarah	hallenbe@email.unc.edu
N10	Hanlon-Baker, Patti	hanlon@stanford.edu
J4	Hanson, Linda	lhanson@bsu.edu
D4	Hardy, Jaclyn	jaclynhardy@gmail.com
M9	Harris, Cheryl	clharris@ualr.edu
I2	Harrison, Kimberly	harrisok@fiu.edu
A1	Hassell, Tonya	thassell@uncg.edu
M10	Hatmaker, Elizabeth	eahatma@ilstu.edu
M11	Hauser, Deborah	dhaus@optonline.net
B8	Hausman, Bernice	bhausman@vt.edu



Robinson 102

## A10

### Issues in Community Literacy

#### What Would a Feminist Community Literacy Look Like?

Michael Moore, *Michigan Technological University*

Definitions and the terms for work in community literacy are still unresolved. In my presentation I will pose a series of generative questions that should help us to develop productive, feminist, and rhetorical interventions into those areas of teaching, learning, access, and inequality that we care about as teachers and as community members: What institutional forces are at work that make it difficult to forge meaningful and sustainable university-community collaborations? What contemporary thinking on ethnography and critical pedagogy promotes or constrains collective work within and outside of university environments? What difference would a feminist community literacy make?

#### Representation Issues in Literacy Campaigns: Enacting Civic Discourse with a Transnational Gaze

Laurie Gries, *Syracuse University*

This presentation will entail an interactive rhetorical analysis of a NGO newsletter cover to demonstrate the value of the transnational gaze in civic discourse.

#### A Survivor Comes Forward: Arguing for Personal Stories of Gender and Power in the Headlines

Kathryn Johnson, *University of Arizona*

Using the examples from the *110° After School Magazine Project*, this presentation will discuss how community literacy professionals can negotiate gendered, ethical interactions with civic institutions.

G10	Fisher, Megan	meoneil1@vt.edu
I3	Fisher, David	ddfisher@ualr.edu
E5	Fishman, Jenn	jfishman@utk.edu
I7	Fishman, Teddi	tfishma@clemson.edu
D7	Fitzgerald, Devon	dcfitzg@ilstu.edu
F8	Fitzgerald, Devon	dcfitzg@ilstu.edu
H11	Fleitz, Elizabeth	efleitz@bgsu.edu
D1	Flynn, Elizabeth	eflynn@mtu.edu
H9	Fountaine, Tim	trfountaine@stcloudstate.edu
D6	Fox, Bess	bessfox@gmail.com
E9	Fox, Lindsey	lmfox@uark.edu
F6	Fox, Dorinda	notthephone@aol.com
N8	Fox, Catherine	cofox@stcloudstate.edu
G5	Fox Scholl, Carlann	cfox@utica.edu
D9	Franklin, Nathan	nfinitum@@comcast.net
G9	Freeland, Betty	btfreeland@ualr.edu
G11	Friedow, Alison	afriedo1@bigred.unl.edu
E11	Garrett, Raina	garretrb@muohio.edu
A12	Gaskins, Denies	dagaskins@ualr.edu
H7	Gassert, Elsa	elgassert@wisc.edu
E7	Gayle, Kurk	k.gayle@tcu.edu
F4	George, Ann	a.george@tcu.edu
N4	Gerhart, Casey O'Brien	cgerhart@uwm.edu
D9	Getto, Guiseppe	guiseppegetto@hotmail.com
A5	Giesemann North, Susan	Susan-North@utc.edu
H4	Gillam, Alice	agillam@uwm.edu
J4	Gillespie, Paula	paula.gillespie@marquette.edu

Robinson 103

## A11

### New Possibilities for the Composition Classroom

#### Hegemony or Immunity: Student Resistance and Instructional Rhetoric

David Gross, *Missouri State University*

Explores such conservative sites as Intellectual Takeout for reinvention of conservative Christian hegemony as potential locations for lowering student resistance to engagement with new ideas.

#### Multiplicities and Pan-Ethnicities: Using LatCrit Praxis to Develop and Implement Composition Classrooms in a Changing World

Aja Y. Martinez, *University of Arizona*

Kathryn A. Ortiz, *University of Arizona*

Using LatCrit praxis to inform how composition classrooms can reveal possibilities for pan-ethnicities amid a multiplicity of students.

#### On Critical Pedagogy and Civic Discourse: Articulating Means of Participation in the Classroom

Florence Elizabeth Bacabac, *Bowling Green State University*

This presentation details applications of Mary Daly's "foreground/Background" dichotomy and Mikhail Bakhtin's "dialogic" method in the classroom to enhance the principles of civic discourse.

G8	Depew, Kevin	knowledges33@gmail.com
I3	DeVoss, Danielle Nicole	devossda@msu.edu
G10	Diab, Rasha	rkhdiab@gmail.com
G3	Dingo, Rebecca	dingor@missouri.edu
B7	Doe, Sue	sdoe@lamar.colostate.edu
D6	Dolan, Sandy	philomela7@yahoo.com
M7	Dominguez, Diana	gypsycholar@rgv.rr.com
D11	Donica, Joseph	jdonica@bju.edu
I6	Douglas, Whitney	wdouglas@bigred.unl.edu
L10	Driskill, Qwo-Li	driskil3@msu.edu
A9	Dubisar, Abby	dubisaam@muohio.edu
N11	Dubriwny, Tasha	tdubriwny@hotmail.com
M5	Duffy, William	wdatelon@yahoo.com
H6	Dukaj, Envera	dukovic.1@osu.edu
H7	Eblen, Anna	aeblen@cc.www.edu
D1	Ede, Lisa	Lisa.ede@oregonstate.edu
I5	Edwards, Tamika	dremika16@sbcglobal.net
E7	Elder, David	d.elder@tcu.edu
H5	Eldred, Janet	eldred@uky.edu
B6	Emmons, Caroline	cemmons@hsc.edu
N5	Epnett, Lynn	lepnett@otcweb.edu
E10	Falzetti, Ashley	falzetti@rutgers.edu
H2	Faris, Michael J.	farism@onid.orst.edu
B10	Fedeczko, Wioleta	fedeczw@muohio.edu
A7	Ferdinandt Stolley, Amy	aferdina@purdue.edu
A12	Fernandes Botts, Tina	tinabottsesq@sbcglobal.net
A9	Ferrel, Thomas	ferrelt@umkc.edu

*Robinson 104 (not handicap accessible)*

## A12

### Defining Sexuality and Gender: Theoretically and Legally

#### "Dislodging Metaphysics": The Purpose and Limits of Butler's Project

Denies Gaskins, *University of Arkansas-Little Rock*

This paper compares aspects of Simone de Beauvoir's *The Second Sex* to Judith Butler's *Gender Trouble*. De Beauvoir had argued for a distinction between "sex" and "gender," and Butler, in turn, argues that the distinction is problematic.

#### Sexuality Before the Law

Tina Fernandes Botts, *University of Arkansas-Little Rock*

Three contemporary understandings of sexuality (that of Freud, Foucault, and Judith Butler) come before Derrida's avant garde concept of law and ask to be admitted.

G2	Christrup, Diane	christrup@gmail.com
L11	Clements, Steven	StevenClements@mizzou.edu
D8	Clouatre-Davis, Stephanie	sclouatredavis@bellsouth.net
B4	Cole, Kirsti	Kirsti.Cole@asu.edu
E8	Coleman, Lisa	lcoleman@sosu.edu
H6	Comer, Kathryn	comer.64@osu.edu
J9	Concannon Mannise, Kelly	kconcann@Twny.rr.com
N8	Condon, Frankie	fvcondon@stcloudstate.edu
J9	Coskan-Johnson, Gale	gpcoskan@syr.edu
I8	Costello, Lisa A.	casla68@hotmail.com
F6	Cowlshaw, Bridget	cowlisha@nsuok.edu
H6	Crabtree, Catie	crabtree.124@osu.edu
D9	Craig, Collin	craigcol@msu.edu
L9	Crump, Adrienne	amc3@email.arizona.edu
B9	Cunningham, Sheryl	sherylc@u.washington.edu
L1	Dadas, Caroline	cdadas@sbcglobal.net
G2	Dallas, Fenobia	fidallas@svsu.edu
N10	Dalzell Drummond, Karen	karen.drummond@uci.edu
M8	Davi, Angelique	adavi@bentley
M11	Davidson, Cynthia	cdavidson@notes.cc.sunysb.edu
H10	Day, Stacy	stacylday@gmail.com
B6	Deis, Elizabeth	edeis@hsc.edu
D1	DeJoy, Nancy	dejoy@msu.edu
H8	DeJoy, Nancy	dejoy@msu.edu
D1	Delagrang, Susan	delangrange.2@osu.edu
I4	Delagrang, Susan	delangrange.2@osu.edu
H10	Denecker, Christine	denecker@findlay.edu

## Salon B

## B1

Featured Speaker — *Malea Powell***Making NDN Culture: American Indian Women Civic Materialities**

This session comes out of research work done as part of the "Carriers of Culture" project—a joint effort staged by the Smithsonian's National Museum of the American Indian (NMAI) and the Michigan State University Museum. The session will focus on the ways in which "making art" is always already rhetorical for many of these Native women tradition bearers. Especially important here is the way in which the concept of "carrying culture" is shot through with a deep understanding of civic responsibility (both towards tribal communities and the larger public), and the degree to which the traditions of Native women basketmakers require a commitment to public education.

Malea Powell is a mixed-blood of Indiana Miami, Eastern Shawnee, and Euroamerican ancestry. She is Associate Professor of Writing, Rhetoric and American Culture at Michigan State University where she directs the Rhetoric & Writing program and serves as a faculty member in the American Indian Studies program. Her published research focuses on examining the rhetorics of survivance used by nineteenth-century American Indian intellectuals. Her current scholarship focuses on American Indian material rhetorics and the degree to which such everyday arts tie tradition and innovation in the cultural practices of contemporary Native women. Her book project, *Rhetorical Powwows*, ties her historical and material scholarship together. She is also currently editor of *SAIL: Studies in American Indian Literatures*, a quarterly journal devoted to the study of American Indian writing. She has twice won the Wordcraft Circle of Native Writers and Storytellers "Writer of the Year" award for scholarly editing of the journal.

M8	Bernstein, Susan	susannaomi@aol.com
D12	Biggs Chaney, Sara	sara.chaney@dartmouth.edu
L6	Black, Tom	thomas_w_black@yahoo.com
I10	Blair, Kristine	kblair@bgsu.edu
B6	Booker, Susan	bookersl@longwood.edu
M7	Bowie, Jennifer	jbowie@gsu.edu
H6	Bradbury, Kelly	bradbury.18@osu.edu
B11	Branstetter, Heather	findheatherlee@yahoo.com
D1	Bridwell-Bowles, Lillian	Lilbrid2@lsu.edu
M10	Brimmer, Allison	abrimmer@nova.edu
L6	Broch, Crystal	brochc@unr.nevada.edu
E3	Brown, Heather	hbrown9@umd.edu
F12	Bruce, Heather	Heather.Bruce@umontana.edu
B11	Bullard, Angela	Engbullard@aol.com
A3	Burgess, Denise	dburgess@email.arizona.edu
H2	Burghauser, Sarah	burghaus@onid.orst.edu
L7	Cadle, Lanette	LLCadle@MissouriState.edu
E6	Cain, Mary Ann	cain@ipfw.edu
F10	Cameron, Kelly	k.j.cameron@tcu.edu
F5	Campbell, Katie	lkc00b@acu.edu
G5	Cardinale, Mary	mcardinale@utica.edu
D5	Carey, Tamika L.	tlcarey@syr.edu
H4	Carlacio, Jami	JLC225@cornell.edu
F5	Carroll, Laura	laura.carroll@acu.edu
I2	Carsey, Kerrie	carseykl@muohio.edu
M4	Castner Post, Joanna	jcastner@uca.edu
J10	Chiseri-Strater, Elizabeth	e_chiser@uncg.edu

## Salon A

### B2

#### Fem on Popular Instantiations of Public Argument

(Chair) Jennifer Bay, *Purdue University*

This panel offers a feminist take on several popular instantiations of public arguments—manuals for professional women on motherhood, popular and feminist magazines directed at young women, nonprofit appeals for Katrina aid, and home videos about Katrina posted on YouTube. We take a feminist lens on the arguments used, looking particularly at the selection of lines of argument (ethos, pathos, logos) used to persuade professional women, the construction of enthymematic argument aimed at young women, and the use of emotion and pathos in the arena of Hurricane Katrina relief. The panel will be of interest to those who teach argument.

#### The Conflicting Rhetorics of Advice Manuals for Women

Jennifer Bay, *Purdue University*

#### Bound by the Normative Net: Feminist Persuasion in Magazines for Women

Kristen Seas, *Purdue University*

#### Emotion in Public Discourse: Hurricane Katrina Relief

Patricia Sullivan, *Purdue University*

H5	Adams, Kate	kadams@loyno.edu
D11	Adams Roberts, Aesha	aesha.adams@marquette.edu
I9	Adkins, Tabettha	tabetha.adkins@louisville.edu
H9	Allen, Nancy	nallen@emich.edu
I10	Almjeld, Jen	jalmjel@bgsu.edu
G7	Alston, Monika	alstonm@cofc.edu
H4	Anastasia, Drew	andrewa@uwm.edu
N3	Anderson, Bo	anders87@msu.edu
N5	Anthony, Mischelle	mischelle.anthony@wilkes.edu
E12	Applegarth, Risa	applegarth@unc.edu
N11	Arneson, Pat	arneson@duq.edu
F11	Arnold, Abby	abbyarnold@earthlink.net
G4	Ascuena, Andrea	akascu01@louisville.edu
B4	August, Anita	aaugust@utep.edu
A11	Bacabac, Florence Elizabeth	florenb@bgsu.edu
N5	Bacabac, Florence Elizabeth	florenb@bgsu.edu
G7	Bachelor, Michelle	mrbach01@louisville.edu
F6	Bailey, Dona	dcbailey@ualr.edu
I8	Bane, Paulette	guerintee@yahoo.com
A7	Banks, Will	banksww@ecu.edu
I11	Bartlett, Lesley	lesley@bigred.unl.edu
B2	Bay, Jennifer	jbay@purdue.edu
G9	Beavers, Melvin	melicious79lr@aol.com
F9	Beiner, Theresa	tmbeiner@ualr.edu
G10	Belanger, Kelly	Kelly.Belanger@vt.edu
A2	Bellwoar, Hannah	bellwoar@uiuc.edu
L11	Bennett, Paul	pxbennett@ualr.edu

## Salon C

### B3

#### **Women Writing Their Way Into Civic Discourse**

(Chair) Henrietta Rix Wood, *University of Missouri-Kansas City*

Nineteenth- and early twentieth-century American women found available means to deliver commentary, influence public opinion, and agitate for political and social reform through writing. Feminist rhetoricians such as Lindal Buchanan, Shirley Wilson Logan, and Carol Mattingly have demonstrated that women used pens as well as podiums to advocate women's rights, temperance, and racial justice in this period. This panel will present four case studies of five women who participated in civic discourse about American history and identity, ideologies of womanhood, race relations, and mental illness.

#### **Alice Morse Earle Revises American History**

Henrietta Rix Wood, *University of Missouri-Kansas City*

#### **Wells and Willard on Ideologies of Womanhood and Lynching**

Paige Van Osdol, *The Ohio State University*

#### **The Overlooked Rhetoric of Pauline Hopkins**

Lauren Obermark, *University of Missouri-Kansas City*

#### **Augusta Fischer: Illness as Inspiration**

Madaline Walter Guilfoil, *University of Missouri-Kansas City*

## Index

## Post Conference Event

### Arkansas Queen Riverboat Tour

We'll cruise along the Arkansas River in the Arkansas Queen, a steamboat replica with plenty of indoor and outdoor seating. You'll see the Clinton Center, the "Little Rock," the metropolitan skyline, the Six Bridges of Arkansas, the Capitol, and the beautiful parks along the shore. The captain will provide commentary about the river's rich history. The Arkansas River is 1,460 miles long and played a major part in the settlement of Little Rock and central Arkansas. The commercially navigable portion is 445 miles from where it joins the Mississippi River to the Port of Catoosa near Tulsa, Oklahoma.

Transportation to and from the event will be provided.

## Salon D

### B4

#### The Rhetorics of Revolutions

##### **The Rhetoric of Revolution: Shulamith Firestone, Radical Feminism, and Evolving Civic Discourse**

Kirsti Cole, *Arizona State University*

This paper explores the strategies and arguments of radical feminist activists (1967–1974) engaged in civic discourse specifically aimed at broad social and ideological change.

##### **Civic Discourse Is Activist Feminist Rhetoric**

Anita August, *University of Texas-El Paso*

I propose that civic discourse, spawned by nineteenth-century, activist feminist rhetors, is the bridge that contemporary activist feminist rhetors are walking on.

##### **Towards a Feminist Civic Discourse for Animal Rights**

Iklim Goksel, *University of Illinois-Chicago*

Response to the crisis of animal abuse is possible through civic engagement. Feminist civic discourse can reverse Cartesian narratives of knowledge as new ways of knowing are conceptualized.

*Palisades*

**B5**

**New Medias: Production and Representation**

**Virtual Reality and Embodied Experiences: The Relationship Between New Media and Civic Discourses**

Katherine S. Miles, *St. Edward's University*

This multimedia presentation extends research in feminist body theory—research that interrogates how embodied experiences are occluded from dominant, civic discourses—by arguing that physicality (the physical materiality of new media spaces/places) is an integral component of rhetorical situation and constitutes a uniquely feminine contribution to the history and study of rhetoric.

**Living in the Language-Identity Construction in Role-Playing Games**

Wendi Jewell, *University of Oklahoma*

An examination of how Judith Butler's "politics of the performative" influence gendered identity through the dialogue and discourse styles within several popular video games.

*Salon D*

**O1**

**Open Board Meeting**

**Coalition of Women Scholars in the History of Rhetoric and Composition**

Agenda distributed at meeting.

All welcome.

Box lunch to be served.



Robinson 103

## N11

### **Negotiating Difference: Women's Rhetoric, 1845–1915**

(Chair) Tasha Dubriwny, *Texas A&M University*

This panel explores how competing understandings of oppression, identity, and equality are negotiated in women's civic discourse between 1845 and 1915. Panelists will offer overviews of their projects—analyses of Lucy Stanton's creation of identification with her white audience, Myrtilla Miner's political rhetoric on education and free speech, Susan B. Anthony and Elizabeth Cady Stanton's enlightened racism, and Jane Addams' construction of a gendered democracy—which together challenge and supplement historical narratives of women's nineteenth/early twentieth century rhetoric. Panelists will then engage in a roundtable discussion of women's civic discourse, rhetorical histories, and the politics of gender, race, and class.

#### **Stanton & Anthony's Enlightened Racism**

Kristan Poirot, *University of South Carolina*

#### **Lucy Stanton's 1850 "Plea" for Black Women**

Nneka Ofulue, *University of Maryland*

#### **Myrtilla Miner's Antebellum Feminist Rhetoric**

Pat Arneson, *Duquesne University*

#### **Jane Addams' Gendered Citizenship**

Tasha Dubriwny, *Texas A&M University*

Riverside East

## B6

### **Town and Gown: Teaching Civic Discourse in Prince Edward County, Virginia**

(Chair) Elizabeth Deis, *Hampden-Sydney College*

This panel focuses on ways in which individuals on both sides of the wall that too often separates "town" and "gown" have worked together and learned from each other. This effort is in many ways informed and inspired by the historical background of the community in which our institutions are located—Prince Edward County, Virginia, a community in which public schools were closed for five years (1959–1964) in an effort to oppose racial integration. The presentations investigate different ways that college/university faculty and community members have interacted in and outside of the classroom both to study various social issues and at times to solve problems in the community.

#### **Teaching Civic Discourse by Engaging With the Public: Hampden-Sydney College's Symposium on the Prince Edward County School Closings**

Elizabeth Deis, *Hampden-Sydney College*

#### **The Role of the Martha E. Forrester Council of Women in Preserving the Moton Story**

Caroline Emmons, *Hampden-Sydney College*

#### **Getting Up in the Pulpit: A Case Study in the Rhetoric of Reconciliation**

Susan Booker, *Longwood University*

#### **"Sign-Making": Civic Discourse in the Field and Classroom**

Heather Lettner, Rust, *Longwood University*

*Riverside West*

**B7**

**Discourse Within the University**

**Discussion-in-Action: A Strategy for Collegial Discourse That Links Tenure-Track Faculty With Non-tenure Faculty for Mutual Benefit**

Sue Doe, *Colorado State University*

"Discussion-in-action" offers tenure-track and contingent faculty a strategy for collaborative formation of deliberative arguments. Working together they might build Eileen Schell's "academic solidarity culture."

**Problematizing the Notion of Civic Discourse: Literature and Rhetoric in the Corporatized University**

Sarah Jane Sloane, *Colorado State University*

A rhetoric and composition scholar speaks against the erasure of literature and literary studies in an increasingly corporatized university, suggesting that the lit/comp divide is itself a feminist issue.

*Robinson 102*

**N10**

**Public Discourse and Motherhood**

**Feminism, Anthropology, and the "Mommy Wars": Dispatches from the Frontlines**

Karen Dalzell Drummond, *University of Arkansas-Little Rock/Hendrix College*

Public discourse reveals that a fractured cultural vision of American motherhood has produced competing narratives that fuel the "mommy wars."

**Public Discourse on Private Bodies: The Intersection of Pregnancy Discourses**

Patti Hanlon-Baker, *Stanford University*

This presentation utilizes findings of a rhetorical analysis of narratives to demonstrate how the lack of pregnancy and birth civic discourse affects on women's experiences.

Robinson 101

## N9

### Women of the Bible

#### **Appropriate[ing] [Un]dress: Vashti's Powerful Presence of Absence**

Yvonne Schultz, Mount Vernon Nazarene University/Bowling Green State University

When Vashti refused to parade naked, "she signifie[d] ... with her body" her defiance. Like Philomela's missing tongue, Vashti's absence could not be missed.

#### **First-Century Civic Discourse: Rhetorical Engagement and Mary of Magdala**

Lynée Lewis Gaillet, Georgia State University

This presentation characterizes the nature of Mary of Magdala's discipleship based on current Magdalene scholarship and the existing fragments of the Gospel According to Mary of Magdala, written early in the second century.

Edgehill

## B8

### Rhetorics of Breastfeeding

(Chair) Bernice Hausman, Virginia Tech University

A culturally contested maternal practice, breastfeeding is enacted in the context of and in relation to rhetorical constructions of its meanings. This panel addresses breastfeeding as a practice that challenges American norms of autonomous independence, as well as one that engenders oppositional discourses and regulations. Our intent is to make breastfeeding more legible as a rhetorically significant maternal experience, in addition to identifying aspects of the cultural context that motivate reductive views of what breastfeeding means or that contribute to nursing difficulties. Each paper represents a specific and distinct case study addressing these themes.

#### **Embodied Motherhood in African-American Narratives of Freedom: Breastfeeding and Resistance**

Gretchen Michlitsch, Winona State University

#### **Breastfeeding Support and Promotion in Rural West Texas**

Amy Koerber, Texas Tech University

#### **Arguments Against Lactation Spaces**

Lissa Knudsen, University of New Mexico

#### **Breastfeeding and Rhetorical Constructions of Risk**

Bernice Hausman, Virginia Tech University

Robinson 101

B9

### The Rhetoric of Hillary

#### Apologia and the Iraq War: Why Doesn't Hillary Say, "I'm Sorry"?

Sheryl Cunningham, *University of Washington*

Using the concept of *apologia*, I rhetorically analyze Hillary Clinton's discourse about the Iraq War and media coverage of her "refusal" to say she's sorry.

#### Women's Civic Discourse as Tried and True Method

Nancy Myers, *University of North Carolina-Greensboro*

Hillary Rodham Clinton's 1995 speech depends rhetorically and materially on a specific female ethos and the appropriate decorum, established 600 years earlier by Christine de Pizan.

#### Doubt, Antifeminism, and the Breakdown of Rhetorical Appeals in Civic Discourse

Karen Surman Paley, *Rhode Island College*

The presenter will invite the audience to respond to a short section from the Clinton book *Living History*, offer student commentary from an expository writing class, and encourage discussion of the basis of the misogyny toward Clinton.

Edgehill

N8

### Civility, Safety, and Accountability: Subjectivation and the Limits of Civic Discourse in Academia

(Chair) Catherine Fox, *St. Cloud State University*

Using Judith Butler's "ethics of accountability," which interrogates the norms within particular discourses that render some subjects "recognizable" and puts others at risk of being utterly "unrecognizable," panelists will interrogate how feminists can offer an account of our realities that disrupts settled knowledge about civic discourse and how that disruption can ethically extend into a feminist rhetoric within academia that leads to a more "livable life," one forged collectively and generatively with a sense of accountability to one another.

#### Queering Civic Discourse in Academia: Transcending Normativity and Accounting for the Other

Catherine Fox, *St. Cloud State University*

Frankie Condon, *St. Cloud State University*

#### "I'm Not a Lady, I'm a Hell-Raiser": Interrupting the Discourse of Civility in Feminist Mentoring

Lindah Mhando, *St. Cloud State University*

Tracy Ore, *St. Cloud State University*

#### Critiquing the Rhetoric of Safety in Feminist Pedagogy: Women of Color Offering an Account of Ourselves

Mumbi Mwangi, *St. Cloud State University*

Kyoko Kishimoto, *St. Cloud State University*

#### "My Teacher Has an Accent": (In)civility and the Negotiation of Diasporic Identities in Third World Language and Culture Classrooms

Luz Triana-Echcheverria, *St. Cloud State University*

*Riverside West*

*Robinson 102*

**N7**

**Pentimentology: What Lies Beneath**

This panel will explore ways race, class, and gender are publicly deployed and manipulated for capitalistic/patriarchal purposes in mass media and film. Capitalistic/patriarchal ideologies reinvent and reintegrate themselves by situating women in specious representations that seem to subvert normative function but in fact re-situate and undermine agency. Minardi will discuss intersections of race, class, and gender in news reports. McDougald will discuss the same intersections or artificial separations in popular culture. Willis will address similar instances of such occlusion and re-appropriations in film.

**Be Politically Correct: Racism, Classism, OR Sexism**

Cara Minardi, *Georgia State University*

**Appropriations of the Feminine and Film: The Military, The Maternal, and the Maiden**

Melanie McDougald, *Georgia State University*

**Charmed into Silence: Female Empowerment as Exclusionary to Civic Discourse**

Vickie Willis, *Georgia State University*

**B10**

**Sex, Lies, and Photographs: The Rhetoric of Public Images**

(Chair) Abby Dubisar, *Miami University-Ohio*

This panel explores the various ways in which visual images are used to discipline bodies on the margins into performing "normative" behavior. Griffiths examines how a portrait of Kim Campbell was used by the media to undercut Campbell's performance as Canada's first woman prime minister. By interrogating rhetoric and images used in civic documents surrounding immigration in the U.S., Fedeczko considers how cultural notions of gender define an immigrant as citizen or alien. Mitchell explores how the newspaper photographs accompanying stories about the Alaska same-sex benefits advisory vote perform in gendered ways to reveal editorial bias.

**"Canada's Madonna": Kim Campbell, Photography, Politics, Performance**

Renée Griffiths, *Miami University-Ohio*

**Capturing the Alien Image: Visual and Verbal Representations of Gender in Immigration and Citizenship Discourses**

Wioleta Fedeczko, *Miami University-Ohio*

**"Smoky Mirrors": The Alaska Same-Sex Benefits Advisory Vote, Editorial Photographic Choices, and Civic Responsibility**

Karen Mitchell, *Miami University-Ohio*

Robinson 103

## B11

### Media Silencing of Women's Issues

#### The Duke Lacrosse Scandal, Media Mayhem, and Silencing

Heather Branstetter, *University of North Carolina-Chapel Hill*

I will argue that the discursive exchange in the Duke lacrosse case has reinforced dominant hierarchical power structures, which work to silence victims of rape.

#### Photojournalism in Civic Discourse: The Silencing and Violation of Women Through Photography

Angela Bullard, *Texas Christian University*

This presentation examines the impact of photojournalism on civic discourse and how a sexual-assault photograph silences the voice of the victim and all women.

Riverside East

## N6

### New Girls: Media, Image, & Voice in "Popular" Civic Discourse

(Chair) Lindsay Lawrence, *Texas Christian University*

This panel explores the marketplace as a new civic arena, one where women can negotiate between a variety of media images. Serrano looks at how *America's Next Top Model* appropriates the features of soap opera in order to refashion discourses on beauty. Meyer examines how Disney's new line of princess dolls introduces multiculturalism to the civic debate on beauty. Lawrence looks at how the serial *Veronica Mars* negotiates between the modern models of mean and amazing girls, thereby positing a new femininity of empowerment, using the mass media as a forum for a refashioning of civic virtue.

#### Fashion-ing Power: Daytime Drama in *America's Next Top Model*

Kristi Serrano, *Texas Christian University*

#### Disney's Princess Brides: A Gender Studies Analysis

Connie Meyer, *Texas Christian University*

#### Civic Discourse and Amazing/Mean Girls in *Veronica Mars*

Lindsay Lawrence, *Texas Christian University*

*Palisades*

**N5**

**Civic Discourse Inside and Outside the Classroom**

**Moving Beyond the Diatribe: Communication, Civility, Civic Participation**

Danielle Mitchell, *Pennsylvania State University-Fayette*

When students understand argumentation as the act of throwing verbal rocks at their opponents, or winning as the ability to "out shout" someone, critical pedagogy must include more than teaching students how to analyze well; it must also teach them how to talk to each other.

**On Critical Pedagogy and Civic Discourse: Articulating Means of Participation in the Classroom**

Florence Elizabeth Bacabac, *Bowling Green State University*

This presentation details applications of Mary Daly's "foreground/Background" dichotomy and Mikhail Bakhtin's "dialogic" method in the classroom to enhance the principles of civic discourse.

**Bubba: A Feminist Remix**

Lynn Epnett, *Ouachita Technical College*

I say "feminist," and they assume "shrill, braless, and anti-male." This talk explores a decidedly urban feminist at a rural, impoverished two-year college.

**Baudrillard and the Composition Classroom**

Mischelle Anthony, *Wilkes University*

Baudrillard's concept of the simulacrum lends itself to how the classroom functions as a space for civic discourse that is, in a sense, separate from the world.

*Robinson 104 (not handicap accessible)*

**B12**

**The Relationship Between Women's Writing and Technology**

**Writing Aspasia's Body: Civic and Civil Rhetorics**

Kathleen Ethel Welch, *University of Oklahoma*

A segment of a scholarly book on writing and computers, this paper presents recent research on Aspasia and classical Western rhetorics and writing practices and applies it to technologies of writing.

**The Feminist Click: Internet Interactions With Political Representatives and How It Is Changing Feminist Rhetoric**

Kay Siebler, *Buena Vista University*

Feminist activists are turning more towards mass emails and electronic exchange to engage in civic discourse. How is this shaping feminist rhetoric and activism?

**Women's Websites: Feminist Rhetoric? Civic Discourse?**

Margaret Thomas Evans, *Indiana University East*

This paper provides a rhetorical analysis of women's organization websites, enhancing our understanding of the outcomes of women's civic discourse as constructed on the Web.

*Salon D***N4****Returning to Women/Writing/Teaching**

Almost a decade after the publication of *Women/Writing/Teaching*, this panel returns to Jan Zlotnik Schmidt's important collection and reconsiders its current messages to, and potential influences for, women writing and teaching in the academy. Inspired by the personal narratives, experiences, and voices in this text, the panelists enter into conversation with these essays to capture the relevance of those pieces for our various formations as feminists, teachers, and graduate students writing in the academy, in an effort to serve as an instructional example of the types of meaningful rhetorical oscillations occurring among generations of teachers and between personal and academic spaces.

**From Reflection to Rhetorics of Responsibility in Composition Pedagogy**

Katie Malcolm, *University of Wisconsin-Milwaukee*

**This Flutter of Little Grammars: How Strange These Daughters Read These Mothers**

Dani Goldstein, *University of Wisconsin-Milwaukee*

**Teaching in Tongues: An Open Letter to Lynn Z. Bloom in Response to "Teaching College English as a Woman"**

Casey O'Brien Gerhart, *University of Wisconsin-Milwaukee*

**Crossings and Articulations: High School English Meets College Composition**

Jenny Hussa, *University of Wisconsin-Milwaukee*



Salon C

N3

**Goddess Rhetoric and Exceptional Women**

**Exceptional Women Under Patriarchy: Private, Semi-Private, Semi-Public, Public, and Civic Discourse**

Rhoda Kotzin, *Michigan State University*

Bo Anderson, *Michigan State University*

Comparison and contrast of several female characters from the history and literatures of ancient Israel and Greece, problematizing the concepts "civic," "public," and "private" discourse.

**Goddess Rhetoric and Civic Discourse**

Robert Graves, *Bowling Green State University*

A discussion of goddess-focused feminisms and the "rhetrickery" of patriarchy against goddess rhetoric as civil discourses; includes a colorful, entertaining slide show.

**Video Goddesses, Sacré Bodies, and Cinematic Civil Disobedience**

Katharyn Privett, *Auburn University*

The video culture of the late twentieth century produced a discourse of the sacred female body that, in its transmission, created a rhetoric of blasphemous feminism.

*Robinson Exhibition Hall*

C1

**Welcome**

**Thursday Keynote Luncheon — Krista Ratcliffe**

**Unwilling to Listen: How Do You Have a Civic Dialogue When Each Side Isn't Civil?**

What constitutes feminist civic discourses in the U.S. and globally in 2007? How may a willingness to listen to these discourses be encouraged? And what happens in the absence of such willingness? This talk speculates about these three questions as well as about their implications for issues as seemingly "diverse" as education, women's rights, culture wars, and terrorism.

Krista Ratcliffe is Associate Professor of English at Marquette University. Her research examines the cultural presence and/or absence of women's voices. Her work includes *Anglo-American Feminist Challenges to the Rhetorical Traditions: Virginia Woolf, Mary Daly, and Adrienne Rich*, which studies how women's voices emerge in Western rhetorical traditions; *Who's Having This Baby?: Perspectives on Birthing*, which studies how women's voices emerge (or don't) in literary and lived birthing narratives; and *Rhetorical Listening: Identification, Gender, Whiteness*, which studies identifications with gender and whiteness in public debates, rhetorical scholarship, and composition pedagogy. She is also a past president of the Coalition of Women Scholars in the History of Rhetoric and Composition.

*Salon D*

**D1**

**Featured Panel — Reflecting on Feminism(s) & Rhetoric(s): Looking Forward, Looking Back**

(Moderator) William Banks, *East Carolina University*

A moderated session that asks the former chairs of the conference to reflect on their experiences, the impact of Feminism(s) & Rhetoric(s) on the discipline, and speculate on the future shape of the conference.

Lisa Ede, Oregon State University-Corvallis  
1997 — Oregon State University-Covallis  
Co-chair Cheryl Glenn

Lillian Bridwell-Bowles, Louisiana State University  
1999 — University of Minnesota  
Co-chair Hildy Miller

Nancy DeJoy, Michigan State University  
2001 — Millikin University

Nan Johnson, The Ohio State University  
Susan Delagrange, The Ohio State University  
2003 — The Ohio State University

Elizabeth Flynn, Michigan Technological University  
2005 — Michigan Technical University

*Salon B*

**N2**

**Critical Perspectives on Professionalized Scientific and Medical Rhetoric: Genetically Modified Foods, Alternative Medicine, and Fat Activism**

(Chair) Jordynn Jack, *University of North Carolina-Chapel Hill*

Drawing on insights from feminist science studies, critical race theory, and rhetorical theory, this panel argues for the importance of civic discourse about scientific and medical issues. In particular, we examine public conversations that work on the margins of professionalized scientific and medical discussions, engaging with authoritative knowledge systems for genetically modified foods, of alternative medicine, and of fat. Together, these cases attest to the importance of valuing and giving voice to feminist and other alternative perspectives within public discussions of science, technology, and medicine.

**If Women Mattered: Women's Groups' Perspectives on Genetically Modified Foods**

Jordynn Jack, *University of North Carolina-Chapel Hill*

**Negotiated Technologies: Eroding Professional Boundaries During Medical Training**

Jennifer Novak, *Denver University*

**Finding Health in a Large Body: Fat, Online Communities, and Resistance to Medical Rhetoric**

Melanie McMichael, *Texas Tech University*

## Salon A

## N1

**Featured Speaker — Carol Mattingly****A Habit of Civic Engagement: Nineteenth-Century Nuns Dispelling Prejudice**

Anti-Catholic rhetoric was rampant in the nineteenth-century United States. Amidst the hostility directed at Catholics, however, dozens of congregations of Catholic sisters initiated convents, schools, and academies. This presentation examines the manner in which nuns used their works to turn the disparaging, often prurient, rhetoric directed at them to a more positive Victorian discourse.

Carol Mattingly is Professor of English at the University of Louisville, where she teaches writing, rhetoric, and women's literature. Her primary scholarly interest involves nineteenth-century women's rhetoric and literacy; her publications include *Well-Tempered Women: Nineteenth-Century Temperance Rhetoric*; *Appropriate[ing] Dress: Women's Rhetorical Style in Nineteenth-Century America*; and *Water Drops from Women Writers: A Temperance Reader*. In addition, her articles have appeared in such journals as *College Composition and Communication*, *Rhetoric Society Quarterly*, *Rhetoric Review*, and *Writing Lab Newsletter*. Her current research examines nineteenth-century women's literacy efforts, especially as related to Catholic convent academies. Carol is director of the Writing Centers Research Project and serves on the editorial board of *College Composition and Communication* and the advisory board of the Rhetoric and Composition Sound Archives.

## Salon A

## D2

**Bodies! Bodies! Bodies! Doing Civic Discourse**

(Chair) Virginia Crisco, *California State University-Fresno*

This panel analyzes the discursive forms used to compose critical civic identity from individual, institutional, pedagogical, rhetorical, and communal perspectives. The papers include analyses of the roles of civic discourse in a Green Party member's activist literacy, the function of body and ethos in the academy, the working-class body as a critical identity, and irony as a critical appeal and representation of self in creative nonfiction. Taken together, these analyses reveal civic discourse to be intimately connected with the body and its representations.

**The Rhetoric of Green Party Civic Identity Formation**

Virginia Crisco, *California State University-Fresno*

**An Ethos of Remembering: Body, Civic Memory, and Authority**

Maria Montaperto, *Kean University*

**Theorizing Class from the Body: Critical (Class) Identity**

Christine Stewart-Núñez, *University of Nebraska-Lincoln*

**Creative Nonfiction and The Civic Rhetoric of Irony**

Rochelle L. Harris, *Central Michigan University*

*Salon B*

*Robinson 103*

## D3

### Reproductive Issues

#### **The "Public Fetus" in Civic Discourse**

Lindal Buchanan, *Kettering University*

This presentation traces the emergence of a "public fetus" in popular culture and details its use as a rhetorical symbol in civic discourse.

#### **What is Reproductive Justice? How Women of Color Activists Are Re-Defining the "Pro-Choice" Paradigm**

Kimala Price, *San Diego State University*

This paper discusses the rhetorical strategies used by women of color activists to redefine the "pro-choice" framework of the reproductive rights movement in the United States.

#### **Recovering Aborted Voices: Combining Women's Life-and-Death Stories with l'Écriture Feminine to Outline a New Rhetorical Strategy for Abortion-Rights Discourse**

Carly Thomsen, *University of Arizona*

By considering the unintended effects of current abortion-rights discourse, this paper outlines the gaps in pro-choice rhetorical strategies and seeks to answer the following question: How does the discourse surrounding abortion necessarily shift when it centers around women's lives and deaths, rather than fetal rights, privacy rights, or bodily autonomy?

## M11

### Grammars and Languages of Sexism

#### **Street Harassment and Women: Why Don't We Cry Foul?**

Valerie Nation, *University of Arkansas-Little Rock*

Street harassment is a gender-specific harm that regularly targets women, often leaving them victimized and without legal redress.

#### **Woman, Womyn, Wom: A Word of One's Own**

Deborah Hauser, *Stony Brook University*

A linguistic rant against the gender-neutral use of "man," the inadequacy of "womyn," and the coining of "wom" to reclaim the essence of femaleness.

#### **Females and Grammar(s): A Response to William Covino's "Grammars of Transgression: Golems, Cyborgs, and Mutants"**

Cynthia Davidson, *Stony Brook University*

My presentation will examine William Covino's argument and sources in "Grammars of Transgression: Golems, Cyborgs, and Mutants" along with Donna Haraway's original depiction of the cyborg in "A Cyborg Manifesto," and explore the implications their work has for composition studies.

Robinson 102

## M10

### Film

#### "Third Queer Cinema": Film Festivals as Publics for Queer Feminist Discourse

Jolivette Mecenas, *University of Hawaii-Manoa (Honolulu)*

The speaker will present archival material from the San Francisco Women of Color Film Festival, proposing a re-imagination of the public sphere through a queer and feminist "transnational citizen."

#### Secret Yearnings: Miscegenation Dramas and the Female Cult Consumer

Elizabeth Hatmaker, *Illinois State University*

I will explore white women as cult film consumers and racial spectators and imagine these roles in relation to the civic practices of multi-racial cultures.

#### Is Sacha Baron Cohen a Feminist?

Allison Brimmer, *Nova Southeastern University*

In *Borat*, Cohen argues that he "lets people ... expose their own prejudices." By using interviews, this paper investigates the effects of Cohen's commentary on college student viewers.

Salon C

## D4

### Practicing Feminist Rhetoric: Historiography, Gender, and Women Rhetors

(Chair) Jaclyn Hardy, *California State University-Fresno*

This session will present five feminist studies of rhetoric: a seventeenth-century English poet's appropriation of classical forms to "envision" a female community within the patriarchal writing world, an eighteenth-century British letter writer's counter-discourse against the biased male descriptions of Turkish culture, a contemporary African-American feminist theorist's contribution to rhetorical theory, Hmong-American women's challenge to social norms in both Hmong and American cultures, and a rhetorical/cultural analysis of gender roles in Dan Brown's popular novel *The Da Vinci Code*.

#### Aemilia Lanyer: Envisioning a Female Community Through "Female Terms"

Wanda Owens-Morabito, *California State University-Fresno*

#### Breaking Down the Stereotypes: Turkish Embassy Letters and Lady Mary's Rhetoric

Sharla Seidel, *California State University-Fresno*

#### bell hooks: A Rhetoric of Love

Jaclyn Hardy, *California State University-Fresno*

#### The Emerging Rhetoric of Hmong Women

Linda Vang, *California State University-Fresno*

#### More Than Low Art: Gender and Rhetoric in Dan Brown's *The Da Vinci Code*

Nicole Howell, *California State University-Fresno*

*Palisades*

**D5**

**Insiders/Outsiders: Citizenship, Space, and Discourse on Black, Gendered, and Queered Bodies**

(Chair) Rhea Estelle Lathan, *Michigan State University*

This panel explores questions of citizenship as it relates to raced, gendered, and queered bodies. Our focus is on how the multiplicity of identity highlights an increasingly complex insiders/outside citizenship status in multiple communities simultaneously, which extends and rescinds access to resources, state protection, and individual freedoms attached to traditional notions of citizenship. Norris and Pritchard's presentations are rhetorical analyses of citizenship in Black, queer communities. Carey examines citizenship from the perspective of noted educator and Civil Rights leader Septima Clark. A short response paper by the panel's chair, Lathan, will follow the three presentations.

**With Liberty and Justice for All: Queering Citizenship, Queering Citizens**

Elisa Marie Norris, *Syracuse University*

**"This is Not an Empty-Headed Man in a Dress": Rhetorical Disruptions of Space, Identity, and Citizenship by Black MTF Transgenders**

Eric Darnell Pritchard, *University of Wisconsin-Madison*

**Crossing the Bridge: Re-Envisioning Septima Clark's Contributions to the Civil Rights Movement Through the Lens of Womanist Rhetoric**

Tamika L. Carey, *Syracuse University*

**Reflections on the Complexities of Citizenship: A Response**

Rhea Estelle Lathan, *Michigan State University*

*Robinson 101*

**M9**

**Public Advocacy and Rhetorical Appeals**

**Femicitizen: Enfranchised Moms & Sisters Rally About Guns**

Heidi Huse, *University of Tennessee-Martin*

I discuss the rhetorical identity constructions and public performances of the "Million Moms" and "Second Amendment Sisters" regarding gun access, during the 2000 presidential campaign.

**Rachel Carson: A Voice That Would Not Be Silent**

Cheryl Harris, *University of Arkansas-Little Rock*

I will discuss the public response to *Silent Spring*, reasons for its rhetorical success, and ways Rachel Carson helped change people's views of the natural world.

## Riverside West

### M8

#### **An "Apartheid of Imagination" and White Teachers: The Feminist Rhetorics of Race**

(Chair) Ann Green, *Saint Joseph's University*

Adrienne Rich describes growing up in the context of white silences as an "apartheid of imagination," in which personal experiences were understood as separate from larger, racialized historical narratives. In this panel, we are interested in exploring the "apartheid of imagination" as it affects our students, our teaching, and ourselves at four predominantly white institutions. We are interested in breaking white silences about race in our classrooms and institutions through our narratives as well as through a theorization of what Patricia Hill Collins calls "intersecting oppressions."

#### **The Rhetoric of Race: Reflections on Writing by Students of Color in the Service-Learning Classroom**

Angelique Davi, *Bentley College*

#### **Interrogating History, Identity, and Colorblindness in a Rural, White College**

Amy Winans, *Susquehanna University*

#### **Immigration, Race, Identity, and "Basic Writing"**

Susan Bernstein, *University of Cincinnati*

#### **"Parallel Practice": Service Learning as a Path to Anti-Racist Activism**

Ann Green, *Saint Joseph's University*

## Riverside East

### D6

#### **Responses to Feminist Authors**

#### **Shadows to Walk: Ursula Le Guin's *Transgressions in Utopia***

William Marcellino, *Gardner-Webb University/Carnegie Mellon University*

The tension between Le Guin's interdependency theory and alternative theory in feminist utopian fiction—why is the most popular feminist utopian writer so problematic?

#### **Confronting Cultural Representations of Women Critics: Mary McCarthy and Susan Sontag**

Bess Fox, *University of Kentucky*

To successfully engage female students in conversations about the civic world, critical pedagogy needs to challenge cultural representations of women critics as "dark ladies."

#### **Feminism, Sexism, and Student Attitudes: The FYC Classroom as a Space for Civic Discourse**

Sandy Dolan, *University of Oklahoma*

This project explores the reasons for and changes in the attitudes and responses of FYC students to classic feminist texts by Alleen Nilsen, Adrienne Rich, and Elizabeth Flynn.

## Riverside West

### D7

#### **Ownership v. Owning Up: Toward a Feminist Rhetoric of Classroom Management**

In classrooms, professors aren't surprised to see students doing many tasks at once—sending email while phoning a friend, listening to a lecture while shopping online, text messaging while taking notes. This generation of undergraduates is (un)consciously toning their multitasking muscles and challenging traditional perspectives on classroom management. As technologies bring the "outside in," the classroom is increasingly public domain. By drawing on scholars such as Andrea Lunsford and Jackie Royster, this roundtable aims to re-imagine the rhetoric of classroom management by exploring the intersections of multiple audiences, actions, and meanings, and their roles in the teacher-student crafting of classroom rhetoric(s).

Jill Morstad, *Union College*

Brooklynn Lehner, *Illinois State University*

Devon Fitzgerald, *Illinois State University*

## Riverside East

### M7

#### **E-Fems: Utilizing Electronic Media to Promote Civic Discourse**

(Chair) Jennifer Bowie, *Georgia State University*

The panelists explore how various organizations use electronic media (blogs, email, television, websites) to engage participants in civic discourse. Dominguez examines the successful merging of global media and personal communication to promote feminist activism through Women for Women. Stamper analyzes how women and war are represented in textual and visual rhetoric on three different websites. McGovern presents an analysis of how Ideal Bite uses/resists/plays with gender stereotypes as it tries to engage regular people in daily acts of environmental protection. Bowie will examine self-identity, voice, and power in two Harry Potter fan sites.

#### **Epistolary Empowerment: Women for Women International, the Web, the Oprah Factor, and Turning Private Pain Into Successful Feminist Civic Discourse**

Diana Dominguez, *University of Texas-Brownsville/Texas Southmost College*

#### **U.S. Websites of Women and War: Digital Feminist Civil Discourse**

Cambria Stamper, *Arizona State University*

#### **Feminist! Environmentalist! Exploring Stereotypes in Ideal Bite**

Heather McGovern, *The Richard Stockton College of New Jersey*

#### **Self-Identity, Voice, and Power in Female Muggles and Wizards: A Feminist Analysis of Two Harry Potter Fan Sites**

Jennifer Bowie, *Georgia State University*



*Palisades*

**M6**

**I've Taken the Feminist Rhetoric(s) Course. Now What?**

(Chair) Krista Ratcliffe, *Marquette University*

Epiphany, transformation, agency, action: depression, loss, frustration, paralysis. What are the realities of an augmented feminist consciousness? How do we transport our invigorating ideas beyond the "safe" space of the feminist classroom? This panel presents three voices that bring to life different stages of feminist consciousness. Markwardt is currently enrolled in a feminist rhetoric(s) course. Myers took the course and attempts to weave feminist theory into her academic work. Kennedy has also completed the course and is team-teaching it with her former professor. This panel explores the sustainability of the innovations that emerge in graduate-level feminist classrooms.

**Evolving Feminist Self(s): (Ad)ressing the Part**

Daylanne Markwardt, *University of Arizona*

**Emotional Transformations in Feminist Consciousness**

Kelly Myers, *University of Arizona*

**Searching for Transformation: Embodied Writing and Feminist Consciousness**

Tammie Kennedy, *University of Arizona*

*Edgehill*

**D8**

**The Rhetoric Behind the Politics**

**Beauty's Beast: Feminist Rhetoric in Modern Politics**

Susan Kelley-Stamerra, *Carnegie Mellon University*

A discussion of how public figure feminists use a variety of tools by which to generate their message and disseminate their goals.

**Finding "Authentic" Feminist Discourse in Women's Political Irony**

Tarez Graban, *Indiana University*

This project proposes and demonstrates a linguistic-rhetorical methodology for examining contemporary women's irony as a way of better understanding what makes their political participation "feminist."

**Warm, Soft Mommy v. Cold, Hard Politician: The Rhetorical Balancing Act of Female Politicians**

Stephanie Cloutre-Davis, *University of Louisiana-Lafayette*

Can a warm, soft mommy be heard by a patriarchally trained culture? Female politicians Blanco and Clinton are received differently by America. Why?

Robinson 101

## D9

### **Towards a Civic Discourse of Maleness: (Re)constructing the Masculine Body Through Civic Rhetoric(s)**

(Chair) Guiseppe Getto, *Michigan State University*

This panel utilizes body studies and civic rhetoric(s) in order to (re)construct the masculine body as a locus for gender awareness and advocacy in such manifestations as the activist male body advocating for a women's studies program, the religious male body as critique of the nation state, the desiring male body in late capitalist culture, and the African-American male body as decolonized subject. Ultimately, we are concerned with developing rhetorical practices through which all bearers of gendered bodies not only gain a voice, but are encouraged to actively participate in the communities and institutions in which they live and work.

#### **"So You're a Guy, Right?": Negotiating the Limits of the Male Body in Advocating for a Women's Studies Program at the University of Tennessee at Chattanooga**

Donnie Johnson Sackey, *Michigan State University*

#### **Reclaiming Civic Discourse in Early Christianity: The Rhetoric of Cosmopolitan Body as Critique of the Nation State**

Nathan Franklin, *California State University-Fresno*

#### **Repurposing the Black Masculine Body: Towards a Decolonized Civic Rhetoric of the African-American Male Subject**

Collin Craig, *Michigan State University*

#### **The Public Desire in the Private Machine: Disrupting the Male Through the Cyborgification of the Gendered Body**

Guiseppe Getto, *Michigan State University*

Salon D

## M5

### **Certain About Uncertainty: Jane Addams as Pragmatic, Pacifist Rhetor**

(Chair) Abby Dubisar, *Miami University-Ohio*

This panel asks how might an expanded concept of pragmatism mitigate what psychoanalyst James Hillman calls the "terrible love of war." We focus on one pragmatic thinker who lived and worked on the margins of the male pragmatists' Metaphysical Club: Jane Addams, who received the Nobel Peace Prize in 1931. Her Hull House has been a site for social change and a model of democratic action and education since 1889. At her death, tributes compared her to Abraham Lincoln. Yet because of her "uncertainty" about war, Addams' legacy remains clouded by her reputation as "the most dangerous woman in America." This panel will explore and explicate her concepts of a moral substitute for war, affectionate interpretation, and civic housekeeping in order to reclaim her place as truly pragmatic thinker who acted for uncertainty and against antagonism.

#### **A Moral Substitute for War: Newer Ideals of Peace**

Kate Ronald, *Miami University-Ohio*

#### **Affectionate Interpretation: The Long Road of Women's Memory**

William Duffy, *University of North Carolina-Greensboro*

#### **Civic Housekeeping: Peace and Bread in Time of War**

Hephzibah Roskelly, *University of North Carolina-Greensboro*

*Salon C*

**M4**

**Using Feminist Activism to Remake Civic Discourse From the Inside Out**

Speakers identify patriarchal civic discourses in the university and propose feminist activist agendas for their remaking. Tucker offers a tongue-in-cheek glance at the 1951 *Brownie Scout Handbook*, discussing how female academics can better serve each other, their departments, and their communities. Wu calls for applying activist feminism to challenging and changing male-dominated rhetoric for program development. Stockdell-Geisler discusses activism begun to secure "work-life balance" commonplace in corporate America but unrecognized in academia. Castner Post argues for a new mission for second-tier universities: engaging students in state-level leadership.

**Promising to Do Our Best: Creeds and Deeds Among Female Academic Communities**

Marcy Tucker, *University of Central Arkansas*

**Re-Gendering the Rhetoric of Program Development With Activist Feminism**

Hui Wu, *University of Central Arkansas*

**Body and Mind: Feminist Activism for Work-Life Balance**

Anne Stockdell-Giesler, *University of Tampa*

**Engaging Students in Civic Discourse: Producing Leaders and Policy Makers at the Second-Tier University**

Joanna Castner Post, *University of Central Arkansas*

*Robinson 102*

**D10**

**Representations of Black Women**

**The Social Construction of a Racialized Gender: An Examination of African-American Women's Narratives Through the Lens of Gender**

Lindsay Hughes, *Towson University*

An examination of the socialization of gender on African-American women, focusing on samples of personal narratives by African-American women and the work of race theorists.

**The Rhetoric of Black Female Sexuality: Writing the Genealogy of Sex in Black Society**

Letrishe Hence, *University of Arkansas-Little Rock*

Black female sexuality has "incidentally" entered into the realm of controversial topics spanning across several interdisciplinary subjects of civic discourse, namely public depictions of the sexual character.

*Robinson 103*

## D11

### Religious Women in Civic Discourse

#### **Rebuking as Civic Discourse in Black Women Preachers**

Aesha Adams Roberts, *Marquette University*

This paper will examine the ways in which the rhetoric of Overseer Georgia McRay, a pastor from Charlotte, North Carolina, challenges us to rethink what counts as civic discourse.

#### **A(men)?: The Role of U.S. Women Clergy in Civic Discourse**

Joseph Donica, *Bob Jones University*

An analysis of how women clergy have used the pulpit to address women's issues in the United States and a consideration of how we currently conceive their role in civic discourse.

*Salon B*

## M3

### Analyzing Popular Art

#### **Getting "Fit": Analyzing the Multifunctionality of Text in Local Civic Discourse**

Patrick Thomas, *Kent State University*

Understanding how texts shape and are shaped by local discourses is essential for civic participation. This presentation examines the multiple roles textual artifacts embody in the construction and representation of local music discourse.

#### **Goldie the Good Girl: Female Discourse in Wil Eisner's *A Contract With God***

Jen Murvin Edwards, *Missouri State University*

This study offers the graphic novel as a unique literary representation of duality in woman's discourse in its portrayal of both physical body and voice.

*Salon A*

## M2

### Creating Cultural Identity

#### **Speech Instruction and the Americanization of Immigrant Women**

Zornitsa Keremidchieva, *Hamline University*

Speech instruction was part of the YWCA's campaigns to Americanize immigrant women. I explore the YWCA's instructional techniques and their social and political effects.

#### **Writing National Identity: Mexico's *Guía del Migrante Mexicano*, the U.S.' Guide for New Immigrants, and a Documentary Marriage**

Kate Vieira, *University of Wisconsin-Madison*

This talk analyzes how national identity myths are written through official immigration documents. I draw on both Mexican and U.S. government articulations of migrant identity, as well as personal experience, to explore the gendered terms in which immigrants are written into (and out of) national civic discourse.

#### **Dissecting Environments: The Rhetoric of Social Persuasion in Alicia Gaspar de Alba's *Desert Blood* and Lourdes Portillo's *Señorita Extraviada***

Dora Ramirez-Dhoore, *Boise State University*

This presentation identifies how the language of persuasion in literature, media, and governmental texts influences policy and action for Chicana/o communities.

*Robinson 104 (not handicap accessible)*

## D12

### Students' Civic Discourse on Campus

#### **Nascent Civic Discourse: Citizen Rhetoric in Student Themes**

Jo Ann Griffin, *University of Louisville*

Thirty-five volumes of student writings from 1937 to 1945 reveal a nascent practice of civic discourse promoted by a pedagogy that has been ignored or misrepresented.

#### **Co-Eds and Pranksters: Gender in the Student Public**

Sara Biggs Chaney, *Dartmouth College*

This presentation will explore how the admission of women to historically male colleges altered the shape of students' civic discourse.

## Palisades

### E1

#### Featured Panel — The Women of Central High

##### Women of the Central High Crisis: The Politics of Gender and Desegregation

Johanna Lewis

Dr. Johanna Miller Lewis is Professor of History and Coordinator of the Graduate Program in Public History at UALR. Her public history projects include the National Dunbar History Project to preserve and disseminate the history of Little Rock's only accredited segregated school in the Jim Crow era; the Central High Museum and Visitor Center and the 40<sup>th</sup> anniversary commemoration of the Central High Crisis; the traveling exhibit and website "A Gathering of Women: Arkansas Women 1930-2000"; the \$3 million project "Life Interrupted: The Japanese American Experience in World War II Arkansas"; and an oral history project and historic resource study for Central High School National Historic Site.

##### Students and Teachers of the Lost Year

Sondra Gordy

Dr Sondra Gordy is an Associate Professor of History at the University of Central Arkansas (UCA), where she teaches Arkansas history and has worked with pre-service secondary teachers of social studies. She has been with UCA for 21 years after five years of public school teaching. Her research has centered around "The Lost Year"—the year of 1958–59—when all high schools in Little Rock were closed in efforts to forestall further desegregation.

She has worked with Sandy Hubbard to produce the documentary entitled *The Lost Year* and has written a book entitled *Finding the Lost Year* for the University of Arkansas Press which she "prays" will appear early next year on the 50th Anniversary of—not the Central High Crisis—but of the Lost Year, an important period that has had long-term consequences regarding politics and education in Little Rock.

indigenous folk art of her heritage. Her work facilitates dialogue about the subjects she is passionate about; women and children, ending violence, relationships, environmental and social justice causes, and the preservation and promotion of traditional folk arts. Her art quilt work is a combination of hand and machine stitchery, fabric manipulation, quilting, painting, and a unique form of embellishment that she calls over-beading. Anything can find its way into her work; beads, buttons, jewelry, cast-off items, and found objects. These items are layered to create dimensional textures along with brightly colored images often found in traditional folk art. This serves to entice the viewer to examine not only the work's materials but the subject matter as well.

##### Paula Rego and Her Paintings of Women

Katherine Strause

Paula Rego was born in Portugal in 1935. Her works are distinguished by their complex and dramatic narratives that take both real and imagined stories as their starting points. Her work often gives a sinister edge to this storybook imagery, emphasizing malicious domination or the subversion of natural order. Many of her works depict domestic scenes and relationships looking at social realities that are polemic. Her work depicts female roles and explores how identity may be constructed through the relationships that exist among women as well as those between women and men. Rego's style is rooted in magical realism: quirky contemporary mythologies pointing to an underlying psychology and sexuality, through a feminist viewpoint.

Katherine Strause, an Arkansas native, is a working artist and university educator. She exhibits nationally and has work in many public and private collections. Ms. Strause was the inaugural Artist in Residence in Painting at UALR from 2003–2006, and she is currently Assistant Professor of Printmaking and Painting at Henderson State University in Arkadelphia. She holds a Master of Fine Arts from Southern Illinois University at Edwardsville.

## Edgehill

### M1

#### Featured Panel — Women and Art

##### When Worlds Collide: Feminist Art versus Images of Empire

Mary Ross Taylor

Feminist art challenges deeply felt assumptions that civic monuments should reflect patriarchal values of individual strength, partisan triumph, nationalism, and supernatural approbation. Both Maya Lin's *Vietnam Veterans Memorial* (1982) and Judy Chicago's tribute to women in history, *The Dinner Party* (1979), were attacked in civic discourse, everywhere from the popular press to Congress. While modernist abstraction is rarely popular as public art, the civic debate explodes when monuments symbolize feminist values such as community and themes or aesthetic decisions implying vulnerability. The emotions evoked by the conflict between world views has camouflaged the self-serving agendas of various champions of traditional public art.

Ms. Taylor is the former Director of Lawndale Art and Performance Center, an important outlet for resources for artists and a prototype for other alternative art spaces in Houston. Previously she owned a feminist bookstore and organized a coalition to present the second exhibition of Judy Chicago's *The Dinner Party*. Ms. Taylor is on the National Advisory Board of the National Museum of Women in the Arts and board president of Judy Chicago's alternative art organization, Through the Flower.

##### Art as Activism

Sabrina Zarco

Ms. Zarco will speak on how she uses her fiber art to facilitate community dialog and cross-cultural communication. She will also discuss the impact of using fiber as a medium, its perception as "women's work," and its struggles for acceptance.

Ms. Zarco is a Chicana/Tejana who uses art to preserve and promote cultural stories as they were told to her. Her art manifests itself in a variety of mediums: art quilts, soft sculpture, beaded images, mixed-media collage, and contemporary variations on the Mexican/

##### The Giants Wore White Gloves: The Story of the Women's Emergency Committee

Sandra Hubbard

Sandra Hubbard has worked with every major news network in the country, with international broadcasting companies (Turkish Broadcast, Japanese Broadcasting System, Canadian Broadcasting), and every news, media, and major advertising agency in Arkansas.

In 1993, Hubbard turned her talents to documentary filmmaking when she learned about the Women's Emergency Committee to Open Our Schools, which related to the Lost Year of her high school days. *The Giants Wore White Gloves* was completed in 1997 and premiered at the Hot Springs Documentary Film Festival in 1998. It has been shown on A&E, as well as the Arkansas PBS station, AETN.

*The Lost Year* is her latest offering. The Lost Year Project, a collaboration between Hubbard and Dr. Sondra Gordy, includes the documentary *The Lost Year*; a website, *The Lost Year*; and a book by Gordy entitled *Finding the Lost Year*. *The Lost Year* documentary was featured recently at the Clinton Presidential Library, where Hubbard was a Distinguished Lecturer at the Clinton School for Public Service.

## Salon A

## E2

**Cyberfem Civics: Re-Imagining Alternative Cyberscapes***(Chair) Angela Haas, Michigan State University*

This panel engages with, and contributes to, the work of alternative cyberfeminisms or theories and practices that tend to the relationships between race, rhetoric, and representation in digital spaces. Drawing on American Indian, Chicana, and Asian-American rhetorics and studies of whiteness, as well as critical race and cyberfeminist theories, this panel calls for the civic responsibility of cyberfeminist studies to re-imagine alternative cyberscapes and suggests ways for doing so by engaging with alternative cyberfeminisms in our research, theory, practice, and pedagogy.

**There's No Race in Cyberspace?: Decolonizing Cyberfeminist Studies***Angela Haas, Michigan State University***Penetrating the Cyberpolis***Kendall Leon, Michigan State University***My Mother Was a [White] Computer: Whiteness, Digital Culture, and the Politics of Forgetting***Stacey Pigg, Michigan State University***Race, Gender, and Collections of the Self***Robyn Tasaka, Michigan State University*



Robinson 103

L11

### Challenging the Tradition

#### Agents Provocateur: Traitorous Identities

Steven Clements, *University of Missouri-Columbia*

Drawing on Patricia Hill Collins' "outsider within," this paper makes use of a rhetorical inversion to derive a Burkean perspective by incongruity, the "insider without."

#### The Pan or the Hook: How Scared Boys Become Angry Men

Paul Bennett, *University of Arkansas-Little Rock*

A paper exploring how the lack of initiation rites has left generations of boys stuck with choosing between becoming angry men or staying scared boys.

Salon B

E3

### The Rhetorics of Breast Cancer

#### The Pathologized Breast: Ethics of Patient Treatment Guidelines and Health Care as Civic Discourse

Kimberly Thomas-Pollei, *University of Minnesota-Twin Cities*

In this paper, I propose a feminist analysis of breast cancer treatment guidelines, which are published by the National Comprehensive Cancer Network in partnership with the American Cancer Association. This analysis examines the ethical implications of the "decision trees," as a form of public health discourse, found in this literature. Ostensibly, the decision trees represent the choices (under the informed-consent model of patient care) that the breast cancer patient and doctor make together on how to proceed with treatment; however, they are teleological rather than aporetic.

#### Who Gets to Define the Breast Cancer Body?: The Breast Cancer Memoir as Resistance Narrative

Tiffany Walter, *Louisiana State University*

For this presentation, I will look at breast cancer narratives that resist the easy normal/deviant binary in which society constructs the female body. Instead, these "resistance narratives," as I will call them, seek to change historical and current public discourse surrounding breast cancer.

#### The Compassionate Rhetor in Frances Burney's "A Mastectomy"

Heather Brown, *University of Maryland-College Park*

I will explore the role of the female diseased body in Frances Burney's nineteenth-century account of her mastectomy as a way to theorize its rhetorical significance in civic discourse.

#### Reading Diane's Diary: Narrating Health Through Invitational Rhetoric

Amanda Olson, *University of Houston-Downtown*

A discussion of how a published breast cancer diary functions as invitational rhetoric and raises critical questions about: health communication, consciousness raising, and rhetor responsibility.

*Salon C*

## E4

### Women and Social Movements

#### **Hilda Satt Polacheck and the Urban Folklore of Hull House**

Bridget O'Rourke, *Elmhurst College*

Hilda Satt Polacheck's WPA folklore reveals an immigrant woman's resistance to, and accommodation of, Hull House's ideology of gender, labor, and civic action.

#### **The Difference a Voice Can Make: Student Experience and the Writing Voice, Circa 1900**

Lisa Mastrangelo, *The College of St. Elizabeth*

This presentation will discuss the difference that direct experience (in this case, working in the New England mills) can make when students write about an event.

#### **Troublesome Discourses: Exploring the Rhetoric of Women Workers as They Struggled to Redefine Our Nation, 1903–1930**

Melissa Toomey, *Miami University-Ohio*

Using genre theory, I reveal conflicts between women workers and their allies and the impact of such turmoil on notions of civic discourse and nationhood.

#### **Recovering the Role of Reading: How Nineteenth-Century Clubwomen Read Their Way Into History**

Kate White, *The Ohio State University*

This presentation will explore how clubwomen in Oklahoma and Iowa employed reading practices to greater create rhetorical agency and alternative forms of civic discourse.

*Robinson 102*

## L10

### Native American Rhetorics

#### **Buffy Sainte-Marie: Singer of Survivance**

Kimberli Lee, *Michigan State University*

An examination of Buffy Sainte-Marie's life and songs as Native feminist resistance rhetoric, and how these songs are useful in classroom settings.

#### **Daksi, Daksi! Come On All You Shell Shakers! Cherokee Performance Rhetorics as Resistance to Colonial Patriarchy**

Qwo-Li Driskill, *Michigan State University*

European colonial projects see Cherokees through a lens of white heteronormativity. This paper argues that Cherokee performance and spiritual traditions rhetorically resist patriarchal colonial projects.

#### **Speaking Out for Mother Earth: The Rhetoric of Native American Indian Women in the Environmental Movement**

Marjorie Lacy, *University of Arkansas-Little Rock*

A study of the rhetorical appeals of Native American Indian women in the environmental movement and the desired change of the audience's perception of related issues.

*Robinson 101*

**L9**

**Body of a Woman, Stomach of a King: The Making of a Woman Head of State**

Drawing on Dana Nelson and others, this panel analyzes the problematic coupling of national leadership with masculine character in the popular imagination. The first presentation analyzes the way in which character issues have bedeviled Senator Clinton, who must campaign within a masculine arena that has long excluded women. The second presentation compares the campaign strategies of Senators Clinton and Obama, both of whom respond to gender and race normativity, but with quite different results.

**Iron Ladies: Cyborg Identity and the Cult of Manhood**

Rebecca Richards, *University of Arizona*

**Gender, Race, and the Envisioning of a Nation: An Analysis of the Campaigns of Hillary Rodham Clinton and Barack Obama**

Adrienne Crump, *University of Arizona*

*Salon D*

**E5**

**Emancipated Rhetorics: Women Rhetors in Public Life**

(Chair) Nan Johnson, *The Ohio State University*

The thrill of participating in civic discourse has never belonged solely to the “umpires of taste,” as celebrated by Emerson. Instead, participation is the pleasure—and privilege—of all symbol-using and misusing animals with access to both tools and opportunities for contributing to public life. This panel examines women’s roles in civic discourse by investigating the ways in which women across three centuries have used different available means—playhouses, petitions, and bicycles—to function as active rhetors in different public spheres and spaces. A respondent will comment upon the three main papers and invite contributions from the audience on the issue of “emancipated rhetorics.”

**Performing Liberties: Women, Rhetoric, and the Long Eighteenth-Century Stage**

Jenn Fishman, *University of Tennessee-Knoxville*

**Emancipated Rhetorics and the Limits of Freedom: Early African-American Women’s Petitions**

Shevaun E. Watson, *University of South Carolina*

**Riding Toward Emancipation: Nineteenth-Century Women and the Rhetorical Bicycle**

Sarah Hallenbeck, *University of North Carolina-Chapel Hill*

**Response**

Nan Johnson, *The Ohio State University*

*Riverside East*

**E6**

**Encouraging Discursive Practices and Creating Spaces**

**From "Seeing Ourselves as Objects to Acting as Subjects": Feminist Rhetorical Strategies for Civic Literacy**

Mary Lamb, *Georgia State University*

This paper discusses feminist rhetorical strategies for helping students apply frameworks for adjudicating claims in civic discourse so they write effectively within various civic conversations.

**Transcending the Argument Culture: Feminist Rhetorical Theory as Civic (and Civil) Discursive Practice**

A. Abby Knoblauch, *University of New Hampshire*

This presenter offers invitational rhetoric and rhetorical listening as strategies for encouraging more ethical discursive practices both within classrooms and in the larger civic realm.

**Reclaiming the "Extradiscursive": Feminist Rhetorics for Creating Public Space**

Mary Ann Cain, *Indiana University/Purdue University-Fort Wayne*

Feminist rhetoricians must create public spaces where words and actions, the symbolic and the material realms, are constructed as interdependent and thus capable of transforming inequitable social relations.

*Edgehill*

**L8**

**Defining and Problematizing Deliberative Rhetoric**

**Procedural or Deliberative Democracy: Where Is Deliberative Rhetoric?**

Arabella Lyon, *State University of New York-Buffalo*

This paper describes Habermas' work on procedural democracy and communicative action, but supplements his work with that of Hannah Arendt to produce the beginning of a deliberative rhetoric appropriate to late modernity.

**Rhetoric in Real Time: Understanding Invention as Emergence**

Julie Lindquist, *Michigan State University*

Leonora Smith, *Michigan State University*

The idea of civic discourse as deliberative rhetoric curtails possibilities for rhetorical invention associated with women's experience—possibilities that include emergence over time. New understandings of the experience of time can help us locate inventive practices in unlikely places.

*Riverside West*

**L7**

**The Blogosphere**

**Writing (Blogs) While Female**

Lanette Cadle, *Missouri State University*

Sustained personal writing in blogs can accelerate social change through public introspection, collaboration, and mentoring—thus the threat behind the crime of “writing while female.”

**Mediating the (Blogo)Spheres: How the Personal Becomes Rhetorical in Online Discourse**

Sara Wooten, *Purdue University*

This presentation explores the interconnections between theory and political practice through feminist weblog writing in order to reveal it as a transformative rhetorical and pedagogical tool.

**Bumper Cars and Bloodsports: The Political Blogosphere and the Writing Classroom**

Clancy Ratliff, *University of Louisiana-Lafayette*

Through an analysis of gender and blogging, this presentation argues for combining news response and personal writing to serve the aims of civic literacy.

*Riverside West*

**E7**

**From Aristotle to Ann Coulter: Reconsidering Nontraditional Sites of Women’s Rhetorics**

(Chair) Charlotte Hogg, *Texas Christian University*

Our panel asserts that research in women’s rhetorics cannot neglect spaces or people neither employing feminist methodologies nor fitting feminist ideologies. Gayle translates Aristotle’s *Rhetoric* with a feminist lens, questioning gendered assumptions about this seminal text. Hogg explores the rhetorical messages rendered in one sorority’s history and traditions, defining what it means to be a woman. Putzi analyzes Elizabeth Stoddard’s critique of nineteenth-century activist rhetoric. Examining the anti-woman discourse of Ann Coulter, Elder articulates reasons we can’t ignore Coulter’s uncivil discourse. Along the way, we consider how feminist researchers might tackle projects like these.

**Aristotle’s Feminist Rhetoric**

Kirk Gayle, *Texas Christian University*

**Sorority Rhetorics: Constructing Values and Womanhood**

Charlotte Hogg, *Texas Christian University*

**Ridiculous Women: Elizabeth Stoddard and Nineteenth-Century Feminist Rhetoric**

Jennifer Putzi, *The College of William and Mary*

**Ann Coulter is the Enemy (?)**

David Elder, *Texas Christian University*

*Edgehill*

**E8**

**Crafting Personas through Memoir Writing**

**A Letter to My Former Self: Backwriting Civic Dis-Course in the Academy**

Margaret Weaver, *Missouri State University*

This is an autoethnography of my collaboration with a senior male colleague. I explore how my civic discourse was shaped by assumptions of what constitutes effective collaboration.

**Memory, Civic Discourse, and Ethics: A Post-Feminist Declaration of Sentiments and Resolutions**

Lisa Coleman, *Southeastern Oklahoma State University*

Words and images remembered from three childhood scenarios of civic discourse determined my post-feminist ethics and shaped my personal and professional life.

**Identity Formation Through Memoir Writing: Crafting Personas as Civic Discourse**

Daniela Ragusa, *University of Rhode Island*

Post-semester interviews with First Year Composition students who articulate their level of satisfaction with memoir writing demonstrate the power of pathos in identity formation.

**What Does the Writing of Little Girls Teach Us About Rhetoric?**

Chayah Stoneberg-Cooper, *University of South Carolina*

Adolescent girls living in foster care use African-American rhetoric in their writing. Their engagement in a rhetorical process of strategic self-presentation is explored.

*Riverside East*

**L6**

**A Woman's Place: Attaining Public Notice in Crowded Civic Spheres**

(Chair) Marcia Kmetz, *University of Nevada-Reno*

As feminist rhetoricians have "reclaimed rhetorica," their research has revealed the necessity of attaining public notice. Initially, this notice was gained through the novelty of women's entrance into civic spheres: from Aspasia, who found audiences through the voice of men; to Sojourner Truth, who was heard because of her stature and color; to Margaret Fuller and her "revolutionary daring." The challenge for contemporary civic rhetors is reversed: while audiences are willing to engage the ideas of women, there are now too many voices to rely on novelty. Our panel will analyze the techniques of contemporary female civic rhetors to describe methods used to attain public notice.

**Isn't It Ironic: Creating Civic Space in Local Communities**

Marcia Kmetz, *University of Nevada-Reno*

**Refiguring Strength: The Feminine as Rhetorical Device**

Crystal Broch, *University of Nevada-Reno*

**The Gendered Web: Writing a Civic Space in Cyberspace**

Tom Black, *University of Nevada-Reno*

*Palisades*

**L5**

**Silencing Voices**

**Chilling the “Inappropriate” in Civic Discourse**

Adrienne Lamberti, *University of Northern Iowa*

Amy Young, *University of Arkansas-Little Rock*

This presentation describes examples of civic-focused Internet discussion, to explore how participants’ insistence on “appropriate” contributions can chill voices from marginalized populations.

**The Rhetoric of Dismissal**

Clara Rojas, *Universidad Autónoma de Ciudad Juárez*

This paper presents a discussion on the rhetoric of dismissal, as a process of silencing of local women’s activism in the Mexican border city of Juárez.

*Robinson 101*

**E9**

**Figuring Rhetoric, Democracy, and Woman**

(Chair) Lindsey Fox, *University of Arkansas-Fayetteville*

This panel critiques the classical relation of rhetoric and democracy as inhospitable to difference figured as “woman.” We then offer an alternative rhetoric, a pluralistic, democratic speech figuring emancipatory possibilities of rhetoric, democracy, and woman. The first paper uses a tropological approach to critique the Aristotelian model for deliberative rhetoric and its catastrophic amplification of assimilation. The second paper critiques classical myths of democracy to illuminate the domination of woman. The third paper, again tropologically, moves to offer an alternative rhetoric, one figured variously through tropes of difference and diversity to show forth emancipatory possibilities.

**The Figural Reality of Deliberative Democracy: Enclosure**

Mari Lee Mifsud, *University of Richmond*

**The Figural Reality of Deliberative Democracy: Excess**

Lindsey Fox, *University of Arkansas-Fayetteville*

**The Figural Possibilities of Deliberative Democracy: Emancipation**

Jane Sutton, *Pennsylvania State University-York*

Robinson 102

## E10

### Working With What We've Got: Reconceptualizing "Agency"

Informed by recent work in genre studies and feminist philosophy, we open with a collaborative paper that considers "agency" as the interplay among normalized behavior, material conditions, and situational opportunities. Neiman argues that despite their reputation for formulaic themes, the working women novelists of the popular British publishing house the Minerva Press were influential players in British literary and cultural production. Falzetti looks at contemporary U.S. crafting movements and complicates feminist claims about the culture of crafts. Guest-Jelley explores the idea of agency in the everyday through the collaborative development of a family literacy program with homeless teenage mothers.

#### The Working Women of the Minerva Press: Re-Imagining Creative Production

Elizabeth Neiman, *University of Wisconsin-Milwaukee*

#### Craftistas: Imagining a New Approach to Feminist Agency and Political Participation

Ashley Falzetti, *Rutgers University*

#### Building a Family Literacy Program with Agency, Staff, and Teenage Mothers

Anna Guest-Jelley, *University of Florida*

Salon D

## L4

### Conversation, Improvisation, and Scrapbooks: Ordinary Rhetorical Practices of Nineteenth-Century Women

(Chair) Lori Ostergaard, *Oakland University*

This panel analyzes three types of women's rhetorical work in the nineteenth century. Ostergaard argues that between 1892 and 1908, Professor June Rose Colby used the extracurricular space of the women's debate society, Sappho, at the Illinois State Normal University to challenge her Midwestern farm students' notions of "truer womanhood." Ianetta analyzes the rhetorical and literary influence of a long-neglected paradigm of women's discourse, the improvisatrice. And Mecklenburg-Faenger argues that the prevalence of scrapbooks in women's archives suggests we should do more to appreciate a wider range of the rhetorical activities of women in the nineteenth century.

#### From "Hen Socials" to Conversational Club: The Evolution of the Sapphonian Society at Illinois State Normal University, 1892-1908

Lori Ostergaard, *Oakland University*

#### Our Moral Improvisatrice: Margaret Fuller and the Improvisatrice Tradition

Melissa Ianetta, *University of Delaware*

#### Clipping, Pasting, Persuading: Mother Thompson's Temperance Scrapbook

Amy Mecklenburg-Faenger, *The Ohio State University*



Salon C

L3

**Civic Discourses, Civic Identities: Feminists Constructing Collective Missions and Individual Identities in Academic Institutions**

(Chair) Margaret J. Marshall, *University of Miami*

How do women involved in administrative roles in higher education balance civic (public, community) responsibilities with civic (civil, collegial) relationships? When personal or professional identities and institutional positions conflict, what alternative rhetorics or rhetorical strategies are available? Drawing from their work as department administrators and program directors, the panelists consider these questions, especially: 1) how women administrators reposition themselves to assume or avoid the competing constructions of their "proper" place and behavior; 2) how a feminist rhetorical view fosters productive and ethical action; and, 3) how rhetorical strategies might be employed to construct a viable civic space or destroy it.

**Mapping and Repositioning Rhetorical Roles, Performances, and Civic Relationships Within Department Polity**

Joy Ritchie, *University of Nebraska-Lincoln*

**Maintaining a Civic Space: Structures, Ruptures, and Reconstitution**

Deborah Minter, *University of Nebraska-Lincoln*

**Choosing or Being Silence(d): Constitutive Rhetoric, Collective Missions, and Personal Identity**

Margaret J. Marshall, *University of Miami*

Robinson 103

E11

**Women Who Dared**

**Verbal Battles, Women's Voices, and Public Places in Anglo-Saxon Poetry**

Julia Smith, *Florida State University*

In Medieval scholarship, an ongoing debate investigates the extent to which women were excluded from public speaking; an analysis of Anglo-Saxon poetry demonstrates the way female characters utilize public rituals as a means for addressing male audiences about personal and social concerns.

**Performing Gender in the Eighteenth Century: Restoration Actresses as Civic Rhetors**

Elizabeth Tasker, *Stephen F. Austin University*

The first English actresses performed in the Restoration theaters, one of the earliest secular, mixed-gender, public rhetorical venues in the English-speaking world.

**The Discursive Witching of the Female Body: Doing-Being-Becoming Elizabeth Sawyer, a State-Executed English Citizen**

Raina Garrett, *Miami University-Ohio*

A dialogic civic rhetoric functioned as a master's tool to (man)ipulate power relations and reinforce dominant ideologies in the making of the early modern English witch.

**The Early Modern Quaker Woman Writer & Print Culture: The Non-Conformity of Margaret Fell**

Julia Kiernan, *University of Louisville*

A comparative reading of Margaret Fell's *Women's Speaking Justified*, drawing from English Studies, history of the book scholarship, and the texts of Aemilia Lanyer and Anne Askew.

*Robinson 104 (not handicap accessible)*

*Salon B*

## E12

### Feminist Historiography

#### **The Personal is Public: Using Genre Theory in Feminist Historical Research**

Risa Applegarth, *University of North Carolina-Chapel Hill*

Using genre theory to read early ethnographies by women, I show how race and gender structure writers' access to "the personal" as a rhetorical resource.

#### **Archive Trouble in Albuquerque: On the Limits of Feminist Historiography**

Whitney Myers, *University of New Mexico*

This paper explores questions about archival (re)construction complicated by issues of race and gender and the implications this holds for feminist historiographic research practices.

## L2

### **Experts Without Borders: Medicine in Women's Wor[ld]ds**

(Chair) Karen Kopelson, *University of Louisville*

From both historical and contemporary perspectives, this panel explores women's roles in, and some of the gendered effects of, the broader dissemination of medical knowledge. Moving from a consideration of nineteenth-century American women physicians' efforts to make medical expertise part of civic decision-making, to discussions of doctor-patient interaction in the day of the "e-patient," to the rhetoric of ovarian cancer-blogs, speakers explore how women patients and doctors have negotiated the boundary around professional medical discourse.

#### **Medical Knowledge in Nineteenth-Century Public Policy**

Carolyn Skinner, *The Ohio State University*

#### **Of Agony and Agon: The E-Patient/Doctor Rhetorical Dance**

Karen Kopelson, *University of Louisville*

#### **Real Time Pathography: Blogs and Patient Dis/empowerment**

Kelly Pender, *Virginia Tech University*

*Salon A***L1****Nancy Pelosi's Rhetoric****Nancy Pelosi, House Speaker: Language and Power**

Angela Zimmann, *Bowling Green State University*

Nancy Pelosi, the first female speaker of the House of Representatives, provides rich material for rhetorical scholarship: three speeches are examined using "feminine language" theory.

**Breaking the Marble Ceiling, Feminizing the Interface? Nancy Pelosi's Official Websites as Civic Participation**

Caroline Dadas, *Miami University-Ohio*

I will examine how Nancy Pelosi's two official websites attempt to shape not only users' civic participation but also their opinions, beliefs, and/or votes.

## F1

### Featured Speaker — Wendy Kline

#### **Bodies of Evidence: Activists, Patients, and the FDA Regulation of Depo Provera**

In this presentation, Dr. Kline analyzes the medical, political, and feminist debates surrounding the regulation of the injectable contraceptive Depo Provera. She argues that the controversy surrounding this drug shaped ideas about FDA regulation and reproductive choice beginning in the 1970s. She asks, why did it take 25 years for this drug to receive FDA approval? She explores this and the unanticipated directions that the debate about the nature of Depo Provera takes in the 1970s and 1980s in the United States.

Wendy Kline is an Associate Professor of History at the University of Cincinnati (U.C.). She is also a women's studies affiliate. She published *Building a Better Race: Gender, Sexuality, and Eugenics from the Turn of the Century to the Baby Boom* (U of California P, 2001). Currently she is writing a book on the history of the women's health movement in the late twentieth century United States. At U.C., she teaches courses on women's history, the history of sexuality, and women's health. She was a Taft faculty fellow in 2005-2006.

#### **Martha Mitchell (1918–1976)**

Born Martha Elizabeth Beall in Pine Bluff, Arkansas, Ms. Mitchell was the outspoken wife of Attorney General John Mitchell during the Nixon years. Her late-night calls to reporters, defending her husband at the height of the Watergate scandal, embarrassed the administration and the White House actively worked to discredit her. Richard Nixon once told David Frost, "If it hadn't been for Martha, there'd have been no Watergate." After her death, Pine Bluff renamed a thoroughfare in her honor and declared her childhood home a landmark.

#### **Patsy Montana (Rube Blevins) (1914–1996)**

This Hot Springs native was known as the "Queen of Country Western Music." She was one of the first country singers to successfully cultivate a cowgirl image. Her 1935 recording "I Want To Be a Cowboy's Sweetheart," was the first big hit by a female country singer, making her the first female country singer to have a single sell more than one million copies. She wrote over 200 songs during her career.

#### **Mamie Katherine Phipps Clark (1917–1983)**

Hot Springs native Mamie Phipps Clark was the first African-American woman to earn a Doctor of Philosophy degree in psychology from Columbia University. Her 1939 MA thesis, "The Development of Consciousness in Negro Pre-School Children," entailed an experiment that demonstrated that young Black children, when presented with identical dolls—one black and one white—preferred the white doll over the Black doll. The major findings were that Black children "became aware of their racial identity at about age three, and—simultaneously with their awareness of racial identity—acquired a negative self image." Her research was used in *Brown vs. Board of Education*.

In 1939, she entered the Columbia's psychology Ph.D. program. The only Black student in the department, Clark was sponsored by Dr. Henry Garrett who, she would later write, was "not by any means a liberal on racial matters." She completed her Ph.D. in 1943, but employment opportunities were non-existent, and Clark concluded "that a Black female with a Ph.D. in psychology was an unwanted anomaly in New York City in the early 1940s." In 1946, Clark and her husband opened the Northside Testing and Consultation Center, the first full-time institution in the Harlem area to offer psychological and casework services to local families. Clark's work ushered in new approaches to treatment and remains a landmark in the history of psychology.

*Salon A***F2****Rhetorics of Women's Work and Women at Work:  
Retrospect and Prospect***(Chair) Ellen Quandahl, San Diego State University*

This panel takes as its focus the ways in which the work of women is coded and communicated. The two panelists investigate the co-emergence of corporate and academic workplaces in which women attend to correctness, the framing of care and conflict as sites for rhetorical analysis, and the construction of women's subjectivities by women themselves in computer-mediated communication. The panel demonstrates crucial links among concepts of intellect, self, and writing as documentation and invention.

**Conflict in the Classroom: A Discussion of Feminist Pedagogical Rhetorics***Karina Westra, San Diego State University***Resistance Is Not Futile: Cyborg Subjectivities and the Rhetorical Work of Blogging Mothers***Lauren Lang, San Diego State University*

## Salon B

## F3

## Sex and Texts

**A New Basis for Sexual Rights: Nineteenth-Century Feminists and the Scientific Exigence for Entering Civic Discourse**

Wendy Hayden, *University of Maryland-College Park*

This paper argues that nineteenth-century women used the exigence and framework provided by science to construct civic discourse centered on sexual reform.

**"Serpents," "Fiends," and "Libertines": The Rhetoric of Rage in the Advocate of Moral Reform**

Lisa Shaver, *Baylor University*

This presentation will explore the collaborative rhetoric of rage employed by writers and readers in the *Advocate of Moral Reform*, the newspaper produced by the antebellum Female Moral Reform Society.

**Essays of "Flesh and Bone": Words, Sex, and Gender in Montaigne's "On Some Verses of Virgil"**

Earl Ramsey, *University of Arkansas-Little Rock*

The essay attacks verbal taboos, celebrates the sexual power of women, and explores the relationship between sexuality and textuality!

## Clinton Presidential Center and Library

## Friday Reception

The William J. Clinton Presidential Center, located within a 30-acre city park along the south bank of the Arkansas River, is one of the largest attractions in Arkansas. The center, while working to support the many global initiatives of President Clinton's foundation, is the permanent home to the largest presidential archive in American history. With an interactive exhibit, complete with a full-scale replica of the oval office and cabinet room, the center provides an exciting and educational experience for visitors of all ages.

The Clinton Presidential Center has been designed to encompass the vision of President Clinton and capture the imagination of the millions of visitors who pass through its doors or linger in its gardens. The Presidential Center site includes the Presidential Library and Museum and the renovated Choctaw Station, built in 1899, which houses the Clinton School of Public Service and Clinton Foundation office. Another feature of the center and park is the Rock Island Railroad Bridge, which will be renovated into a pedestrian bridge crossing the Arkansas River.

Primary features of the park include upper and lower riverfront promenades that provide views of and access to the Arkansas River, an arrival plaza, grassy gathering spaces, a multi-use amphitheater, a children's play area, sweeping river and terrace gardens, a grove of trees native to Arkansas, and lawns that stretch to the river.

On display at the center from September 8, 2007, through May 18, 2008, the exhibit "The Long Struggle: Presidential Actions and African-American Civil Rights" examines the actions and influences of U.S. presidents on Civil Rights issues, beginning with President Abraham Lincoln's first administration in 1860 and continuing through the major milestones of the Civil Rights movement during the twentieth century.

This must-see exhibit focuses on many of the decisions, laws, and acts signed by some U.S. presidents and examines in depth how these presidential actions impacted the lives of the average African-American citizen, both in Arkansas and throughout the country.

Transportation to and from the event will be provided. A light buffet will be served, with a beer and wine bar.

*Robinson Exhibition Hall***K1 — Friday Keynote Speaker****M. Joycelyn Elders, M.D., Former U.S. Surgeon General**

A native of Scaal, Arkansas, Dr. Elders is the oldest of eight children. Now a Professor Emeritus of Pediatric Endocrinology at the University of Arkansas for Medical Sciences (UAMS), Dr. Elders never saw a physician prior to her first year in college. At the age of 15 she received a scholarship from the United Methodist Church to attend Philander Smith College in Little Rock. Upon graduation, she entered the U.S. Army as a first lieutenant and received training as a physical therapist.

Dr. Elders attended UAMS on the G.I. Bill. She interned at the University of Minnesota Hospital in Minneapolis and did a pediatric residency and an endocrinology fellowship at UAMS in Little Rock. She became Full Professor after her fellowship and board certification in 1976. She also holds a Master of Science degree in biochemistry.

Dr. Elders joined UAMS as a professor of pediatrics and received board certification as a pediatric endocrinologist in 1978. She was appointed Director of the Arkansas Dept of Health in October 1987.

Dr. Elders was nominated as Surgeon General of the U.S. Public Health Service by President Clinton on July 1, 1993; confirmed by the Senate on September 7, 1993; and sworn in on September 8, 1993. Dr. Elders served in this post until January 1995 and subsequently returned to teaching until her retirement on June 30, 1998.

Dr. Elders has been listed in *100 Outstanding Women in Arkansas, Personalities of the South*, and *Distinguished Women in America*. She is the recipient of such awards as the *Arkansas Democrat-Gazette's* Woman of the Year, the National Governor's Association Distinguished Service Award, the American Medical Association's Dr. Nathan Davis Award, the De Lee Humanitarian Award, and the National Coalition of 100 Black Women's Candace Award for Health Science.

Dr. Elders says her greatest achievement is that she married Oliver Elders and they have two sons, Eric and Kevin.

*Salon C***F4****Mainstream Pioneers: Women Rhetors Between the Wars**

(Chair) Ann George, *Texas Christian University*

Women voted for the first time in 1919. They entered the labor market in vast numbers in 1942. The two decades between these events marked America's emergence into modernity. Where were women's voices in the public discourse of the 1920s and '30s? To explore women's increasingly mainstream, individual rhetorical practices, this panel will trace the way three women positioned themselves during these decades: socialist and disabilities activist Helen Keller, Secretary of Labor Frances Perkins, and religious activist/editor Dorothy Day. In addition to three presentations, this panel will discuss a proposed edited collection on women's rhetoric between the wars.

**Helen Keller: "A Time for Loud Voiced, Open Speech"**

Ann George, *Texas Christian University*

**Frances Perkins: Public Persona of Female Franchisement**

Janet Zepernick, *York College-Pennsylvania*

**Dorothy Day: Publishing a Personalized Personalisme**

Elizabeth Weiser, *The Ohio State University*

*Salon D***F5****Listening for a Light: Women's Transferal of Feminist Cultural Memory**

This panel explores the ways that women communicate cultural memory to one another through what Conneton has referred to as a series of traditionally gendered "acts of transfer"—oral history, memoir, myth, ritual, and silence—creating a situation in which the hearer is empowered to employ rhetorical strategies to critically assess the cultural memory as well as the acts of transfer used to communicate it. We examine autobiography, rhetorical silence, and popular images as ways to critique the dominant discourse and transfer a cultural memory that invites new feminist rhetors.

**Listening to Ourselves**

Chandra Lewis-Qualls, *Abilene Christian University*

**Listening to Silences**

Laura Carroll, *Abilene Christian University*

**Listening to Popular Culture**

Jennifer Nissen-Gross, *Abilene Christian University*

**Listening to Learn**

Katie Campbell, *Abilene Christian University*

*Robinson 103***J11****Early Twentieth-Century Public Intellectuals****Mary Hunter Austin and the Rhetoric of Genius**

Mandy Wescott, *University of Illinois*

Railing against literary modernism, Austin's 1923 articles on genius sought to expand venues for American intellectual endeavor beyond the naturalized idea of genius = male.

**Speaking Faith: Dorothy Day's Civic Religious Rhetoric**

Kristine Johnson, *Purdue University*

This project examines Dorothy Day's public writing on marriage, sex, family, and pacifism in the *Catholic Worker*, a radical, Roman Catholic newspaper founded in 1933.

**Woolf and Mead as Public Intellectuals: Telling Us Stories/Telling Us What to Do**

Jaqueline McLeod Rogers, *University of Winnipeg*

Published in 1928, Margaret Mead's *Coming of Age in Samoa* and Virginia Woolf's *A Room of One's Own* revise conventions associated with reporting data and giving an address. In the opening chapters, each writer acknowledges generic tradition before relocating her text as narrative or story and creating a complex narrative perspective, in moves anticipating arguments that are interpretive and creative rather than fact- and reason-driven.



Robinson 102

## J10

### **Irony as Contemporary Civic Discourse: A Feminist Response**

(Chair) Hephzibah Roskelly, *University of North Carolina-Greensboro*

This workshop will explore how a cultural fascination with irony has contributed to shaping public discussions about issues of race and gender. Using several Hollywood films as a focus, participants will explore the ways in which irony is used to respond to racial and sexual inequities. We will consider how Hollywood's version of an ironic disposition influences judgments of film characters and the situations in which they find themselves. We will further consider how such depictions influence cultural expectations of what should happen in public and private conversations. These movies all contain moments of conversation, philosophical and conventional, where irony becomes embedded in the way that characters reflect on or address the problems associated with race and gender. Films we likely will investigate include *American Beauty*, *Garden State*, *Match-Point*, and *Kill Bill*, as well as an "anti-irony" film, *Crash*.

Elizabeth Chiseri-Strater, *University of North Carolina-Greensboro*

Eve Wiederhold, *George Mason University*

Palisades

## F6

### **Civic Discourse Within Popular Culture**

#### **The Secret Authority: Claims to Knowledge in a Popular Discourse**

Bridget Cowlishaw, *Northeastern State University-Oklahoma*

*The Secret* is an Oprah-recommended self-help book. In this text, certainly a focus of civic discourse in print and online communities, the author/editor asserts her authority by virtue of her own independent study of "ancient texts" and her own personal experience. However, authority is a game of bait and switch in *The Secret*.

#### **Why We Should Care About Match.com**

Stephanie Morgan, *University of North Carolina-Chapel Hill*

This paper explores three fallacies that render women's rhetorical practices on Internet dating invisible and some costs of that invisibility.

#### **Stand-Up Comedy as Civic Discourse—The Gendered Rhetoric of Margaret Cho and Sarah Silverman**

Dorinda Fox, *University of Maryland University College*

Margaret Cho and Sarah Silverman participate in civic discourse (an inherent requirement of sophistic rhetoric) through stand-up comedy such as Cho's recent *Assassin* and Silverman's recent *Jesus is Magic*. I will discuss sophistic elements of their discourse and the various audiences reached through their performances.

#### **Civic Discourse on the Internet**

Dona Bailey, *University of Arkansas-Little Rock*

A definition and presentation of current civic discourse using websites, blogs, podcasts, video clips, wikis, and virtual communities as examples.

*Riverside East***F7****Women and the Military****“The Heart and Stomach of a King”: The Placement of Elizabeth I as Prince Within England’s Patriarchal Discourse**

Anne-Marie Schuler, *The Ohio State University*

This paper examines how woodcuts engage with the rhetorical power of Elizabeth I to depict her as commanding power within England’s patriarchal discourse.

**“Castration or Decapitation?”: The Female Soldier and the Politics of Wartime Discourse**

Janelle Wiess, *University of Michigan-Flint*

This interactive presentation uses theory and wartime rhetoric to discuss changes in female war writing and challenges women face in any male-dominated discourse.

**Women in Military Leadership**

Kathy Oliverio, *University of Arkansas-Little Rock*

Women in military leadership has received little attention from rhetorical researchers. This presentation summarizes existing research and argues for increased attention to the area.

*Robinson 101***J9****Bodies, Treaties, and Classrooms: Just Civic Discourse**

This session applies a transnational feminist frame to three rhetorical sites: the UN, the U.S. media, and the composition classroom. It interrogates the violence of institutional speech when it reduces or excludes strange others in order to silence conversations about material conditions, social justice, and identity. The first paper examines the figure of the mobile body in UN international treaties. The second paper explores narratives of threat and protection around the figure of José Padilla. The final paper proposes a critical-care ethics of attentiveness and responsibility to create new possibilities for the ways we encounter the classroom.

**Treating the Mobile Body: Civic Discourse at the UN**

Gale Coskan-Johnson, *Syracuse University*

**Welcome Home, José Padilla: The Making of a Citizen**

Jennifer Wingard, *Syracuse University*

**Care-ful Classroom Encounters**

Kelly Concannon Mannise, *Syracuse University*

*Edgehill*

**J8**

**Unfinished Business: Afrafeminist Re(definitions) of Civic Discourse Within Rhetorical, Literate, and Linguistic Practices**

(Chair) Rhea Estelle Lathan, *Michigan State University*

Research on the rhetorical, literate, and linguistic practices of African Americans suggests that these practices cannot be separated from their social context, which includes politics and culture. African-American literacy theorists emphasize that reading and writing are not the only components of literacy; they also include cultural practices, identity, and language use, which influence the purposes and modes of literacy acquisition and linguistic practices among African Americans. This panel will extend these discussions by broadening the domains of where one can find civic discourse. We will invite the audience to join in a conversation about intersections between African-American women's rhetoric(s), linguistic(s), and literacies. This includes the deconstruction of traditional perspectives on signifying and explorations of historical Afrafeminist civic discourse.

**Signifying & Black Woman's "Place"**

Denise Troutman, *Michigan State University*

**Where Dey Be at?: Afro-Female First Year Writers' Afro-Feminist Rhetorical Patterns**

Staci Perryman-Clark, *Michigan State University*

**"Oh Martha Don't You Moan": A Case of Ordinary African-American Women**

Rhea Estelle Lathan, *Michigan State University*

*Riverside West*

**F8**

**Preventative Rhetorics of Fear: The Female Body as Civic Discourse**

This roundtable discussion/multimedia presentation focuses on the ways in which medical rhetoric about the female body has shifted from activism to prevention. As such, we historically and contextually analyze medical rhetoric as a subjective and gendered site, particularly as it pertains to the female body. We analyze representations such as breast cancer awareness posters and websites, images of the pregnant body, and representations of the female disabled body. We argue that these representations, intended to empower women, instead act as cautionary tales, a trope in which we are all complicit.

Marie Moeller, *Illinois State University*

Brooklyn Lehner, *Illinois State University*

Devon Fitzgerald, *Illinois State University*

*Edgehill***F9****Tracing Origins of Current Discourse****Ancient Civics to the Modern Hood: Rhetorics of Citizenship Revisited via Hip Hop***Jill McKay Chrobak, Michigan State University*

This presentation will show how ancient notions of citizenship and civic duty have manifested themselves in contemporary society through Hip Hop culture and community.

**Supreme Court Discrimination Rhetoric***Theresa Beiner, University of Arkansas-Little Rock*

This paper will analyze the shift in the Supreme Court's discrimination rhetoric over time and examine its implications for those who have suffered discrimination.

**From the Mundane to the Ridiculous: Women and Technology in Male Civic Discourse 1950–1975***Frances Ranney, Wayne State University*

Using Marshall McLuhan, Richard Nixon, Nikita Khrushchev, Betty Friedan, and Jean Renoir, this paper argues that women and technologies, as “man’s extensions,” exceed “man’s” control.

*Riverside West***J7****Feminist Archival Practice: Questions of Audience, Accessibility, and Accountability in the Processing Decisions at a University Archives***(Chair) Shirley Rose, Purdue University*

Following the theme of civic discourse, we explore how three distinct collections housed in the University Archives and Special Collections, though not explicitly feminist in nature, publicly represent women. Each panelist considers how questions of audience, as well as her own relationship to the collection, influenced not only processing decisions but the way the collection was positioned for public viewership. Rose examines issues in creating and publicizing the McCutcheon Cartoon exhibit, Morris looks at the representation of women in university archives, and Ramsey examines how a feminist methodology affects the creation of a finding aid for a non-female-centered collection.

**That Isn't Funny: Representing the Political Cartoons of John T. McCutcheon***Shirley Rose, Purdue University***From Dearth to Deluge: Utilizing Archival Exhibits to Build Women's Manuscript Collections***Sammie Morris, Purdue University***Finding the Women of the International Sugar Council: Representing Women versus Representing Commodities in the Viton Finding Aid***Alexis Ramsey, Purdue University*

*Riverside East*

**J6**

**Women, War, and Peace**

**A "Masculine Stomach for War and Politics": Jane Cazneau's Manifest Destiny**

Megan Jenison Griffin, *Texas Christian University*  
Attributing the origins of the term "Manifest Destiny" to Mexican War correspondent Jane Cazneau, this paper examines the phrase's origins within the context of her political writings.

**Unpopular Causes and the Popular Press: Vera Brittain, Winifred Holtby, and the Civic Discourse of Protest and Pacifism**

Deborah Noonan, *University of South Florida*  
Transformed by their wartime nursing experiences, aspiring writers Vera Brittain and Winifred Holtby turned to journalism to advocate peace, world unity, and an end to apartheid. While Brittain and Holtby worked tirelessly for feminism and peace, writing more than 1,000 stringent articles for the feminist newspaper *Time and Tide* and other publications, their journalism stands in stark contrast to their novels that portray women in largely traditional roles evocative of the period between the wars. Exploring this dissonance became part of their public and private discourse.

**CODEPINK in the Nuclear Beauty Parlor! Women Protest for Peace**

Wendy Sharer, *East Carolina University*  
This presentation uses rhetorical approaches to social movements and theories of visual rhetoric to explore two recent campaigns spearheaded by the women's pacifist organization, CODEPINK.

*Robinson 102*

**F10**

**Women's Rhetorics in the Press**

**Rhetoric of the Mormon Women's Suffrage Press 1870–1895**

Adam Lloyd, *University of Maryland*  
The rhetorical role of the *Woman's Exponent* in shaping a suffragist, polygamist cultural identity for a generation of Mormon women (1870–1895).

**A Cage of One's Own: Anna Parnell's Political Rhetoric in "How They Do in the House of Commons"**

Kelly Cameron, *Texas Christian University*  
This presentation examines the transatlantic feminist rhetoric of Anna Parnell, activist on behalf of Irish tenant farmers, as presented in her political journalism in 1880.

**Epideictic as Mode of Civic Discourse: Abigail Scott Duniway's Woman's Rights Rhetoric**

Randall Lake, *University of Southern California*  
Explores the deliberative potential of epideictic rhetoric in the public advocacy of the most important woman's rights advocate in the Pacific Northwest (1834–1915).

**Juana Belén Gutierrez de Mendoza's Turn-of-the-Century Mexican Feminist Civic Discourse**

Cristina Ramirez, *University of Texas-El Paso*  
Breaking rhetorical precedence for Mexican women, Juana Belén Gutierrez de Mendoza's civic discourse a decade before the Mexican Revolution cleared a discursive space for women.

*Robinson 103*

## F11

### Questioning Feminism and Composition

#### Does Academic Feminism Matter?

Abby Arnold, *University of North Carolina-Greensboro*

Feminism is no longer a powerful political force. What role does the theoretical disagreement within academic feminism play in its demise? Why should we care?

#### Envisioning a Post-Feminist Composition Studies

Melissa Miles, *University of Texas-Arlington*

Feminism and composition studies have been integral partners, relying on each other for legitimacy, power, and content. This presentation looks at how the post-feminist turn influences this relationship.

#### The Rhetoric of Comfort: Epistemological and Ethical Resistance in Feminist Popular Culture

Marjorie Jolles, *California State University-Fullerton*

This paper identifies and explores an emerging phenomenon in the rhetoric of feminist popular culture that I call "comfort feminism," which assures the would-be feminist that she need not give up the comforts of her pre-feminist life. Against this trend, I argue that epistemological and ethical discomfort are essential for the formation of feminist consciousness.

*Palisades*

## J5

### Holding Good Kids Down

#### Progressive Pedagogy, Assessment, and Accountability: Reclaiming the Discourse Surrounding Schools

Dana Kinzy, *University of Nebraska-Lincoln*

This paper argues that it is time to reclaim the discourse surrounding schools by developing and making the public case for educative, context-responsive, ongoing assessments.

#### Diversity as a Regulatory System: The Social Consequences of the Production and Maintenance of Terms

Stefanie Lovelass, *Illinois State University*

The competing rhetorics of "diversity" and the push for "the highest academic standards" in texts produced by Illinois State University can be used to engage and dismantle terministic screens.

#### The New Disability: Why Arkansas's Educational System Leaves Some Students Behind

Mike Rush, *University of Arkansas-Little Rock*

A statistical look at the quality of life in Arkansas reveals why only 70% of Arkansas's students graduate and 50% must be remediated.

*Salon D*

**J4**

**Feminism and Administration**

(Co-chair) Krista Ratcliffe, *Marquette University*

(Co-chair) Becky Rickly, *Texas Tech University*

Excerpted from Kris Ratcliffe & Becky Rickly's forthcoming *Feminism and Administration in Rhetoric and Composition Studies*, these presentations discuss how feminism and administration may intersect for a WPA, a writing center director, and a department chair.

**Managed Care: All-Terrain Mentoring and the "Good Enough" Feminist WPA**

Shelley Reid, *George Mason University*

Paula Gillespie, *Marquette University*

**Centered Women: Performing Gender and Power in the Writing Center**

Carol Mattingly, *University of Louisville*

**Herding Cats: Feminist Practices and Challenges in Chairing an English Department**

Linda Hanson, *Ball State University*

*Robinson 104 (not handicap accessible)*

**F12**

**Feminazis, Dangerous Professors, Peaceniks, and Bitches: Claiming and Re-Framing Feminist Discourse**

(Chair) Rebecca Jones, *University of Tennessee-Chattanooga*

In New York last March at CCCCs, Dorothy Allison called for feminists to "come out of the closet." We ask: then what kind of person, speaking what kind of language, doing what kind of things, will open that door? We invite conference participants—those who identify with our opening terms, those who want to, those who want to help reframe them—to join us in a discussion of feminist discourse. Palmer and Jones offer a theoretical and practical discussion of feminist language and action as it is framed in the public discourse and within the academy. Bruce and Ryan offer discussions of specific feminist discourses (administrative and peace activist) and their consequences.

**Feminazis and Femifascists: The Negative "Framing" of Feminism in U.S. Civic Discourse**

Heather Palmer, *University of Tennessee-Chattanooga*

**Finding Company in the 101 Most Dangerous Professors in America: Embracing Feminist Discourse**

Rebecca Jones, *University of Tennessee-Chattanooga*

**A Call for Fearless Speech: Feminist Peace Rhetorics, Civic Literacy, and the Pernicious Problems of Violence**

Heather Bruce, *University of Montana*

**Being a Bitch: "Outed" in Academic Administration**

Kate Ryan, *University of Montana*

**Thursday dinner — on your own**

*Salon C*

**J3**

**Public Trusts: The Rhetorical Construction and Negotiation of Trust in Multiple Contexts**

(Chair) Jessica Reyman, *Northern Illinois University*

This panel examines the negotiation and production of public trust in multiple contexts and eras. Kennedy's paper will examine the issue of authority in Wikipedia, which is closely connected to the varied presentations of authorial identity in the project. Wiatrak-Uhlenkott will focus on social aspects of trust demonstrated by laws regulating indecency of the female body, particularly as applied to public breastfeeding. Ward will explore the legacy of nineteenth-century photographer Henry Hamilton Bennett, whose domesticated landscapes both branded and endowed three generations of women in the longest continually functional photographic studio in America.

**Writing Trust: Authority and Trust in Wikipedia**

Krista Kennedy, *University of Minnesota-Twin Cities*

**Public Trust and Indecency Law**

Mary Jo Wiatrak-Uhlenkott, *University of Minnesota-Twin Cities*

**The Parlor in the Dells: Photography and Civil Society**

Jeff Ward, *University of Minnesota-Twin Cities*



## J2

### **Are We Movin' or Just Shakin'? Strategies for Feminist Identification in Unlikely Places**

(Chair) Carrie Leverenz, *Texas Christian University*

This panel explores several unlikely sites in order to discover rhetorical strategies that enable feminist identification. By examining 4-H Record Forms from the 1950s to the present, McCracken argues that 4-H clubs teach women how to construct rhetorical representations of their identities for civic audiences. Leverenz analyzes the discourse of columnist Molly Ivins and animated character Peggy Hill to discover how rhetorical strategies such as wit and sarcasm foster identification with feminism. Neeley explores how an understanding of millennialist women's participation in "raves," social networking sites, girlie culture, and pro-ana weblogs can help us formulate a gendered critical pedagogy that brings voice to students' goals (not ours).

### **Social Expectations and Public Presentations: Gendered Discourse(s) and Identification in 4-H Clubs**

Moriah McCracken, *Texas Christian University*

### **Strategies for Feminist Populism: What We Can Learn From Molly Ivins, Peggy Hill, and the State of Texas**

Carrie Leverenz, *Texas Christian University*

### **"Well, That Depends on What You Mean by 'Feminist'": Millennial Student Myopia and a Renewed Commitment to a Gendered Critical Pedagogy**

Stacia Neeley, *Texas Wesleyan University*

### **Adolphine Fletcher Terry (1882–1976)**

Born in Little Rock, Ms. Terry helped establish the first juvenile court system in Arkansas and a free, statewide library system. She led efforts to consolidate school districts, appoint professional county superintendents, and provide school transportation for rural children. She formed the first School Improvement Association in Arkansas, the forerunner to the Parent Teacher Association. Ms. Terry co-founded the Women's Emergency Committee to Open Our Schools and helped organize a local chapter of the AAUW. She also helped start the Pulaski County Tuberculosis Association and Community Chest, the forerunner to the United Way. After her death, her home became the Arkansas Arts Center Decorative Arts Museum.

### **Rosetta "Sister Rosetta" Nubin Tharpe (1915–1973)**

Born in Cotton Plant, Arkansas, Rosetta Nubin Tharpe was one of gospel music's first superstars, the first gospel performer to record for a major record label (Decca), and an early crossover from gospel to secular music. Tharpe influenced numerous musicians, including Bob Dylan, Little Richard, Elvis Presley, and Arkansan Johnny Cash.

In 1938, she signed to Decca Records and released smash hits versions of Thomas A. Dorsey's "This Train" and "Hide Me in Thy Bosom," released as "Rock Me." Other hit records included "Trouble in Mind," "Shout, Sister, Shout," and "That's All." In the 40s, Tharpe returned to more religious songs, recording "Didn't It Rain" (1947) and "Up Above My Head" (1947). She died on October 9, 1973.

### **Florence Clyde Chandler (1901–1984)**

Arkansas native Florence Clyde Chandler was a plant geneticist with a broad background in tree breeding and the induction of polyploidy (having one or more extra sets of chromosomes) in flowering plants.

During World War II, she worked at the Guatemalan experimental station as a cinchona breeder, where she furthered the development of a derivative for quinine. This helped win World War II because the Japanese had seized control of quinine-producing plantations. Quinine cured malaria, suffered by American soldiers serving in the Pacific.

Chandler also worked with the W. Atlee Burpee Seed Company and the Boyce Thompson Institute for Plant Research. She worked primarily in the breeding of larch and other trees, developing hybridized trees that grew thirty feet in ten years. She died on June 4, 1984.

## Edgehill

## G1

## Featured Speaker — Jessica Reyman

## Copyright, Feminism, and Digital Discourse

In many ways, digital discourse challenges dominant textual constructions that assume works remain linear, hierarchical, and controlled. However, the rhetoric used to describe copyright law as based on a model of physical property supports authorial control over not only the text, but also over a reader's use of a text. Copyright law fails to recognize the nontraditional, collaborative composing and relational user engagement that characterizes digital writing and discourse.

In this presentation, I will critique the property-based model of copyright law and show how it is particularly problematic when applied to control users of digital media. I will then explore a new, emerging rhetoric of copyright, that of "the commons," that recognizes the necessary relationship between authorship and the public in digital writing. The notion of a commons places value on the social life of intellectual property, rather than on its economic worth. This new rhetoric highlights the values of collaboration, interactivity, and public user engagement that are inherent in digital writing and discourse, thus holding much promise for rethinking the ways we conceptualize intellectual property from a feminist perspective. To conclude, I will discuss the ways in which public discourse on the Internet might help to constructively shape the debate about copyright and digital media.

Jessica Reyman is Assistant Professor of Rhetoric and Professional Writing in the Department of English at Northern Illinois University. Her research and teaching interests include technical and professional communication, digital rhetoric, and copyright and intellectual property law. Reyman received her Ph.D. from the University of Minnesota in 2006. She co-edited the collection *Into the Blogosphere: Rhetoric, Community, and Culture* (2004). Her work has also appeared in *College Composition and Communication*.

Sklar graduated from Hunter College as a religion major hoping to teach (1988); a year at Columbia graduate school quashed that thought. Deciding to nourish her aversion to authority, Sklar finally found her calling at the ACLU (education department, 1989–91). Her academic husband's work brought her to Arkansas (1991), and the ACLU of Arkansas hired Sklar in 1992.

She has a son, 16, and has lately taken up drawing again.

## Minnijean Brown Trickey, Activist, Speaker, Writer

Trickey was one of a group of African-American teenagers known as the "Little Rock Nine." On September 25 1957, under the gaze of 1,200 armed soldiers and a worldwide audience, Minnijean Brown faced down an angry mob and helped to desegregate Central High. After being expelled from Central High School in 1958, she moved to New York and lived with Drs. Kenneth B. and Mamie Clark. She graduated from New York's New Lincoln School, a private progressive school in Manhattan, in 1959.

Trickey attended Southern Illinois University and majored in journalism. She later moved to Canada with her husband, where she received a BSW in Native Human Services from Laurentian University and an MSW in social work from Carleton University in Ontario, Canada.

Trickey is a social activist and has worked on behalf of peacemaking, environmental issues, developing youth leadership, diversity education and training, cross-cultural communication, and gender and social justice advocacy. She served in the Clinton administration as Deputy Assistant Secretary for Workforce Diversity at the Department of the Interior from 1999 to 2001. She has taught social work at Carleton University in Ottawa, Canada, and in various community colleges in Canada. In addition, she teaches gender studies and history courses at University of Arkansas–Little Rock.

Currently, she lives in Little Rock, and is continuing her work for Civil Rights and social equality. She is also working on her autobiography, tentatively entitled, *Mixed Blessing: Living Black in North America*.

*Salon B***J1****Featured Panel: Civil Rights/Civic Discourse**

The panelists will relate their experiences in the civic arena as they have worked to advance Civil Rights. Their remarks will include the effects of both civil and uncivil discourse, the challenge to know the difference, and the need for seeking reconciliation. Above all, the panelists will demonstrate that today, as much as ever, everyone can and should add their voices and actions to the cause of Civil Rights

**Joyce Elliot, Director of Legislative and State Outreach for the Southwest Region of the College Board**

A native Arkansan, Elliott earned an undergraduate degree in English and speech from Southern Arkansas University in Magnolia in 1973 and a graduate degree in English from Ouachita (Wah-shee-tah) Baptist University in Arkadelphia, Arkansas, in 1981. For thirty-one years, Elliott taught high school juniors and seniors (both advanced placement and non-advanced) English and speech. One of her former students commented, "Class wasn't always just centered on the literature. A big part of the class was also rhetoric or logic."

In addition to teaching, she served two terms in the Arkansas House, a term-limited House. During her tenure, she served on the Committees on the Judiciary; Aging, Youth, and Families; Education, where she chaired the Subcommittee on Higher Ed; State Agencies; and Budget.

In June 2004, Elliott began working for the College Board, focusing on expanding access to AP for students currently underrepresented in AP classes: African American, Latino, rural, and low-income students. She is a member the National Commission on Writing in America's Schools and Colleges

**Rita Sklar, Executive Director, Arkansas ACLU**

Born in New York in 1960, Sklar joined the feminist movement at 12 by wearing pants to school. Sklar graduated from the High School of Music and Art studying art (1977), attended several colleges, and left to pursue acting.

*Salon A***G2****Rhetoric and State Power****Assaying the Vote: Silencing Civic Discourse**

Fenobia Dallas, *Saginaw Valley State University*

Michigan voters approved Proposition 2, banning public sector affirmative action programs. This voting initiative circumvented the discourse of those entangled in the criminal justice system.

**Beyond the Order of Protection: Long-Term Legal Realities for Battered Women**

Diane Christrup, *University of Missouri-Columbia*

What happens to women after they obtain an Order of Protection but then share joint custody with the man who abused them?

**The Politics of Feminism in a Women's Writing Workshop in Jail**

Tobi Jacobi, *Colorado State University*

This presentation argues that jail writing workshops can model feminist principles that counter the dominant institutional and public narratives of deviancy and individual responsibility.

*Salon B***G3****Transnational Feminist Rhetorics: Public Policies, Economies, and Pedagogies***(Chair) Eileen Schell, Syracuse University*

This panel focuses on transnational feminism's relevancy to the field of rhetorical studies. Scholarly work on transnationalism is increasingly prominent in both the humanities and social sciences; yet, few rhetoricians have brought a transnational lens in their study of rhetorical texts. As panel members show, given the pervasive cultural, gendered, and economic effects of transnationalism, feminist rhetoricians have a vested interest in studying how the material, political, and social realities of transnationalism affect how we write, read, and are persuaded across the borders of the nation-state. The presentations will address public policies, economies, and pedagogies.

**Transnational Feminist Rhetorical Methods: Reading Public Policy***Rebecca Dingo, University of Missouri-Columbia***Vandana Shiva's Struggle for Biodiversity: Transnational Feminist Rhetoric and the Environmental Movement***Eileen Schell, Syracuse University***Transnational Feminist Pedagogy***Rachel Riedner, The George Washington University*

Robinson 103

111

### Feminism in the Classroom

#### Feminism and Civic Discourse in Online Writing Courses

Letizia Guglielmo, *Kennesaw State University*

This presentation explores the impact of feminist teaching and civic rhetoric on student success in the online writing classroom.

#### The Rhetoric of Responsibility: Civic Discourse, Teacher Affect, and Women Writers

Lesley Bartlett, *University of Nebraska-Lincoln*

Performances of classroom scenes will invite discussion about the intersections of and conflicts between the responsibilities of students and teachers in a feminist classroom.

#### Gender in the Classroom: Teaching Feminism Through New Technology

Tiffany Threatt, *University of Nevada-Reno*

The presenter will discuss ways in which feminism can be taught in the college classroom utilizing new mediums of technology.

Salon C

G4

### Women in the Nineteenth-Century Public Eye

#### Jenny Lind: The Swedish Nightingale's Exemption From Performance Expectations for Women in the Nineteenth Century

Kate Pantelides, *University of Louisville*

Although Jenny Lind spent her life singing, her actual voice is rarely heard in her life off the stage; it is instead the media obsession with Lind that cast her as sweet, domestic, and submissive. The presentation will trouble this image by considering some personal correspondence and Lind's break with P. T. Barnum towards the end of her American tour.

#### Victorian Auto/biography as Civic Discourse: The Case of *Memorials of Two Sisters: Susanna and Catherine Winkworth*

Jan Lindholm, *Salem State College*

Examines *Memorials of Two Sisters: Susanna and Catherine Winkworth* to illustrate auto/biographies' potential for increasing understanding of Victorian women's civic discourse and engagement.

#### "Modern Woman" as the Equal of Men: Rhetoric and the Work of Mary Cassatt at the 1893 World's Columbian Exposition

Andrea Ascuena, *University of Louisville*

This presentation will be a discussion of the success of the rhetoric surrounding Mary Cassatt and her work at the 1893 World's Columbian Exposition.

Friday

*Salon D***G5****Female Bodies, Identity, and the Dialogic: Analyzing the Transformational Doctor-Patient Relationship***(Chair) Mary Cardinale, Utica College*

The female body serves as a physical text for both the doctor as diagnostic authority and the pharmaceutical industry as prescriptive authority. Together their language constructs the identities of women patients and influences the outcome of women's health care. This panel analyzes the transformational and dialogic relationships that take place directly between doctor and patient, the impact that medical coders have on the doctor-patient relationship, and the powerful rhetorical strategies the media employ to secure women's compliance to the diagnostic and prescriptive authority of the present medical system.

**In It for the Money: Medical Coders and Gender***Lu Ellen Huntley, University of North Carolina-Wilmington***Rhetoric in the Doctor's Office: Changing the Argument***Carlann Fox Scholl, Utica College***The Rhetoric of Gynecology: The Dismemberment of Female Identity***Mary Cardinale, Utica College**Robinson 102***I10****New Ways of Thinking About Research****Creativity "Between the Lines and Around the 'Facts'": Creative Nonfiction as Feminist Rhetorical Methodology***Denise Landrum, Miami University-Ohio*

This speaker explores creative nonfiction as a point from which scholars can examine the place of creativity in methodological discussions of reconstructing lost women's rhetorics.

**Disrupting Disciplinary Ideologies Through Techno-Feminist Methodologies: A Research Story***Kristine Blair, Bowling Green State University**Jen Almjeld, Bowling Green State University*

By analyzing an agonistic dissertation proposal process, we argue techno-feminist and other research methodologies expand and explode the rigid boundaries of "appropriate" academic research practices.

*Robinson 101***19****Arguing About Same-Sex Issues****What Counts as Evidence in Domestic Partner Benefit Advocacy—  
And Why Feminist Rhetoricians Should Care***Megan Little, University of Texas-Austin*

This presentation considers the rhetorical activities of domestic partner benefit advocates. Their attempts to balance discourses of liberal feminism with entrepreneurialism can inform feminist debates about research methods.

**New Issue, Same Ethos: Pro-Slavery Rhetoric of the Nineteenth  
Century and Homophobic Rhetoric of the Twenty-First Century***Tabetha Adkins, University of Louisville*

This presentation reveals the near replication of nineteenth-century pro-slavery arguments and ethos in current homophobic organizations offering “cures” to gay men and women.

**Mobilizing Women’s Rhetoric(s) to Strengthen Gay Christian  
Movements***Megan Ward, Miami University-Ohio*

I argue that the rhetorical strategies that women’s rhetoric(s) have used to fight for inclusion can be mobilized for a more efficient discourse in gay Christian movements.

*Palisades***G6****The Gendering of Administrative Discourse: Perspectives  
From Four Administrative Contexts**

This panel interrogates the binary gendered dynamics of writing program administration as a site of public discourse. We will analyze program administration from the perspectives of four different writing programs: undergraduate writing, honors composition, business and technical writing, and a professional writing certificate.

**Undergraduate Writing***Ed Nagelhout, University of Nevada-Las Vegas***Honors Composition***Georgia Standish, Community College of Southern Nevada***Business and Technical Writing***Julie Staggers, University of Nevada-Las Vegas***Professional Writing Certificate***Denise Tillery, University of Nevada-Las Vegas*

Friday

*Riverside East***G7****Specializing in the Wholly Impossible***(Chair) Camille Langston, St. Mary's University***A Positive Charge in the So-Called Neutral Zone: Discovering Two Ladies With One Great Task***Michelle Bachelor, University of Louisville*

This presentation highlights the discovery and rhetorical dynamics of two African-American women appointed principals of the first two "public" schools for Blacks in Louisville, Kentucky.

**Specializing in the Wholly Impossible: A Rhetorical Analysis of *Phronesis* and *Kairos* in the Speeches and Writings of Nannie Helen Burroughs***Sandra Robinson, Texas Woman's University*

A contrast of the civic discourse of an unusual progenitor of Black feminism with a Black feminist/womanist debate exposes an unexamined rhetorical space.

**Maria Stewart (and Me): Opportunities and Challenges for Civic Discourse From Liminal Spaces***Monika Alston, College of Charleston*

A rhetorical analysis of Maria W. Stewart's 1833 "Farewell Address" reveals both the promise and problems of civic discourse from liminal spaces.

*Edgehill***I8****A Space of Their Own? Feminist Civic Discourse at Southern Universities***(Chair) Lisa A. Costello, Georgia Southern University*

Using Edward Soja's claim that "spatiality" inscribes relations of social power and building upon Henri Lefebvre's conception of social space as a social product and Nancy Fraser's articulation of counterpublic spheres, this panel will use spatial rhetorics, cultural studies, and social activism as disciplinary frames to theorize how particular spaces at three southern universities may encourage/discourage feminist civic discourse. Through a short film based on campus interviews, this interactive will ask, for example: Are there hidden consequences of limiting feminist civic discourse to identity-based centers? Is feminist civic discourse visible in spaces other than intentional, explicit feminist spaces?

*Paulette Bane, University of Central Arkansas**Jessica Ketcham-Weber, Louisiana State University**Lisa A. Costello, Georgia Southern University*



*Riverside West***17****When It Isn't Good for You: Why Civic Learning Isn't Always as Satisfying as It Should Be***(Chair) Morgan Gresham, University of South Florida-St. Petersburg*

Our civic engagement activities in the classroom haven't always been as successful as we had hoped. We want to do it, we are doing it, and we plan to keep doing it, but sometimes we feel like we are faking it. Why? One reason is that we are caught in the ivory tower where authentic engagement with the real world is discouraged. We want more of the "earthy" town experiences for ourselves and our students. We want the satisfaction that comes only when we get out of the gown. In this roundtable, we will ask questions and offer our own answers while developing a wiki-warehouse of ideas during the conversation itself with a goal of increasing our own, our students', and our institutions' satisfaction with civic engagement.

*Morgan Gresham, University of South Florida-St. Petersburg**Teddi Fishman, Clemson University**Roxanne Kirkwood, Marshall University**Riverside West***G8****Screening Our Discourse: How the Interface Influences Communication***(Chair) Julia Romberger, Old Dominion University*

This panel examines how various computer interfaces shape the strategies writers and instructors can use to generate civic discourse. Romberger will compare the interfaces of Microsoft Word, Word Perfect, and Open Office Writer and argue that Microsoft has established design that has dictated a standard of literacy. Hall, studying various interfaces of Web 2.0, will critically analyze how these new online sites invite citizens to participate in and generate civic discourse. DePew will draw from the previous two speakers to explain how new computer interfaces can disrupt distance learning's typical banking model of education.

**Word Is the Final Word***Julia Romberger, Old Dominion University***Web 2.0: From Text to Context***Ashley Hall, Old Dominion University***The Presence of Distance Learning Students***Kevin Depew, Old Dominion University*

*Robinson 101***G9****Constructions of Femininity****Ex-Gay Women and the Performative "Second Closet": Female Voice and Self-Representation in Exodus International's Online Testimonies**

Trav Webster, *Miami University-Ohio*

My presentation will discuss the gendered constructions of female "self" presented in Exodus International's online public testimonials and this self's relationship to the "second closet."

**Where Have All the Gray Hairs Gone? A Discussion of the Influence of Hair Color on Women's Attitudes Toward Themselves and Their Roles in Society**

Betty Freeland, *University of Arkansas-Little Rock*

What happened to gray-haired women? Find out through my discussion of interviews with women, research on aging, and experimentation with temporarily dying my gray hair.

**Selling Femininity, From Supermodel to Superwoman: A Feminist's Critique of a Drag Performance**

Melvin Beavers, *University of Arkansas-Little Rock*

This paper analyzes the performative nature of gender representation and seeks to understand how traditional femininity "works" in a drag performance.

*Riverside East***I6****Theater as Civic Engagement: Taking Feminist Recovery Work Public**

(Chair) Whitney Douglas, *University of Nebraska-Lincoln*

This session will reflect on a collaborative effort among the presenters, a local activist theater company, and other community organizations who co-created a play, *Nebraska Next!*, which was performed in fifteen different cities across the state of Nebraska. The play provided a foundation for conversations on the responsibilities of voting today in light of the political activism and struggle women of Nebraska undertook eighty years ago. The presenters will explore alternative methodologies of doing recovery work that encourage community building and civic participation, with an aim of presenting recovery work in genres accessible to the general public.

**Rethinking Recovery: Moving Outside the University**

Eric Turley, *University of Nebraska-Lincoln*

**Creating With: Communal Spaces for Civic Dialogue**

Whitney Douglas, *University of Nebraska-Lincoln*

**Civic Engagement and Academia: Supporting Activist Research**

Joy Ritchie, *University of Nebraska-Lincoln*

*Palisades**Robinson 102***15****The New Workplace****Identities, Literacies, and Cyber Work**Beatrice Quarshie Smith, *Illinois State University*

Session discusses the inflections of ICTs on workplace literacy practices in an offshore business process outsourcing context and explores the implications for literacy instruction in the academy.

**Can Risk Communication Be Invitational?: The Rhetorical Function of Expert and Non-Expert Personas in the Brookhaven National Laboratory Case**Christine Seifert, *Westminster College*

Technical writers can use "personas" as tools for creating effective invitational risk communication. The Brookhaven National Laboratory provides an informative case study as an illustration.

**Feminisms and Workplace Teams: Supporting Dissensus Without Sacrificing Productivity**Karen Kuralt, *University of Arkansas-Little Rock*

Feminist collaborative principles can be hard to implement when decisions must be made on deadline. Teams need conflict resolution and feedback strategies to transform these ideals into productive practice.

**Rhetorically Sound: The Letter-Writing Process in a Senator's Office**Tamika Edwards, *University of Arkansas-Little Rock*

This presentation examines how congressional writers learn and perform someone else's voice through an instinctive use of rhetoric, and it identifies and describes the exigencies that prompt their practices.

**G10****Analyzing Rhetorical Appeals****Adapting Rhetoric for Stages of Social Change: Public Voices of the Women's Sports Foundation**Kelly Belanger, *Virginia Tech University*Megan Fisher, *Virginia Tech University*

This presentation examines the advocacy rhetoric of three Women's Sports Foundation presidents in light of Moyer's eight-stage Movement Action Plan (MAP) for nonviolent social movements.

**Sadat's Peace Ritual and the Recategorization of Membership**Rasha Diab, *University of Wisconsin-Madison*

I identify rhetorical features of Sadat's Knesset speech that changed considerably the Egyptian and Israeli engagement in the peace process and eventually led to Camp David.

*Robinson 103***G11****Engaging Citizens, Engaging Students: Pedagogy and Rhetorical Performance**(Chair) Whitney Douglas, *University of Nebraska-Lincoln*

This session will be an interactive forum in which participants are invited to collaborate with panelists to entertain the following questions: What counts as civic discourse in the classroom? Can silence be a form of civic participation? Where do students find the motivation to take the risks involved in public performances of identity? What structures must be in place to facilitate this work? Drawing on Goncalves' study of GLBTQ speakers bureaus, panelists will lead participants in guided inquiry of elements central to pedagogies grounded in specific identity performances, including writerly identity, ethos, audience, and motivation for civic participation.

Alison Friedow, *University of Nebraska-Lincoln*Mike Kelly, *University of Nebraska-Lincoln*Sandy Tarabochia, *University of Nebraska-Lincoln**Salon D***I4****Civic Tensions: National Policies, Local Practices, Global Consequences**(Chair) Rebecca Dingo, *University of Missouri-Columbia*

This roundtable considers rhetorics of local and national civic engagement and attempts to put these practices in a transnational feminist lens. The participants provide different perspectives on how we make transnational linkages and interdependence of the local, national, and global levels significant to our work as feminist rhetoricians. Our goal for this roundtable will be to invite audience participants to consider how civic discourse blurs the lines between what might look strictly local, strictly national, or entirely global.

Annette Powell, *University of Louisville*Karen Taylor, *Tulane University*Susan Delagrange, *The Ohio State University-Mansfield*Doreen Piano, *University of New Orleans*

Friday

*Salon B***13****Digital Civic Discourse****Copyright Challenges in an Ownership Culture: Feminist Digital Interventions**

Danielle Nicole DeVoss, *Michigan State University*

Multimedia presentation addressing intellectual property issues and the ways in which women are taking hold of the public digital spaces of the Web to craft new products, make new knowledge, and contribute to a rich civic commons.

**Our Campus, Our Voices: Interrogating Media Representations Using Multimedia Tools**

David Fisher, *University of Arkansas-Little Rock*

This presentation details the production of a set of alternative video advertisements for a medium-sized metropolitan university.

**Some Digital Sensibilities in Civic Arts**

Anne Wysocki, *University of Wisconsin-Milwaukee*

This presentation considers several (women) digital artists whose work gives us ways to experience new sensuous possibilities for engaging in the world with others.

## Salon C

## H1

## Featured Speaker — Hui Wu

**Whose Feminism Is It?: The Rhetoric of Post-Mao Chinese Women Writers**

Using the arguments about gender and women's identity articulated by the post-Mao Chinese women writers, Wu will contrast the cultural and gender construction of *ren* (human/exemplary person) in Chinese social context with the binary thinking in Western gender theories. She will provide alternative analytical categories to demonstrate the challenges Chinese women's writing poses to the dominant theoretical framework and show the transformations that the study of Chinese women's writing may bring to the feminist rhetorical studies in the West.

Dr. Hui Wu is Associate Professor of Rhetoric and Writing at the University of Central Arkansas (UCA). Her research interests encompass history of rhetoric, comparative studies of rhetoric, global feminist rhetorics, and archival research in rhetoric and composition. Her articles appear in *Rhetoric Society Quarterly*, *College English*, and *College Communication and Composition*, as well as scholarly anthologies. She has translated C. Jan Swearingen's *Rhetoric and Irony: Western Literacy and Western Lies* (Oxford UP, 1990) into Chinese to offer Chinese academics an alternative point of view on the history of Western literacy (Jiangxi Education Press, 2004). She is working on two book projects: an anthology of translated essays on gender by Chinese women writers, and a reading of China's earliest treatise on persuasion in 400–300 BCE.

In addition to her scholarship, Wu is also the founder of the Chinese Studies program at UCA and the UCA Confucius Institute of Chinese Language and Culture

## Salon A

## I2

## Using Religious Rhetoric to Enter Civic Discourse

**Sermonic Moves: Mariah W. Stewart and Angelina Grimke Weld as Homiletic Rhetors**

Kerrie Carsey, *Miami University-Ohio*

This speaker explores the homiletic moves and structures in the public speeches of two 1830s women rhetors as they call for racial equality.

**Public Voices/Divine Audiences: Southern Women's Prayers as Public Rhetoric During the American Civil War**

Kimberly Harrison, *Florida International University*

Drawing upon numerous wartime diaries, I argue that during the American Civil War, Southern women saw their prayers as public rhetorical efforts that connected them with fellow Southerners and positioned them as active in the war effort.

**The Politics of Religious Identity for Nineteenth-Century Women**

Lisa Zimmerelli, *University of Maryland*

Nineteenth-century female speakers used religious identity as a sort of "master" identity that was ungendered, unclassed, and unraced, and gave women access to civic discourse.

## Salon C

## I1

**Featured Speaker — Shirley Wilson Logan****Daisy Bates and Ida Wells: Talking Across Gender**

In this talk, Logan will compare the rhetorical choices in selected communications of these two women activists, including Ida B. Wells's last investigative report *The Arkansas Race Riot* (1920), based on a trip to Little Rock after nearly thirty years away from the South; and Daisy Bates's 1957 "Report on Little Rock" and her remarks at the 1963 March on Washington, both made during the early years of her Civil Rights work.

Shirley Wilson Logan teaches composition, rhetoric, and African-American literature at the University of Maryland, College Park. She is editor of *With Pen and Voice: A Critical Anthology of Nineteenth-Century African-American Women* and author of "We Are Coming": *The Persuasive Discourse of Nineteenth-Century Black Women* and essays in various collections. In addition to co-editing the Southern Illinois UP series *Rhetorics and Feminisms*, she has served as head of the Conference on College Composition and Communication, the Alliance of Rhetoric Societies, and the Coalition of Women Scholars in the History of Rhetoric and Composition. She is completing a book on Black sites of rhetorical education.

## Salon A

## H2

**Performing and Critiquing Gender in Civic Discourse**

(Chair) Michael J. Faris, *Oregon State University*

Our panel explores ways in which gender is performed and critiqued as civic discourse. Burghauser discusses the feminist reception of Anais Nin's writing and her representation of femininity, arguing that Nin's gender performance makes visible the system that allows feminist critics to scrutinize her appearance. Sugie, by examining the typical "straight" audience reactions to drag, shows that the apparent anti-feminist characteristics of drag become vehicles through which an interrogation and resignification of gender, desire, and beauty occur. Faris examines the liberal blogosphere's reaction to Ann Coulter's "faggot joke" and the subsequent reproduction of the male bond in the public sphere.

**Difficult Woman: Anais Nin and Representations of Femininity**

Sarah Burghauser, *Oregon State University*

**Breaking Rules They Never Made: Drag Queens and a Feminist Perspective**

M. L. Sugie, *Oregon State University*

**Ann Coulter, the Liberal Blogosphere, and the (Straight, Liberal) Male Bond**

Michael J. Faris, *Oregon State University*

*Salon B*

### H3

#### Images of Fertility and Pregnancy

##### **Surveilling Women's Bodies: What Does the Rhetoric Against Teenage Pregnancy Do for Women?**

Jenna Vinson, *University of Arizona*

This presentation is a feminist rhetorical analysis of images that depict teen mothers as "Cheap," "Dirty," "Rejects," thereby continuing women's negative association with the body.

##### **Contested Rhetorics of Infertility**

JoAnne Matson, *University of Arkansas-Little Rock*

Examining ASRM's "Protect Your Fertility" campaign, along with images in popular culture, this paper will address both the idealistic and the rhetorically complex and contested perceptions of infertility.

##### **Pushing It One Step Further: Toni Morrison and Sapphire Recover the African-American Birthing Body**

Mary Ruth Marotte, *University of Central Arkansas*

My paper examines how Toni Morrison's *The Bluest Eye* has provided for Sapphire, author of *Push*, a sort of blueprint on which to build freely more unique and rich illustrations of African-American experiences of pregnancy and childbirth.

**Friday lunch — on your own**

**Friday**



*Robinson 103***H11****Civic Discourse Within and Outside the Home Life****Disciplined Bodies: Cookbooks, Standardization, and the Print Revolution in the Victorian Era***Elizabeth Fleitz, Bowling Green State University*

This presentation historicizes the printed cookbook of the Victorian era, arguing the disciplinary structure of the printed recipe produced a new discourse that allowed women a space in the rhetorical tradition.

**A Working Paper on Marriage***Mark Krain, University of Arkansas-Little Rock*

Marital communication process is conceptualized as political process, analogous to election politics, in which control of behavior is attained by communication strategies that control consciousness.

**At the Intersection of Feminism and Civics: Motherhood as Institution***Caitlin Kelly, University of Tennessee-Knoxville*

Charting the relationship between models of motherhood in society and in feminist theory, this presentation explores the effects of maternity on women's civic contributions.

*Salon D***H4****Coming to Feminisms: Intergenerational Feminist Perspectives From the Second and Third Waves***(Chair) Jami Carlacio, Cornell University*

In order to answer the question "What does it mean to be a feminist participating in civic discourse?" the four presentations on this panel ask, "What civic discourses surrounded our coming to feminism?" Specifically, these presentations by second- and third-wave feminists discuss the particular cultural moments that shaped the presenters' identification as feminists—the civic issues that became personally resonant and/or the personal issues that took on compelling civic or political implications.

**Reconsidering the Rhetorical Dimensions of Second-Wave Feminist Activism From a Local Perspective***Alice Gillam, University of Wisconsin-Milwaukee***The Politics of Harassment and Feminism's Response: NOW and Then***Jami Carlacio, Cornell University***How "Personal" Is "Political"? Cross-Generational Trans/positions of Feminist Rhetoric(s)***Meredith Kruse, University of Wisconsin-Milwaukee**Drew Anastasia, University of Wisconsin-Milwaukee***The Mudflap Girl Reads Queerly: Coming From and Bringing Out a Queer Feminist Approach***Shereen Inayatulla, University of Wisconsin-Milwaukee*

*Palisades***H5****Images of Women at the Turn of the Century****Fashioning the Career Citizen**

Janet Eldred, *University of Kentucky*

For a brief time in the early twentieth-century United States, it became normative, “a gendered habit of mind,” to envision educated women as career citizens.

**Sawing a Woman in Two: Performance and Legacy**

Kate Adams, *Loyola University*

The immensely popular visual rhetoric of sawing a woman in two has influenced the depiction of violence in current television shows, video games, and films.

**Secretarial Literacies: Women, Office Work, and Affective Rhetorical Networks**

Donna Strickland, *University of Missouri-Columbia*

Drawing from early twentieth-century secretarial conduct books, I make a case for investigating women’s office work as an important, overlooked node of rhetorical production and circulation.

*Robinson 102***H10****Singing the Blues****No Words but Hers: Billie Holiday’s “Strange Fruit”**

Erin Knoche Laverick, *The University of Findlay*

Christine Denecker, *The University of Findlay*

This presentation examines parallels between the civic discourse of the early twentieth century and Billie Holiday’s song “Strange Fruit.” The result is the reclaiming of Holiday’s song as rhetorically “hers.”

**“Oh Papa Blues”: Contributions of Female Folklorists to the Early American Blues**

Stacy Day, *University of Arizona*

This paper examines the unrepresented contributions that female folklorists made to the work of Alan Lomax and their continual exclusion from recently published blues histories.

*Robinson 101***H9****Visual Rhetoric****Visual Rhetoric in Civic Discourse**

Nancy Allen, *Eastern Michigan University*

This presentation will provide background examples of visual rhetoric's influence on public opinion and policy since early uses of photography and how it influences opinion today.

**Uses of Photography at the Intersections of Sociology and Rhetoric: The Politics of Looking**

Tracy Ore, *St. Cloud State University*

Tim Fountaine, *St. Cloud State University*

Photographs and photo-culture critique are used to challenge commonsense notions of race and class and to explore possibilities of alternative rhetorical practices with activist intentions.

**Crash Car Displays at School: Visual Rhetorics of Drinking and Driving**

Ellen Partridge, *University of Rhode Island*

This presentation examines the visual rhetoric, affect, and effect of crash-car displays on high school property as a deterrent to underage drinking.

*Riverside East***H6*****Harlot*: Turning Popular Audiences On to Rhetoric**

(Chair) Kay Halasek, *The Ohio State University*

This session introduces *Harlot*, a new publishing endeavor that unites critical theory, rhetorical criticism, new media, and creative arts. Designed to engage popular audiences, *Harlot* is a digital magazine and web forum dedicated to relevant, accessible explorations of the roles of rhetoric in everyday life. As individual presentations demonstrate, the theory, form, content, and style of *Harlot* are driven by a fundamental concern with promoting critical analysis and awareness in the public sphere. Like *Harlot* itself, this session is designed to invite productive dialogue through a multimedia and interactive experience that will leave a lasting impression of—and on—*Harlot*.

**Introducing *Harlot*: Popularizing Rhetoric**

Kathryn Comer, *The Ohio State University*

**Situating *Harlot*: Relevance, Accessibility, and Intellectualism**

Kelly Bradbury, *The Ohio State University*

**Delivering *Harlot*: Where Form Becomes Content**

Envera Dukaj, *The Ohio State University*

**Designing *Harlot*: Creative Arts as Critical Commentary**

Catie Crabtree, *The Ohio State University*

*Riverside West***H7****Modern Southern Activists****“This We Pledge”: Daisy Bates and the Rhetoric of Counterpublicity**

Elsa Gassert, *University of Wisconsin-Madison*

Recognizing Daisy Bates' use of rhetorics of “witnessing” and counterpublicity refutes the minimization of her role in the Civil Rights movement.

**Activism in Betty Bumpers' Oral History**

Anna Eblen, *Western Washington University*

A feminist rhetorician examines National Women's Hall of Fame inductee Betty Bumpers' oral history interviews, tracing activist roots during Bumpers' early adulthood.

**A Critical Analysis of Life Writings of Two Women of the Civil Rights Era, Anne Moody and Melba Patilo Beals**

Anne Mitchell, *The Ohio State University*

This paper examines the autobiographical writings of Melba Patilo Beals and Anne Moody. Narrative theory is used to think through why these works are popular with different types of audiences. These differences in reception are attributed to the divergent

*Edgehill***H8****Joining Women's Studies and First Year Writing: New Directions**

(Chair) Malea Powell, *Michigan State University*

In recent years, there has been much debate about the project of women's studies programs across the American university landscape. Critical examinations of women's studies raise important questions about the mission of women's studies, especially as academic endeavors sever their roots and connectedness to activist feminist movements. This panel will consider the possibilities that could be realized in joining two programs traditionally marginalized at universities but rarely conceived of together: Women's Studies programs and First Year Writing programs. The authors will argue that forming a single program out of these two distinct units performs several intellectual functions that redefine the relationship of each to larger university structures.

**Women's Studies and First Year Writing: Shared Histories**

Dara Silberstein, *Binghamton University*

**First Year Writing and Women's Studies: Shared Futures**

Nancy DeJoy, *Michigan State University*

**Response**

Malea Powell, *Michigan State University*