

OSCLG 2023: Failure!

October 5-7, 2023

Program Draft 8.21.23

Norfolk, VA

Thursday, October 5

8:30 – 10:30
Executive Board Meeting
Riverview

10:30 – 12:30
Women & Language Board Meeting
Eppington

11:00 – 6:00
Registration Opens
Pre-Foyer – 4th Floor

12:00 – 1:15

1: Caregiving and Academic Failure

Brandon A & B

Susan Case, Case Western Reserve University
Christine E. Crouse-Dick, Bethel College (Kansas)
Kristi Costello, Old Dominion University
Chris Jacknick, Borough of Manhattan Community College, City University of New York
Tabassum "Ruhi" Khan, University of California Riverside
Jenny Korn, Berkman Klein Center for Internet and Society at Harvard University
Natonya Blackmun Listach, Middle Tennessee State University
Shauna M. MacDonald, Cape Breton University (Canada)
Jimmie Manning, University of Nevada, Reno
Elizabeth Nelson, University of Minnesota (Duluth)
Jessica M. Rick, University of Southern Indiana
Sarah Mayberry Scott, Arkansas State University
Carmen Williams, Arkansas State University

In this high-density roundtable, participants will share our experiences and reflections of / on caregiving (formal and informal) and “academic failure.” We know that a majority of care work still falls to people who identify in certain ways—namely, those who do not identify as cisgender males. Patriarchy has set the terms for care, and while there are many varied and nuanced caring responsibilities held by people of all genders, discourse and practices around care are *not* equally distributed. This means that many, many academic practitioners are engaged in some form of caretaking labor as a second or third shift and in myriad ways. Particularly “after” COVID-19’s ravaging of our collective resources (but also before), folks who work in academia are faced with

Program Draft 8.21.23

the compounding pressures to transform educational experience for an AI-focused online world, continue to research and publish, navigate an increasingly impossible job market, provide care for their dependents (as usual), *and* care for ailing family members, grieve loved ones lost to COVID, and more. Roundtable participants will share a variety of experiences—from single parenthood to sandwich generation care for ailing parents/elders to self-care and navigating

2: Pop Culture, Fandoms, and Failing: Part I

Eppington

A Canary in a Coal Mine: Materialist approached to the Brazilian jersey, national fandom, and conservative politics

Ana Paula Santos Silva, University of Iowa

Lose like a girl: Gender norms, failure and the case of Mikaela Shiffrin

Kathleen Berry Murphy, University of Illinois at Urbana-Champaign

Wild Women Don't Have the Blues: Black Women's Blues Music and Communicating Strength

Merris Ann Barber, St. Louis University

Bearded Girls: Passing to Watch Soccer Matches

Mehri Yavari, Texas A&M University

1:30 – 2:45

1: "What Had Happened Was" 2.0: Embracing the Failures of/as Black Feminist Sista Scholars

Brandon A & B

Chair: Karla D. Scott, Saint Louis University

Ivy Fofie, University of Oregon

Tina Harris, Louisiana State University

Annette Matlock, Sister Circle Writers

Siobhan Smith-Jones, University of Louisville

Kerry Wilson, Independent scholar

For many Black feminist scholars, the personal and political cannot help but converge to influence the professional. The lived experience of intersecting identities offers perspective that become difficult to ignore when one's identity/ies, community/ies, and people face constant threats to their humanity and well-being. When such challenges disrupt a previously planned academic path, a simple query, change in focus, or abrupt detour can offer opportunities for scholarship shifts that acknowledge and integrate identities with perceived *failure*. Following the 2022 debut panel "*What had happened was*" this year's panelists will share research findings, personal narrative and autoethnographic projects motivated by: the effects of our failure as scholars and teachers, the ways that our failures reshape our lived experiences, the vulnerability

Program Draft 8.21.23

of failure, or an exploration of how we recover from failure. Among the trajectories on the journey are choices to center healing and well-being for self and larger society in their academic pursuits.

2: Daring to Fail with Flair: A Feminist Pedagogical Roundtable

Claremont

Co-chairs:

Alison Fisher Bodkin, James Madison University
Wendy Weinhold, Coastal Carolina University
Janell Bauer, California State University, Chico

Participants:

Janell C. Bauer, California State University, Chico
Alison Fisher Bodkin, James Madison University
Madeline Filling, University of North Carolina Wilmington
Megan Foster, The University of North Carolina at Chapel Hill
Sarah T. Jackson, Coastal Carolina University
Alisha L. Menzies, University of Tampa
Margaret Murray, University of Michigan, Dearborn
Rachel E. Silverman, Boise State University
Wendy M. Weinhold, Coastal Carolina University
Trina Wright-Dixon, University of Illinois Urbana-Champaign

Living feminist politics is sometimes fraught with contradiction, struggle, and tension. It requires individual interpretation, collective discussion and disagreement, and recognizing differences among us as humans and points of convergence in the feminist struggle. As challenging as it is to live one's feminist politics, there is the productive possibility that radical negativity has in qualitative research and academic orientation (Sedgwick, 2003).

Sara Ahmed (2017) describes a pedagogy of feminist theory as an ongoing, inquisitive, active process, a way to sustain yourself and others through critical questioning of the world around you. She claims that to be engaged in feminist pedagogy is to treat feminism as homework; it needs to be practiced at home, at work, in institutions, in public, and everywhere that needs to be questioned and called out for what has not ended (e.g., racism, sexism, homophobia). To that end, this panel creates space to reflect critically on ourselves and our pedagogical environment.

3: Failures within Neoliberalism and the Politics of Citizenship

Eppington

Downton Abbey: Politics of Nostalgia, Neoliberalism and Empire

Tabassum "Ruhi" Khan, University of California Riverside

Failure to Connect: Exploring Gendered Discourses on the "Great Resignation"

Anne Kerber, Minnesota State University Mankato

Trying to Set the Record Straight: Harry & Meghan, Race, & Citizenship

Samantha Schubert, Bowling Green State University

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Forced to Disband: Counterpublic Consummatory Issues and Queer Failure
Crystal Dawn Stone, University of Maryland College Park

Recreation and Urban Reform: A Rhetorical Examination of Good Citizenship
Kaitlyn Haynal, Randolph-Macon College

3:00 – 4:15

1: Author Meets Critics: *Nice White Ladies* (Seal Press, 2021) by Jessie Daniels

Eppington

Jessie Daniels, Hunter College CUNY
Marina Cortez, Old Dominion University
Kishonna Gray, University of Kentucky
Kim Hong Nguyen, University of Waterloo
Danielle Stern, Christopher Newport University

Racialized women have long critiqued feminism and the study of gender as promoting a single-axis analysis of identity. But, few white women scholars have taken up this call to change themselves, their research, and their relationship to academic work. Jessie Daniels' *Nice White Ladies* is both a scholarly and personal account that explores how white women may be complicit in harming people of color. Daniels tracks both public and personal events that shape the ways in which white femininity contributes to the structures of white supremacy. From the finger wagging Karen to the white nuclear family's advancement, Daniels illustrates the devastating and violent impacts of whiteness both for white women and beyond. This panel will take Jessie Daniels' argument in *Nice White Ladies* as a starting point to explore the failures of whiteness and white feminism(s). The hope is to consider how these failures of white feminism(s) might bring about important capacities for agency and resistance. Panelists will examine the implications of these failures as it intersects with gender topics including gun ownership (Nguyen); the yoga and wellness industrial complex (Stern); technology (Gray); reproductive justice (Cortez). The panel will conclude with a response from Jessie Daniels.

2: Failure as Pedagogy

Greenway

Embracing Failure to Make a Thing: A Multimedia Assignment Creation Workshop
Jill Nicole Fredenburg, University of Memphis

Refusing to Fail Students: Ungrading as Feminist Pedagogy
Hollis Glaser, Borough of Manhattan Community College, CUNY

(Pod)Casting Out the Notion of a "Normal" Body in an Undergraduate Capstone Class
Sarah Parsloe, Rollins College
Amber Bean, Rollins College
Dani Golob, Rollins College

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Queer Failures in the Gender Communication & Sexual Communication Classroom

Michaela Frischherz, Towson University
Michael Tristano, Jr., Towson University

2023: An AI Odyssey

Margaret Murray, University of Michigan

3: Workshopping Failed Submissions, Unfinished Papers, and Ideas in Progress

Claremont

Tara J. Schuwerk, Stetson University
LaKresha Graham, Rockhurst University
Jennifer A. Jackson, Otterbein University
Siobhan E. Smith-Jones, University of Louisville
Laura L. Ellingson, Santa Clara University

Do you have a writing project in progress? Did you receive a revise and resubmit? Do you need to workshop a rejected paper? Are you interested in mentoring other writers? This workshop will be a space to provide and/or receive feedback on your project from other OSCLGers. Bring several copies of your paper to share (hard copy or electronic) and no more than two identified items for which you want specific feedback. Even if you don't have a project, come willing to provide support, ideas, and insight to others.

4:30 – 5:45

1: Anthropological Insights into the Production, Imagination, and Policing of Gendered Language and Communication

Greenway

"They Need to Speak Knou in Public All the Time": Enregistering Lowly Caste, Marked Racialized Ethnicity, and Transgressive Gender/Sexuality in Antananarivo

Seth Palmer, Christopher Newport University

Gen Z Leads the Fight: Using TikTok for Activism in a Post-Roe World

Phoebe Salomon, Christopher Newport University

"Powerful Women": The Gendered Pressures Behind Social Media-Based Small Businesses

Jaime Kelso, Christopher Newport University

In Defiance of Gender: How we Define Gender in US Politics and the Significance of Subverting those Standards

Anna Matias, Christopher Newport University

2: Teaching in a Failed State: Navigating Anti-“Woke” Politics as Feminist Professor

Brandon A & B

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Kimberly Field-Springer, Berry College
Jennifer A. Jackson, Otterbein University
Sarah Parsloe, Rollins College
Rachel Silverman, Boise State University
Tara J. Schuwerk, Stetson University

In anticipation of the upcoming 2024 election, conservative politicians have positioned themselves in opposition to a “woke agenda.” They have reframed efforts to increase diversity, equity, and inclusion (DEI) in schools as liberal attempts to indoctrinate American youth. While anti-“woke” policies are sold as attempts to expand intellectual diversity on college campuses, they often involve installing conservative players in key power positions, curtailing access to or discussion of “woke” material, and making it easier to remove “woke” teachers from the classroom. For instance, in May 2023, Florida’s Governor DeSantis signed SB 226 to defund DEI programs at public universities, restrict topics included in general education curricula, give university boards and presidents greater control over hiring and firing faculty, and weaken tenure protections (Kumar, 2023).

In this political climate, teaching as a feminist scholar is a particularly fraught endeavor. For those at private colleges tenuously sheltered from policies that only apply to public institutions, however, the situation is more ambiguous. In some cases, college administrators might align with “anti-woke” state policies, even while students themselves desire a safe place to explore topics and enact identities encouraged by DEI initiatives. In this case, how might feminist professors teach eager and vulnerable students about DEI content while also protecting themselves and their careers? Alternatively, college administrators may actively encourage teaching about DEI topics internally while still trying to avoid the ire of politicians and the public. In these instances, feminist professors might wonder: to what extent will my institution stand by me if students and their parents accuse me of “woke indoctrination”? In this discussion panel, we will explore these tensions and brainstorm strategies to navigate anti-“woke” politics as feminist teacher-scholars.

3: Planning Future OSCLG’s

Eppington

Danielle Stern, Christopher Newport University
Jessica Kratzer, Northern Kentucky University
Desirée Rowe, Towson University
Nyla Sampson, Towson University
Josue Ceron, Towson University

Are you thinking of bring OSCLG to your city or co-planning with a friend? In this session, we will discuss writing a proposal, consider resources, and discuss timeline. This is an informal dialogue, so please bring your questions!

4: Pop Culture, Fandoms, and Failing, Part II

Claremont

"Choke Me Like Bundy and Eat Me Like Dahmer:" On Fandom Clashes in Netflix's Dahmer

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Celeste Yvonne, University of Iowa

The Streaming Other: Pop Culture's Potential Impact on Intercultural Communication Competence

Brandy Hadden, Duquesne University

Machismo in Reggaeton: A Sexualized Representation of Women

Gabriela Puyo Muñoz, Berry College

Down in Flames: Bros, Box Office Bombs, and the Burden of Representation

Raffi Sarkissian, Christopher Newport University

6pm – 8pm

President's Reception (Dessert/Cash Bar)

Riverwalk – 1st Floor

Friday, October 6

7:00 – 8:00

Yoga with Danielle Stern

8:00-9:30

Coffee and Tea Bar

4th Floor

8:00 – 12:00

Registration Table Open

Pre-Foyer – 4th Floor

9:00 – 10:15

1. Performances of failure

Greenway

The Lightkeeping Nuns of Youghal & History's Failure(s)

Shauna M. MacDonald, Cape Breton University

A Thousand Cuts: A Performance Studies Curriculum

Michael Tristano, Jr., Towson University

Desirée D. Rowe, Towson University

Confessions of a Failed Feminist

Stephanie Young, University of Southern Indiana

The Best of Times, the Worst of Times: A Reflection on Failure in 2020

Diana K. Ivy, Texas A&M University Corpus Christi

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2. Parenting and Failing

Brandon A&B

Mommy Needs Her Chardonnay in a Sippy Cup: How Mothers Use Sensemaking to Interpret 'Wine Mom' Messages

Shelby Cefaratti-Bertin, Baylor University

Ashley Barrett, Baylor University

"It made me feel like a failure": Parental Experiences with the 2022 U.S. Formula Shortage

Sarah E. Jones, Ohio University

Angela M. Hosek, Ohio University

The Discourses of Failure of Exclusively Pumping Moms

Jessica Rick, University of Southern Indiana

Courtney Smith, University of Southern Indiana

Alexis Reed, University of Southern Indiana

A Purple Umbrella Held By Mom; An Autoethnographic Exploration of Connection, Secrecy and Betrayal Between a Mother and Her Queer Daughter

Megan Elizabeth Moore, James Madison University

Communication Failures as Obstetric Violence

Chris Jacknick, Borough of Manhattan Community College, CUNY

3. Feminist Pedagogy at OSCLG

Claremont

Aligning with the conference theme of Failure, this panel offers Original Teaching Activities, Social Justice Strategies, and Critical Commentaries that will be published in a Special Issue of *Feminist Pedagogy*

Chair: Rachel Silverman, Boise State University

Unraveling Communication Failure

Jill Fredenburg, University of Memphis

Using SLOW to Reconceptualize Failure

Christine E. Crouse-Dick, Bethel College (Kansas)

Make ugly often: Vulnerability in Failure

Katherine J. Denker, Ball State University

Ungrading as a Tool to Combat Students' Fear of Failure

Sarah Mayberry Scott, Arkansas State University

Failure to Contain or Failure of Imagination? A Critical Commentary Exploring Artificial Intelligence's Implications for Feminist Pedagogy

Anne Kerber, Minnesota State University, Mankato

Program Draft 8.21.23

How can we communicate Queerness? A call to examine LGBTQ+ instructors' identity disclosures in the classroom

Mac Clark, Ball State University

Mental Health Care in the Classroom: Combatting Failure And Facilitating Student Success”
Teresa Runge, Minnesota State University, Mankato

Responding to the Failure of Standardized Student Evaluations of Teaching
Jimmie Manning, University of Nevada, Reno

Teaching Critical Language Awareness to Combat Failure of Black Language in Education
Kathleen Turner Ledgerwood, Lincoln University

10:30 – 11:45

1. Communication Failures, Linguistic Diversity, and the Problems of Intelligibility

Eppington

Suhaylah Abdul-Haqq, North Carolina A&T State University

Chase Felder, North Carolina A&T State University

Cassidy Gilliam, North Carolina A&T State University

Joy L. Kennedy, PhD, North Carolina A&T State University

Davi Thornton, PhD, North Carolina A&T State University

Nubian Washington, North Carolina A&T State University

Deaona Watkins, North Carolina A&T State University

The proposed panel is a multidisciplinary inquiry that weaves together narratives of lived experience and pedagogical theories to critically examine the ways that common notions of intelligibility burden Black speakers and reify limited (and limiting) understandings of communication. Specifically, we explore the ways that attempts to remedy communication failures presumably caused by dialect differences rely on a speaker-oriented model of communication that is both racialized and gendered. When the burdens for effective communication are placed on speakers of non-standard dialects, opportunities for more inclusive models of communication that attend to the ethical obligations of listeners & audiences are elided. Our panel investigates the burdens placed on AAE speakers, the constraints of conventional training in Speech Language Pathology (SLP), and the limitations of communication pedagogies that forward a speaker-centric model of communication. We also discuss alternative models for SLP and communication pedagogy that can productively transform problematic yet all-too-common conceptions of communication failure.

Our panel participants include faculty and students at an HBCU who are part of a distinctive, interdisciplinary communication program that combines a degree program in Communication Studies with a degree program in Speech Language Pathology & Audiology. Our panel presentation includes the voices and perspectives of four African American or Black women who

Program Draft 8.21.23

have diverse lived experiences. Each panelist will highlight a specific theme related to the panel objectives.

2. Failing toward Abolition: Embracing Abolitionist Principles in the College Classroom

Brandon A&B

Jennifer Potter, Towson University
Elyshia Aseltine, Towson University

This workshop is designed to outline abolitionist principles and apply them to the college classroom, while also providing space for engagement and conversation throughout the session. There are a significant number of academics who are researching and teaching in the area of social justice/social change across all disciplines in the academy; yet these same faculty operate traditional classrooms that do little to teach students how to live in the world they seek to forge. Despite personal commitments to social justice, carceral logics (i.e., punitive ways of thinking and acting that are informed by imprisonment and other forms of retributive punishment) are embedded in course syllabi and in course policies and practices.

This workshop is an opportunity for participants to explore the possibilities of adopting abolitionist principles in the classroom (e.g., flattening of hierarchies, consensus-driven course goals, educational community aid, and prioritizing experimentation and imagination). The workshop presenters both taught courses that modeled abolitionist principles. Adopting abolitionist principles in our own courses wasn't always easy and it didn't always go as planned, but there was value in the failures. Using these failures as critical information for building abolitionist classrooms, this workshop aligns with and embraces the conference theme and recognizes that all abolitionist work is failing toward something different and better.

3. Failing as Affective Traces: Bodies and the Object

Claremont

I am a hysterical, middle aged white woman: Bodily Displays of Emotion, Gender, and Whiteness at Work

Jennifer Dunn, Dominion University

On the Verge of Un/Health: Theorizing Precarity in (our) Waiting Room

Jennifer Woolley Barone, Ohio University

"It made me feel like a failure": Parental Experiences with the 2022 U.S. Formula Shortage

Sarah E. Jones Ohio University, Angela M. Hosek, Ohio University, Jessica Cherry, Ohio University

Unachieved Ambitions: The Failure of Infertility Representation in Psychonauts 2

Ashley P. Jones, Georgia Southwestern State University

Conversations with the "Queens of Lez," "ChapStick Lesbians," and Fellow Femmes; A Qualitative Exploration of Queer Femmeness, Femme Sex, and Femme Relationships

Program Draft 8.21.23

Megan Elizabeth Moore, James Madison University

12:00 – 1:45

Oracles Panel – need description

Brandon A & B

2:00 – 3:15

Vice-President’s Spotlight Workshop with Dr. Tina M. Harris: Identifying and Responding to Transphobic and Racist Microaggressions
Claremont

Chair: Leland G. Spencer, Miami University

Tina M. Harris, Louisiana State University

Microaggressions—seemingly small everyday acts that target people based on perceived or actual group membership—happen with alarming regularity both within and beyond academic spaces. In this workshop, Dr. Tina M. Harris, a leading scholar of interracial and intercultural communication and editor of a special issue of *Southern Communication Journal* focused on communication and microaggressions, will help participants learn to recognize microaggressions and respond effectively.

3:30 – 4:45

1. The Irony of Failure: A Path to Transformation and Healing

Brandon A & B

Chair: Alana Nicaastro, Marine Corps Tactics and Operations Group United States Marine Corps

Laura Ellingson, Santa Clara University

Patricia Geist-Martin, San Diego State University

Melanie Bailey Mills, Eastern Illinois University

Lisa Schenk, Schenk Communications Group

Rachel E. Silverman, Boise State University

Patty Sotirin, Michigan Technological University

This panel discussion will create a space where participants can explore how to reconstruct a *failure* narrative. First, each panelist will share how their individual failure narratives came into being and their constant source of struggle. Second, audience participants will write down their *failure* narrative on a 3 X 5 index card; and one or two audience participants will be asked to share their failures. Third, the panelists will describe the full potential of a *failure* narrative as a means of *stabilizing* our individual worth, while *destabilizing* loutish messages that, over time, become our lived truth.

Our failure narratives will be replaced with an “irony of failure” belief—a belief that hopefully leaves us feeling more skilled and empowered to address failure as an event, not as a destination. We may discover what we once condemned ends up serving as the very thing we need to thrive.

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Our organizing is to come to a place of understanding.

2. SO. MUCH. DRAMA! Queer Media Failures, Futurity, and Representation

Greenway

Bros-mance: Bros & Queer Love in Mainstream Romantic Comedies
Caroline Cleland, Berry College

Embracing Failure in Netflix's "BONDING": Exploring the use of Character Development in Season 2 to Address Misinformation about BDSM in Season 1

Jessica M.W. Kratzer, University of Northern Kentucky

Stacie Jankowski, Northern Kentucky University

Dakota Pannebecker, Northern Kentucky University

Nick Bliven, Northern Kentucky University

When Fixing One Failure Begets Another: New Concerns with AI in Dubbing

Laurena Bernabo, University of Georgia

The Paradoxical Corrective Failures of That '90s Show: Reboots and Contemporary Nostalgia in the Age of Streaming Television

Michaela DE Meyer, Christopher Newport University

Savannah Lambie, Christopher Newport University

Skyler Tolzien-Orr, Christopher Newport University

3: Performing Gender, Failing Performance

Claremont

Foodie Calls: Dating Fail or Dating Strategy?

Janine Armstrong, Southern Illinois University

Implicating Failure: Corporeal Commodification in the Organization of Donor Milk

Sarah E. Jones, Ohio University

Some Like It (not) Hot: The Musical's Use of Drag's Failed Comedic (Reparative) Possibilities

Kirt Shineman, Glendale Community College

The Key to Femininity and Femininity Is

Alexis Reed, University of Southern Indiana

Greta Gerwig as a Film Auteur

Nicholas Patrick Delany, Christopher Newport University

6:00 – 8:00

Awards Dinner & Oracle Induction

Stratford/Providence

8:30 – 10:00

Wine & Chocolate

Room #TBD

Program Draft 8.21.23

Saturday, October 7

7:00 – 8:00

Yoga with Rachel Silverman

LOCATION TBD

8:00-9:30

Coffee and Tea Bar

4th Floor

9:00 – 10:15

1: Sites of Resistance: The Effectiveness, Sustainability, and Failings of Public Sites of Resistance

Marginalization after Death: An Analysis of Media Surrounding the Unmarked Cemeteries and Restoration Attempts at Georgia's Central State Hospital

Addison Garrett Boyce Howard, Berry College

"You are not alone": Abortion Storytelling as Communicative Organizing

Becca Lee-Simpson, Colorado State University

Goober the Clown Gets an Abortion: A Rhetorical Analysis of Juxtaposition and Persuasion in Absurdity

Wendy M. Weinhold, Coastal Carolina University

Alison Fisher Bodkin, James Madison University

"Love Rising": A Case Study of Musical Activism and LGBTQ+ Resistance in Tennessee.

Jill Fredenburg, University of Memphis

2: Institutional Documents, Failures, and Responses: An Archive

Claremont

Performed (in)competence as work-life negation "failure"?

Kathy Denker, Ball State University

Postpartum Post-It Notes: Footnotes about Motherhood, the Annual Review Process, and Failure

Erin Witte, Towson University

Program Draft 8.21.23

Greek Life's Darlings: A Qualitative Media Conversation Analysis of Labor, Support, and Identification for Fraternity's Sweethearts
Annie Ashbrook, Bowling Green State University

Consciously Communicating Campus Climate
Cristin Compton, Kent State University & Connor Wilcox, Kent State University

The Dying Side-Show Code—Cezarnie: How Social and Institutional Failures Contributed to Language Loss
Mau ("Mo") Matarese, Borough of Manhattan Community College

3: Women & Language Forum Chat!: The Repeal of Roe v Wade

Brandon A & B

On Friday, June 24, 2022, the Supreme Court of the United States (SCOTUS) overturned *Roe v. Wade* (1973). Though many of us were vigilant and perhaps even expecting the outcome because a justice leaked the decision weeks before, the official word was no less shocking and hurtful. As feminists of various shades of purple, we know that the personal is political. The Organization for the Study of Communication, Language, and Gender (OSCLG) and *Women & Language* are uniquely positioned to fight the overturning of *Roe v. Wade* (1973). We have the power, and therefore, the responsibility, to challenge those who threaten the reproductive health and autonomy of others. Focusing on the themes of language, communit(ies), and reproductive justice and technology, this roundtable features contributions exploring the repeal of *Roe v. Wade* from the Spring 2023 issue of *Women & Language*. The roundtable also explores issues of power, history, stewardship, and care, creating a space for our fellow feminists to add their voices to the discussion.

Chair: Siobhan E. Smith-Jones, University of Louisville

A Working Glossary of Key Terms in the Abortion Discourse
Jessica L. Furgerson, Western Kentucky University

Abortion and Miscarriage Are Synonyms: Substandard Gynecological Care in the Wake of Abortion's Criminalization

Robin E. Jensen, University of Utah
Ghanima Almuaili, University of Utah

(Never) Going Back: Black Feminist Impatience for a Post-Dobbs Future
Emily Winderman, University of Minnesota, Twin Cities

Roe v. Wade and the U.S. Military: Ongoing Battles for Service Members' Reproductive Rights
Leandra H. Hernández, Texas A&M University

Amy May, University of Alaska, Fairbanks
Victoria McDermott, University of Alaska, Fairbanks

Menstrual Histories, Reproductive Futures

Program Draft 8.21.23

Berkley Conner, University of Iowa

Feminist Solidarity and the Politics of Care
Tasha N. Dubriwny, Texas A&M University

10:30 – 11:45

Keynote Workshop, Jesús Valles title forthcoming

Brandon A & B

12:15 – 2:00

Business Luncheon

Stratford/Providence

2:30-3:45

Keynote Performance: Jesús Valles (*Un*)Documents

Poplar

4:00-5:15

1: Award Winners Panel Part I

Brandon A & B

Chairs: Jessica Kratzer, Northern Kentucky University & Desirée Rowe, Towson University

Badass Feminist Politics: Exploring Radical Edges of Feminist Theory, Communication, and Activism

Sarah J. Blithe, National Center for Women & Information Technology (NCWIT) at the University of Colorado Boulder

Janell C. Bauer, California State University Chico

“Construyendo Para Los Niños: Environmental Justice, Reproductive Femicidio, and Coalitional Possibility in the Borderlands”

Sarah De Los Santos Upton, The University of Texas at El Paso

Carlos A. Tarin, The University of Texas at El Paso

Leandra H. Hernández, Utah Valley University

Memorable Messages about Fat Bodies Before, During, and After Pregnancy

Erin D. Basinger, University of North Carolina at Charlotte

Margaret M. Quinlan, University of North Carolina at Charlotte

Margaret Rawlings, Human Factors MD

Body Talk

Harry Wasnak, Villanova University

2: Trauma, Harassment, and Consent

Claremont

The many eyes of danger: A feminist visual autoethnography of confronting sexual harassment in Egypt

Program Draft 8.21.23

Mariam Ismail, James Madison University

Navigating Failed Systems: An Autoethnographic Account of Documenting Abuse and the Call for Trauma-Informed Approaches

Megan Alyssa Fletcher, University of Massachusetts Dartmouth

Sexual Violence, Feminist Humor, and a Three-Bean Salad: A Rhetorical Analysis of the Testimony of E. Jean Carroll

Sam Todd Allen, Randolph Macon College

Triggered: Writing My Way Into Consent Culture

Danielle Stern, Christopher Newport University

Sexual Harassment in the Workplace

Elizabeth G. Bowers, University of Southern Indiana

5:30 – 6:45

1: Award Winners Panel, Part II

Brandon A & B

Chairs: Jessica Kratzer, Northern Kentucky University & Desirée Rowe, Towson University

U.S. Medical Controversy and Its Discursive Legacy in the Mid-Twentieth Century Thalidomide Disaster

Madison Krall, Seton Hall University

Negotiating the Model Minority: How Indian American Women Rearticulate Dominant Racial Discourse

Nisha Shanmugaraj, University of Colorado Boulder

“Queering Colonialisms and Empire” in *Oxford Research Encyclopedias*

Roberta Chevrette, Middle Tennessee State University

Enacting Rage and Navigating Tensions: U.S. Mothers’ Perceptions of the Term Mom Rage

China C. Billotte Verhoff, Ohio University

Angela M. Hosek, Ohio University

2: Failed Depictions: Repairing and Resisting

Claremont

"Damsel" in Distress: White Women's Tears and the #turnitoff Challenge

Alyssa Leeann Prather, Berry College

(Re)Fashioning Failures: Resisting Ableism and (Hetero)sexism Through Clothing

Carly M. Richards, Rollins College

Sarah Parsloe, Rollins College

Program Draft 8.21.23

Echoes of the Past, "Family Fun" in the Present: <History>, <Community>, and <Family> at the Old Fort

Samantha Schubert, Ball State University

Who's Creating This?": A Proposed Shift in Research on Race and Abortion Depictions

Carrie M. Murawski, Roanoke College

Katie Webber, Roanoke College

God, country, and family: A risk orders theory approach to deconstructing health messages about family planning in the Latinx Community

Kimberly Field-Springer, Berry College

Julee Tate, Berry College

8:30 – 10:00

Wine & Chocolate

Room # TBD