



5th Biennial

SENECA FALLS DIALOGUES

October 21-23, 2016

LEAN OUT: GENDER, ECONOMICS, AND ENTERPRISE

Featuring award-winning documentarian and creator of “Upstate Girls”

BRENDA ANN KENNEALLY

Keynote Speaker and WILL recipient

The biennial Dialogues are a collaborative effort to reinvigorate Seneca Falls as a site of feminist activism and intellectual exchange. We invite students, activists, and teachers to participate in a weekend of dialogue on the following themes: Divisions of Labor

- Race, Class, Gender, and Sexuality
- Teaching Economic Justice
- Representations of Work
- Gender and Entrepreneurship
- Global Economics
- Art, Activism, and Social Justice
- Women in Business



WELCOME TO THE 2016 SENECA FALLS DIALOGUES

Welcome to our fifth biennial conference! This conference began in 2008, when a small group organized the first Dialogues to reaffirm the ideals set forth in the 1848 Declaration of Sentiments. We are excited about the record number of submissions from faculty, students, artists, and activists for this year's conference, "Lean Out: Gender, Economics and Enterprise." Our program demonstrates this topic's timeliness and the many intersectional perspectives it raises on culture, identity, work, power, and justice.

To extend these conversations beyond the conference, we invite you to revise your dialogue into an article for submission to *The Seneca Falls Dialogues Journal*, a multidisciplinary, peer-reviewed, online publication. To recognize the importance of creatively engaging diverse tools for feminist activism, this publication seeks to build an open-access forum that pays homage to the spirit of the first Seneca Falls gathering: the tireless pursuit of equality and liberation. We look forward to an exciting weekend.

Peace and Good Wishes,

The Seneca Falls Dialogues Planning Committee

Tatyana Bakhmetyeva
University of Rochester

Betty M. Bayer
Hobart and William Smith Colleges

Maria Brandt
Monroe Community College

Jane Bryant
University of Rochester

Lisa Cunningham
St. John Fisher College

Adriene Emmo
Women's Institute for Leadership and Learning (WILL)

Barbara LeSavoy
The College at Brockport

Yamuna Sangarasivam
Nazareth College

Diana M. Smith
*Director of New Business
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Jill Swiencicki
St. John Fisher College

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Learning (WILL) president; Greater
Rochester American Association of
University Women Charitable Trust
(AAUW)*

Deborah Uman
St. John Fisher College

Pao Vue
St. John Fisher College

SENECA FALLS DIALOGUES COLLEGE ALLIANCE PARTICIPANTS



HOBART AND WILLIAM SMITH
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Women's Institute for
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Seneca Falls Dialogues Alliance
Mr. and Mrs. Menzo Case (Seneca Falls)

THE 2016 SENECA FALLS DIALOGUES AT-A-GLANCE

Friday, Oct. 21, 2016

Registration	<i>Community Center Atrium</i>			
Session 1 2-3:15 p.m.	Dialogue 1a Changes in Russia's Gender Order: Reflections in Film	Dialogue 1b Motherhood vs. a Medical Career: From Nineteenth-Century Pioneer Women Physicians to the Recent Debate	Dialogue 1c Ayurvedic Practices: A Model for Working that Works for Us	Dialogue 1d The Importance of Women and Gender Studies Programs for Professionally-Driven Students
	<i>Location: Community Center Media Room</i>	<i>Location: Community Center Gym 1</i>	<i>Location: Community Center Activity Room</i>	<i>Location: Community Center Gym 2</i>
Session 2 3:30-4:45 p.m.	Dialogue 2a Disrupting the Lean: Performing a 2016 Declaration of Sentiments	Dialogue 2b Navigating Career Success: Developing a Guide for Women in Sport Management	Dialogue 2c Economic Effects on the Reproductive Rights of Women with Disabilities	Dialogue 2d New Directions in Trans Feminist Scholarship and Organizing
	<i>Location: Community Center Gym 1</i>	<i>Location: Community Center Media Room</i>	<i>Location: Community Center Activity Room</i>	<i>Location: Community Center Gym 2</i>
4:45-6:45 p.m.	Dinner <i>On one's own</i>			
Poster Session and Reception 7-8:30 p.m. Gould Hotel Ballroom	Constructing Sexuality and Fetishizing Women in American History: Debunking Myths in Popular Culture from Pocahontas to First Wave Reformers	Division of Labor as a Leisure Constraint for Women in Family Life	Understanding Economic Justice Issues for Ending Domestic Violence	Additional participants include: Keynote speaker Brenda Ann Kenneally poster signing, <i>The Seneca Falls Dialogues</i> Journal editors, local sponsors.
		Women at Work: Identity Biases and Biased 'Scripts'	The Trajectory of Female Depiction in DC and Marvel Comics	
8:30 p.m.	Collective Recitation and Filing of the Declaration of Sentiments <i>Wesleyan Chapel, Women's Rights Historical National Park</i>			

Saturday, Oct. 22, 2016

7:30-8:45 a.m.	Breakfast & Registration <i>Community Center Atrium</i>			
Session 3 9-10:15 a.m.	Dialogue 3a Professional Friendships and Personal Growth: The Complexities of Navigating Identity in Career Development	Dialogue 3b Quilting, Building Bridges, and Native American Women's Cultures	Dialogue 3c Combatting Racism, Classism, and Lookism in the U.S. Fashion Economy	
	<i>Location: Community Center Gym 1</i>	<i>Location: Community Center Media Room</i>	<i>Location: Community Center Gym 2</i>	

Saturday, Oct. 22, 2016

Session 4 10:30-11:45 a.m.	Dialogue 4a Visual Culture, Non-Cognitive Skills and Gender in Technical Corporations	Dialogue 4b Work as Empowerment	Dialogue 4c Beyond a Monetary Economy: A Gift Economy and Its Importance for Feminism	Dialogue 4d Art & Activism: A Zine Workshop
	<i>Location: Community Center Media Room</i>	<i>Location: Community Center Gym 1</i>	<i>Location: Community Center Gym2</i>	<i>Community Center Activity Room</i>
Noon-12:30 p.m.	University of Rochester's Women's Chorus <i>Chapel</i>			
12:30-2:30 p.m.	Lunch <i>On one's own</i>			
Session 5 2:30-3:45 p.m.	Dialogue 5a Remembering Kate Gleason: Introducing a 20th-Century Business-Woman to Twenty-First Century Students	Dialogue 5b Racism, Economic Inequity, and Criminal (In)Justice	Dialogue 5c Leaning Out of the Classroom: Building Activism on Campus	
	<i>Location: Community Center Gym 1</i>	<i>Location: Community Center Media Room</i>	<i>Location: Community Center Activity Room</i>	
Session 6 4-5:15 p.m.	Dialogue 6a Madame President: Presidential Politics as Women's Work	Dialogue 6b Women Teaching/ Teaching Women	Dialogue 6c Economic Equity in the Visual Arts	Dialogue 6d A Comparison of Transgender Experiences in Workplaces and Universities
	<i>Location: Community Center Media Room</i>	<i>Location: Community Center Gym 1</i>	<i>Location: Community Center Gym 2</i>	<i>Location: Community Center Activity Room</i>
6:30 p.m.	Dinner & Keynote Address Welcome & Keynote Brenda Ann Kenneally <i>Gould Hotel</i>			

Sunday, October 23, 2016

10 a.m.	Brunch , <i>Gould Hotel</i>
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SCHEDULE OF EVENTS

Friday, Oct. 21, 2016

1 p.m. **Registration, *Community Center Atrium***

SESSION 1

2-3:15 p.m.

Dialogue 1a

*Community Center
Media Room*

Changes in Russia's Gender Order: Reflection in Film

Elena Lukovitskaya, Novgorod State University, Russia
Tanya Bakhmetyeva, University of Rochester

Using popular Russian film segments as prompts for audience dialogue, this session will trace four distinct periods in Soviet and post-Soviet Russian history, from 1917 through the present, built around the idea of a national "gender order."

Dialogue 1b

*Community Center
Gym 1*

Motherhood vs. a Medical Career: From 19th century Pioneer Women Physicians to the Recent Debate

Morag Martin, The College at Brockport, SUNY
Elise Jones, The College at Brockport, SUNY

Karen Sibert argued in the *New York Times* (June 11, 2011) that to be a good doctor women had to be 100% committed to their jobs and thus motherhood would be the secondary role, if one at all. Working part-time to join motherhood and medical practice costs society in productivity and investment in medical education. This of course sparked an outrage on the internet about the demands put on workers (both men and women) and the need for more flexible work structures that would take into account families. The debate about mothers working in professions goes back to the nineteenth century, and is especially important for the entrance of women in medicine. Two of the early women physicians, Elizabeth Blackwell and Mary Putnam, framed this issue for future generations, while disagreeing on the role motherhood played in a medical career. In this session we will introduce how medical practice and motherhood intersected for these two women. We will then share short excerpts from their writings as well as Karen Sibert's op. ed. piece for the audience to participate in an analysis of changing views on motherhood and medical practice.

Dialogue 1c

Community Center **Ayurvedic Practices: A Model for Working that Works for Us**
Activity Room

Presenter:

Susan James, Benjamin & James, PLLC, Law Firm, Waterloo, NY

Demanding fulfillment for the time we spend earning wages is becoming the siren song of the workplace. What if we don't all want to be the top earner, the CEO, the boss? What if we're hard working and talented and committed but still don't feel fulfilled at work? What if we want to be artists but thrive on security? Can we balance work and creativity in any meaningful way if our creativity doesn't produce profit or if our hours spent at work don't fulfill us like we'd hoped they would? In this dialogue, we will examine and apply the Ayurvedic concepts of pitta (producers), vata (creatives), and kapha (the patient and friendly), to define for ourselves a more harmonious, and productive, work experience. When we understand our contributions as valuable, essential even, we can better articulate our worth to our employers, transform the way we work, or seek work in a more fulfilling place and finally get on with the business of work that works for us.

Dialogue 1d

Community Center **The Road to Success: The Importance of Women and**
Gym 2 **Gender Studies for Professionally-Driven Students**

Elizabeth Ursic, Mesa Community College

Kathryn Sheffield, Mesa Community College

In today's economic climate, students often prioritize courses and majors that lead to immediate economic gain. Mesa Community College in Phoenix, Arizona is one the largest community colleges in the United States. It serves a diverse student body who are primarily focused on economically-based skills and employment opportunities. In addition, its location is one of the most conservative regions of the United States which often creates an environment that discourages exploration of progressive thinking and devalues the liberal arts. Yet, as current and former faculty of the Women and Gender Studies program, we have noticed a hunger for knowledge and understanding about how social class and gender expectations have constrained many of our students' lives, opportunities and dreams. In fact, we have found that these Women and Gender Studies courses have direct practical value for our students, particularly in the areas of educational and career goals, and managing issues of social justice in the workplace. We will be inviting dialogue about these issues and how they are being handled in the classroom and among college-aged students in different locations and settings.

SESSION 2

3:30-4:45 p.m.

Dialogue 2a

Community Center **Disrupting the Lean: Performing a 2016 Declaration of Sentiments**
Gym 1

Barbara LeSavoy, The College at Brockport, SUNY
Tambria Schroeder, The College at Brockport, SUNY
Brooke Ophardt, The College at Brockport, SUNY
Brooke Love, The College at Brockport, SUNY
Mel Brown, The College at Brockport, SUNY
Audrey Lai, The College at Brockport, SUNY
Maggie Rosen, The College at Brockport, SUNY

Inspired by Brenda Ann Kenneally's Update Girls Project, this student and faculty facilitated dialogue will use imaging and word-making exercises to guide session participants to formulate feminist manifestos that take up questions of gender, labor, and resistance. The session and manifesto framework will use Radical, Marxist, Queer, and Post Structural analysis of identity and place to argue for agency and voice as laborers, thinkers, artists, and activists. The session will close with a group reading of the manifestos as orchestrated into a 2016 Declaration of Sentiments.

Dialogue 2b

Community Center **Navigating Career Success: Developing a Guide for Women in Sport Management**
Media Room

Mary E. Graham, Syracuse University
Teresa MacDonald, Syracuse University
Gina Pauline, Syracuse University

The field of sport management continues to be dominated by men, despite visible examples of women's career success. The sport industry exhibits gender-related, sub-field occupational segregation (e.g., women in community relations, men in analytics), and a "leaky pipeline" resulting in a glass ceiling for women sport professionals. Complicating matters, successful women professionals may downplay barriers to advancement in order to maintain credibility or bolster their own confidence. Not only do gender-related barriers have the potential to harm current women workers in the sport industry, but also they send discouraging signals to women students interested in sport-related careers.

For this session, we would like to present for feedback a work-in-progress draft of a "Question and Answer" (Q and A) guide for women interested in sport management careers. We are seeking constructive criticism and ideas from feminist scholars from all fields on the substance and format of the guide. Our goal is the development of a research-based guide for women students, addressing some of the gender-related challenges they will face.

Dialogue 2c

*Community Center
Activity Room*

Economic Effects on the Reproductive Rights of Women with Disabilities

Katrina Arndt, St. John Fisher College
Lisa Cunningham, St. John Fisher College
Hanna Case, St. John Fisher College
Mia Fontanarosa, St. John Fisher College
Jessica Hammond, St. John Fisher College
Nicole Hewitt, St. John Fisher College
Camille Pensabene, St. John Fisher College
Nichole Rinehart, St. John Fisher College
Siti Safura, St. John Fisher College
Kaitlyn Shamp, St. John Fisher College
Haley Werner, St. John Fisher College

Approximately 12% of women of reproductive age have some type of disability (Horner-Johnson, et. al., 2016). Women with disabilities must navigate economic hardship and relative invisibility in the healthcare system. Both are products of negative social constructions of disability: a prevailing paradigm is that women with disabilities can't work; can't contribute; shouldn't reproduce. The effects of inadequate health care are compounded by the reality that greater attention is needed about the reproductive health care needs of women with disabilities (Horner-Johnson, et al, 2016). The complexity of women with disabilities managing economic hardship and little attention to their reproductive health care needs is the focus of this dialogue.

Dialogue 2d

*Community Center
Gym 2*

Gender Labor: New Directions in Trans*feminist Scholarship and Organizing

Melissa Autumn White, Hobart and William Smith Colleges
Chanel Andrews, Hobart and William Smith Colleges
Yvonne Brieger, Hobart and William Smith Colleges
Vincent Creer, Hobart and William Smith Colleges
Maddy Devereaux, Hobart and William Smith Colleges
Jason Kwong, Hobart and William Smith Colleges
Clare McCormick, Hobart and William Smith Colleges
Judith Schreier, Hobart and William Smith Colleges

This student-led dialogue is designed to open up a space for ethical and political reflections on what is at stake in a rapprochement between queer, trans, and feminist activism in local, national, and transnational contexts. Raising questions around the entanglement of cultural representation, everyday sexual practices, and social institutions as sites that simultaneously resist and reproduce normative regimes of power, we hope this dialogue will incite and further texture trans*feminist imaginaries in the West-central New York region.

4:45-6:45 p.m. **Dinner** (*selection of local establishments, on one's own*)

7-8:30 p.m.

*Gould Hotel
Ballroom*

Poster Session and Wine & Cheese Reception

Poster Participants:

Brenda Ann Kenneally

The Seneca Falls Dialogues Journal

Constructing Sexuality and Fetishizing Women in American History: Debunking Myths in Popular Culture from Pocahontas to First Wave Reformers.

Alison Tipton, Saint Mary's College

Adrienne Whisman, Saint Mary's College

Katlynn Dee, Saint Mary's College

Jamie Wagman, Saint Mary's College

Women at Work: Identity Biases and Biased 'Scripts'

Kijana Crawford, Rochester Institute of Technology

Rauncie Ryan, Rochester Institute of Technology

Tanya R. Schueler-Choukairi, Rochester Institute of Technology

Division of Labor as a Leisure Constraint for Women in Family Life

Sarah Taylor Agate, The College at Brockport

Joel R. Agate, The College at Brockport

From Response to Prevention: Understanding Economic Justice Issues and Implementing Social Change Principles for Ending Domestic Violence

Connie Neal, New York State Coalition against Domestic Violence

The Trajectory of Female Depiction in DC and Marvel Comics

Cassandra Modica, Villanova University

Angela Giannetta, The Pennsylvania State University

Coalition On Pay Equity (COPE)

Catherine Cerulli, Director of the Susan B. Anthony Center
Univ of Rochester

Laura Meyers, Attorney & GRAWA member

Cynthia Herriott-Sullivan, CEO Rise Up Rochester & Chair
United Rochester Justice Committee

Deborah Hughes, President & CEO Susan B. Anthony House
& Museum

Marilyn Tedeschi, President, Greater Rochester Area Branch
American Association University Women

Rebecca Bergman, SBA Project Coordinator & Univ. of
Rochester Student

Elizabeth Sciavolino, AAUW student Intern

8:30 p.m.

Declaration of Sentiments Group Recitation, *Wesleyan Chapel*

Project Conceived and Filmed by
Leah Shafer, Media and Society Program,
Hobart and William Smith Colleges

Conference-goers are invited to participate in the ongoing Declaration of Sentiments experimental video project by joining us in the Wesleyan Chapel on Friday night to read the Declaration together in the space where it was first presented.

Saturday, Oct. 22, 2016

7:30-8:45 a.m.

Bagel Breakfast & Registration, *Community Center Atrium*

SESSION 3

9-10:15 a.m.

Community Center *Dialogue 3a*
Gym 1

Professional Friendships and Personal Growth: The Complexities of Navigating Identity in Career Development

Angela Clark-Taylor, University of Redlands
Susan V. Iverson, Manhattanville College
Kaitlin Legg, University of North Florida

Mentoring is a critical career development resource and can promote both professional and personal growth. Yet often individuals who inhabit minoritized identities of sexuality and/or gender (MloSG) including women, women of color, and individuals in the Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual/Aromatic (LGBTQIA) communities do not receive the mentoring they need to successfully progress in their chosen careers. This session will discuss the complexities of mentoring, personal and professional development, and MloSG through an exploration of professional friendships and community based mentoring initiatives. In addition, session participants will have the opportunity to reflect on and share their own mentoring experiences and brainstorm approaches to both be a more effective mentor and seek stronger mentoring. The reflection component will utilize Dr. Kerry Ann Rockquemore's network building model to assist participants in identifying and seeking their own mentoring networks and models.

Dialogue 3b

Community Center **Quilting, Building Bridges, and Native American Women's**
Media Room **Cultures**

Denise A. Harrison, Kent State University
Yuko Kurahashi, Kent State University
Denise Bedford, Georgetown University
Mona Polacca, 13 International Indigenous Grandmothers

Utilizing Native American women's culture and their legacy of storytelling can affirm individual uniqueness as a valuable source to foster effective team building and healthy communities for the next seven generations. This dialogue is designed to explore the unique ways for women to build bridges, consensus and support within communities of knowledge. We will actively engage participants of this session through an activity that will help them to create and exchange knowledge. We will integrate other communities of practice into the performance of knowledge through a collaborative "quilting" exercise.

Dialogue 3c

Community Center **Combatting Racism, Classism, and Lookism in the U.S.**
Gym 2 **Fashion Economy**

Alyssa Dana Adomaitis, New York City College of Technology
Rachel Raskin, New York City College of Technology
Diana Saiki, Ball State University
Tameka Ellington, Kent State University
Holly M. Kent, University of Illinois-Springfield

Our session will consider the ways in which race, class, gender, and socially-constructed ideals of beauty impact different facets of the contemporary fashion (and larger) economy in the United States. Our research raises questions about how cultural notions of attractiveness impact women's and men's access to economic success in the workplace, how racism shapes African-American fashion designers' access to showing and marketing their collections within key spaces such as fashion weeks and within high-fashion magazines, and how non-professional fashion bloggers use sites such as Tumblr, Instagram, and Pinterest as a means of both marketing large brands and exploring class inequalities in the fashion industry. We look forward to opening up dialogue with the audience about the larger issues which our projects raise, about how racism, classism, and lookism permeate the fashion (and the larger U.S.) economy, and how we as citizens, consumers, and workers can best resist, undermine, and challenge these larger forces.

SESSION 4

10:30-11:45 a.m.

Dialogue 4a

Community Center **Visual Culture, Non-Cognitive Skills and Gender in**
Media Room **Technical Corporations**

Corinna Schlombs, Rochester Institute of Technology
Kelly Norris Martin, Rochester Institute of Technology

This session examines corporate culture, personal skills and gender in technical corporations. While the National Science Foundation, universities and various other organizations in the education sector seek to attract women to technical STEM (Science, Technology, Engineering and Mathematics) fields, many corporations continue to select against or ignore personal skills that are considered feminine such as interpersonal communication, conflict management and writing skills. Session participants will analyze visual communication and interview excerpts originating from our research on the computer manufacturer IBM and local optics and photonics companies. Juxtaposing research in historical and current corporate contexts, the session critically engages with the disjunction between corporate selection for skills and the training for skills in higher education. It addresses questions such as: How does corporate culture shape the selection for personal skills in new employees? How does the selection of employees reinforce a gendered corporate culture? How does the gendering of skills shape the education system and the training and assessment of skills? How do these processes mutually reinforce each other? Have these processes changed over time and, if so, how?

Dialogue 4b

Community Center **Work as Empowerment**
Gym 1

Michelle Finn, Monroe Community College
Juilee Decker, Rochester Institute of Technology
Andrea Hickerson, Rochester Institute of Technology

Work is more than time spent engaged in practice. Its mere existence, as much as its promotion and its suppression, takes cues from the social, political and economic structures that shape societies. By looking at work as a form of empowerment, we seek to provide an opportunity to acknowledge agency as much as the presence of oppression; autonomy and self-direction as well as powerlessness. In this session, we hope to characterize the ways in which women have been empowered by, through, and for work. By introducing historical and contemporary examples that address the shift in production from home to factory, the creation and sublimation of artistic identity, and editorial content and female leadership in the news industry, we will provide a platform for conversations with attendees about work and empowerment. Does the idea of work as a source of empowerment resonate with women today? Do limitations persist regarding work's ability to empower women? How do representations of women's work affect their power as workers? We hope to demonstrate, implicitly and explicitly, the ways in which feminist and empowerment theories are important to understanding individual and collective ideas about notions of work and those who do it.

Dialogue 4c

*Community Center
Gym 2*

Beyond a Monetary Economy: A Gift Economy and Its Importance for Feminism

Rob Ruehl, St. John Fisher College
Shannon DeHoff, St. John Fisher College

Money dominates our lives. It has increasingly become a frame of reference for interactions in both our public and private lives, often shaping our most intimate encounters, but people rarely question the primacy of money (and industry and commerce in its current forms). This presentation will take a step back, however, and offer an alternative economy; another option is a gift economy, which has been an integral aspect of Haudenosaunee (Iroquois) society for over a millennium. Not only have they provided us with an alternative economy, but Haudenosaunee values and social relations influenced early feminists, such as Elizabeth Cady Stanton, Matilda Joslyn Gage, and Lucretia Mott. Grounded in this shared history, the goal of this presentation is to rethink how a gift economy and Indigenous values can help support feminism today by providing a different framework that directly challenges our dominant economic system that subjugates women and creates new forms of domination and oppression that require new types of solidarity and resistance.

Dialogue 4d

*Community Center
Activity Room*

Art and Activism: Zine Workshop

Mariam Nael, Colgate University
Jake Mahr, Colgate University
Hannah O'Malley, Colgate University

This workshop & dialogue will create a space for attendees to discover the liberation and power of zine making. Zines rest in the meeting place between art, activism and social justice. They have a long history in the feminist movement as an expressive outlet for ideas and experiences, and educate on topics of class, gender, sexuality and intersection. This session will be organized into two parts. The first part will consist of a panel of student activists who have used zines both inside and outside of classroom settings to discuss important topics centered on systems of marginalization. Then, the panelists will facilitate a zine workshop so attendees can partake in hands-on activity. This workshop will provide a very immediate way for the overarching discussions surrounding gender, economics, and enterprise to be actualized in a physical form of art and activism.

Noon-12:30 p.m. **The University of Rochester / Eastman School of Music
Women's Chorus, *Wesleyan Chapel***

12:30-2:30 p.m. **Lunch & sightseeing on our own**

SESSION 5

2:30-3:45 p.m.

Dialogue 5a

*Community Center
Gym 1*

Remembering Kate Gleason: Introducing a Twentieth-Century Businesswoman to Twenty-First Century Students

Rebecca Edwards, Rochester Institute of Technology
Tina Lent, Rochester Institute of Technology
Michael Brown, Museum Studies, Rochester Institute of Technology

In the fall of 2015, the faculty of the Museum Studies Program at RIT mounted an exhibition entitled, “Kate Gleason, Visionary: A Tribute on Her 150th Birthday.” We faced many challenges, not the least of which was introducing students to who Kate Gleason was. We needed to outline her career, but also ask them to consider why her career mattered to them. As a woman in an engineering profession, who had worked in sales, in business, in real estate, and in banking, Gleason had a storied career. But she was also alienated from the family of her birth and never married. How could we encourage students to think about the ways in which gender shaped the contours of both her personal and professional lives, how her choices were limited, but also in some cases expanded, by being a woman in what was clearly a male business world? Could we get them to engage in questions of gender and business in a new way? In an attempt to achieve this outcome, we created a pop-up exhibit that travelled around the RIT campus. We did not wait for the students to come to an exhibit about Kate Gleason; we brought Kate Gleason to the students. In this program, three of the curators will bring the pop-up exhibit to Seneca Falls, and ask the audience to assess the exhibit and its impact with us.

Dialogue 5b

*Community Center
Media Room*

Racism, Economic Inequity, and Criminal (In)Justice

Pao Lee Vue, St. John Fisher College
Lisa J. Cunningham, St. John Fisher College
Ginny Maier, St. John Fisher College

This session showcases key issues each of us has summarized in the past two semesters in a dialogue series as part of the Fisher Race Initiative, which was organized in response to recent local and national tensions around issues of race. Our dialogue begins with a brief presentation of the following: an introduction to Myrdal’s vicious circle model, discussion of how anti-black racism helped create, maintain, and reinforce residential segregation in Rochester and other northern cities, how this segregation has led to the extreme levels of economic hardship experienced most severely by children and women of color in these communities, and how racial disparities in the criminal justice system are a symptom of and reinforce the vicious circle, both nationally and locally. After this short presentation, we hope to engage the audience with discussion questions relating to perceptions about social justice, intersectionality and feminist pedagogy. The aim of this dialogue is to examine how an understanding of

interlocking systems of oppression, for instance, as described in *Black Feminist Thought* by Patricia Hill Collins, provides a framework for tackling intersections of racism, sexism, and classism that create and maintain economic injustice in communities of color.

Dialogue 5c

Community Center **Leaning Out of the Classroom: Building Activism on**
Activity Room **Campus**

Karen Weekes, Penn State University, Abington College
Vicky Pirenoglu, Penn State University, Abington College
Nikita Arnett, Penn State University, Abington College
Cassandra Modica, Villanova University

Making sustained changes for feminism requires activities and conversations beyond the classroom, often achieved through campus feminist groups. Sometimes these are supported through campus Women's Centers, sometimes through Women's Studies, sometimes through neither. But always they are struggling with carving out a place for themselves on students' over-full agendas. How do feminist groups survive—indeed, thrive—in a national (and oftentimes local) climate that is increasingly hostile to social justice issues? SHE, our college feminist group, has done an excellent job of programming and was recognized as Outstanding New Student Group on campus. However, we've struggled to build attendance, participation, and awareness as we made our small mark. We've also learned more about balancing different members' foci and priorities in order to be more inclusive and effective. We welcome this opportunity to develop more best practices with others in our session—how can we share our successes and help each other with problems that we all face? This roundtable discussion is a chance for all attendees to learn from each other.

SESSION 6

4-5:15 p.m.

Dialogue 6a

Community Center **Madame President: Presidential Politics as Women's Work**
Media Room

Angela Laflen, Marist College
Kristin Bayer, Marist College
Molly Scott, Marist College
Elizabeth Gassman, Marist College
Jessica Recce, Marist College
Riana Ramirez, Marist College

This discussion will focus on representations of presidential politics as women's work. We will present short video clips of films and television shows that feature female politicians, including *Commander in Chief*, *State of Affairs*, *Veep*, *Kisses for My President*, *Scandal*, and *Hail to the Chief*, and share short excerpts with the audience from women's own self-representations including Hillary Clinton's 2014 campaign autobiography. We will lead participants in a discussion focusing on the following questions: how do women "do" presidential politics and how does the

very presence of female candidates “gender” the job of the president? How does imagining a female president shape the relationship between the president and the public, including roles of voters, pundits, etc? What role do media representations play in shaping public discourse around female candidates? How do media representations contain the potential threat that a female president is presumed to represent to this traditionally masculine domain of work? Where can we look for images that propose that regendering the presidency might positively affect public discourse, policy, and the nation as a whole?

Dialogue 6b

Community Center **Women Teaching/ Teaching Women**
Gym 1

Susan Comerford, University of Vermont
Susan V. Iverson, Manhattanville College
Jeanette McVicker, SUNY Fredonia
Amy E. Traver, Queensborough Community College, CUNY
Judith Kegan Gardiner, University of Illinois at Chicago

This panel will discuss two related issues, both relevant to the conference subthemes of Labor, Class, Gender, and Sexuality and to Teaching Social and Economic Justice: the legacy of feminist pedagogy for teachers today and neoliberal attacks on the teaching profession with its largely female and increasingly precarious workforce. Panelists from the fields of sociology, education, social work, women’s studies, and English will discuss their teaching experiences with predominantly female students in community colleges, colleges, and universities. Panelists will ask what opportunities and challenges their feminist pedagogies are now encountering in the classroom and how these experiences question feminist pedagogical theories since the 1980s. We will cite pertinent demographics about teaching today and share images of contingent faculty that re-write the narratives that marginalize them. We question how our students can become “empowered,” and whether for social justice or merely personal transformation. We ask what theories facilitate progressive activism and what practices reinforce or disrupt current hierarchies of gender, race, sexuality, and social class. Speaking for five minutes each about our own experiences, the panelists will encourage the audience to respond based upon their own pedagogical theories and teaching experiences.

Dialogue 6c

Community Center **Economic Equity in the Visual Arts**
Gym 2

Alisia Grace Chase, College at Brockport, SUNY
Jacklyn Das, Visual Studies Workshop, MFA Program, College at Brockport, SUNY
Amanda Dailey, Visual Studies Workshop, MFA Program, College at Brockport, SUNY

This session will examine issues of economic parity and disparity in the visual arts by opening with statistics. The session leaders will also present the hypothetical reasons given by art world professionals for the inarguable lack of

parity. Among these are stereotypes such as: women leave their art practices to have families, women are less profit-motivated, and gallery owners select work based on quality not gender. There are also outright untruths such as the belief that fewer women want to be artists, which is refuted by figures that show that 70-80% of students at most BFA and MFA programs are women. The dialogue will brainstorm and propose potential solutions (drawing on the history of feminism as a struggle for the social, political and economic equality of the sexes, building on work done by such activist groups as the Guerrilla Girls and feminist art coalitions as the Women's Caucus for Art). Finally, the session leaders will invite the audience to enact change in their own communities.

Dialogue 6d

*Community Center
Activity Room*

**Intergenerational Experiences of Administrative Violence:
A Comparison of Transgender Experiences in Workplaces
and Universities**

Tamar Carroll, History and Digital Humanities, Rochester
Institute of Technology
Chris Henry Hinesley, Q Center and Women and Gender
Studies, Rochester Institute of Technology
Benjamin Eshleman, Rochester Institute of Technology

This session will compare the findings of two recent oral history projects with transgender people of different generations in order to examine historical changes as well as continuities in their experiences of identity formation and administrative violence in workplaces and educational institutions. This workshop is relevant to the conference theme of class, gender and sexuality.

6:30 p.m.

Dinner, *Gould Hotel Ballroom*

Keynote address:

Brenda Ann Kenneally, "Threads of Meaning in Unravelling
Collar City: What I've Learned from the *Upstate Girls*"

Sunday, Oct. 23, 2016

Champagne Brunch and Panel/Community Dialogue

9 a.m. **Brunch in the Gould Hotel Ballroom**

10 a.m. **Panel Dialogue at the Wesleyan Chapel**

LEADERSHIP: Creating the Future for Women, Leveraging 2020 to Change the Game.

A post-brunch procession will take place to the nearby Wesleyan Chapel at Women's Rights National Historical Park where a panel will explore the responsibility of women in positions of power to address equality, given the coming 100th anniversary of the 19th Amendment and America's lack of progress in achieving equality over a century of attempts. Can 2020 be a pivotal point in American history?

Confirmed panel invitees include NY State Lieutenant Governor Kathy Hochul, NY State Representative Carolyn A. Maloney, 12th District (D); Susan Zimet, President of 2020: Project Women, Inc. and Governor's appointee to the Commission on Women's Suffrage and Marilyn Tedeschi, WILL Vice President and President of the Friends of Women's Rights National Historical Park. The panel will be introduced by Mayor Diana Smith of Seneca Falls and moderated by Trudy Mason, Vice Chair, NY State Democratic Committee.

11:30 a.m. Photo Session:

After the above closing dialogue, there will be an archive photo opportunity for the 2016 Dialogue attendees.

THE SENECA FALLS DIALOGUES JOURNAL

Call for Submissions

The *Seneca Falls Dialogues Journal* (SFDJ) is a new, multidisciplinary, peer-reviewed, online journal that grew out of the Biennial Seneca Falls Dialogues.

Aim and Scope: The goal of *The Seneca Falls Dialogues Journal* is to extend the dialogues beyond the conference weekend in order to reach a broader audience and to invite more voices into the conversation. We recognize the importance of creatively engaging diverse tools for feminist activism, particularly those that support dialogues across difference. Our hope for this publication is to build a collaborative, open-access forum for students, faculty, and the community on topics relating to the themes of the Biennial Seneca Fall Dialogues conference. Submissions will contribute to the Seneca Falls Dialogues commitment to promote leadership, development, nonviolent activism, and the ideals set forth in the 1848 Declaration of Sentiments and the 1948 Declaration of Human Rights. *The Seneca Falls Dialogues Journal* seeks to honor the work of those who came before us as we build an accessible and inclusive publication in the continued pursuit of equality.

Submission Guidelines: Using the 2016 theme, “Lean Out: Gender, Economics, and Enterprise,” we invite participants to submit essay versions of their dialogues or posters for publication consideration. We encourage student essays, co-authored material, and creative works including visual and electronic media. Manuscripts should follow MLA (7th edition) specifications and should not exceed 6,000 words. **Submission Deadline: January 9, 2017.**

Each submission is to include the following contact information: name(s), institution(s), telephone number(s), and email address(es) for all authors, and work address for the corresponding author. Submissions should be uploaded to: <http://digitalcommons.brockport.edu/sfd/policies.html>

Submission Policies: Submitted essays cannot have been previously published, nor be forthcoming in an archival journal or book (print or electronic). By submitting material to *The Seneca Falls Dialogues Journal*, authors stipulate that the material is not currently under review at another journal and that they will not submit the material to another journal until the completion of the editorial decision process. You may contact blesavoy@brockport.edu if you have questions or concerns. Final formatting requirements will be communicated to authors whose work is accepted for publication.

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