The 38th Annual Meeting of the Organization for the Study of Communication, Language, & Gender

Communication and Sexuality
Sponsored by Western Kentucky University
Bowling Green, KY

October 1-4, 2015

SCHEDULE

Meeting Room Locations:
Cupola 1/2 – Hyatt Place Hotel
Cupola 3 – Hyatt Place Hotel
Robertson Ballroom – Augenstein Alumni Center (AAC)
Feix Ballroom – Augenstein Alumni Center (AAC)

WEDNESDAY
6:00-9:00pm AAC Boardroom OSCLG Board Meeting
(dinner included)

THURSDAY
7:00-7:45 Room TBA -- Yoga led by Rachel Silverman

8:30-10:30am Cupola 3 OSCLG Board Meeting

11:00-1:15pm Cupola 3 -- Preconference Workshop (light lunch provided)

Pre-Conference Workshop on Career Development

We are inviting all participants to join us on Thursday, October 1st (the first day of the conference) at 11:00 to talk about our own personal career development. Given that participants will be arriving during the session, we want to make this workshop as participatory and accessible to all as possible. Therefore, the workshop will consist of a brief welcome and opening and then we will break out into table conversations. We will have 7 tables situated around the workshop room. Each table will be assigned a particular career-related topic and members of OSCLG will be stationed at the tables to help facilitate conversations. We have time for three rounds of conversations so participants can move from table to table based on their own personal interest. At the end of the conversation time, we will ask the facilitators from each table to share their insights and findings with the entire group. The goal of the pre-
conference is to facilitate useful and helpful conversation among OSCLG members and conference participants.

This is the schedule for the Pre-Conference Workshop:

Thursday, October 1, 2015

11:00-11:10 -- Welcome and Instructions
11:10-11:40 -- Round 1
11:40-12:10 -- Round 2
12:10-12:40 -- Round 3
12:40-1:15 -- Feedback/sharing with the entire group.

The table conversations for all 3 rounds include:

Table 1: Job searching, resume and cover letter writing, interviewing
Table 2: Managing dual-career demands and work/life management
Table 3: Tenure and promotion
Table 4: Transitioning to administration positions
Table 5: Publishing
Table 6: Grant writing
Table 7: Non-academic career development

1:15-1:30pm Break

1:30-3:00pm Session Thursday.1

Thursday.1.1 Cupola 1 – SEXUAL ASSAULT AND SAFETY

Chair: Jeanine Minge

College students’ sexual safety: The verbal and nonverbal communication of consent
Diana K. Ivy, Texas A&M University-Corpus Christi

“Take and eat. This is my body”: Using autoethnography to expand conversations on rape
Cassidy D. Ellis, The University of Alabama

Memorable messages in campus sexual assault prevention
Faith Kellermeyer, Ball State University

Thursday.1.2 Cupola 2 – CENTERING GENDER IDENTITY IN RESEARCH AND TEACHING: A ROUNDTABLE DISCUSSION
In this roundtable discussion, Leland Spencer and Jamie Capuzza, editors of the recently published *Transgender communication studies: Histories, trends, and trajectories* will lead a conversation about the importance of centering gender identity in scholarship and teaching about communication, language, and gender. All too often, research studies and college classes that purport to address LGBTQ+ people focus largely or exclusively on lesbians, gay men, and (sometimes) bisexual people. Spencer and Capuzza’s edited collection and pedagogical practices seek to treat and understand gender identity on its own terms.

Rather than invite particular discussants, we hope to engage the audience in an interactive conversation about focusing on gender identity and transgender lives in research and teaching about communication and language. Discussion topics might include best practices, ideas for teaching, future research projects, and potential collaborations in teaching or research. The discussion leaders will begin with brief opening remarks about the idea, process, and results of editing a collection about transgender research in communication as well about using that collection (and other gender identity research) in teaching. Then, we will invite questions and conversation in the collaborative style characteristic of OSCLG!

Leland G. Spencer, Miami University
Jamie C. Capuzza, University of Mount Union

Thursday.1.3  
Cupola 3 –THE FANTASY OF REALITY: CRITICAL ESSAYS ON ‘THE REAL HOUSEWIVES’

With over twenty different casts, multiple spin-off series and five international locations, *The Real Housewives* franchise is indeed a television phenomenon. The women on these series have reinvented the soap opera diva and with that, they have offered television viewers a new opportunity to embrace a loved yet waning genre. As the popularity and prevalence of the docu-drama genre of Reality TV continues to increase, the time is ripe for scholarly intervention. This panel offers just that. The panel brings together scholars from the recently released edited collection, *The fantasy of reality: Critical essays on ‘The Real Housewives.’* The book and this panel explore the series and the women of ‘The Real Housewives’ series through the lens of race, class, gender, sexuality and place. The contributing panelists use an expansive and impressive array of methodological approaches to examine particular aspects of the series and in doing so, offer rich analysis and insight. This panel takes seriously what some may mock and others adore. Essays are both fun and informative lending themselves well to *Housewives* fans and media scholars alike.

*Introducing ‘The Real Housewives’*

Rachel Silverman, Embry Riddle Aeronautical University

*Do mean girls grow up? Watching ‘Queen Bee’ Stassi Schroeder on reality television*

Emily Ryalls, Mississippi State University

*NYC ‘Housewives’, mythology and realism*

Judy Battaglia, Loyola Marymount University
Roxanne A. Bañuelos, Loyola Marymount University

*Camp, class and consumerism on ‘The Real Housewives of New York City’*

Peter Bjelskou, University of Copenhagen, Denmark

3:00-3:15  
Break
3:15-4:45  Session Thursday.2

Thursday.2.1  Cupola 1 –RACE AND SEXUALITY IN THE MEDIA

Chair: Judy Battaglia

_The whiteness of it all: Blurring the lines of color and gender in popular press_

Jade Myers, University of North Carolina at Charlotte

Emma Butterworth, University of North Carolina at Charlotte

_Intersectionality: Ageism and sexism in the media_

Terra Rasmussen Lenox, _____

_Picture perfect bodies: Visualizing hegemonic masculinities produced for/by male fitness spaces_

Phillip Wagner, University of South Florida Sarasota-Manatee

_Intersection of race and gender online: Provocations informed by a critical autoethnography of Chatroulette_

Jenny Korn, UIC

Thursday.2.2  Cupola 2 – ORGANIZATIONAL STRUCTURE

Chair: Rebecca Meisenbach

_Universities and companies coming together for the greater good: An autoethnographic approach using uncertainty reduction theory_

Jessica Kratzer, Middle Tennessee State University

Mary Beth Asbury, Middle Tennessee State University

_“Isms” and emotions in bureaucratic work: Exploring emotion, gender, race, sexuality, and class in municipal courtrooms and airport security checkpoints_

Jennifer A. Scarduzio, University of Kentucky

Shawna Malvini Redden, Chico State University

_The funny gals face an unfunny gap: Perceived gender differences in after dinner speaking_

Nicole Bright, Western Kentucky University

_Sending out a mainstream SOS: Narrating crisis from behind the lines of Indiana’s RFRA_

Trent Deckard, IUPUI

Thursday.2.3  Cupola 3 –IDENTITY AND SEXUALITY

Chair: Rachel Silverman
"A lesbian again. or bi? I don't even know": Critically examining bisexuality and bierasure in ‘Orange Is The New Black’

Whitney N. Anderson, University of Southern Indiana

Gender and sexuality expectations: An examination of rural LGBTQIA narratives

Joshua Morgan, University of Kansas

Becoming ‘Her’: A rhetorical analysis of Bruce Jenner’s (trans)ition narrative

Jessica Furgerson, Western Kentucky University

Negotiating transgender identity in the workplace: A standpoint theory perspective

Sarah E. Jones, Arizona State University

6:00pm  Robertson-Feiz Ballroom (AAC) -- President’s Reception

Featured Guest Speaker: Erika Brady, WKU Professor of Folk Studies and Host of BRB on NPR

‘Don’t you try to change my notion’: The strong-minded women of Kentucky’s musical heritage

9:00-11:00pm  President’s Suite -- Wine and Chocolate
FRIDAY

7:00-7:45  Room TBA -- Yoga led by Rachel Silverman

8:00-9:00  Hotel Gallery Kitchen Area -- Breakfast with Wise Women and OSCLG colleagues

9:00-10:30  Sessions Friday.1

Friday.1.1  Cupola 1/2 – GENDER, RELATIONSHIPS AND THE CYBER WORLD

Chair: Susan Case

‘You look fine’: A closer look at white lies in female best friendships

Courtney McDaniel, University of Nevada, Las Vegas
Adrienne Kunkel, University of Kansas
Jennifer Guthrie, University of Nevada, Las Vegas

The master key: A study of the hookup culture among fraternity men

Samantha Crossland, Middle Tennessee State University
Jessica Kratzer, Middle Tennessee State University

From voice to empowerment: Exploring the process and outcomes of women’s communication online

Jasmine R. Linabary, Purdue University
Stephanie A. Hamel, California State University, Chico

Beyond the gender gap: Interrogating the treatment of women in Wikipedia culture

Danielle McDonald, Purdue University

Friday.1.2  Cupola 3 – SERVICE LEARNING IN THE GENDER AND SEXUALITY CLASSROOM

The OSCLG 2015 theme “Communication and Sexuality” as a call to action suggests we need to change the ways in which we communicate about sexuality. Service learning within the Gender and/or Sexuality classroom is just that sort of change. Service Learning is a rich and growing field for scholarship, student learning and institutional development. Service Learning courses provide students with an opportunity to develop critical thinking skills, gain contextual understanding of complex issues, engage in thoughtful decision making and manage the ambiguity and volatility inherent in real-world scenarios. Service Learning aids in retention, particularly for women, students of color, and non-traditional students. And Service Learning is inherently a form of feminist pedagogy as it makes a call to action for social change and the betterment of our communities. As such, this panel focuses on the variety of ways in which scholars use Service learning in their Gender and Sexuality classrooms to create real-life change and real-life knowledge.

Taking it to the streets: Service learning as activist pedagogy at STEM universities

Rachel E. Silverman, Embry Riddle Aeronautical University, Chair
Discomforted research and teaching: Using physical and digital archives in gendered health communication

Bethany Johnson, University of North Carolina at Charlotte

Minding the gap: Teaching gender and education as an undergraduate course at a faith-based institution

Allyson Jule, Trinity Western University

Connecting with our (grass)roots: Activist pedagogy in the gender studies classroom

Jamie L. Huber, Utah State University

Project SAVE: A student designed sexual assault prevention and education health communication campaign

Jessica A. Nodulman, Augustana College

Friday.1.3 Robertson Ballroom (AAC) – DANGEROUS DIALOGUE: RACE, GENDER, AND CIVILITY

Conceptions of civility and incivility abound in contemporary culture. Recent studies suggest that that 70% of Americans view incivility as having gone past the “problem” state into a “crisis” stage. “Civility,” and it’s opposite, of course, are fluid in their referents. Scholars note that the charge of incivility is often a strategic effort on the part of one “side” to feign moral high ground against opponents. “Civility” is sometimes used as a strategy for maintaining power and dominance, evidenced historically in public reminders for women to be “ladylike” in their public presentation, or for African Americans to refrain from being “uppity.” Dominant current notions of “civility” stem from western philosophical traditions incorporated into the Eurocentric adoption of Plato, Aristotle, and Cicero (and others). As such the notion of civility has been “colonized” by “Western Enlightenment notions of rationality, justice and humanity” which are not necessarily applicable to all contemporary contexts, populations, and human interactions, whether face-to-face or conducted via the internet.

Many voices that encourage civility in communication focus mostly on how to talk about issues, rather than really addressing core issues. Issues such as race, gender, and sexuality, politics, environment, social justice, are very difficult for many people to address. Whether concerns are about behavior in the workplace or classroom, in politics or religion, charges of incivility have proliferated in the last several decades. This panel addresses current notions of civility as they apply, or fail to apply, to difficult conversations about race and gender, in contexts that include online and face-to-face interaction. By presenting the problematics of these dialogues, we hope to theorize alternate notions of civility that may be more effective in engaging all kinds of “dangerous” differences that at present portend more polarity than civility.

Speak your peace: Inviting ‘Civility’ in public discourse

Elizabeth Jean Nelson, University of Minnesota, Duluth

‘Black Girls Rock’ (2015): Searching for connection, compassion and wise speech in online feminist wor(l)ds

Karla D. Scott, Saint Louis University

“Civility” in social media coalition politics

Cheris Kramarae, University of Oregon

Carol Winkelmann, Xavier University
The classroom is not a neutral or apolitical space; rather, the classroom is a space where both instructors’ and students’ intersectional identities are on display, negotiated, and sometimes purposefully hidden. This plays out not only in courses specifically about gender, identity, and intersectionality, but also in basic courses, interpersonal communication courses, (auto)ethnography and communication, etc. In this round table discussion panel, instructors from a variety of backgrounds discuss the doing of, and teaching about, intersectionality in the classroom. Specifically, we delve into the tensions between standpoint and essentialization (Harding, 1991), identity politics and the deconstruction of gender binaries (Butler, 1990), and speaking for others and speaking with others (Alcoff, 1991) in the classroom. In this liminal space, instructors must be highly conscious of their own positionalities, as well as the positionalities of their students and the authors they draw on. This sensitivity is critical not only to pedagogy and student learning, but also to avoiding and ultimately dismantling intersectional and interlocking systems of oppression, including sexism, racism, classism, heterosexism, ableism, and so on. We invite audience members to engage in a productive discussion with us to contemplate questions such as:

- How can we most effectively speak with others when teaching about identities we don’t share?
- What strategies and activities help create safe spaces for students to speak and represent their individual experiences in the classroom?
- How, why, and when do we both disclose and hide our own intersections of identities in the classroom?
- How do we facilitate a constructive and empowering gender discussion without excluding or demonizing male voice and positionality?

Kaitlin Brooks, San Diego Mesa College, Chair
Joni Erdmann, Independent Scholar
Stephen Henry, Southern Illinois University Carbondale
Hannah R. Long University of New Mexico
Julia Moore, University of Nebraska-Lincoln
Anthony Zariñana, Southern Illinois University Carbondale

10:30-10:45 Break

10:45-12:15 Session Friday.2

Friday.2.1 Cupola 1/2 – ABORTION: WOMEN OF FAITH SHARE THEIR STORIES

Abortion, a procedure declared legal by the Supreme Court in Roe v. Wade (1973), is currently controversial in some cultures in the United States, particularly those with conservative Christian ideologies. Although access to abortion has recently been progressively limited by various legal manoeuvres in many states, abortion continues to be both needed and practiced by some women within conservative faith communities. Who were their foremothers?
This Roundtable gives voice to women who chose abortion both before and after Roe v. Wade. We hear about the circumstances—and struggles—around their choice, why they made it, who helped them, who impeded them. We also hear stories about changing lives and faith following their choice, with variable consequences—both positive and negative—over the course of their lives. Each of these women continues to feel that they made the best decision that they could and that they acted responsibly toward themselves, their existing families, and their future families.

These are some of the foremothers of the many women of faith who struggle today with the same decision. Attendees at this Roundtable will be invited to share in the discussion of this complex topic.

Alice Deakins, William Paterson University
Helen Sterk, Western Kentucky University
Melanie Mills, Eastern Illinois University
Jeanine Minge, California State University Northridge
Pat Piety, Educator, Editor, Author

Friday.2.2 Cupola 3 – PERFORMING IDENTITY

Chair: Patricia Geist-Martin

Performing the ‘Good Wife’: An ethnographic analysis of Sub-Saharan women’s experiences of sexuality in intimate relationships
Gloria Pindi Nziba, California State University San Marcos

The boyfriend experience: Mapping the female clientele narratives in ‘Gigolos’
Nicole S. Grider, Colorado State University-Pueblo

Performing ‘queer’: Materiality, embodiment, and sexual identity
Justin J Rudnick, Ohio University

To bi, or not to bi, that is the question: Ruminations on bisexual identity
Ashley Weingard, University of Cincinnati

Friday.2.3 Robertson Ballroom (AAC) – CONCEPTIONS OF SEXUALITY

Chair: Jimmie Manning

Construction and confusion: An autoethnographic exploration at the intersections of race gender and sexuality
Danette M. Pugh-Patton, Southern Illinois University Carbondale

Getting sexy back: Relational uncertainty & sexuality after trauma
Candy J. Noltensmeyer, Western Carolina University
Rebecca J. Meisenbach, University of Missouri
A phenomenology of sexiness: Confidence, comfort, others, and visualizing embodied ‘levels’

L. Shelley Rawlins, Southern Illinois University

Rurality and disclosing LGBTQIA sexuality: Expected reactions, methods of disclosure, and actual reactions

Joshua Morgan, University of Kansas

Friday.2.4  Feiz Ballroom (AAC) – LEADING FEMINIST INFORMED SOCIAL JUSTICE PROGRAMS TO PROMOTE SYSTEMIC CHANGE: THREE UNIVERSITY CASE STUDIES

We argue that the multiple perspectives gained from feminist theory and communication studies have positioned us to help facilitate social justice initiatives on our campuses to lead intergroup dialogues, create space for social justice programs, and work toward systemic institutional change. The speakers are all heading related programs on their campuses and provide three different approaches for doing this work. In their presentations they will identify possible barriers to institutional change, tested strategies, and remaining institutional goals. After short descriptions of each, the three will engage in discussion with the audience to compare and contrast their experiences (as well as others) and propose plans for a follow-up session at OSCLG next year, perhaps focusing on classroom practices.

Building a sustainable diversity inclusion program

Victoria DeFrancisco, University of Northern Iowa

Intergroup dialogue program and World Café dialogue technique: An examination of intra-institutional collaboration

Tammy Jeffries, Western Kentucky University

Sasha Ross-Gibson, Western Kentucky University

Communicating across racial divisions: Identity, intergroup dialogue and social justice education

Karla D. Scott, Saint Louis University

12:15-12:30  Break

12:30-2:00pm  Robertson-Feix Ballroom (AAC) – Wise Women Panel
(boxed lunch provided)

2:00-2:15pm  Break

2:15-3:45pm  Sessions Friday.3

Friday.3.1  Cupola 1/2 –INTERSECTIONS OF RELIGION, POLICY, AND IDENTITY

Chair: Victoria DeFrancisco
It was all worth it: How women make sense of their decision to reject legalism

Janice Hersey, Missouri State University

Religious rhetoric as justification for state law and the ‘Pence Must Go’ campaign: Ideology, identification, and subaltern counterpublics

Rusty Handlon, Western Governors University

Support for LGBT individuals in unitarian universalist churches

Seth Johnson, Ball State University

Malala Yousafzai, education for girls, and the marketplace of philanthropy

Dana Schowalter, Western Oregon University

Friday.3.2 Cupola 3 – GENDERED IDENTITIES IN DIVERSE HEALTH CONTEXTS

The purpose of this panel is to explore issues related to marginal and gendered identities in health contexts (broadly defined). We view health communication from a gendered perspective which involves understanding the social construction of health, illness and medicine, the body, and understanding power relations as they occur in medical settings. We hope this roundtable discussion allows participants and audience members a chance to talk about strategies for discussing and critiquing gendered health related issues.

Gender is a central feature of social life yet we often take it for granted because it seems so ‘natural.’ The first question people ask after a baby is born is ‘is it a boy or a girl?’ We take for granted that we are born as female and male (some in between) and that these “natural” physical differences translate into other differences that we often perceive. Gender, however, is far from ‘natural.’ Communication scholars recognize that individuals are situated in specific social and historical environments that shape our environment and the ways we think about our lives. Thinking about gender from a communication perspective means that we go beyond taken for granted assumptions about sex and gender and critically examine the origins of the patterns we see around us. In this panel, we examine how gender is deeply embedded in society’s basic political, economic, and ideological institutions. Our central task is to explore how the interconnections between gendered social institutions and gendered communication interactions shape opportunities, our behaviors and our identities. We will explore these issues and learn together.

‘Sunday Suppers: ’ An exploration of gender in the kitchen

Kristen Okamoto, MA

Mama talk: Situating co-sleeping as part of the mama identity

Jennifer Collins, Ohio University
Sarah Parsloe, Ohio University

‘Stories of Hope’ campaign: Personal stories really do matter! How sharing these narratives help donor families and recipients cope

Jaclyn Marsh, UNL

Intersectionality matters: Rhetorical strategies of inclusivity in the #BlackLivesMatter movement

Jade Myers, University of North Carolina, Charlotte
New conceptions for menstruation persons: Non-teleological directions for new discourse on the subject of menstrual blood and the human race

Molly McKinney, University of North Carolina, Charlotte

Friday.3.3   Robertson Ballroom (AAC) – FEMINIST COMMUNICATION PEDAGOGY(IES): REFLECTIONS ON COLLABORATION, NEGOTIATION, AND TENSIONS
Ashton Mouton, Purdue University
Jasmine R. Linabary, Purdue University
Ziyu Long, Colorado State University
Ranjani L. Rao, Purdue University
Patrice M. Buzzanell, Purdue University

Friday.3.4   Feix Ballroom (AAC) – REIMAGINING A FEMINIST AGENDA – PART 1

The traditional convention format privileges the presentation of individual papers over sustained discussion and inquiry into topics of shared concern among scholars working in a common area. As a result, there often is little time for genuine dialogue among scholars at conferences and conventions. This panel will focus on the following questions:

**Asking new questions:** What question about feminism and communication would you like communication scholars to ask? What article from a feminist perspective would you most like to read in our journals?

**Are we still having fun?** Feminism used to be an exhilarating, energizing force in the academy. Is it still? If not, how can we make it fun again?

**What does it mean to live a feminist life in the academy?** Feminism has featured agency, self-determination, and application of feminist perspectives to life experience. How does a feminist integrate the academic with the personal?

Sonja K. Foss, University of Colorado Denver, (chair)
Karen A. Foss, University of New Mexico
Bren Ortega Murphy, Loyola University Chicago

3:45-4:00pm    Break

4:00-5:30pm    Session Friday.4

Friday.4.1   Cupola 1/2 (RE)PRODUCTIVE HEALTH: GENDERED BODIES OF KNOWLEDGE

Within the framework of the WHO’s definition of health as a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity, reproductive health, or sexual health/hygiene,
addresses the reproductive processes, functions and system at all stages of life. Reproductive health refers to the diseases and conditions that affect the functioning of the male and female reproductive systems during all stages of life. Disorders of reproduction include birth defects, developmental disorders, low birth weight, preterm birth, reduced fertility, impotence, and menstrual disorders. Research has shown that exposure to environmental pollutants may pose the greatest threat to reproductive health. A growing body of evidence suggests that exposure to endocrine disruptors, chemicals that appear to disrupt hormonal activity in humans and animals, may contribute to problems with fertility, pregnancy, and other aspects of reproduction. In this panel, by focusing on language and gender, we hope to challenge assumptions that people are able to have a responsible, satisfying and safer sex life safer sex and that they have the capability to reproduce when and how often to do so. And the assumption that men and women ought to be informed of and to have access to safe, effective, affordable and acceptable methods of birth control and healthcare services. We will examine the ways that class, race, and sexuality affect women and men's experiences of reproduction.

*Snip, snap, snout – The tale’s told out: The vasectomy in popular culture*

Jay Baglia, Depaul

*Letting down the guard: Exploring the language of HPV related cancers for men*

Marie Thompson, Wright State

*High-society framing and mythology: The Brooklyn Eagle and the popularity of twilight sleep in Brooklyn*

Bethany Johnson, UNC Charlotte

Margaret M Quinlan, UNC Charlotte

*(Misc)understanding language surrounding pregnancy loss*

Jennifer Morey Hawkins, University of WI- Milwaukee

Friday.4.2 Cupola 3 – (NON)MATERNITY AND CHOICE: NAVIGATING INTERSECTIONS OF PERSONAL AND PROFESSIONAL IDENTITY IN THE UNITED STATES

The notion of maternity/maternal choice is notoriously complex. On one hand, women have more economic freedom and birth control options than ever; on the other, women continue to be pushed toward motherhood and specific parenting practices due to ideological, discursive, and institutional structures. In this panel, five scholars share their current research projects about (non-)motherhood and identity, and how women navigate and negotiate the intersections of personal and professional life. After sharing our current research projects about women’s choices at home and work, we invite audience members to engage in a discussion about researching women’s choices about (not) having and raising children. How do we study choice and its constraints in a culture as individualistic as the United States? How do voice, identity, and choice inform and problematize one another?

Chair: Robyn Remke, Lancaster University

*‘I want to have both, but is that possible?’: An exploration of how female doctoral candidates talk about career and motherhood*

Jenna Abetz, College of Charleston

*Gender stalls but no feminist revolution?: Bridging the gap through nuanced explorations of women’s understandings of (in)equality at home and at work*
Melissann Herron, University of California, San Diego

‘You don’t really like babies’: Personal experiences and consequences of choice surrounding a child-free identity

Rebecca J. Meisenbach, University of Missouri

From ‘I’m Never Having Children’ to motherhood: Silence and the transformation of maternal identity

Julia Moore, University of Nebraska-Lincoln

Transcending the sigma: A stigma management perspective on voluntary childfree employees

Jessica Rick, University of Missouri

Friday.4.3 Robertson Ballroom (AAC) – MOTHERHOOD AND FATHERHOOD/PERFORMANCE OF FAMILY

Chair: Karla Scott

Affect, fluidity, and gendered expectations: Family constructions of purity ring

Jimmie Manning, Northern Illinois University

Methods of contemporary black motherhood: Beyoncé & Michelle Obama

Kerry Wilson, University of Illinois at Urbana-Champaign

How mothers are made: Unmasking motherhood via Mary Kelly's post-partum document

Summer Cunningham, University of South Florida

Constructions of masculinity through fatherhood: Doltish dads, dad bods, & gay dads

Chad McBride, Creighton University

Jay Baglia DePaul University

Friday.4.4 Feix Ballroom (AAC) – REIMAGINING A FEMINIST AGENDA – PART 2

(see session Friday.3.4 for panel details)

Sonja K. Foss, University of Colorado Denver, (chair)

Karen A. Foss, University of New Mexico

Bren Ortega Murphy, Loyola University Chicago

7:00-9:00pm Ballroom -- Awards Dinner

9:00-10:00pm Ghost Tour led by Dr. Tamela Smith, WKU Ghost Whisperer (as seen on ‘Ghost Hunters’)
9:00-11:00  President’s Suite – Wine and Chocolate
Saturday

7:00-7:45 Room TBA -- Yoga led by Rachel Silverman

8:00-9:00 Hotel Gallery Kitchen -- Breakfast with Wise Women and OSCLG colleagues

9:00-10:30 Session Saturday.1
Saturday.1.1 Cupola 1/2 – VICE-PRESIDENT’S PANEL

Saturday.1.2 Cupola 3 – FEMINISM, FEAR, AND FANTASY IN MAD MAX: FURY ROAD

In 1979, one year after OSCLG was founded, was born an unlikely predecessor to one of the most important fictional works to tackle feminism, patriarchy, disability, and trauma: ‘Mad Max.’ Yet, here it is, 36 years later, and the same writer and director (George Miller) of a post-apocalyptic vengeance flick has brought us ‘Mad Max: Fury Road,’ to critical and feminist acclaim.

This panel urges a thoughtful and critical examination of the film, its creation, and its reception. Panelist Shannon Stevens will discuss the unique role the film plays in processing the trauma of living in a patriarchal world, Dana Schowalter will analyze the role of the white male director as “feminist ally” in the writing and production of strong female characters, and Daniel Horvath will explore boycotting efforts by those who read the film as a threat to heteronormative patriarchy.

Trauma and redemption in ‘Mad Max: Fury Road’

Shannon Stevens, California State University, Stanislaus

‘Mad Max: Feminist Ally:’ Intersectional feminism, action films, and white male directors

Dana Schowalter, Western Oregon University

‘Why you should not go see ‘Mad Max: Feminist Road:’’ Post-apocalyptic fears of feminist propaganda in misogynistic interpretations of ‘Mad Max: Fury Road.’

Daniel Horvath, California State University, Stanislaus

Saturday.1.3 Robertson Ballroom (AAC) – COMPLICATED IDENTITIES

Chair: Susan Case

Information and communication technologies in public and private life: Negotiated moments of intersectionality, identity, and practice

Paige P. Edley, Loyolo Marymount University

Renee Houston, University of Puget Sound

It's messy: Navigating and negotiating male feminist identities

Sean Eddington, Purdue University
‘Dream Team’ or ‘Two-Body Problem:’ Dual-career academics and the negotiation of contested identities

Jane Jorgenson, University of South Florida

Creating an enemy: Representations of female sexuality and the femme fatale in Frank Wedekind’s ‘Lulu’ and G.W. Pabst’s ‘Pandora’s Box’

Catherine Van Halsema, Indiana University

10:30-10:45  Break

10:45-12:15  Sessions Saturday.2

Saturday.2.1  Cupola 1/2 – HEALTH, BODY, SEXUALITY, AND GENDER

Chair: Patricia Geist-Martin

‘Hands Off!’ My Body, My Food, My Recovery

Ginger Bihn-Coss, Kent State University

From menarche to menopause: Understanding reproductive health milestones through multigenerational communication

Kimberly Field-Springer, Berry College
Deleasa Randall-Griffiths, Ashland University
Carol Reece, Ashland University

Love addict or sex addict: Which would you want to be?

Joey W. Pogue, Pittsburg State University

Transgender health care: Past experiences, future directions, and the potential of communication research

Phillip Wagner, University of South Florida Sarasota-Manatee
Adrienne Kunkel, University of Kansas
Mary Beth Asbury, Middle Tennessee State University
Fran Soto, University of Kansas

Saturday.2.2  Cupola 3 – NARRATIVE IDENTITY

Chair: Laura L. Ellingson

Developing an HIV activist identity: A narrative analysis
Kristine Nicolini, University of Wisconsin - Milwaukee
Angela Victor, University of Wisconsin - Milwaukee
Karina Willes, University of Wisconsin – Milwaukee

Communicating about sexuality in academic settings: An autoethnographic journey of identity negotiation across cultures
Gloria Pindi Nziba, California State University San Marcos

Gender-related issues in clinical practice
Nicole Defenbaugh, Lehigh Valley Health Network

Normalizing collective identity: Analysis of rhetorical strategies in an LGBT student group
Casey Akins, Texas Tech University

Saturday.2.3 Robertson Ballroom (AAC) – TEACHING
GENDER THROUGH POPULAR CULTURE

The OSCLG 2015 Call for Papers asks for research on Communication and Sexuality and highlights a focus on timely and relevant issues. As an always timely and relevant part of our world, popular culture is indeed a mechanism for understanding both communication and sexuality. As such, popular culture is also an incredible tool for teaching about communication and sexuality in the college classroom. This panel explores the variety of ways scholars use popular culture within their courses focused on Communication, Gender, and Sexuality. Three of the scholars in this panel will be discussing the ways in which they use their own published material in the classroom; for these papers, topics include intersectionality, methodology, time and place, and feminist inquiry. The fourth panelist demonstrates the way popular culture can move beyond the college classroom and be used during study abroad courses. Combined, the panel offers an array of pop culture topics – Irish films, *The Real Housewives*, and *Mad Men* – as well as diversity in pedagogical practices.

Critical/cultural popular culture studies
Jennifer Dunn, Dominican University

Popular culture and study abroad: Using film to teach gender and sexuality internationally
Emily D. Ryalls, Mississippi State University

Exploring reality through fantasy: Using ‘The Real Housewives’ to understand socio-cultural constructions of gender and sexuality
Rachel E. Silverman, Embry Riddle Aeronautical University

Teaching gender and sexuality in ‘Mad Men’
Stephanie Young, University of Southern Indiana

Saturday.2.4 Feix Ballroom (AAC) – AAWW: ACADEMIC
ADMINISTRATING WHILE A WOMAN

Recent headlines have shown continued challenges faced by female bosses and administrators. Jill Abramson’s recent firing as executive editor of the New York Times is just one of the widely publicized
issues related to women in leadership roles. This round table discussion panel focuses on related issues in academia. In particular, the panelists are women who all have experience interviewing for and working in academic administrative roles. The purpose of the panel is to offer some of the challenges and opportunities that arise for women who wish to engage in AAWW (Academic Administering While a Woman). Panelists will offer responses to previously determined questions and open the floor for discussion and further questions. As such the panel seeks to offer insights for those interested in supporting and/or being women who are considering moving into administrative roles and to move collectively toward positive ways of addressing the challenges and embracing the opportunities that can accompany AAWW.

Chair: Rebecca Meisenbach, University of Missouri

  Robyn Remke, Lancaster University
  Renee Houston, University of Puget Sound
  Erika L. Kirby, Creighton University
  Bren Ortega Murphy, Loyola University Chicago
  Paaige Turner, Webster University

12:15-2:00pm  Ballroom – Business Lunch

2:00-3:30pm  Sessions Saturday.3

Saturday.3.1  Cupola 1/2 -- WOMEN “IN THE ABSENCE OF LEADERSHIP”: GENDER IN NEWS COVERAGE OF LEADERS AND VICTIMS IN BLACK LIVES MATTER MOVEMENTS

Twenty-five years after Michelle Wallace's reflection on her controversial 1978 treatise, *Black Macho and the Myth of the Superwoman*, that “the significance of black women as a distinct category is routinely erased by the way in which the Women’s Movement and the Black movement choose to set their goals and recollect their histories,” we still face significant gaps in our memory and scholarship regarding Black women's roles in social change movements. Recent protest actions throughout the United States are bringing tremendous attention to the ongoing oppression and murder of Black men while eclipsing the violence against Black women. Both traditional and online news sources are making the murders of men like Trayvon Martin, Michael Brown, Eric Garner, and Freddie Gray internationally known, and citizens are increasingly demanding swift responses to the racist violence. What is not as clear in most coverage of the issue is how state violence affects Black women and catalyzes their agency as organizers.

Michelle Wallace wrote, “Not only do I see ‘invisibility’ as a problem of ideology; I also see it as the final, and most difficult to combat, stage of racism. . . . Today I understand the problem as one of representation.” Reflecting upon Wallace’s challenge to overcome the invisibility of intersecting categories of oppression, we seek to foster discussion about the various ways that feminist communication scholarship can make visible the ways that women are filtered out of the historical record of #BlackLivesMatter. We plan to bring together scholars focused on rhetoric, media, social movements, race, and gender, to discuss the ways that our scholarship can contribute to a more complete picture of the significant role of women in this historic moment.

Co-Chair: Roslyn Satchel, Pepperdine University and Sarah Stone Watt, Pepperdine University

  Kamasi Hill, Evanston Township High School
  Andre Johnson, University of Memphis
Ersula Ore, Arizona State University

Saturday.3.2  Cupola 3 – WOMEN’S WORK? WOMEN COMMEMORATING WOMEN & THE POLITICS OF PUBLIC MEMORY

The academic popularity of public and collective memory scholarship (particularly in relation to rhetoric and performance) leads to questions about the place of women—women’s scholarship, women’s stories, women’s work, and women’s memorials—within this realm of research. Amy Heyse has argued that collective memory studies suffer from a “male centered perspective” that tends “to consider women as helpers or objects only” (34). This is, of course, unsurprising in our patriarchal world, but given women’s frequent association with the education of children, the maintenance of cultural values and arts, and the nurturing work of familial and cultural knowledge preservation, it remains a rather odd contradiction. To begin to unravel this paradoxical relationship between women and memory, the authors featured in this panel study women in several contexts—military service and preservation, lighthouse service and preservation, the Nanjing Massacre, and sexual violence in public discourse—asking at least 2 questions: 1) (how) are women commemorated, and what do the dynamics of this commemoration say about their value as historical and cultural figures, and 2) in what ways have women participated in the work of commemoration, and (how) is such work recognized? In this panel, through a series of research papers in progress, we ask: What can we learn, from situated cultural examples, about women’s “place” in cultural memory, and about their roles as memory keepers? That is, what can we learn about public memory of women and by women?

‘It’s for so long they hadn’t, you know?’ Recognizing keeping as women’s work, past and present

Shauna M. MacDonald, Villanova University

Preserving the memories of Women in the Military: The Women in Military Service of America (WIMSA) oral history project

Jamie L. Huber, Utah State University

Sexual violence and public memory

Jennifer L. Freitag, University of Dayton

‘No eggs can stay intact under an overturned nest.:; Remembering women in the Nanjing massacre memorial

Cassandra L. Secrease, University of Dayton

Saturday.3.3  Robertson Ballroom (AAC) – SEX, VIOLENCE, AND SLAVERY

Chair: Siobhan Smith

College women’s reflections on and anticipation of discrimination and harassment

Hannah Bush, University of Cincinnati

Gender-based violence in Africa

Leslie Fadiga-Stewart, Delta State University

Transforming narratives: Trafficking, prostitution and sex slavery

Mary White Stewart, University of Nevada, Reno
‘No battery occurred:’ Police officers’ perceptions of domestic violence

Jennifer A. Guthrie, University of Nevada, Las Vegas
Amanda Robinson, Cardiff University
Gillian M. Pinchevsky, University of Nevada, Las Vegas

Confessing her love of the color pink, hiphop, and chick flicks, writer Roxane Gay, in her well-received collection, *Bad Feminist: Essays* (2014), called herself a “bad” feminist “because I am human. . . . I am not trying to say I have all the answers. I am not trying to say I’m right. I am just trying . . . to do some good in this world, trying to make some noise with my writing while also being myself. (p. xi). We too are trying to make some feminist noise but we recognize Gay’s reasons for describing herself as a bad feminist. Angst over one's feminist legitimacy seems to be an endemic practice among academic feminists. Not only are we concerned to eschew essentialism and advance intersectionality, but we continue to self-monitor our own habits of body and mind. One response to such angst is to exercise self-compassion. Therapist Kristen Neff (2003) promotes a multi-dimensional practice of self-compassion. She identifies 3 elements: self-kindness which has to do with sympathy for failure and frustration based in acknowledging the reality of human imperfection; a sense of common humanity, again based in the recognition that suffering and inadequacy are “part of the shared human experience”; and mindfulness or a “nonjudgmental, receptive mind state” that sets difficult experiences in a larger context and balances negative emotions to avoid either suppressing or exaggerating them. In this panel, we consider how such a conception of self-compassion engages with feminist guilt. In a variety of contexts, we advance and query a feminist practice of self-compassion.

The fretful feminist ethnographer

Laura L. Ellingson, Santa Clara University

*When the glass you want to believe is half-full feels empty: Emotional resilience in the transition to retirement*

Patricia Geist-Martin,

*For when your plate is full but your life is not*

Melanie Bailey Mills, Eat Illinois University

*Self-compassion for bad feminists: Strategic essentialism and ambivalence*

Patty Sotirin, Michigan Tech University

3:30-3:45pm Break

3:45-5:15pm Sessions Saturday.4

Saturday.4.1 Cupola 1/2 – MEDIA PORTRAYALS OF RACE AND GENDER

Chair: Karla Scott
Saturday.4.2 Cupula 3 -- (UN)CONTESTED FEMINIST IDEOLOGICAL TERRAINS

Facilitated by Patrice Buzzanell, this discussion panel engages in conversation among panelists and audience members to explore feminist ideological terrains and tensions about significant issues for which feminisms at present do not offer much guidance, mainly because the areas are new, understudied, evolving, and highly controversial.

Suzy D’Enbeau discusses what, why, and how sexual assault discourses may be contested in general and in higher education.

Danielle McDonald continues this discussion thread by exploring the contested issues/discourses of consent and coercion in adolescent and young adult women’s sexting behavior.

Cerise Glenn focuses on instances when people have utilized digital media as an impetus for collective action while others frame digital media as too specific/individual and fostering "slacktivism" at times.

Sean Eddington describes his project on male feminists and these men’s ambivalence toward defining feminism because they perceive that it’s not their place (noting that they are not female-identified members of feminist movement) yet they struggle on an everyday basis with feminist issues like consent, equitable relationships, and engaging other men as ‘comrades in struggle.’

Jessica Pauly shares her work at the intersection of feminism and Catholicism, exploring the tension(s) experienced by women who identify as both feminist and Catholic.

In short, this discussion panel offers a space to question and explore some of these issues and pursue what feminist responses might entail.

Chair: Patrice M. Buzzanell, Purdue University

Suzy D’Enbeau, Kent State University
Sean Eddington, Purdue University
Cerise Glenn, UNCG
Danielle McDonald, Purdue University
Jessica Pauly, Purdue University
Whereas same-sex marriage is still under debate in 13 states, progress marked the period between 2013 and early 2015 in the United States when the number of states legally recognizing same-sex marriage exploded from eight to 37. In June 2015, the Supreme Court released a historic decision on same-sex marriage cases heard by the Federal Court of Appeals for Tennessee, Kentucky, Ohio, and Michigan. This decision will impact how we communicate about marriage in the United States.

This round table discussion proposes an open discussion regarding the impact and issues surrounding the Supreme Court ruling on same-sex marriage to help identify areas of research as well as provide practical insight into these issues for all participants and audience members.

Chair: Karina Willes, University of Wisconsin-Milwaukee

Jennifer Hawkins, University of Wisconsin-Milwaukee
Megan Lambertz, University of Wisconsin-Milwaukee
Jimmie Manning, Northern Illinois University
Chad McBride, Creighton University
Kristine Nicolini, University of Wisconsin-Milwaukee
Lynn Turner, Marquette University
Angela Victor, University of Wisconsin-Milwaukee

5:15-5:30pm Break

5:30-7:00pm Cupola 3 -- I WANT MY JACKET BACK: A DIALOGUE PERFORMANCE FOR SEXUAL VIOLENCE PREVENTION

Interactive performance methods have become increasingly popular in efforts to end sexual violence in the last decade. A hybrid praxis of solo performance and critical pedagogy, the goal of I Want My Jacket Back is dialogic engagement with issues of consent, gender roles, sexual assault, empowerment, and sex positivity. Blending elements of stand-up comedy and interactive lecture, I Want My Jacket Back attempts to engage audiences in frank conversations catalyzed by music, humor, personal narrative, and poetry. It foregrounds dialogue by presenting accessible performance pieces, inviting honest reflection on the issues raised through their content, and offering insight that challenges cultural norms and attitudes that contribute to the perpetration of sexual violence, passive bystander behavior, and victim-blaming.

This session features an abbreviated segment of I Want My Jacket Back followed by a performative response from a colleague who has witnessed its evolution from its initial creation in 2011 through its performance on her campus in 2013. Together, they pose questions and offer insights about the intersections of solo performance, critical (communication) pedagogy, and feminist theory.

Jennifer L. Freitag, University of Dayton
Shauna M. MacDonald, Villanova University

7:00pm Time on your own to enjoy Bowling Green. See program for suggestions.

9:00-11:00pm President’s Suite - Wine and Chocolate
**SUNDAY**

8:00-9:00  Hotel Gallery Kitchen - Breakfast with Wise Women and OSCLG colleagues

9:00-10:30  Sessions Sunday.1

Sunday.1.1  Cupola 1 – TEXTUAL AND RHETORICAL REPRESENTATIONS OF GENDER AND SEX

Chair: Patty Sotirin

*The heroine's journey: Where's my hot prince?*

Anna M. Paulson, Pro Se Press

*How much woman am I: The redefinition of womanhood through the chthonic realm in August Wilson’s ‘The Piano Lesson’*

Paula Lockhart, University of Louisville

*Enite’s ‘Broken Silence’ - The word of a woman and its importance for an ideal partnership in Hartmann von Aue’s ‘Erec’*

Juliane Wuensch, Indiana University

*The rhetoric of the human chair: Evaluating art as argument*

Rusty Handlon, Western Governors University

Sunday.1.2  Cupola 2 – MEDIA PORTRAYALS OF SEXUALITY

Chair: Melanie Bailey Mills

*Barebacking, bug chasing, and gift giving as erotic self-making*

Ashton Mouton, Purdue University

*Investigating how perpetrator sex and severity of violence inform perceptions of media portrayals of intimate partner violence*

Matthew Savage, University of Kentucky

Kellie Carlyle, Virginia Commonwealth University

Jennifer Scarduzio, University of Kentucky

Kate Lockwood Harris, University of Missouri-Columbia

*Cosmopolitan™ Magazine and gender framing: ‘The Jerk’ and his nymph*

Heidi Sisler, Western Kentucky University

*The effects of socialization on policing in America*

John Makeni, Ball State University
Sunday.1.3  Cupola 3 – FEMINIST BACKLASH TO MICHELLE OBAMA AND BLACK GIRLS ROCK!

Critics of First Lady of the United States (FLOTUS) Michelle Obama found another reason to dismiss her work to empower young people with her appearance at the April 2015 BLACK GIRLS ROCK! (BGR) Awards Program. According to the organization’s website:

Since 2006, BLACK GIRLS ROCK! has been dedicated to the healthy development of young women and girls...seek[ing] to build the self-esteem and self-worth of young women of color by changing their outlook on life, broadening their horizons, and helping them to empower themselves...through mentorship, arts education, cultural exploration and public service. At BLACK GIRLS ROCK!, young women are offered access to enrichment programs and opportunities that place special emphasis on personal development through the arts and cooperative learning. By speaking to the next generation in their formative years about issues of self-worth, goals, and aspirations, the organization reinforces the message that young women need not objectify themselves or relinquish their autonomy. BLACK GIRLS ROCK! has boldly taken on the crisis of our female youth of color here in America head on and understands the need for positive self-images and a strong sense of awareness.

This panel explores critique from a variety of people, including political statements and personal posts in digital spaces from self-identified feminists. Through examining the range of critical responses, this roundtable will discuss and encourage audience members to comment on tensions related to perceptions of political position, feminisms, and empowerment.

Chair: Karla D. Scott, Saint Louis University

Cerise Glenn, University of North Carolina-Greensboro
Ryessia Jones, University of Texas-Austin
Paula O. Lockhart, University of Louisville
Siobhan E. Smith, University of Louisville
Kerry Wilson, University of Illinois Urbana-Champaign

10:30-10:45  Break

10:45-12:15pm  Sessions Sunday.2

Sunday.2.1  Cupola 1 – THE RELATIONSHIP BETWEEN GENDER EQUALITY AND THE CONSTITUTION AS MANIFESTED IN THE JURISPRUDENCE OF SUPREME COURT JUSTICE RUTH BADER GINSBURG

Focusing specifically on the topic of gender, this panel would like to examine the legal rhetoric and philosophical perspective of Supreme Court Justice Ruth Bader Ginsburg. First, it analyzes her unique perspective on gender equality as that emerged in the six key landmark Supreme Court of the United States decisions she argued when heading the Women's Rights Project of the American Civil Liberties Union during the 1970s. Next it will analyze how her view on gender equality influenced her opinions once appointed to the Supreme Court of the United States in 1993 by President Bill Clinton. That is, how, although known as part of a moderate-liberal block, she still maintains a strong stance in favor of gender equality. The panel will
end with a discussion of how Justice Ginsburg view of the Constitution as a ‘living, breathing’ document and her view on gender equality influenced her vote on the very important issue of same-sex marriage.

Panelist No. 1 will analyze Justice Ginsburg’s unique view of gender equality, specifically that the law should be gender-blind, influenced her position in the six landmark decisions she argued before the Supreme Court of the United States in the 1970's when heading the Women's Rights Project of the American Civil Liberties Union.

Panelist No. 2 will reveal how Ginsburg's view of a gender-blind Constitution permitted her to stay strong in her commitment to gender equality even while remaining a part of the Court's moderate bloc.

Panelist No. 3 will discuss how Justice Ginsburg view of the Constitution as a ‘living, breathing’ document affected her opinion in the Court's all important decision that will be issued this summer on the legality of gay marriage.

Sally Paulson, Delta State University
Christopher Mintchez, Delta State University
Jesse Kelley, Delta State University

Sunday.2.2 Cupola 2 – SUBTLETIES AND ABSENCES: ADDRESSING INEQUALITIES THROUGH MEDIA AND COMMUNICATION

This panel consists of four papers that discuss communication and sexuality in health promotion, leadership, gender based violence and HIV prevention. The panelists employ varying methods to analyze media, gender and sexuality in communication for social change. The findings of these studies highlight the pertinent role of communication in addressing issues of inequality, health and culture – especially in diverse settings. These papers address salient topics in the communication discourse - access to health care for people with disabilities, HIV prevention communication strategies; gender-based violence and political communication – all of which need to be considered in current discussions of communication, gender and social change in a global context.

Improving health equity (health care access) for people with disabilities (PWD) in Jamaica: The role of informed communication strategies

Alicia Aikens, University of Cincinatti

‘Baby mi rate yuh inno: ‘The ‘love and trust’ paradigm in Jamaican HIV/AIDS PSAs and recommendations for encouraging healthy sexual communication

Kay-Anne Darlington, Ohio University

Addressing gender in political communication: Representations of Jamaican female politicians in print media

Anna-Kaye Rowe, Ohio University

Gender-based violence: Associated HIV risk factors for young women in South Africa and Jamaica.

Shaneil Taylor, Ohio University

Sunday.2.3 Cupola 3 – ABORTION DEBATE AND COMMUNICATION
Chair: Amber Kinser

*Using John Irving’s ‘The Cider House Rules’ in first year writing (FYW) classes to examine Roe v. Wade*

Michael Martin, Bloomsburg University

*The acceptable abortion: Thematic consistencies of prominent narratives within the U.S. abortion debate*

Paige Settles, Western Kentucky University
Jessica L. Furgerson, Western Kentucky University

*The horror of abortion: Public discourse, horror film, and the abortion debate from 1968-1974*

E. Michele Ramsey, Penn State Berks

12:45-1:30pm  Cupola 3 -- Reflections and Wrap-up
(light lunch)