

“Mega” Motherhood Conference: Academic Motherhood, Mothers & Work, and Communicating Motherhood

**Pantages Hotel, Toronto
June 24-26, 2013**



Motherhood Initiative for Research and Community Involvement (MIRCI)
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Acknowledgements

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Tracey Carlyle: Office Manager

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*Thank you also to our **Mega-Motherhood Conference Committee**

AS ALWAYS, THANK YOU TO OUR 2013 Sustaining MIRCI Members

Your ongoing support is greatly appreciated and is invaluable for everything we do.

Patrizia Albanese, Wanda Bernard, Grete Margunn Bjoernholt, Rita Bode, Deborah Davidson Ann Douglas, Pamela Downe, Regina Edmonds, Gordana Eljdupovic, Linda Ennis, Talia Esnard, Gloria Filax, Kryn Freehling – Burton, Cheryl Gosselin, Fiona Green, Diana Gustafson, Iain Hay, Linda Hunter, Kande Kosior, Laurie Kruk, J Margaret MacDonald, Judith MacDonnell, Brenda F. McGadney, Patricia Miller-Schroeder, Erica Lawson, Denise Moreau, Lee Murray, D. Lynn O'Brien Hallstein, Hallie Palladino, Jacqueline Parsons, Serena Patterson, Tola Olu Pearce, Wendy Peterson, Liz Podnieks, Marilee Reimer, Sandra Schneider, Lorri Slepian, Janet Smith, Gail Trimble, Melinda Vandebeld-Giles, Genevieve Vaughan, Marilyn Waring, Stephanie Wasserman, Mary Weedmark, Gina Wong

Enjoy,
Andrea O'Reilly,
Director, MIRCI
Conference Co-Coordinator

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Canada

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Directions and Map

Pantages Hotel – 200 Victoria Street, Toronto, ON, M5B 1W8
(Victoria Street & Shuter Street/just East of Yonge Street)
1-866-852-1777 or 416-362-1777
<http://www.pantageshotel.com>



Conference Schedule Overview

Monday, June 24, 2013

8:30 am - 9:00 am	Registration & Continental Breakfast
9:00 am – 11:00 am	Keynote 1: Communicating
11:15 am – 12:45 pm	Session A
12:45 am – 2:00 pm	Lunch
2:00 pm – 3:30 pm	Session B
3:30 pm – 3:45 pm	Break
3:45 pm – 5:15 pm	Session C

Tuesday, June 25, 2013

8:30 am - 9:00 am	Registration & Continental Breakfast
9:00 am – 11:00 am	Keynote 2: Communicating
11:00 am – 11:15 am	Break
11:15 am – 12:45 pm	Session D
12:45 pm – 2:00 pm	Lunch
2:00 pm – 3:30 pm	Session E
3:30 pm – 3:45 pm	Break
3:45 pm – 5:15 pm	Session F
5:15 pm – 5:30 pm	Break
5:30 pm – 7:30 pm	Keynote 3: Communicating
7:30 pm – 9:00 pm	Book Launch and Reception

Wednesday, June 26, 2013

8:30 am - 9:00 am	Registration & Continental Breakfast
9:00 am – 11:00 am	Keynote 4: Communicating
11:00 am – 11:15 am	Break
11:15 am – 1:15 pm	Session G
1:15 pm – 2:30 pm	Lunch
2:30 pm – 4:00 pm	Session H
4:00 pm – 4:15 pm	Break
4:15 pm – 6:15 pm	Keynote 5: Academic

Mega-Motherhood Conference
June 24-26th, 2013
Pantages Hotel Toronto Centre, 200 Victoria Street

MONDAY, JUNE 24, 2013

8:30am-9:00am REGISTRATION & CONTINENTAL BREAKFAST

9:00am-11:00am KEYNOTE 1: COMMUNICATING: ROOMS 2 & 3

CHAIR – Andrea O’Reilly, York University

- Jocelyn Fenton Stitt, Minnesota State University and Pegeen Reichert Powell, Columbia College Chicago, “Mothers Who Deliver”
- Myrel Chernick and Jennie Klein, “Contemporary Art and the Maternal: An Overview”
- Shelley Park, University of South Florida, ““Good” (Queer) Mothers and “Bad” (Queer) Mothers: Contested Representations of Polygamist Women in Popular Culture”
- Kirstin S. Dane, Creator and Writer of Wood Turtle blog, “Mothering Muslim Identity in an era of Islamophobia”

11:00am-11:15am BREAK

11:15am-12:45pm SESSION A

SESSION A1: ACADEMIC MOTHERHOOD SESSION: DRAMA ROOM 8

CHAIR – Nargis Ara, Government Girls Postgraduate College

- Kayleigh Rosewell, Lancaster University, “An Exploration of the Relationship between Academic Work and Parenthood”
- Memee Lavell-Harvard, Ontario Native Women’s Association, “The Power of Silence and the Price of Success: Survival Strategies of Aboriginal Women in the Academy”
- Kerri Kearney, Oklahoma State University, ““We Shoot Our Wounded”: Pregnancy, Mothering and PPD on the Tenure Track”
- Maki Motapanyane (Presenter) and Kit Dobson, Mount Royal University, “Intersection and Coalition in Anti-Sexist University Policy Initiatives”

A2: COMMUNICATING MOTHERHOOD SESSION: ROOM 1

CHAIR – Kimberly Fairbrother Canton, York University

- Tetiana Boryshchuk, University of Alberta, “Patriarchal Panopticon of a Monstrous Mother”
- Deborah Gilboa, University of Pittsburgh School of Medicine, “Laugh When You’re Done Crying – It’s the Best Medicine”

- Gina Wong, Athabasca University, “Matroreform: Communicating Mothering Through Mothering”

A3: MOTHERS AND WORK SESSION: ROOM 2

CHAIR – Melinda Vandenberg, University of Toronto

- Yara Doleh, Archeologist, "My Immigration Story: A Personal Look at the Challenges of an Immigrant Mother and the Dilemmas of Either Work or Stay at Home"
- Magda Pecsénye, Ask Moxie, “Beyond the Good Mother/Bad Mother Dichotomy: Bridging the Reality of the Relationship and Jobs of Motherhood Using Economic Theory”
- Tracey Lewis-Elligan, DePaul University, “Who’s Opting Out? Exploring How African Americans Negotiate Motherhood, Family and Work Life”
- Catherine Bryan, Dalhousie University, “Multiply Mothers: Social Reproductive Labour and Migration”

SESSION A4: COMMUNICATING MOTHERHOOD SESSION: ROOM 3

CHAIR – Kristin Marsh, University of Mary Washington

- Valerie Heffernan, National University of Ireland Maynooth, “Motherhood, Interrupted: The Miscommunication of Motherhood in Recent German-Language Literature”
- Sophia Brock, University of Sydney, “The Concept of the ‘Good Mother’ and the Experience of Mothering Children With Disabilities”
- Jennifer Fowlow, York University, “Tying the Tubes of Young, Childless Women: Why American Physicians Won’t Do It”

12:45pm-2:00pm

LUNCH ON YOUR OWN

2:00pm-3:30pm

SESSION B

SESSION B1: ACADEMIC WORKSHOP: DRAMA ROOM 8

- Lindsay Byron, Georgia State University, “The Naptime Academic”

SESSION B2: COMMUNICATING MOTHERHOOD SESSION: ROOM 1

CHAIR – Diana Gustafson, Memorial University

- Maria Collier de Mendonça, PUC-SP Brazil, “Preliminary Research Results of the Project: Motherhood in Advertising: a Qualitative and Semiotic Analysis in Brazil and Canada”
- Florence Pasche Guignard, University of Toronto, “Online Transmission and Dissemination of “Natural Parenting” Practices and Discourses. A Case Study About French-Speaking Mothers Using a Popular Forum About Health and Well Being”

- Mindy Stricke, Greetings From Motherland, "Welcome to Motherland: Artists Collaborating with Mothers to Create New Representations of Motherhood"
- Julie Singleton, York University, "When the 'Good' Go 'Bad': Privilege and Proclamations of 'Bad' Motherhood in the Popular Imagination"

SESSION B3: MOTHERS AND WORK SESSION: ROOM 2

CHAIR – Yara Doleh, Archaeologist

- Jenna Kelland, University of Alberta, "Dual Parental Leave – A Solution For Some Parents of Multiples, But Not For All Parents of Multiples: A Critical Examination of the Martin Case and Bill C-464"
- Erica Beatson, University of Western Ontario, "Work/Life Conflicts: The Role of Policy in Shaping Our Understandings of Paid and Unpaid Labour"
- Tracy Nichols (Presenter) and Meredith Gringle, University of North Carolina at Greensboro, "Then We'll Start Over Again": Examining Motherwork Through Women's Descriptions of Their Daily Practices"

SESSION B4: ACADEMIC MOTHERHOOD WORKSHOP: ROOM 3

- Heidi Lewis, Colorado College, "From "How Are You Going to Do This?" to "How Did You Do It?": Navigating Motherhood in the Academy"

3:30pm-3:45pm **BREAK**

3:45pm-5:15pm **SESSION C**

SESSION C1: ACADEMIC MOTHERHOOD SESSION: ROOM 1

CHAIR – Sarah Cote Hampson, University of Connecticut

- Linda Ennis, York University, "Supporting and Empowering Contract Faculty Mothers in Academia"
- Fiona Green, University of Winnipeg, "We've Still Got a Long Way to Go Baby: The Realities of Mothering in the Academy From Undergrad to Senior Administration"
- Kristin Marsh, University of Mary Washington, "I AM the 'Ideal Worker,' But I'm a Parent, Too!": Academic Mothers, Workplace Cultures, and Institutional Change"
- Jennifer Heisler, Oakland University, "Well, at least you get free tuition." Exploring the Memorable Messages Received During Academic Pregnancy"

SESSION C2: COMMUNICATING MOTHERHOOD SESSION: ROOM 2

CHAIR – Maria Collier de Mendonça, PUC-SP Brazil

- Kate Greenway, York University, "Adoption and Mothering in (Post-War to) Contemporary Fiction"
- Vanessa Reimer, York University, "A (Christian) Feminist's Thoughts on Religious Mothering, Sexual Purity, and Pat Robertson"

- Jennifer E. Potter and Stephen M. Davis, Towson University, “Needy Mothers, Coddled Children: A Content Analysis of Public Comments about Extended Breastfeeding in the United States”

SESSION C3: ACADEMIC MOTHERHOOD SESSION: DRAMA ROOM 8

CHAIR – Jenna Kelland, University of Alberta

- Amanda Watson, University of Ottawa, “”Have-It-All” Motherhood in the Media: Eugenics Sentiment and Competing Devotions for Academic Women”
- Heather Wyatt-Nichol & Margarita Cardona, University of Baltimore, “Family-Friendly Policies in Higher Education: Best Practices and Barriers in U.S. Colleges and Universities”
- Anna Hennessey, Independent Scholar, “Empowerment through the Object-Idea Dialectic: Using Images of Birth and Motherhood in Academic Teaching and Education”
- Jenna Kelland, University of Alberta, “Gypsy Scholar: A Viable Alternative Career Path or a Necessary Short-Term Coping Strategy For a Mother With a PhD?”

SESSION C4: MOTHERS AND WORK SESSION: ROOM 3

CHAIR – Catherine Bryan, Dalhousie University

- Julieta P. A. Runtuwene and Treesje K. Londa, Manado State University, Indonesia, and Desy M.H. Mantiri, Sam Ratulangi University, Indonesia, “Unravelling The Role of Women in Household Waste Management: A Phenomenological Study in Manado City Coastal”
- Kimberly Fairbrother Canton, York University, “The Trouble with Breastfeeding: A Nursing Manifesto”
- Katheryne Schulz, University of Toronto, “It’s Not The Meek Who Inherit The Earth: Low-Income Mothers Organize for Economic Justice”
- Che Marville, St. Joseph Healthcare Hamilton Hospital, “Feminism and Equality Are Not Enough: The Way We Work Has to Change”

TUESDAY, JUNE 25, 2013

8:30am-9:00am

REGISTRATION & CONTINENTAL BREAKFAST

9:00am-11:00am

KEYNOTE 2: COMMUNICATING: ROOMS 2 & 3

CHAIR – Fiona Green, University of Winnipeg

- Maki Motapanyane, Mount Royal University, “Articulating Motherhood in Cultural Production: Notes Towards a Methodology”
- Annie Urban, PhDinParenting.com blogger, “The ‘Mommy Wars’ Made Me a Better Parent”
- Ann Douglas, Author of *The Mother of All Pregnancy Books*, “Beyond Words: Engaging Hearts and Minds in Creating a Better World”

11:00am-11:15am **BREAK**

11:15am-12:45pm **SESSION D**

SESSION D1: ACADEMIC MOTHERHOOD SESSION: DRAMA ROOM 8

CHAIR – Linda Hunter, University of Guelph

- Diana Gustafson, Memorial University and Amy Elliott, HR Director, “Strategizing For Family-Friendly Policies in Universities/Colleges: Principles, Practices and Productivity”
- Sarah Cote Hampson, University of Connecticut, “Academic Motherhood: A Case of Policy and Culture in Conflict”
- Marta McClintock-Comeaux, California University, “Moms in Academia: Examining, Challenging, and Changing Unrealistic Personal and Professional Expectations”
- Ailsa Craig (*Presenter), Memorial University of Newfoundland and Sarah Wolfe, University of Waterloo, ““Are You My Mentor?” Daily Strategies for Symbiotic Mentorship Between Academic Mothers”

SESSION D2: COMMUNICATING MOTHERHOOD SESSION: ROOM 1

CHAIR – Fiona Green, University of Winnipeg

- Emily January Petersen, Utah State University, “Escaping Motherhood: Blogging as a Way to Create and Maintain Identity”
- Kate Williams, University of Tulsa, “I Don’t “Like” This: The Impact of Social Media on the Mamasphere”
- Jennifer Borda, University of New Hampshire, “Cultivating Community within the Commercial Marketplace: Blurred Boundaries in the “Mommy” Blogosphere”
- Fiona Green and Jacqueline McLeod Rogers, University of Winnipeg, “Mommy Blogging and Deliberative Dialogic Ethics: Collecting Community Interaction”

SESSION D3: MOTHERS AND WORK SESSION: ROOM 2

CHAIR - Katheryne Schulz, University of Toronto

- Justyna Wlodarczyk, University of Warsaw, “Intensive Grandmothering? Consequences of the Turn to Intensive Mothering in Social Policy and Popular Culture in Post-1989 Poland”
- Jessica McCutcheon and Melanie Morrison, University of Saskatchewan, “Books and Babies: Perspectives on Work-Family Conflict From Female Psychology Faculty and Graduate Students”
- Andrew Mantaluk, Western University, “Self in Relation to Others: The Lived Experience of Caregiving For Mothers of Children Who Have Undergone Kidney Transplantation”

SESSION D4: COMMUNICATING MOTHERHOOD: ROOM 3

CHAIR – Melinda Vandenberg, University of Toronto

- Jennifer E. Potter and Stephen M. Davis, Towson University, “Fueling the Mommy Wars: A Content Analysis of Popular Films Featuring Motherhood”
- Linn Baran, Independent Scholar, Writer and Blogger at Mother Outlaw, “As Above So Below: Illegitimate Mothers and Fallen Women—Upstairs and Downstairs at ‘Downton Abbey’”
- Diana Palmerin Velasco, Universidad Iberoamericana, “‘Between Here and There’: Negotiating the Multiple Meanings of Gender and Motherhood in the Context of Transnational Migration”

12:45pm-2:00pm

LUNCH ON YOUR OWN

2:00pm-3:30pm

SESSION E

SESSION E1: ACADEMIC MOTHERHOOD WORKSHOP: DRAMA ROOM 8

- Nicole Braun, Grand Valley State University, “Doing the Math: Single Motherhood, and the Adjunct Equation”

SESSION E2: COMMUNICATING MOTHERHOOD SESSION: ROOM 1

CHAIR – Jacqueline McLeod Rogers, University of Winnipeg

- Sarah Sahagian, York University, “Is Betty Draper a Bad Mother?”
- Aidan Marie Moir, York University, “Working Mothers: Image, Identity and Film”
- Alexandra Rodney, University of Toronto, “Anticipating Motherhood: Media Framing of the Infertility Patient”
- Linda Hunter, University of Guelph, “Representations of Motherhood During the Era of Classical Sociological Theory”

E3: COMMUNICATING MOTHERHOOD SESSION: ROOM 2

CHAIR – Kate Williams, University of Tulsa

- Jennifer Chisholm, The University of Western Ontario, “Fetal Facebook: Ultrasound Images and the Digital Baby”
- Dorothy Vu, University of Ottawa, “Reimagining Mother Through Her Stories: Melancholia and Diaspora in Asian Canadian Fiction”
- Julieta P. A. Runtuwene and Treesje K. Londa, Manado State University, “Mother's Role In Minimizing Negative Impacts Of Information Technology For Early Childhood Character Building”

E4: ACADEMIC MOTHERHOOD SESSION: ROOM 3

CHAIR – Anna Hennessey, Independent Scholar

- J. Estrella Torrez, Michigan State University, Residential College in the Arts and Humanities, “Consejos De Las Comadres: Migrant Mother Practices of Resistance in the Educational System.”

- Tracy Nichols (*Presenter) and Meredith Gringle, University of North Carolina at Greensboro, “Undergraduate Mothers in the Academy: Absent Voices”
- Tiffany Chenneville and Jill McCracken, University of South Florida St. Petersburg, “What is ‘S-E-X’ Mom?: Co-Inhabiting Sensitive Spaces as a Mother and a Scholar”
- Regina Edmonds, Assumption College, “If I’m Not Your Mother (Mentor), Who is?: The Joys and Costs of Providing “Mothering” (Nurturance) to Students and Faculty in the Academy”

3:30pm-3:45pm

BREAK

3:45pm-5:15pm

SESSION F

SESSION F1: ACADEMIC MOTHERHOOD SESSION: ROOM 1

CHAIR – Linda Hunter, University of Guelph

- Tokeya Graham, Monroe Community College, “I’m Not Your Mama, Do Your Work: The Black Female Academic as Surrogate Mother”
- Laura Harrison, Minnesota State University, “Embodying Intellectual Space: Mothers in the Academy”
- Lynn O’Brien Hallstein, “Supporting and Empowering Mothers in the Academe: Pushing Back Against the Hegemony of the Male Career at Work and at Home”

SESSION F2: COMMUNICATING MOTHERHOOD SESSION: ROOM 2

CHAIR – Annie Urban, PhDinParenting.com blogger

- Jeanette Koncikowski and Kristin Chambers, Buffalo State College, “The Personal is Professional: What Caseworker-Moms Communicate to Mothers in the Child Welfare System”
- Manon Niquette, Université Laval, “Pharmaceutical Marketing in the “Mamasphere”: Attempts to Transform Mothers Into Brand Evangelists”
- Tanja Tudhope, Wilfrid Laurier University, “Eliding Ambivalence: The Social Construction of the ‘Happy’ is ‘Healthy’ Mother in *The Baby Book*”
- Andrea O’Reilly, York University, “‘It Saved My Life:’ The National Association of Mother Centres, Matricentric Pedagogy, and Maternal Empowerment”

SESSION F3: ACADEMIC MOTHERHOOD WORKSHOP: DRAMA ROOM 8

- Diana Gustafson, Memorial University and Amy Elliott, HR Director, “Achieving Personal/Work Life Balance in the Academy: Individual and Institutional Perspectives”

SESSION F4: COMMUNICATING MOTHERHOOD SESSION: ROOM 3

CHAIR – Alison Quaggin Harkin, University of Wyoming

- Melinda Vandebeld Giles, University of Toronto, “The Stories That Define Us”
- Carly McAskill, York University, “Motherline: A Self-Portrait”

- M. Bruna Alvarez Mora, Autonoma of Barcelona University, “Motherhood and Work-Life Balance in Spain”
- Alison Quaggin Harkin, University of Wyoming, “Writing the Resistant Mothering Memoir: A Story of Mothering a Child with a Disability”

5:15pm-5:30pm BREAK

5:30pm-7:30pm KEYNOTE 3: COMMUNICATING: ROOMS 2 & 3

CHAIR – Gina Wong, Athabasca University

- Andrea Liss, California State University San Marcos, "Thinking (M)otherwise"
- Lynn O’Brien Hallstein, Boston University, “Communicating Post-Second Wave Crisis Management: Celebrity Moms, the Body, and Neoliberalism”
- Anne MacLennan, York University, “Mothers in Distress: Contemporary Television Representations of Motherhood”
- May Friedman, Ryerson University, “Your Mama’s So...: Representations of Motherhood in Popular Culture”

7:30pm-9:00pm BOOK LAUNCH AND RECEPTION

WEDNESDAY, JUNE 26, 2013

8:30am-9:00am REGISTRATION & CONTINENTAL BREAKFAST

9:00am-11:00am KEYNOTE 4: COMMUNICATING: ROOMS 2 & 3

CHAIR – Regina Edmonds, Assumption College

- Elizabeth Podnieks, Ryerson University, ““The ‘Momentousness’ of Motherhood”: Maternal Discourses and Debates in The Freewoman: A Weekly Feminist Review, 1911-1912”
- Amanda Richey, Kennesaw State University, “Mothering Though/With/Against Literacies”
- Justine Dymond, Springfield College and Nicole Willey, Kent State University, “Creating Mothers Creating/Writing Lives: The Birth of the Book”
- Samantha Kemp-Jackson, Parenting blogger at Multiple Mayhem Mamma, “Parenting in 140 Characters or Less: Social Media and Blogging as an Expression of Motherhood”

11:00am-11:15am BREAK

11:15am-1:15pm SESSION G

SESSION G1: ACADEMIC MOTHERHOOD SESSION: ROOM 1

CHAIR – Kelly Ward, Washington State University

- Venitha Pillay, University of Pretoria, “Academic Mothers in the Developing World: Stories From India, Brazil and South Africa”
- Mavis Morton, University of Guelph, “The Challenges of Being an Academic Mother and a Community Engaged Scholar”

SESSION G2: COMMUNICATING MOTHERS SESSION: ROOM 2

CHAIR – Sarah Sahagian, York University

- Nargis Ara, Government Girls Postgraduate College, “Perceptions of Immigrant Mothers Are as a Marvelous Source of Children Learning in Canada”
- Linda Hunter and Brooke Longhurst, University of Guelph, “Representing Motherhood and HIV: Conceptions and Misconceptions”
- Hester Vair, Saint Thomas University, “Motherhood as Labour or Disposition? Contrasting Working and Stay-at-Home-Mothers' Views of Motherhood”
- Shannon McGrady, York University, “The Commodification of Motherhood”

SESSION G3: COMMUNICATING MOTHERS SESSION: ROOM 3

CHAIR – Melissa Milkie, University of Maryland

- Kate Greenway, York University, “Where is the Love? The Absence of Adoptive Mothering in Art and Exploding the Symbol of Adoption Triangle”
- Melissa A. Milkie (*Presenter), Kathleen Denny, and Joanna Pepin, University of Maryland, “What Kind of War? A Content Analysis of “Mommy Wars” Discourse”
- Anita Saini and Gina Wong, Athabasca University, “Exploring Matroreform in Bicultural Mothers”
- Bruna Alvarez, Universitat Autònoma de Barcelona, “High and Pop Culture’s Narratives on Motherhood in Spain”

1:15pm-2:30pm

LUNCH: ON YOUR OWN

2:30pm-4:00pm

SESSION H

H1: ACADEMIC MOTHERHOOD WORKSHOP: ROOM 1

- May Friedman, Ryerson University, “Surviving the Path to “Having it All”: Exploring the Intersections of Graduate School and Parenthood”

H2: COMMUNICATING MOTHERS SESSION: ROOM 2

CHAIR – Manon Niquette, Université Laval

- Regina Edmonds, Assumption College, “De-constructing within the Classroom Academic Psychology's Love Affair with Motherblaming”
- Maria Collier de Mendonça, PUC-SP Brazil (Presenter) and Patrícia Fonseca Fanaya, Penn State University, “The Agenda Goes On! It Never Ends’: Two Brazilian Feminist Leaders Talk About Our History and Future Challenges”

- Avital Norman Nathman, *The Mamafesto*, “The Good Mother Myth: Building Her Up & Tearing Her Down”
- Karleen Pendleton Jiménez, Trent University, “My Mother’s House Rules: Resisting Regulations of the Body”

H3: MOTHERS AND WORK SESSION: ROOM 3

CHAIR – Nargis Ara, Government Girls Postgraduate College

- Hester Vair, Saint Thomas University, “Stay at Home Motherwork: Doing Complex, Challenging, Motherwork in a Privatized Setting”
- Ritva Nätkin, University of Tampere, Finland, “Transition to Adulthood: Mothers’ Reflection”
- Alison Quaggin Harkin, University of Wyoming, “Learn What I Teach, Not What I Do: Discussing Mothering and Work in the Women’s Studies Classroom”
- Tess Jewell, York/Ryerson University, “Mothers, Scientists, and Entrepreneurs: Defining “Women’s Work” Beyond Social Reproduction”

4:00pm-4:15pm

BREAK

4:15pm-6:15pm

KEYNOTE 5: ACADEMIC: ROOMS 2 & 3

CHAIR – Tokeya Graham, Monroe Community College

- Kelly Ward, Washington State University, “Motherhood and Academic Life: Early and Mid-Career Perspectives”
- Sekile Nzinga-Johnson, University of Illinois-Chicago, “Extending the Boundaries: Women of Color, Mothering and the Academy”
- Wanda Thomas Bernard, Dalhousie University, “Othermothering in the Academy: Moving From Individual Struggles to Institutional Responses”
- Andrea O’Reilly, York University, “I Should Have Married Another Man; I Couldn’t Do What I Do Without Him: Heterosexual Partnerships and Their Impact on Mothers’ Success in Academe”



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Thank you for your support

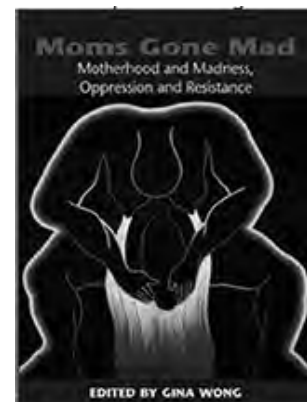
Andrea O'Reilly
aoreilly@yorku.ca

Demeter Press Book Sale!

At the conference, all Demeter press titles will be sold at 40% off; all Journal of the Motherhood Initiative (JMI) titles will be \$10 or 3 for \$20; and all back issues of the Journal of the Association for Research on Mothering (JARM) will be \$5 or 3 for \$10 (NO TAX). Cash or Cdn/US cheques only!

A wonderful (and unique) opportunity for you to add fabulous motherhood books, both scholarly and literary, to your personal or university library.

THANK YOU FOR YOUR SUPPORT OF DEMETER PRESS.





June Gala Book Launch

Date: Tuesday, June 25, 2013

Time: 7:30 pm – 9:00 pm

Location: Pantages Hotel, 3rd Floor, Toronto, ON

Cash/Cheque Sales Only (US/CAN), 40% off listed price

South Asian Mothering: Negotiating Culture, Family and Selfhood
(Sangha & Gonsalves, eds.)

Incarcerated Mothers (Eljdupovic & Bromwich, eds.)

Mothering and Literacies (Richey & Evans, eds.)

Laboring Positions: Black Women, Mothering and the Academy
(Nzinga-Johnson, ed.)

Mothering Mennonite (Epp Buller & Fast, eds.)

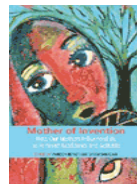
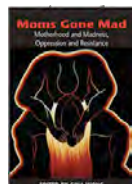
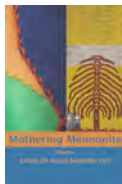
Mother of Invention: How Our Mothers Influenced us as Feminist Activists and Academics
(Reimer & Sahagian, eds.)

Motherhood Memoirs: Mothers Creating/Writing Lives
(Willey & Dymond, eds.)

The M Word: Real Mothers in Contemporary Art (Chernick & Klein, eds.)

Mothering in Hip-Hop Culture: Representation and Experience (Motapanyane, ed.)

Moms Gone Mad: Motherhood and Madness, Oppression and Resistance (Wong, ed.)



Hot/cold hors d'oeuvres served, cash bar

All Are Welcome!

Please RSVP to angiedeveau@gmail.com by Tuesday, June 18, 2013

Keynote Presenters' Abstracts

(Alphabetical by Last Name)

Othermothering in the Academy: Moving From Individual Struggles to Institutional Responses

Wanda Thomas Bernard

Patricia Hill Collins (1990, 2000) coined the term othermothering, to portray the role that Black women play as community mothers in their interaction and response to hostile political and economic surroundings. Bernard et al (2000; 2013) use the notion of othermothers to describe the work that many Black women do in the academy, what they define as mothering the mind (Collins 1990); that rich relationship that often develops between Black women educators and their students. This talk will discuss the individual struggles that impact students' academic journeys, and the reasons why academics of African descent take on the responsibility for othermothering in the academy. Drawing on her real life personal and professional experiences, Bernard will address some of the challenges of othermothering for Black women in the academy- the impact on their health and well-being, the politics of being caught at the intersection of race and gender oppression, and the costs of social activism. The paper will conclude with a discussion of the institutional rewards that accrue due to othermothering and suggestions for breaking institutional silence around the need for, and practice of othermothering, with ideas for more appropriate institutional responses.

Contemporary Art and the Maternal: An Overview

Myrel Chernick and Jennie Klein

For the past fifteen years, Myrel Chernick, a New York-based visual artist and writer, and Jennie Klein, a contemporary art historian and professor at Ohio University, have worked on the issue of motherhood, representation, and art. Chernick and Klein began collaborating in 2004 on two exhibitions: *Maternal Metaphors* and its second incarnation, *Maternal Metaphors II*, two exhibits that presented a diverse body of artwork, including painting, sculpture, performance, photography, and video, that addressed maternal issues. Both exhibitions had an international roster of artists whose approach to the maternal was humorous, critical, poignant, and theoretical. Chernick and Klein are also co-editors of *The M Word: Real Mothers in Contemporary Art* (Demeter Press, 2011), a comprehensive volume that includes interviews, history, theory, personal essays and visual work. In the ensuing two years since the book was published, Klein and Chernick have become aware of even more artists who are making work about motherhood. For their presentation, Klein and Chernick have organized a visual presentation of images that exemplify the diversity, profundity and multiple approaches to this vast and still controversial subject.

Mothering Muslim Identity in an era of Islamophobia

Kristin Dane

In Western mainstream media, a frequently used image of the Muslim woman is stereotypically reduced to a veil-wearing mother of six. She's often framed as struggling against a foreign political regime, trapped by patriarchal and religious oppression, or cradling

her injured child in the war on terror. The camera focuses on the veil and not the woman, reducing her to a symbolic representation of politicized Islam.

Over the past decade since the 9/11 terror attacks, Muslim communities in Western countries have experienced a growing trend of Islamophobia. Media representations of Muslims generally rely on negative, stereotypical images of Muslim women and the veil, affecting not only how others view Muslim women, but also how the next generation of Muslim children relates to themselves, their families and their religion.

At a time when many parents, Muslim and non-Muslim, worry about the onslaught of media marketing princess culture, gendered stereotypes and negative body image, Muslim families are also dealing with a climate of anti-Muslim sentiment and the constructed image of the Muslim woman. This talk explores the ways in which Muslim mothers are framed by the media, and how the online community is responding to these representations via blogging and other social media outlets to transmit and construct positive conceptions of Muslim identity and community.

Beyond Words: Engaging Hearts and Minds in Creating a Better World

Ann Douglas

How can we engage the unconverted – people who aren't passionate about creating a better world for mothers and children – in social change conversations that really matter? Which types of conversations are likely to be most effective in opening minds and promoting change? How can we work through conflict in a respectful way – and without abandoning difficult conversations altogether? How can we steer clear of (and manage) groupthink? What type of communication skills do we hope to model for our children? What values do we hope those communication skills will convey? How do we remain motivated to communicating a vision for a better world while pursuing social justice goals that may not be attained during our own lifetimes? These are some of the questions that will be examined during this thought-provoking session about communication, activism, motherhood, and mindfulness.

Creating Mothers Creating/Writing Lives: The Birth of the Book

Justine Dymond and Nicole Willey

Justine Dymond and Nicole Willey will be discussing the journey to and lessons from their new collection, *Motherhood Memoirs: Mothers Creating/Writing Lives*, which explores the burgeoning genre of motherhood memoir through literary critique and autotheory. This collection provides an important, but currently missing, critical perspective to a body of work that has enjoyed popularity in the marketplace. While there are hundreds of contemporary motherhood memoirs, and hundreds of books of literary criticism that focus on mother figures and motherhood, before now there were no books that offer literary criticism about motherhood memoirs. This collection says, in response to the naysayers who have made it difficult for women writers to get serious attention in the academy, that motherhood memoirs belong in the canon. The contributors explore a variety of experiences in their own lives and in published memoirs, including adoption, grief, postpartum depression, the medicalization

of birth and mothering, and parenting autistic children. There are also chapters about types of writing not traditionally considered memoir, such as lesbian mother blogs, graphic memoirs and 'zines, and guides to writing motherhood memoirs. Despite the wide reach of experience and text here, all of the chapters grapple with common questions: How does motherhood shape our lives, and how does writing—sometimes searingly honest writing—about those lives transform the individual experience and institution of motherhood? While voices and format necessarily vary in these essays, their critical acumen is enhanced by the lived experience of the authors. Their essays are compelling in terms of their theoretical knowledge and ability to connect writers from diverse backgrounds and places into a coherent grouping that deserves critical attention.

Your Mama's So...: Representations of Motherhood in Popular Culture

May Friedman

Popular representations of motherhood present a refracted reality—on the one hand, motherhood is meant to exist in the private sphere, yet that private sphere becomes distorted and twisted in its popular representation. This talk aims to consider representations of motherhood in popular media including reality television, so-called “mommy lit”, and advertising. By examining the popular story of motherhood outside of both first person accounts and expert discourse, this talk seeks to blend the curious tension between public and private that exemplifies motherhood and popular culture.

Communicating Post-Second Wave Crisis Management: Celebrity Moms, the Body, and Neoliberalism

Lynn O'Brien Hallstein

Today, post-second wave motherhood is founded on women's split subjectivity: in the public sphere, single or unencumbered men's and women's lives are now “more similar,” as long as both men and women adhere to the norms and institutional assumptions of masculine professional institutions. While, on the other hand, becoming a mother fundamentally undermines and erodes this similarity because of women's ongoing caregiving responsibilities in the private sphere. Ironically, then, many women today, particularly those who are college educated, middle-class and professional, may not actually encounter overt gender discrimination until they become mothers. Consequently, contemporary motherhood is also ensconced in what I refer to as a post-second-wave crisis in femininity: mothers must learn to manage and negotiate the dilemmas and contradictions that arise as a result of their split subjectivity. Celebrity mom profiles—glowing features of celebrity women with their children, where celebrities extol the virtues of motherhood while suggesting that they juggle career and family with grace and ease—play a pivotal role in “teaching” women how to manage the crisis. Employing a McRobbian understanding of entanglement and intersecting but conflicting currents, I explore how the complex and intersecting forces of neoliberalism, post-feminism, and body management work rhetorically to manage the post-second wave crisis in femininity.

Parenting in 140 Characters or Less: Social Media and Blogging as an Expression of Motherhood

Samantha Kemp-Jackson

Until recent times, the traditional view of motherhood in Western society has remained ether, unchanged in its scope and expectations. The role of “mom” as caregiver, provider, nurturer, communicator and more has been underscored by both media and society alike. “Mom” as we’ve known her has had a distinct set of attributes that have not, until recently, changed.

Enter the Digital Age.

Motherhood redefined, we now exist in an age of Parenting 2.0, where the conventional rules of the matriarch, provider and nurturer have forever changed.

As society continues towards a more technologically based, 24/7 virtual lifestyle, so do mothers and their ways of fulfilling their roles within this new world order.

With the proliferation of and increasing comfort level with digital tools, specifically blogging and various forms of social media, motherhood in 2013 has taken on a surprisingly technological bent.

Reaching across the ether, moms worldwide share their joys, convey their sadness, commiserate with others moms and, most importantly parent – yes parent their children as well as they ever have.

Blogging, Facebook, Twitter and other forms of social media have both raised the bar and changed the expectations in terms of what it means to be an engaged and loving mother today.

In this session, Samantha Kemp-Jackson, Parenting blogger at www.multiplemayhemmamma.com, writer and media personality, will discuss the positive effects and sense of community that blogging and other forms of social media have provided to mothers worldwide, and how digital communication has forever changed the way that parents relate to their children.

Thinking (M)otherwise

Andrea Liss

Just a few years ago it was relevant to think that feminism and motherhood were oxymorons; that feminist motherhood was a surprisingly unexplored and even taboo subject. Today it is powerful, if not marvelous, to know that feminist motherhood is a coalition of desires, promises and accomplished actions that we give voice to under the new name of "maternal studies," a coalition of compromises. Co – promises: a working together for, a breaking of boundaries for the creation of a hybrid, revolutionary creation of co-existing paths of knowledge – otherwise known as "disciplines," a word itself whose origin conveys constriction and pain. Feminist thinking refutes "discipline," replacing this repressive way of thinking with a newly-forged composition of studies and practices as wide-ranging as

feminist maternal ethics, feminist maternal psychoanalytic studies, feminist maternal business policies, feminist maternal educational practices, in short, the ethos of a coalition of feminist maternal philosophies that carries the potential to embrace all forms of knowledge. Rather than placing emphasis on their differences, this ethos seeks to infuse each path of knowledge with an encompassing epistemology that rethinks, reimagines and creates based on concepts of justice, change and passion.

My keynote presentation, "Thinking (M)otherwise," gives a theoretical foundation to the concept of feminist motherhood, as sketched out above. Further, it addresses powerful representations of visual art and culture created by a coalition of mother-artists from various ethnic and social backgrounds. These mother-artists communicate their revelatory maternal experiences through vital forms of social, political and artistic address.

Mothers in Distress: Contemporary Television Representations of Motherhood

Anne MacLennan

Unlike damsels in distress, North American television's mothers in distress are rarely rescued. Concerns about the representation of women in the media usually focus on sexualization or objectization of women; mothers, on the other hand, are more frequently depicted in constant conflict. Television mothers face the challenges of betrayal, conflicting demands as mothers in the workforce, the threat of the loss of their children, and the quotidian trials of motherhood. Alicia Florrick, the long-suffering good mother in *The Good Wife*, CBS 2009-13, endures the betrayal of her husband, the conflict with her mother-in-law, returning to the workforce, and the threat of losing her children. In ABC's 2012 series, *Missing*, Becca Winstone's former life in espionage resurfaces as she frantically searches for her son. AMC's *The Killing*, 2011-12, depicts Detective Sarah Linden struggling to take care of and hold on to her son.

Similarly, in a variety of situation comedies such as *Modern Family*, *The Middle*, *Raising Hope* and *Suburgatory* present failed motherhood, absent mothers and mothers who are unable to conquer everyday problems. Even the professionally successful mothers such as *Grey on Grey's Anatomy* or *Temperance Brennan on Bones* are confounded. The television world of mothers is one of success in the face of adversity, inevitable choices without sympathy and full of sacrifice. Television mothers support their children and families, but their stresses reflect the highest points of conflict and challenge within society.

Articulating Motherhood in Cultural Production: Notes Towards a Methodology

Maki Motapanyane

What has been the role of mothering experiences in shaping cultural production and the artistic imagination? Arriving at answers to this question is complicated by a trajectory of historical erasures, linguistic muffling and symbolic distortions; all of which have served to render the articulation of mothering as a creative and widely beneficial influence in the process of cultural production, a difficult proposition. We know that mothers have been transmitters, consumers and even recognized producers of culture. We also have a growing understanding of the ways in which women have been encouraged as well as circumscribed

and disciplined in these roles. However, analyses of the effect of the act of mothering on artistic output, and the consequent contribution this output makes to culture more broadly, are few. Let us imagine the ways such an examination inserts itself into reconsiderations of existing determinants of and distinctions between the ‘cultured’ versus the popular, Haute versus the ordinary, ‘success’ versus the inconsequential. We are prompted to consider the ways in which, in the act of mothering, the very meaning of love is often altered, generating forms of artistic expression that provoke our appreciation of the human condition far beyond any normatively trumpeted measures of value in the sphere of cultural production. In this talk, my focus will be directed at Hip Hop culture. I will expand on the difficulties of generating a set of articulations to account for the phenomenal yet still largely invisible impact that mothering experiences have had on a culture and expressive form that resonates globally; and consider some methodological possibilities moving forward.

Extending the Boundaries: Women of Color, Mothering and the Academy

Sekile Nzinga-Johnson

Contemporary academic women face the dual challenges of dealing with the unbound work expectations of the academy while simultaneously dealing with the unbound and unrealistic expectations of intensive mothering (O’Brien and O’Reilly 2). However, women of color (WOC) are overrepresented in the performance of feminized and maternalized labor within academic workplaces and regularly respond to structural injustices in vulnerable communities through the performances of other mothering, maternal activism, and educational motherwork. Thus, academic WOC’s mothering practices most often involve the expectation of intensive mothering but also the boundless responsibilities of extensive mothering. Extensive mothering better reflects the scope of WOC’s maternal practices. It signifies, as feminists of color have long argued, that WOC, including academics, are not solely responsible for mothering their own children but also perform mothering and care work for a wide swath of others.

I argue that maternal scholarship and institutional policies must intentionally engage in an inclusive agenda that interrogates the expansiveness of the motherwork and career vulnerability of women faculty of color. When academic mothering and maternalized academic labor are considered together they dictate alternative border zones of knowledge production, meaning making, and modes of resistance for all those who embody maternity within the academy.

I Should Have Married Another Man; I Couldn’t Do What I Do Without Him: Heterosexual Partnerships and Their Impact on Mothers’ Success in Academe

Andrea O’Reilly

The literature on academic motherhood has rightly identified the need to counter and change the normative discourse of the ideal worker, and to a lesser degree that of the ideal mother, in order for women to achieve academic success; this paper will argue that women must likewise defy and deconstruct the normative ideology of the ideal wife. More specifically the chapter will argue that the highly gendered scripts of the traditional wife and husband role serve to hamper and hinder women’s employment success, and that a successful academic

career for mothers is as contingent upon a challenge to patriarchal marriage as to the masculinist culture of academe and that women must secure gender equity in the home as well as in the workplace. Indeed, what the findings of my interviews suggest is that traditionally gendered partnerships are more of a deterrent to academic achievement than single motherhood; single mothers without the financial, practical, emotional support of a partner seem to fare better in academe than women in conventional marriages. In other words, what my interviews have shown is that women must be as attentive to the discriminatory gendered politics and patterns of love as well as work; or as one of my interview respondents astutely advised “pick your partners carefully”

“Good” (Queer) Mothers and “Bad” (Queer) Mothers: Contested Representations of Polygamist Women in Popular Culture

Shelley Park

The common assumption is that polygamous families are inevitably heteropatriarchal (bad) and thus could be neither feminist nor queer (good). In this paper, I wish to blur the distinction between good mothers and bad mothers, as well as that between good queers and bad queers, which underlies popular representations of polygamy. My focus will be on recent portrayals of fictional and real-life suburban women who have careers, drive their children to school in minivans, and attend block parties while practicing plural marriage in HBO’s *Big Love*, TLC’s *Sister Wives* and the memoir *Love Times Three*. These representations of modern polygamy normalize childrearing within queer kinship structures, persuading us to view (some) polygamist mothers as good (queer) mothers. At the same time, as I also argue, the normativity of suburban polygamy is purchased at the expense of erecting a good polygamist/bad polygamist dichotomy that caricatures polygamists on rural “compounds” as the barbaric ‘Other’ who cannot be entrusted with the care of children. We should, I suggest, resist this wholesale vilification of rural polygamist mothers and the raids on rural polygamist communities that remove children from their mothers’ care.

“The ‘Momentousness’ of Motherhood”: Maternal Discourses and Debates in *The Freewoman: A Weekly Feminist Review*, 1911-1912

Elizabeth Podnieks

In the first issue of *The Freewoman: A Weekly Feminist Review*, published in England in November 23, 1911, editors Dora Marsden and Mary Gawthorpe announce: “The chief event of this week is our own first appearance. The publication of THE FREEWOMAN marks an epoch. It marks the point at which Feminism in England ceases to be impulsive and unaware of its own features, and becomes definitely self-conscious and introspective. For the first time, feminists themselves make the attempt to reflect the feminist movement in the mirror of thought” (“Notes” 3). Marsden and Gawthorpe explain that *Freewomen* are the antithesis of *Bondwomen*; *Bondwomen* “are complements merely. By habit or thought, by form of activity, and largely by preference, they round off the personality of some other individual, rather than create or cultivate their own. Most women, as far back as we have any record, have fitted into this conception, and it has borne itself out in instinctive working practice.” This “practice” is arguably nowhere more manifest than in maternal behavior and experience. As Marsden and Gawthorpe posit, “A morality begotten in a community where one-half are

born servants may glibly say that it is woman's highest rôle to be the comforter of men and children; but it is the truth, that while to be a human poultice is to have great utility, it does not offer the conditions under which vivid new life-manifestations are likely to show themselves, either in the 'Comforter' or the 'Comforted'" ("Bondwomen" 1-2).

The editors make clear that when women transition from Freewomen to Bondwomen "a great and revolutionary" change occurs, and The Freewoman's mandate is to be an "open paper" celebrating the "opposing points of view" which necessarily obtain in response to such economic, political, and ultimately spiritual upheaval ("Notes" 3). Given that "woman's highest rôle" has traditionally been to serve as a Bondwoman in her capacity to "mother" both her children and the nation, it is unsurprising that The Freewoman is preoccupied with maternity. The 47 issues which constitute the periodical's 2-volume run—its last issue appeared on October 10, 1912—focus on topics like fertility, birth control, reproduction, pregnancy, sterilization, eugenics, enforced child-bearing, maternal desire and instinct, sexuality, sexual activity, childhood education, parental training, childrearing, endowed motherhood, single mothers, paternity, the role of the father, marriage, domestic labour, home economics, mothers in the workforce, lower-, middle-, and upper-class motherhood, and mothering the race.

True to its aim of soliciting "opposing points of view," The Freewoman published a robust Correspondence section in each issue. The letters regularly and provocatively foreground debates about maternity. Readers, contributing authors, and the magazine's editors responded to each other in discussions that were often so heated they were sustained over many weekly installments. These epistolary narratives became as central and vital to the magazine's corpus as the feature articles themselves. This active engagement with the material led the editors to launch Freewoman Discussion Circles, regular meetings during which readers socialized, and debated topics generated by and published in the magazine.

While The Freewoman has received increasing scholarly attention as an important "little magazine" devoted to feminism, suffragism, and literary modernism, my keynote address will position The Freewoman more pointedly as a groundbreaking periodical in the history of maternal literatures. Drawing on a selection of feature articles and letters to the editors, I will showcase the radical ways it registered early twentieth-century discourses on, and allowed for unprecedented dialogues about, motherhood. In addition, I will highlight how the conversations and social networks generated by and in the print publication and by the face-to-face gatherings of the Discussion Circle members anticipate the blogging communities of our present day maternal activists.

Mothering Though/With/Against Literacies

Amanda Richey

Mothers, often the object of cultural and popular discourses on family and school literacy, as well as targets in international campaigns to increase literacy, enact, negotiate and perform literacies in different ways, in different contexts and for different audiences. There has been little scholarly attention paid to how mothers in diverse sociocultural contexts do literacy, or how literacies have been mediated or challenged by mothers and motherhood. This paper

presents the fresh conceptual link between the popular discourses of motherhood (specifically in digital realms) and the agentive practice of being literate/doing literacy. Additionally, the ways schools and schooling approach family literacy, the intersection of popular and “school” literacies, and the mismatch between these locations will be discussed.

Mothers Who Deliver

Jocelyn Fenton Stitt and Pegeen Reichert Powell

The concept of “delivery” in the title of our talk plays on the physical process of childbirth, but it also implies delivery as the area of rhetoric primarily concerned with communication, the theme of this conference. Our talk draws on our edited collection, *Mothers Who Deliver*, to highlight examples of mothers who were responsible for the delivery of new arguments about mothering and motherhood, rather than the passive recipients of received wisdom. We will also discuss our own experience of collaboration and communication during the process of producing the book.

Delivery as the dominant metaphor in this talk raises the issue of the relationship between performance and identity. Perhaps most apparent during political campaigns, delivering a speech is a performance. Any speaker or writer must perform being a good person in order to persuade her listeners that she is a good person. Ever since ancient Greece, the extent to which such a performance could actually change a person’s identity has been debated. As feminist theorist Judith Butler argues, there is no pre-existing social subject outside of discourse and so identity is produced through the performance of cultural norms of gender, race, sexuality, etc. (1993).

The ‘Mommy Wars’ Made Me a Better Parent

Annie Urban

I started my parenting journey as a mainstream parent reading a non-descript week-by-week, play-by-play of what my baby would do and how I should react. I read the book and I drank the “how-to-grow-and-care-for-a-baby” Kool-Aid. But then the Internet reached out, grabbed me by the shoulders, and changed the course of my parenting journey. We often hear about the bad side of the so-called ‘mommy wars’ – how hurtful and destructive they can be to women as mothers and as people. In my presentation, I’ll explore another side of the parenting flame wars on the Internet and talk about how they benefitted my parenting, my mothering journey, and my children.

Motherhood and Academic Life: Early and Mid-Career Perspectives

Kelly Ward

Prevailing myths suggest that only a fool would attempt to balance a tenure track academic career with the desire for children and a family life. Any encouragement usually falls in the form of a warning: You can have a faculty career and a family, so long as you time everything perfectly, perform at an unreasonably high level, learn to function without sleep, neglect any personal needs, and forgo happiness and sanity – at least until you get tenure. The intent of this session is to examine the general narrative about faculty life and

parenthood, especially for women, and to challenge traditional conceptions of what it means to have an academic career and a family. Based on longitudinal data from interviews with female faculty with children, the intention of this presentation is to offer a counter narrative that focuses on how faculty manage academic careers, family, and tenure line positions at early and mid-career. The session also addresses the role institutions can and do play in helping facilitate work and family integration for faculty.

Regular Presenters' and Authors' Abstracts

(Alphabetical by Last Name)

High and Pop Culture's Narratives on Motherhood in Spain

Bruna Alvarez

The aim of this paper is to analyse prominent high and pop culture's narratives on Motherhood in Spain since 1975, in order to understand why Spanish fertility rate has declined from 2.8 children/women in 1975 to 1.38 in 2011.

During Franco's dictatorship, motherhood was women's main duty within society. In the post-authoritarian time, women tried to gain access to some rights achieved in other Western countries, such as access to the labour market, contraception, political and civil rights. Motherhood and childcare were left behind because of their links with the traditional and authoritarian women's role.

This reification of women as professionals/workers and the absence of public policies toward a work-life balance have contributed to Spanish structural infertility (Marre, 2009). In 2004-2005 Spain had the highest rates in both transnational adoptions, after the United States and TRA's treatments in Europe.

Women's conditions are not equal to men's in labour market. In 2007, Spain was the European Union's country with the lowest figure of part time contracts. In 2009, the wage gap between men and woman was 15.87% and co-responsibility statistics showed that women spent double the time than men in caring responsibilities.

Qualitative data from high and pop's narratives on motherhood and about the best conditions for childbirth and childcare show how difficult it is for women to balance both mother and labor identity.

Motherhood and Work-Life Balance in Spain

Bruna Alvarez

The aim of this paper is to analyse Spain's structural infertility due to the labour market structure, and the absence of policies ensuring harmony between work and family life since the early 1990's

Quantitative data from demographic, labour market and work-life balance statistics show that Spain has one of the lowest birth rates in the European Union and the World along with one of the highest rates of intercountry adoption.

In Spain there is also an increasing demand for ART (Assisted Reproductive Technologies) from women in their forties who want to have a baby, and from young women in their twenties who freeze their ovaries to use them to have a child after consolidating their professional career (the mother age average at first birth was 31.32 years in 2011).

Women's conditions are not equal to men's in labour market. In 2007, Spain was the country in the European Union with the lowest amount of part time contracts. In 2012, 76.29% of the people who had them were women and the main reason for being part-time employed was having caring responsibilities (97.10%). In 2009, the wage gap between men and woman was 15.87% and co-responsibility statistics showed that women spent double the time than men in caring responsibilities.

On the other hand, qualitative data based on biological and adoptive mothers narratives' about the best conditions for childbirth, show how they struggle in balancing both mother and labor identity.

Perceptions of Immigrant Mothers are as a Marvellous Source of Children Learning in Canada

Nargis Ara

This paper provides assessments about perceptions of immigrant mothers and their impact on children learning. Objectives of the study were 1. To explore the perceptions of immigrant mothers about children learning and quality of education. 2. To probe the involvement of the spouse in domestic work with the mother of their children. 3. To search the social awareness about education plan and Canada food guide. The researcher visited different family and friends' parties and functions to collect data through five point likert scale questionnaire. Total number of immigrant mothers participating in this study was only 30 from Waterloo Ontario, because of shortage of resources and time. Convenience sampling technique was used for collection of data. The study was descriptive and theoretical in nature. "Learning takes place when meaningful, appropriate situations are provided" as stated by Vygotsky. Percentages and graphs were used to explore the perceptions of immigrant mothers about awareness of education plan and Canada food guide. As a working mother, her spouse assists with everyday duties with her children, as in homework help. Most of immigrant mothers manage their time effectively to perform domestic work as well as to watch their children activities. More than 80% of immigrant mothers agreed that they feel that their children get better opportunities to obtain a high quality of education in Canada than their home country.

As Above So Below: Illegitimate Mothers and Fallen Women—Upstairs and Downstairs at 'Downton Abbey'

Linn Baran

Knowing and resisting one's place in the hierarchy of the social class system remains the central dramatic tension for the television viewing audience of the award winning and extremely popular PBS Masterpiece series' Downton Abbey. Set in Yorkshire, England during the post-Edwardian era and like its screen predecessors- "Upstairs and Downstairs" and "Gosford Park", this period drama endeavors to showcase the hidden narratives of the lords and ladies living upstairs in both stark contrast and with resonant similarities to the foot men and ladies' maids living downstairs. That is to say, viewers are placed in the "privileged" position of seeing both sides to the same story. As a feminist researcher viewing popular culture, my interest in Downton Abbey has been heightened by this series' determined focus to place social justice issues regarding the politics of class, gender and

sexuality of this historical period front and centre in their story lines; most particularly their focus on the position of women at this time in terms of property rights, choice in marriage, child support and their assigned (or disapproved) maternal subjectivities.

In this paper, I will highlight the storylines examined in Downton Abbey that specifically address common understandings of this period regarding "illegitimate mothers" and the con-commitment perceptions of "fallen women" who have transgressed and resisted the sexual double standard of this time. In doing so, I will emphasize how similar scripts of "proper womanhood" and "good motherhood" affected the personal choices for women living both upstairs and downstairs. My presentation will also delineate moments within the Downton Abbey series whereby a feminist sisterhood of shared experiences across class has the potential to be acknowledged or to be further disenfranchised.

(Spoiler warning: I must state to audience that my presentation and its accompanied video footage may reveal storylines from Downton Abbey that "fans" of the series MAY have not yet viewed yet).

Work/Life Conflicts: The Role of Policy in Shaping Our Understandings of Paid and Unpaid Labour

Erica Beatson

Given the gendered nature of unpaid labour, women are often responsible for the social reproductive tasks that occur within the private sphere while participating in the paid labour force. Some of their difficulties arise from the general lack of economic value placed on women's unpaid labour, which in turn fosters their economic dependence on the paid labour force. This leads one to question how it is conceivably possible that women can balance their paid and unpaid labour and further why the state and private workplaces have the expectation that this balancing act will not affect women's lives in either sphere. This paper will argue that the actual manifestation of unpaid labour is not recognized in the national policy framework around maternity and parental leave and will also highlight some of the positive examples of current policy including Quebec's Parental Insurance Program as well as an example of effective parental leave policy in the private sphere at Ernst & Young. It is my belief that current national policy has a limited understanding of women's unpaid labour and the social necessity of this work. For the purpose of this paper it is important to note that this analysis stems from a heteronormative understanding of the family, for whom this policy has been designed. Although I am not explicitly examining how this policy may affect non-heteronormative families, the limitations of current policy will nonetheless be present in my analysis. Current policy also does not have an understanding of the diversity of women's lives and reinforces notions of heteronormative family structures.

Cultivating Community within the Commercial Marketplace: Blurred Boundaries in the "Mommy" Blogosphere

Jennifer Borda

The increasing interconnectedness of blogging, advertising, and sponsorship is fairly transparent on the most popular mommy blogs, yet there are other aspects of the

commercialization of blogs that are more opaque. One aspect, which is a logical consequence of the move toward professionalizing and commercializing a blog, that it is no longer considered a personal journal, but instead becomes a manifestation of a “brand.” In order to better court advertisers and other promotional opportunities, bloggers are increasingly compelled to find new and interesting ways to distinguish their particular blog, and the demographic of readers they invite, from the rest of the mommy blog pack. But what happens when motherhood, community, business, and consumption collide together in the blogosphere? In this paper, I examine 20 of the top mommy blogs and how they have evolved from inviting community to embracing commercialization, as well as how the “business” of blogging has commoditized the comment tribes by selling them back to advertisers. I argue that a significant consequence of building a brand often means less authenticity, and sometimes less honesty, within the blog, and a performance of motherhood that fits the brand. I conclude that brand building in the mommy blogosphere ultimately leads to homogenization of the motherhood community as white, affluent, and heteronormative, and dilutes their collective power to redefine motherhood in the twenty-first century as anything other than a powerful consumer demographic.

Patriarchal Panopticon of a Monstrous Mother

Tetiana Boryshchuk

This paper examines the mother figure in Ukrainian and Russian patriarchal literary discourse, where it acquires the form of a dominating and monstrous-like character. The mother’s role goes far beyond giving life, turning into one of control that can either give life or take it away. The paper offers a comparative feminist reading of two novels, *Maty Vse* (Mother is Everything) by Luiko Dashvar and *Pokhronite Menia za Plintusom* (Bury Me Under the Plinth) by Pavel Sanaev. It explores the monstrous figure of a dominating patriarchal mother by using the Foucauldian model of the Panopticon to show how mothers engage in patriarchal control through constant surveillance of children. The paper argues that the patriarchal mother enforces her dominance by means of structuring family relationships in a Panopticon-like manner, becoming a guardian that exerts uninterrupted control over her children. In particular, the space of the home is structured as a Panopticon with the mother figure occupying its center. The traditional male/female binaries are undermined, turning the mother into a very aggressive and dominant character. The only way to break down the maternal Panopticon is to remove the prisoner-child who is the object of surveillance. In the case of these novels, rebelling against the patriarchal mother allows a child to start developing one’s own individuality, and, most importantly, a new cultural discourse.

Doing the Math: Single Motherhood, and the Adjunct Equation”

Nicole Braun

I would like to lead a workshop conversation on the experience of being both single mother and adjunct professor. I will present a case study, which will include a variety of sociological variables. The case study will explore issues of class and gender from the standpoint of a single mother in academia who is an adjunct professor. The audience will then pull out the pieces from the case study, which are most pertinent, looking for structural obstacles and examples of internalized oppression. Sociological concepts such as

institutional discrimination, sexism, classism, definitions of social class, and the reproduction of inequality will be explored using dialogue and critical thinking to arrive at creative solutions. Recent research around the relationship between oppression and health will be examined. Problem solving will be applied.

The Concept of the ‘Good Mother’ and the Experience of Mothering Children With Disabilities

Sophia Brock

The idea of ‘intensive mothering’ is one that is clearly established within the body of literature on mothering by scholars such as Arendell (2000). The existence of the concept of the ‘good mother’ has been inductively generated by researchers in the mothering field, and is fuelled by ‘intensive mothering’ ideology. The ‘good mother’ concept defines the standards mothers are expected to meet to be considered a ‘good mother’ by the gaze of society, and such standards are generally impossibly high and are therefore virtually impossible to meet. My research examines this concept of the ‘good mother’ and asks to what extent the concept applies to mothers of a child with a disability. My research has revealed that the concept does in fact apply to mothers of a child with a disability, but in a varied way. There are five distinct expectations that are potentially placed upon mothers of children with disabilities, which do not exist within current orthodox understandings of the concept of the ‘good mother’. This paper will present key findings of this research study by focussing on these five imperatives, which constitute the ‘good-mother-of-a-child-with-a-disability’ concept. Through uncovering the veiled expectations that are placed upon mothers of children with disabilities, we are able to recognise the existence of societal expectations and their consequences. In doing so, deeper understandings of the pressures women face as mothers will be more deeply understood, and further enquiry will be generated.

Multiply Mothers: Social Reproductive Labour and Migration

Catherine Bryan

Drawing on research in Manitoba and the Philippines, this is the story of a group of women whose labour (paid/unpaid) is connected through the ties and obligations of kinship and increasingly informed by the globalized nature of work.

In many ways, it is the story of the Global Care Chain as it was articulated nearly 25 years ago: the reproductive labour of one woman is passed to another and another across circuits of migration and gendered lines of responsibility. Yet, reflecting increasingly diverse pathways of migration and the ever evolving availability of communication technology, their labour is not simply transferred from sister to sister, daughter to mother. Instead, as their shared reproductive labour is organized according to logics both local and global, the daily practices of social reproduction become profoundly layered across time and space. This spatial and temporal layering emerges as one of the central features of their lives and labour as these women navigate their shared reproductive project, multiple time zones, and the longings and complications of separation.

This paper oscillates between the immediately local and the ever-present global in an attempt to capture and analyze the increasingly transnational nature of social reproduction. It is rooted in particular approach to political economy that emphasizes the social and relational processes of capital accumulation—processes that despite their globalized qualities, are felt in immediate and visceral ways. It is this immediacy, this intimacy—reconfigured through migration and frequently transmitted through technology that this paper aims to capture.

The Naptime Academic

Lindsay Byron

Before the baby, you filled your days with research, thinking, writing—and yet even then, you hadn't quite the time you needed to accomplish all your academic and professional aspirations. From a pre-baby lifestyle in which flexible hours allowed ample time and mental space for the pursuit of professional projects, to a suddenly and drastically constrained schedule in which the baby's mercurial and short-lived naps dictate the academic mom's opportunities for scholarship: serving as primary caregiver to a young child can leave even the most creative scholar struggling to adapt. This workshop offers time- and priority-management tips for the graduate student or professional academic whose new status as "Mommy" demands radical readjustment in her conception and execution of intellectual production, as the morning walk with baby and the mid-afternoon nap become the new mother's primary terrains for cultivating her intellectual (and professional) landscape.

The Trouble with Breastfeeding: A Nursing Manifesto

Kimberly Fairbrother Canton

Women don't seem to nurse their babies any more. They breastfeed them. Nursing mothers are breastfeeding mothers and babies that need to nurse need to eat. You don't nurse on demand, you breastfeed or simply "feed" on demand. Yet as any mother who has instinctively brought her baby to her breast after a bump, bruise or fall will tell you, the word "breastfeeding" hardly does justice to the act.

The term "breastfeeding" entered the English lexicon in the first half of the twentieth century. It was introduced by newspapers as a means to distinguish bottle-fed infants, not an entirely new phenomenon, but a practice then on the rise, from breast-fed infants. The word "nursing" is much older, a variant of the middle-English word "nursh," the root from which we get the word "nourish" and whose meaning includes both the sense of nourishment and nurturing.

This paper explores the significance of the move away from the term "nursing" in medical, academic, and popular discourse, arguing that the term "breastfeeding" not only renders invisible and subtly discredits the non-nutritive work that is performed when a baby is at a woman's breast, but also anatomizes the breast as mere food source as a means to offset the discomfort that is engendered by the idea that the work of motherhood requires women to abandon bodily autonomy. North American culture sanctions breastfeeding but censures nursing, perpetuating the idea that the work of motherhood can and should be hidden—be it behind bathroom stalls, changing rooms, or "hooter hiders"—and undermining the importance of corporeal mothering.

What is ‘S-E-X’ Mom?: Co-Inhabiting Sensitive Spaces as a Mother and a Scholar”

Tiffany Chenneville and Jill McCracken

This presentation explores the opportunities that arise when one researches ‘adult’ subjects. As scholars in sexuality and sex work (McCracken) and HIV/AIDS (Chenneville), we explore ways of connecting research and family. Although chosen prior to becoming mothers, our fields’ importance to our children’s future reaffirms our commitment to creating this knowledge. And how we choose to share this knowledge with our growing children is also integral to their and our growth and development. Approaching this work from two fields—English and Psychology—we combine what is both public and personal in ways that fulfill us as scholars, mothers, and women.

Fetal Facebook: Ultrasound Images and the Digital Baby”

Jennifer Chisholm

In recent years, there has been a rapid diffusion of prenatal ultrasound imagery in media, politics, and online spaces. A 2010 study conducted by Research Now and AVG (an internet security company) found that, of the 2200 mothers surveyed in Canada, 37% admitted to posting their prenatal ultrasound images online, on Facebook or other social networking websites. The same study suggests that by age two, 92% of children in North America will have an online presence. The new online reach of ultrasound images is both unprecedented, and worthy of further investigation. The clarity and detail of the images provided by private, for-profit commercial ultrasound businesses, (UC Baby, and 3D Baby Vision are a couple of Canadian franchises) lend themselves particularly well to online posting.

Drawing on ethnographic data, collected as part of my dissertation research, this paper will interrogate the practice of posting prenatal ultrasound images online, and some of the reasons women choose to do so. For the research, women were interviewed both prior to and after their visits to a commercial prenatal ultrasound provider, and asked to describe, among other things, why they chose to purchase an ultrasound and what they did or intended to do with the images. This paper will be an attempt to synthesize their responses, particular to online posting, and discuss the similarities and potential implications of such a practice.

“Are You My Mentor?” Daily Strategies for Symbiotic Mentorship Between Academic Mothers

Ailsa Craig (*Presenter) and Sarah Wolfe

This paper draws from the authors’ 10 years of near-daily emails exchanged: structured correspondence sent between two young professors who began their relationship as strangers, having stumbled across each other online while navigating academia and motherhood in graduate school. For ten years, we have sent ‘pacts’ to one another and send updates on our progress: lists of what needs to be done in the course of the day. ‘Check references, clean up vomit, email editor, grade for 3040, laundry, make fun dinner, change kitty litter, collapse.’

Building both from our correspondence and the experience of our shared mentorship and friendship, this tandem auto-ethnography presents a model for support and survival. In

addition to providing a strategy to help sustain both motherhood and academic career, we analyze why and how this informal peer-mentoring model works for us, what structural constraints and opportunities lead us to this model of interaction, and suggest what larger needs, resources, issues, and possible solutions come more clearly into view by examining the daily steps that have added up to a decade of academic mentorship and support, four children, successful job market experience and negotiations, divorce, tenure and promotion, teaching, family illness and death, committee work, departmental politics, and staying (relatively) sane.

Preliminary Research Results of the Project: Motherhood in Advertising: a Qualitative and Semiotic Analysis in Brazil and Canada

Maria Collier de Mendonça

This paper presents the preliminary results of my doctoral research project: *'Motherhood in advertising: a Qualitative and Semiotic Analysis in Brazil and Canada'*. It discusses how advertising builds the imaginary of Motherhood in Brazil and Canada. In both cases, I am investigating how advertising constructs maternal representations and how it affects their target audiences. Advertising is investigated as a multi-layered sign production, which requires a multidisciplinary analysis based on different research methods, including a qualitative approach and the application of some concepts from Peircean Semiotics and from Psychoanalysis. I will present two case studies. The first study consists in the fieldwork research conducted with Brazilian mothers, followed by a semiotic analysis of Brazilian advertisements published in the Brazilian magazines *Crescer* and *Pais e Filhos*, from 2006 to 2009. The second study concerns the fieldwork research conducted in 2013 with Canadian mothers, during the visiting research stage I have been doing at York University under the supervision of Dr. Andrea O'Reilly. This required my immersion in a different sociocultural context in which motherhood and advertising acquire distinct meanings from the Brazilian one. This Canadian experience has also involved the semiotic analysis of advertisements published in *Canadian Family*, *Parents Canada* and *Today's Parent* magazines, from 2010 to 2013. Finally, I will highlight what I have been learning from both experiences in Brazil and Canada.

'The Agenda Goes On! It Never Ends': Two Brazilian Feminist Leaders Talk About Our History and Future Challenges

Maria Collier de Mendonça (Presenter) and Patrícia Fonseca Fanaya

This paper discusses the recent decades of feminism in Brazil and how motherhood has been discussed in this context. For this purpose, we have conducted interviews with two Brazilian women whose work has contributed extensively to the Brazilian feminist movement. The first interviewee is Jacqueline Pitanguy, a sociologist and political scientist, who is the founder and director of CEPIA (Cidadania, Estudo, Pesquisa, Informação e Ação), a Brazilian non-governmental and non-profit organization which works from a gender perspective, focusing on human rights, health issues, sexual and reproductive rights, violence, access to justice, public policies, poverty and employment. Its members promote the debate among different social groups and organizations regarding issues related to the women's rights agenda. The second interviewee is Iáris Cortês, a feminist activist and

lawyer, who is one of the founders of CFEMEA (Centro Feminista de Estudos e Assessoria), a Brazilian Feminist Studies and Advocacy Center. Ms. Côrtes is one of the authors of the book “Nova História das Mulheres no Brasil”, a publication which discusses the history of women in the 20th and 21st centuries in Brazil, using a multidisciplinary approach. From 1986 to 1989, Jacqueline Pitanguy and Íaris Côrtes participated in the National Council for Women’s Rights (CNDM), a committee that worked hard to ensure the improvement of women’s rights in the new Brazilian Constitution (1988), and also in the development of public policies and programs related to reproductive rights, violence, access to justice, labor rights, health, education, black and rural women's rights. Our presentation will be based on their narratives and life experiences. We will also discuss future challenges for women within the Brazilian context. Since the country still lacks relevant public policies in practice, there is a constant need to appeal to laws as parameters within which to act and also to monitor the existing social infrastructure, which must provide adequate support for the needs of Brazilian women and mothers. So, this paradoxical reality reinforces that there is still a long journey to go through, in order to transform laws into accessible governmental programs and practices.

My Immigration Story: A Personal Look at the Challenges of an Immigrant Mother and the Dilemmas of Either Work or Stay at Home

Yara Doleh

Stay at home, or not to stay at home? Work, or not work? These are but couple of the many questions, or let me be more precise, the dilemmas that mothers face every single day. The struggle between these opposite factors is indeed an enduring one, and it is affecting the sanity, social and physical lives of many mothers.

Being a mother myself, and an immigrant woman, I would like to talk about few of the factors that produced this kind of predicament, where the struggle is ongoing and the pressure is augmenting. I will also shortly compare between immigrant mothers here in Canada where I live now, to mothers in Jordan, where I am originally from, who actually have the luxury of choosing to either stay at home or work with no pressures. As well, I feel in Canada, the idea of work is extremely important; being a valid contributor to society is of highest essence; mothers are, somewhat, not part of that criteria just because they actually don’t earn a living.

In my paper, I will be simply sharing some daily stories about my life, my family and being an immigrant mother.

If I'm Not Your Mother (Mentor), Who is?: The Joys and Costs of Providing "Mothering" (Nurturance) to Students and Faculty in the Academy

Regina Edmonds

Not only does research support the view that students evaluate male and female faculty differently, expecting more nurturance from female instructors, but criteria for tenure and promotion privilege research over service while both students and administrators expect, either consciously or unconsciously, greater care-taking from females versus males. This poses significant problems for women faculty and most especially mothers who also provide more "care-work" in the home than their male counterparts. For these reasons women take

longer to reach the rank of full professor as their attention to many tasks analogous to motherwork, such as serving long hours on demanding committees and mentoring students and colleagues to name just a few examples, slows their progress. On the other hand, such care-work also brings significant emotional rewards. Seeing distressed students regain their ability to concentrate, mentoring younger faculty as they negotiate the vicissitudes of the academy, building bridges between academic disciplines, and seeing students and colleagues achieve success in part as a result of what seems like endless letter-writing are highly rewarding and consonant with the high value many women place upon what Judith Jordan calls "relational competence." This presentation will look at some of the data which show the discrepancies in the expectations of male and female faculty on the part of both students and administrators with respect to care-work while also highlighting the joys that result from making a difference in the lives of others, and will suggest ways the evaluation criteria of the academy might be modified to honor the "mothering" many women faculty provide.

De-constructing within the Classroom Academic Psychology's Love Affair with Motherblaming

Regina Edmonds

Psychology as the "science of human behavior" generally takes as its unit of analysis the individual and very often the individual of greatest interest is the child. Developmental psychology along with abnormal psych, personality theory, cognitive development, and learning all devote themselves to the construction of well-controlled research studies focused, quite often, on children: their wellbeing and growth. Many such studies conclude that appropriate mothering is among the most important variables accounting for the success of children, while other factors such as the presence of fathers, economic security, and safety in the home are ignored as irrelevant. What mothers themselves need in order to meet the challenges of effective mothering generally is not considered either. If appropriate mothering is essential for healthy development, then the corollary that any problems children experience are the consequence of a mother's failure easily translates into motherblame. Little attention is given to the impact on mothers themselves of the internalization of the ideal of the "perfect mother" but my prior research suggests that many mothers experience feelings of inadequacy, guilt, and depression when their children encounter any form of difficulty. Ironically, many students report that their mother is the person they admire most and that their connection with her has been, in many cases, profoundly positive. This presentation will review some of the literature on psychology's persistent blaming of mothers, the contrary views of many college students, and how teaching about the struggles mothers face has generated exciting insights within my classrooms and has challenged psychology's persistent tendency to engage in motherblame.

Supporting and Empowering Contract Faculty Mothers in Academia

Linda Ennis

This talk will review the findings of my recently published study on "Contract- Faculty Mothers: On the Track To Nowhere", which set out to examine the qualitative experience of contract- faculty mothers, their reasons for becoming and remaining contract- faculty, the challenges and rewards and the impact of this experience on their sense of well-being. The

aim was to give voice and credibility to contract- faculty mothers for the purpose of bringing authenticity and recognition to these women, who need to be fully integrated into academia. In order to help ease the pressure that contract- faculty feel and to educate all parties involved, there needs to be an appreciation of the expertise that contract- faculty mothers have. Subsequently, I will focus on strategies and recommendations to ensure that there is carryover from the theoretical to the practical in the hope of effecting individual and institutional change in the way departments perceive their academic faculty.

Tying the Tubes of Young, Childless Women: Why American Physicians Won't Do It Jennifer Fowlow

Tubal ligation (commonly referred to as getting one's "tubes tied") is one of the most common forms of birth control in the United States, and yet it can be very difficult for young, childless women to find a physician willing to perform the procedure for them (Lawrence *et al.*, 2011). This paper will argue that in our current pro-natal society, all women are defined in some way by motherhood, whether they choose to mother or not. Under this normative discourse, girls are raised as potential mothers, and women's bodies are seen as potential maternal bodies. When a young, childless woman requests to have her tubes tied, she is boldly rejecting this predetermined social role. This "radical" request is often met by reluctance and disapproval from physicians, who cite women's potential "future regret" as grounds for refusing to perform the procedure (Lawrence *et al.*, 2011). By suggesting the women may eventually change their minds, the physicians are effectively monitoring what are seen as potential maternal bodies. Thus this paper will contend that motherhood is still seen as a biological imperative, rather than an individual decision, for women in the United States.

Surviving the Path to "Having it All": Exploring the Intersections of Graduate School and Parenthood May Friedman

This workshop will provide a space to grapple with the tensions between graduate school and parenthood. Drawing on the experiences and questions of workshop participants, the workshop will aim to set a frame to discuss the implications of blending academic and maternal lives by specifically thinking of graduate school as a site, like motherhood, with very limited access to legitimacy. At the same time, workshop participants are encouraged to consider the ways that a blend of academic and parenting work at the graduate school level may shift and enhance the academic trajectory, providing unexpected knowledge and rich and surprising insight. The workshop will draw from personal experience including that of the facilitator who bore babies before, mid-way through and right at completion of her doctoral work.

Laugh When You're Done Crying – It's the Best Medicine Deborah Gilboa

What's the difference between thriving and just surviving? Resilience. Can it be taught? Oh, yes. From age two to twenty, kids have moments each day that push them towards learned

helplessness or learned empowerment. Parents can use all of the tools of childhood – from Fisher Price to I-Phones – to build their children’s confidence and ability to overcome all obstacles.

As a family physician for more than a dozen years, Dr. Gilboa has surveyed hundreds of people suffering from chronic illness about their quality of life and what contributes to it. While there is virtually no connection between severity of “symptoms” and the resulting happiness of patients, there is a huge correlation between attitude, outlook and resourcefulness with the happiness rating patients give themselves.

In her own family and the families of patients, Doctor G has identified key moments that teach children to look at obstacles and seek solutions. Patients have clarified the ways that parents can foster that outlook, and how they can inhibit it.

Doctor G will use her comedic timing and stand-up skills to guide mothers as they learn to get out of the way of their children’s consequences. Use empathy, instead of told-you-so’s, to demonstrate the love and curiosity without even a dash of snark to teach kids to stand up in the face of adversity.

The Stories That Define Us

Melinda Vandenberg Giles

Knowledge is something that is alive. Knowledge breathes, it flows, and it circles in nonlinear and unexpected ways passing along various trajectories of both obvious and hidden pathways. How do we understand knowledge—the multiple ways in which it is created, transformed, legitimated or de-legitimated and then disseminated? How is knowledge transferred between the generations? How does it shift, alter and change and become something new yet still familiar? How does it flow from mother to daughter, grandmother to granddaughter, but also from daughter to mother, granddaughter to grandmother?

In thinking about my self-identification as a feminist mom, I couldn’t define a particular moment in which I came to know myself in this way. Yet, the torrent of small memories and daily episodes filling my mind made me realize that it’s rarely a particular moment, a sudden “ah-ha” realization. Our ways of understanding the world and knowing ourselves rarely happen through sudden epiphanies, despite what popular media and Hollywood movies might portray. It is precisely those daily moments, the continuous onslaught of mind-numbing loss of self, the repetitive forced identification of “mom”, which eventually either leads one to accept one’s anonymity or to fight back. My form of fighting back came through my growing awareness of myself as a feminist mom, and it was precisely this label and all of its associated understandings that gave me the legitimate power to remove myself from societal mothering demands and claim my own understanding of what mothering meant.

Through interweaving stories from my mother, grandmother and my own mothering experiences, this paper is a creative literary journey through the generations in an attempt to explore the multiple meanings of mothering.

I'm Not Your Mama, Do Your Work: The Black Female Academic as Surrogate Mother

Tokeya Graham

Black women have had a myriad of multi-layered experiences in the United States. By focusing the lens on higher education, this essay serves to examine the complexities of the professor/student dynamic when it is woven together with a shared history of racism, sexism and/or classism. Through a first person narrative, one will discover the ways that Black students seek to position Black female professors as surrogate mothers. Also of note is how the academy encourages the blurring of these roles without recognizing the professional and personal toll it can take on Black female faculty. Overall, this is not an exhaustive study, but serves to shed light on a pressing issue for many Black female professors. Specifically, this essay speaks to my community college teaching experience and is an examination of my personal journey in the academy. It does not seek to infer a monolithic Black female professor experience.

We've Still Got a Long Way to Go Baby: The Realities of Mothering in the Academy From Undergrad to Senior Administration

Fiona Green

Many women in the academy are mothers; be they students, faculty, staff or administrators. Yet, within the academy, mothering is viewed as a private matter and one that is not to intersect nor interfere with scholarship, research, teaching or administrative responsibilities. This presentation draws upon the experiences a senior administrator with a twenty-something year old to address the challenges of being a mother in the academy from the late 1980s to the present, and some of the strategies used to navigate various roles and positions.

Mommy Blogging and Deliberative Dialogic Ethics: Collecting Community Interaction

Fiona Green and Jacqueline McLeod Rogers

Rather than moving into discussion about navigating the cultural expressions of “good” and “bad” mother/ing, our interest as mothers, academics, and mommy bloggers is on the practices that are currently determining mommy blogging performances.

Some bloggers appear to be mindful of the power of their words. Their disclosures are governed by their awareness of the rights of others and of the politics of cyberspace. They are concurrently mindful of the effects of what they may say about family members and friends, as well as possibly assisting in setting the standards of the space. They have tactics and strategies that guide their own behaviour and provide a non-didactic model to encourage others to use non-narcissistic qualities such as restraint, humour, and reflective intellect.

On the other hand, many bloggers are saying what they like under the guise of innocence and good-humoured fun. They have found a place where they can share their experiences with others and also listen to the experiences of others. The problem is, however, that they're disclosing information about themselves, and others, without reflecting more fully on the potential harms or risks to themselves and to others. While they believe they are clear on where they stand, they do not recognize the irony of learning what they will or won't blog

about through difficult situations that have arisen through their blogging mistakes. They're willing to cite ways they've hurt others and to claim that they have learned from this, yet they default to a vision of themselves as kind and well meaning, and that they are trustworthy.

What we're calling for is not a hard and fast manifesto, but better blogging practices based on feminist ethics. It's not enough to say "I meant well and didn't want to cause harm" -- not simply to raise matters of intentions and consequences. Rather coming at blogging with an ethics of care entails caring for family, readership, society and for how defining the blogosphere.

Mommy bloggers are talking about their lives and their families, and so we're asking them first to pay attention to interpersonal relations and responsibilities. Yet, as feminists, we're also asking them to reckon with how the personal is the political. In this case, how one uses virtual space for communication and self-performance contributes to the ongoing process of defining virtual space as a public sphere. Globally, we're still attempting to work through the questions of who can say what about whom. Women blogging about their families should engage not only in considering matters of personal disclosure but also have some engagement with the broader question of how they are contributing to the development of and demeanor of the virtual community.

In our presentation, we will make the argument that bringing women together is an effective way to grow recognition of membership in this virtual community. Drawing on interview transcripts with a few mommy bloggers we will begin this important discussion of the ethics of mommy blogging.

Adoption and Mothering in (Post-War to) Contemporary Fiction

Kate Greenway

Perceptions of adoption can serve to reflect, perpetuate or possibly extend definitions of family, motherhood and identity. I witness and testify to the dislocation and marginalization of both birthmother and adopted daughter through research into literary works for children and adults that centre on adoption, and those that deal with it tangentially, or perhaps metaphorically. I begin with a brief look at the scant offerings of the post war era and move forward to contemporary works such as "Can You Wave Bye Bye Baby" by Canadian Elyse Gasco, Kazuo Ishiguro's "Never Let Me Go" and Philippe Grimbert's "Memory/Un Secret," in order to reveal a greater understanding of the depiction of adoptees, adoptive mothering and birth mothering. 'Otherness' appears central, present even from earliest Oedipal myths; the sacrificial mother, the stern morality tale against the evils of female sexuality, the evil 'other' parent or 'bad seed' child all flatten the story further. Frequently adoption is presented as a 'problem' stemming from the 'family secret' trope intended to increase mystery and pathos, where birthmothers are silenced and shamed. At the other end of the scale are stories of belonging, tales of the 'chosen child,' as a kind of gift for rescuing adoptive mothers and grateful children. Most interesting are stories that fall in between, challenging agreed upon 'norms,' allowing us to complicate ideas about adoptive identity and mothering, and the prevailing notion of adoption as 'social salvation.'

Through the weaving of auto-ethnography, using my personal adoption history, in combination with a selection of literary passages, I examine how adoption can be conceptualized, represented, and internalized. I touch on questions of identity, absence, shame, loss, love and familial secrets that are part of the narratives of all human lives, whether fictive, real, or a combination of both.

Where is the Love? The Absence of Adoptive Mothering in Art and Exploding the Symbol of Adoption Triangle

Kate Greenway

While the prolific ‘Madonna and child’ painterly motif, and recent MIRCI publications attest to the existence of representations of mothering in photography and fine art through the ages, notably difficult to find are images of a different kind of mothering: specifically that of adoptive motherhood. Cover art for small press publications or children’s book illustrations, saccharine posters and calligraphic proclamations available on the Internet appear to form most of this canon. Of the few images that do exist, what happens when we deconstruct them? How interesting also that the accepted visual symbol/metaphor for discussing adoption and its constituents is known as ‘the adoption triangle,’ a closed figure with simultaneous echoes of a holy trinity and sexual impropriety. If we challenge this symbol, can we allow for inclusion, celebration, but also complication? And is it possible to find fine artists who have truly interrogated adoption in their work? What accounts for the absence of artistic depictions of alternate family forming? What does the privileging of the ‘biological imperative’ communicate?

In addressing these issues, I examine my own adoptive identity and mother/daughter relationships through both auto-ethnography and traditional academic research, with the addition of the creation of visual art. I choose glass art: stained glass, glass mosaic, and fused glass, all processes which involve shattering, piecing, or the layering and fusing of fragments, which seems an appropriate starting point to depict the multiple histories of which I am a product. I may not yield a definitive answer to how to more comprehensively or compassionately transmit the experience of adoption/mothering, but through a collection of ideas and images, I hope to suggest possibilities for further engagement.

Achieving Personal/Work Life Balance in the Academy: Individual and Institutional Perspectives

Diana Gustafson and Amy Elliott

Facilitators will engage participants in guided discussion about how mothers can achieve personal/work life balance. Building on this base the facilitators will share best practices, using real life examples, on how academic institutions can create or enhance existing guiding principles and standards in support of mothers working in the academy.

Strategizing For Family-Friendly Policies in Universities/Colleges: Principles, Practices and Productivity

Diana Gustafson and Amy Elliott

The 15-min presentation will provide valuable insight on the principles, practices and benefits of a range of family-friendly policies (e.g. flex-time, telecommuting, child care, sick family leave). Discussion will focus on strategic ways to advance the agenda for incorporating family-friendly policies in universities, colleges and other workspaces.

Supporting and Empowering Mothers in the Academe: Pushing Back Against the Hegemony of the Male Career at Work and at Home

Lynn O'Brien Hallstein

In this paper, I explore how “when it just isn’t working” is entangled with the hegemony of the male career in ways that make it difficult for mothers to succeed in academe and, often, leads to mothers scaling back or opting out of their careers. I do so to suggest strategies—both theoretical and practical--to push back against these penalties and to get what we need both at work and home.

Academic Motherhood: A Case of Policy and Culture in Conflict

Sara Cote Hampson

The workplace has long been plagued by a tension between public identities and private identities. This tension has been blamed for the high rates of parents – and mothers in particular –remaining sorely underrepresented within the highest attainable positions in professional fields of all types. In recent years, many institutions have introduced policies aimed at easing this tension, which specifically try to address the difficulties associated with raising a family while pursuing a demanding career. Policies such as maternity leave are intentionally designed to help bridge the gap between the public and private, as it exists in family care. Yet research has shown that such policies have not been entirely effective tools in retaining parents, or in allowing parents to reach their fullest potential in professional fields.

Using Law and Society theory, this paper seeks to explain this continued tension by illuminating the clash between such policies and pre-existing institutional and cultural norms. Drawing upon interview data collected from women in the military and women in academia, this paper brings real voices to bear on the problem of the gap between men and women’s professional attainment. Along the way, some suggestions present themselves as to how better to bring about the evolution and revolution that policymakers have sought in the area of work/family balance.

Learn What I Teach, Not What I Do: Discussing Mothering and Work in the Women's Studies Classroom

Alison Quaggin Harkin

As an instructor in a university Gender and Women's Studies program, I introduce students to women's historical and contemporary roles in the workplace, as well as to theories and practices of feminist mothering. Frequently, some students resist initial discussions that challenge traditional patriarchal notions of women's work, motherhood, and being a "good" mother, but ultimately they tend to become more open to these often new and unfamiliar ideas. On the other hand, I am almost always reminded of doubts about my own real-life application of the theories and practices I teach. For example, I often wish to reject but actually perform the role of the so-called "good" mother of a child with a disability—a mother willing to sacrifice her work life, when necessary, in favor of selfless responsibility for her child's care, function, and possibly "cure." After years as a feminist instructor in the classroom, I therefore have not overcome a nagging sense of failure as a feminist mother. During this informal presentation—which will include both an autoethnographic paper and an interactive portion—I will provide audience members with scenarios from my classroom and life, and invite their observations, suggestions, questions, and comments about their own mothering experiences.

Writing the Resistant Mothering Memoir: A Story of Mothering a Child with a Disability

Alison Quaggin Harkin

As the mother of a child with a cognitive disability, I am no stranger to the variety of memoirs written by mothers (and fathers) of children with disabilities. Many of these memoirs involve a familiar narrative arc: initial shock at the child's disability, disbelief, sorrow, anger, struggle, acceptance, and redemption. While, as a reader, I have found many of these memoirs satisfying because of their moving content, honesty, and personal insights, I also have never felt they express my own truths and lived experience of motherhood. In my paper, therefore, I discuss some of these "disabled motherhood" memoirs, possible reasons for my discomfort with them, and my ongoing efforts to create a memoir that feels more authentic to my experiences of mothering. In a critical analysis of my own and other mothers' autobiographical writing, I refer to the work of several scholars. For example, I discuss Judy Long's theory of the "messy text" in women's autobiographical writing; Carolyn Heilbrun's examination of the difficulties of writing about a woman's life authentically (even when the writer is the woman herself); and Chris Weedon's exploration of subjectivity, language, and motherhood.

Embodying Intellectual Space: Pregnancy and Breastfeeding in the Academy

Laura Harrison

I became pregnant with my first child while I was a doctoral candidate at Indiana University. Like many graduate students, the collection of wisdom that I had received regarding pregnancy and professional success amounted to the following: there is never a good time to have a baby if you want to become a tenured professor. You should not get pregnant in

graduate school or you will never finish your dissertation. You must not be pregnant while on the job market or you will face discrimination during campus visits. You certainly should not have a baby before tenure because of the difficulty of balancing the life of a junior faculty with the demands of parenthood. Despite these reservations, I chose to have a baby while writing my dissertation. As a result, I was on the job market while pregnant, and while caring for a newborn. Even as a feminist scholar searching for jobs in Women's and Gender Studies, I was cautioned about the insidious discrimination against women with children. In this talk, I will discuss my experience of being jolted into profound embodiment through pregnancy and nursing in an academic environment that is often experienced as a life of the mind, and thus disembodied. I will argue that academic women's experiences of pregnancy and nursing can foreground embodiment in unexpected ways, and create challenges that must be acknowledge and confronted. My presentation will incorporate my own experience navigating the mind/body dualism of academia with feminist theoretical perspectives on gender, reproduction, and embodiment.

“Well, at least you get free tuition:” Exploring the Memorable Messages Received During Academic Pregnancy

Jennifer Heisler

“My advisor was legend for writing a paper in her hospital room just before giving birth to her daughter. But my advisor went in for a prescheduled caesarean birth, leaving me unaware that birthing labor trumps academic labor” (Sotirim, 2008, p. 259).

Sotirim's honest account of academic motherhood appeared while I was a mother of two sons, anxiously awaiting the call announcing my acceptance into the world of tenured faculty. Like Sotirim, I had returned to my untenured teaching two weeks after giving birth to my son (who lived in the NICU for the first week of life), and had received countless messages from colleagues about parenting and academics. One such message came from an academic friend who, after witnessing me over-explain my absence from our department meeting, stated “Jenn.Sometimes you're just absent.” Her meaning was clear: The image of “ideal worker,” one devoted to the organization and its pursuits without distractions of “life” (especially parenting) should be carefully maintained at all costs.

The focus of this paper will be on the messages that female academics recall receiving from colleagues regarding their academic “momhood.” Knapp, Stohl, and Reardon (1981) conceptualize the “memorable message” as a verbal message remembered and perceived as important by the recipient; often brief interactions that describe the rules of conduct for a particular context. Several researchers have explored the memorable message as socializing agency in athletics (Kassing & Pappas, 2007), organizations (Medved et al., 2006), and education (Friot, Swetnam, & Taylor, 1999). Utilizing this framework, I share the memorable messages gathered from academics that entered motherhood during their employment at the university. My goal is to better understand, as a department Chairperson and academic mother, the ways messages from our co-workers contain “cultural prescriptions [which] enable and constrain individual action” in regards to the family/work dynamic (Buzzanell et al., 2005, p. 196).

Motherhood, Interrupted: The Miscommunication of Motherhood in Recent German-Language Literature

Valerie Heffernan

A trend in recent German-language literature is the multiperspectival family novel, which uses the family as a prism through which to explore the residual impact of the historical events of the twentieth century as well as the concerns of contemporary society. This literature often thematises the family stories that are passed on from one generation to the next as a way of understanding the past – as well as those that are kept secret or hidden from view and which also contribute to shaping the present.

Contemporary women writers often look at this question of family history from the point of view of a particularly female lineage; they explore how the family stories are communicated between and among women and across generational lines. In exploring the difficulty of relationships between mothers and daughters in particular, they interrogate the way in which the family story is interrupted, distorted or skewed in the retelling.

This paper will deal with two very recent German novels, Katrin Gerlof's *Alle Zeit* (2011) and Pia Ziefle's *Suna* (2012). Both novels feature female protagonists who have recently given birth, and the experience of becoming a mother triggers in them a need to explore their own roots and a longing to understand where they came from. The protagonists, Juli and Luisa, delve into the family stories that have shaped them, both the stories that were told to them by their mothers and those that were hidden or kept secret from them. Both novels thus explore these family stories as part of a female lineage that these new mothers will also pass on to their children.

Empowerment through the Object-Idea Dialectic: Using Images of Birth and Motherhood in Academic Teaching and Education

Anna Hennessey

This paper explores the powerful ways in which college and university professors, lecturers and instructors can utilize images of birth and motherhood to support and promote motherhood in academia. Presenting concrete ideas and examples on the use of such imagery both in the classroom and in scholarly settings such as conferences, colloquia, and academic workshops, this paper contends that the images themselves act on their audiences in a double manner; first, they expose their viewers to the topics of birth and motherhood, and second, their presence empowers these topics in a subtle but notable way as worthy of academic discussion. As a case in point, I will describe some of my recent scholarly work in the humanities in which I have examined the way in which childbirth educators, pregnant women, midwives, doulas and others use religious imagery for purposes related to the visualization of labor and birth, and as a ritualistic part of birth as a rite of passage. Regardless of my topic's specialization, I contend, it is the images related to birth and motherhood that have, in themselves, acted to penetrate academic taboos surrounding these topics. This paper finds that the use of images of birth and motherhood may play an important role not only in the teaching of areas related to the humanities, but also in educating students and audiences of other areas, including those related to the sciences.

Representations of Motherhood During the Era of Classical Sociological Theory

Linda Hunter

This presentation will focus on representations of motherhood in fine art during the various historical periods associated with classical sociological theory. Of particular interest are images of motherhood during the French Enlightenment period, as related to the historical events and sociological theories emerging during this time. Images of the poor and working class, along with those of the upper class will be viewed in connection with the development of philosophical and theoretical perspectives. French genre painting depicted domestic interiors inhabited by women, portraying a respect for women's work in making meals and caring for children. Some works of Chardin, Boucher, de Largillierre, Belle, Nattier, Gérard and Le Brun will be examined. This presentation will also focus on representations of motherhood in fine art during the German Expressionist movement in art, as related to the historical events and sociological theories emerging during this time. Images of the poor and working class, along with those of mothers during the First World War will be viewed in connection with the development of philosophical and theoretical perspectives. Some works of Modersohn-Becker and Käthe Kollwitz will be examined. The art portraying mother and child during the French Enlightenment period as well as during the German Expressionist period reflects the socio-political issues and social mores of their particular time in history as well as depicts political ideology and social sentiment. The social, emotional and political content of various art works will be discussed in the context of sociological theoretical developments. Significant changes in attitudes around mothering will be examined through the artwork and theoretical perspectives.

Representing Motherhood and HIV: Conceptions and Misconceptions

Linda Hunter and Brooke Longhurst

While HIV educational awareness campaigns have historically been aimed at educating Canadians about strategies to reduce the risk of contracting HIV through safer sexual practices and safer drug use, there has been far less focus on vertical transmission from mother to child. The inclusion of mothers has been notably limited in all previous Canadian governmental and non-governmental HIV/AIDS awareness campaigns (1986-2013). The few HIV/AIDS poster campaigns which have featured mothers depict these women as young, racialized and without the support of a spouse or family. Educational poster campaigns have failed to address issues surrounding vertical transmission, subsequently failing to reduce stigma or promote educational tools to assist mothers in learning about risk prevention and/or living with HIV. In order to successfully reduce HIV related stigma, it is necessary to strongly promote the issues relevant to pregnant women and mothers in educational HIV/AIDS programs and services as well as in HIV/AIDS awareness campaigns produced in Canada. This paper will discuss educational and health campaign strategies to reduce HIV related stigma including a discussion on prenatal screening, the concept of the 'good mother', the complexities of HIV disclosure and mandatory disclosure laws. HIV prevention for women, mothers and children requires enhancing public education about mothering and HIV, eliminating barriers to testing and support, and developing culturally-specific prevention programming. Overall, the most effective strategy to prevent mother to child HIV transmissions is a combination of individual educational initiatives and those provided by

educational health campaigns. Mother to child HIV transmission has rarely been a focus of HIV educational awareness campaigns and by promoting an ongoing conversation within personal or familial relationships, misconceptions surrounding mother to child HIV transmissions can begin to be challenged, resulting in a breakdown of the associated stigma.

Mothers, Scientists, and Entrepreneurs: Defining "Women's Work" Beyond Social Reproduction

Tess Jewell

The question of why women are so conspicuously absent from the fields of science, engineering, and business has been asked many times and received vastly differing answers. This paper will consider some of the most recent research into women's participation in technology and entrepreneurship and connect it to the literature on social reproduction in order to paint a more complex picture of the social and environmental factors that influence women's career choices. Specifically, it will show how lingering biases concerning women's reproductive functions continue to shape both men and women's expectations regarding women's aptitudes, interests, and fitness for various roles. These biases and stereotypes create barriers to women's progress at various levels, including the home, the workplace, and educational institutions. The paper will conclude with recommendations for how educators and entrepreneurs in science and technology can promote the inclusion of women, particularly mothers, among their ranks.

My Mother's House Rules: Resisting Regulations of the Body

Karleen Pendleton Jiménez

My mother did not know about professors or butches, and yet I have found that her teachings have prepared me for my life and career. In this paper I explore her approaches to the everyday violence of body regulation, including marginalized experiences of ethnicity, weight, gender, and ability. I examine feminism developed as a mode of resistance against the regulation of a body. I investigate moments of submission and confidence. I explore the relationships between acceptance and identity.

I always imagined that my work inside classrooms was so different from my mother's workings of budgets and personnel administration. But I was wrong; it was my mother who taught me how essential it was to remember embodied practices. Clinging to her body I learned how people attack that which we cannot change, and cause a lifetime of destruction. I learned that conscious, active resistance to cultural policing was the optimal method of survival, even if this entails dramatic shifts and potential ruptures. I have learned pedagogies of the home a cultural knowledge base that helps [me] negotiate the daily experiences of sexist, racist, and classist microaggressions (Delgado Bernal, 2006, p. 113). I have, in turn, committed my life, my writing, teaching and activism, to anti-oppression education.

Dual Parental Leave – A Solution For Some Parents of Multiples, But Not For All Parents of Multiples: A Critical Examination of the Martin Case and Bill C-464

Jenna Kelland

Christian Martin, with his lawyer Stephen Moreau, has recently taken his employment insurance claim to the Federal Court of Appeal, and they are now preparing to take their arguments to the Supreme Court. Martin has been fighting for over three years to claim parental leave for the birth of his twin daughters in 2009 (CBC, 2013). Martin argues that because his wife gave birth to two babies, they, as parent, should each be able to claim parental leave. His court case and NDP MP Sana Hassainia's private member's bill (C-464) to revise the Employment Insurance Act to allow parents who give birth to multiples (twins, triplets or more) or adopt multiple children at the same time to both claim parental leave have been strongly supported by families of multiples (Multiple Births Canada, 2013) and others (Globe and Mail – January 25, 2013). I would like to critically examine the success of the court case and bill C-464 and how the outcomes would support some families of multiples, but not others, including single parent families, students, stay-at-home parents, and lower income families.

Using documents about the needs of multiples (Declaration of Rights and Statement of Needs of Twins and Higher Order Multiples, Multiple Births Canada's fact sheet on the cost of raising multiples) and research articles about mothering multiples (Fisher, 2006; Glazebrook, Sheard, Cox, Oates, & Ndukewe, 2004) and policies in other countries (Ray, 2008), I propose to critically examine these proposals for dual parental leave in more detail. Specifically, I will explore which parents of multiples would benefit from these outcomes and which would not? How would the outcomes of the court decisions and bill C-464 impact mothers? What assumptions about parenting multiples are made by these proposals, particularly when a father is bringing forward the claim? How could dual parental leave benefit families of multiples and what challenges could it present to other families of multiples?

Gypsy Scholar: A Viable Alternative Career Path or a Necessary Short-Term Coping Strategy For a Mother With a PhD?

Jenna Kelland

I am a mother with a PhD, three kids under six, four paying jobs, a growing business and numerous volunteer and personal projects relating to my academic interests. I will use Tara Fenwick's (2002) notion of "gypsy scholars" to explore my own cobbled-together work situation, which may or may not be leading towards a traditional academic position. Fenwick defines gypsy scholars "to describe people engaged in scholarly teaching and research activities without the benefits of income security, institutional support, tenure-guaranteed academic freedom, and access to traditional avenues of research grant funding that normally accrue to scholars engaged in full-time faculty positions" (2002, p. 116).

I will question in what way my own experiences fit with and differ from her definition. Does choosing not to pursue a traditional academic position, at least temporarily, make me a gypsy scholar? How does this label help me to understand and legitimize my situation? Is this work situation a choice or a consequence of my role as a mother with a PhD? I will propose

reasons for the differences I see and explore being a gypsy scholar, analyzing and naming my experiences. Is being a gypsy scholar a viable career path or a necessary short-term coping strategy? I hope that my insights and my process of questioning can help other mothers who may be struggling with career options.

“We Shoot Our Wounded”: Pregnancy, Mothering and PPD on the Tenure Track

Kerri Kearney

From my perspective—only one of many possible interpretations of these events—I narrate an account of my experiences with unexpected pregnancy and two encounters with Post-Partum Depression (PPD) while in a tenure track position. This paper was originally written in an effort to process the blur of events that occurred across a four-year stretch of time. A chapter version was later published in an attempt to highlight how context shapes women’s experiences with PPD; add to the literature that explores the social, institutional and political aspects of academic motherhood; and suggest the need for better organizational responses to the embodied and psychological aspects of human experience that affect academic workers. Academic culture and the demands of the tenure process profoundly shape untenured women’s experiences with mothering and work. In my experience, it was not only mothering, but also my body’s betrayal to a PPD diagnosis within an institution in which pregnant, mothering, and fragile bodies just don’t “fit” (Pillow, 2004). As a tenured faculty member, I reflect upon the embodied knowledge that emerged from these experiences, their possible implications for organizational systems, and my continuing experiences in navigating a workplace often (and without malice) misunderstood as equal.

The Personal is Professional: What Caseworker-Moms Communicate to Mothers in the Child Welfare System

Jeanette Koncikowski and Kristin Chambers

Even on great days, it can be tough to be a parent, where stresses and demands inevitably pile up. Even on great days, it can be tough to be a child welfare caseworker, where stresses and demands are part of the job description. But what of the days when these two worlds collide for women, who make up the majority of parents receiving services through child welfare systems and also largely comprise the child welfare workforce? This paper investigates the relationship between child welfare workers who are mothers themselves and the mothers who are their clients in the child welfare system. What messages are the moms on the receiving end of services getting about themselves as mothers from their workers? The presentation will examine workers’ beliefs and perceptions about mothering (their own and how they compare and contrast it to their clients). We will also consider how ambivalence about mothering could be utilized as a potential platform for female caseworkers to build authentic and supportive relationships with the mothers they are engaging in services.

The Power of Silence and the Price of Success: Survival Strategies of Aboriginal Women in the Academy

Memee Lavell-Harvard

As part of a larger study exploring the intersection of race in gender in the educational experience of Aboriginal women in post secondary institutions this paper examines how, for the women in this study, attending school full time was found to be in direct conflict with having a family and the performance of their role as mother and wife (at least as defined in patriarchal society). Not only are social structures and institutions not designed to foster success for women or Aboriginal peoples, insofar as increased levels of education allow Aboriginal women access to greater opportunity and independence such educational advancement is often seen as a direct threat to male dominance within the family unit and is therefore often met with active resistance.

The coping strategies employed by these women as they struggled to balance their familial workload with the demands of studying in what was often felt to be a hostile institutional environment are examined. Issues of sexism, racism, and discrimination against mothers in the academy are explored as well as the “mom guilt” and family disharmony that can arise as Aboriginal women try to “have it all” in a society not yet ready for such lofty ambitions.

From “How Are You Going to Do This?” to “How Did You Do It?”: Navigating Motherhood in the Academy

Heidi Lewis

On October 7, 2004, 23-year-old Heidi R. Lewis gave birth to her first child, a son, during the second year of her master’s program. Nineteen months later, she gave birth to a girl. Three months after her daughter was born, she moved with her husband and two small children from Ohio to Indiana to pursue her Ph.D. in American Studies at Purdue University. Four years later, she earned a pre-doctoral fellowship at Colorado College and graduated just one year later. After serving as a Visiting Assistant Professor at the college for another year, Heidi became an Assistant Professor of Feminist & Gender Studies. The title and subject of this workshop was inspired by an experience Heidi had while visiting Michigan State University during a Ph.D. recruitment trip in 2006. She was 7 months pregnant with her daughter and raising her 17-month-old son. During her visit, a faculty member asked her, with disdain, “How do you think you’re going to do this?” Heidi responded, “I don’t know, but I am.” Seven years later, Heidi is now asked, with awe and wonder, “How did you do it?” This workshop, then, is her way of giving back; sharing tips and tricks she learned and developed over the years with mothers in the academy trying their best to navigate their personal and professional lives without losing their sanity or their souls.

Who’s Opting Out? Exploring How African Americans Negotiate Motherhood, Family and Work Life

Tracey Lewis-Elligan

Historically, African American women have engaged in the labor force since their arrival to the United States -from serving as exploited slave labor to occupying low status service jobs.

Currently, however, African American women have begun to occupy professional and high status jobs with nearly proportional rates to white women and equal representation to black men in the fields of medicine, law, the academy, politics and government. Through the lens of Patricia Hill Collins' black feminist standpoint, what do we know about how black women in the United States negotiate family and work life? In particular, how do African American women who occupy professional and high status jobs construct meanings about motherhood, family and work life? In what ways have feminist scholars integrated black women's experiences into the dominant discourse about family and work life by acknowledging the structured dimensions of economic, political and ideological oppression in the shaping of family life? In this paper these questions are explored by conducting a review of literature of five sociological and popular studies that investigated women and work: Jacqueline Jones' *Labor of Love, Labor of Sorrow*, Arlie Hochschild's *Second Shift*, Ann Crittendon's *The Price of Motherhood*, Pamela Stone's *Opting Out*, and Leslie Morgan Steiner's *Mommy Wars*. Each of these studies garnered national attention in either academic elite circles, popular media and, most notably, they framed the dominant narrative about women, family and work. Through textual analysis of these five works, this paper questions how African American women's family and work are situated by exploring how their experiences are integrated, omitted, and/or reinscribe a dominant narrative about motherhood, family and work life. This analysis is significant because it provides a lens of understanding contemporary issues of African American motherhood, family and work. It questions the meanings of popular discourses about opting out, and challenges the representativeness of these experiences to black women in professional occupations.

Self in Relation to Others: The Lived Experience of Caregiving For Mothers of Children Who Have Undergone Kidney Transplantation

Andrew Mantulak

The goal of pediatric kidney transplantation is no longer just graft survival and getting children to an acceptable level of physical health, but to improve their overall quality of life. In the limited literature available, however, there continues to be a negative impact reported on overall family functioning, specifically, the stressors of the burden of care experienced by mothers who are socially ascribed the caregiving role for chronically ill children. This paper examines the phenomenon of self in relation to others as an element of the burden of care for maternal caregivers of children who have undergone kidney transplantation. This study indicates mothers are impacted by their interactions with the transplanted child, their peer group, as well as by the health professionals they encountered within the health care system. In listening to their stories, it appeared that these relationships helped shape and give meaning to the lived experience of pediatric transplantation. Ultimately, this paper advocates for social workers to begin addressing the social and emotional implications of relationships on the experience of pediatric illness for maternal caregivers.

“I AM the 'Ideal Worker,' But I'm a Parent, Too!": Academic Mothers, Workplace Cultures, and Institutional Change

Kristin Marsh

In this paper, I consider the myth of the ideal worker and the consequences of that myth for parents in academia. My interview research on tenured women academics provides a unique starting point for understanding the workplace needs of mothers/parents. I explore women's reported career experiences, from graduate school through first and current positions. How have they been supported, and how have they experienced difficulty based on their gender and family responsibilities? I focus on respondents' stories about juggling life/family with demanding career, considering experiences at both interpersonal and institutional levels (e.g., family leave policies, on-site day-care). Although the profession shows increasing representation of women, policies and practices stagnate. The “white male, non-parenting ideal worker” remains the unstated model. I recommend policies that take an explicit “ideal employer” model of the university, one that is flexible, valuing our diversity, and accommodating our family responsibilities.

Feminism and Equality Are Not Enough: The Way We Work Has to Change

Che Marville

My premise is that the world needs to change and the changes lies in the hands of women, how women work will change the world if we pay attention.

The standard of living, access to healthcare and safety is greater now than any time in history but it also true that the unequal distribution of wealth, the devastation of the environment and global injustice threatens the security of all women everywhere. Economic power and access to equal pay was a dream thirty years ago and even though on the average women are paid less than men for the same work our wages have increased and economic power has transformed the lives of women and families especially in the Western World.

Informed by a decade of work in Healthcare, I assert that the world will change when postmodern women reject liberal individualism as liberating and deconstruct domineering illness producing bureaucracies that the deny our internal interconnectivity, ability to heal and learn through community, compassion and develop new innovative solutions for planetary health.

It is not for us to reject feminism but to be grateful to every woman who has stood up in the face of threat and despair to fight for the equality of women. However, individual equality is not enough and it is this false paradigm of Liberal Individualism that supports an alienating illness producing system that diminishes our roles as ecological stewards, models, teachers and spiritual beings.

Motherline: A Self-Portrait

Carly McAskill

Motherline: A Self-Portrait is the title of my MFA thesis exhibition and this support paper. In this paper I will discuss the shared imagination rooted in lived experience, individual expression, and memory in order to understand the ‘life-line’ or ‘motherline,’ an umbilical cord that connects daughters to mothers. I will use social theorist, Michel Foucault to examine the borderlines between autobiography and history; Jungian analyst Naomi Lowinsky’s description of the motherline; and York University Women’s Studies professor, Dr. Andrea O’Reilly, as well as, feminist essayist, Adrienne Rich to define “motherhood” and “mothering.” The theories and the ideas of the motherline will be used as a framework for the development of the artworks in the exhibition. The exhibition of *Motherline: A Self-Portrait* is a journey towards the articulation of my own desires. Through my MFA research and artwork, I have learned that it is important to ask how I identify myself as a woman, feminist and post-colonial subject in Western culture. The drawings (Julia Begin; Florence Desjardins; Anne Baldasaro; Holly Hicks; Ashley McAskill and Carly McAskill), large self-portrait (A Self-Portrait), fragments on mirrors (Reflecting Burdens) and series of paintings on drywall (If Walls Could Talk...) focus on how the maternal body has become an interrogation of identity, marginality, as well as, power and difference throughout my familial history. Although I have done a lot of work, I know that there is still more that can be done with the research I have conducted and artworks I created in order to understand identity in relation to personal and historical memory in my motherline. It has been through the process of interviews with family members and the representation of self in my artwork that my earliest memories of fulfilling what is considered ‘feminine’ have been realized. *Motherline: A Self-Portrait* represents an experience for the viewer where the sense of dislocation between present and past experience, between the here-now and the then-now meld together. Ultimately, my exhibition, *Motherline: A Self-Portrait* asks the viewer how we can imagine what took place in a space and what our relationship can be to it today. My hopes are that both my research and body of artwork evoke memory as the active witness to the lost or repressed past.

Moms in Academia: Examining, Challenging, and Changing Unrealistic Personal and Professional Expectations

Marta McClintock-Comeaux

This presentation will continue the conversation from the chapter Great Expectations for Moms in Academia from the book *Being and Thinking as an Academic Mother*. The session will begin with one woman’s experience navigating the motherhood/academia journey, including completing a PhD program, birthing and raising four young kids, facing the end of life for a loved one, the job hunt, and starting and succeeding at a new job. In an effort to analyze the challenge of combining the academic mother roles, the presentation employs two seemingly opposing theories of work/life integration: the expansive hypothesis and the scarcity hypothesis. The session will explain the symmetry and tension of these theories (and experiences) as well as Williams’ ideal worker theory, and Hays’ intensive mothering lens. The competing tensions of conflicting, overwhelming expectations result in cognitive dissonance. Also examined will be sex/gender’s influence on expectations for women

(specifically moms) in paid work and at home as compared to men (specifically dads). The session will then explore strategies for academic moms to respond to cognitive dissonance through individual, familial, university, policy, and structural changes.

Books and Babies: Perspectives on Work-Family Conflict From Female Psychology Faculty and Graduate Students

Jessica McCutcheon and Melanie Morrison

During the last few decades, Canadian women have become increasingly more engaged in postsecondary education and better represented in academia. However, although women outrank men in number of awarded undergraduate degrees, they have not experienced comparable gains in number trained at the graduate-level or number occupying upper-level academic positions. Indeed, the presence of female university faculty decreases disproportionately at each level of the academic hierarchy, a phenomenon referred to as the 'leaky pipeline.' Researchers suggest that academic environments are structured in such a way as to accommodate the life courses and family responsibilities of men; thus, women are often in disadvantaged positions when they become mothers. Despite this troublesome pattern, there has been little Canadian research examining the experiences of academic women in an attempt to understand why some choose to stay in, or leave, academia. To address this omission, a qualitative study comprised of commentary from 52 female psychology faculty members and 78 female graduate students was conducted, with an explicit focus on: 1) decisions to have children in an academic setting; 2) ability to manage the competing demands of work and family lives; and 3) complications encountered as mothers in academia. The findings elucidate ways to better understand, and improve, the experience of mothering in academic milieus.

The Commodification of Motherhood

Shannon McGrady

The dominant philosophy of socially appropriate child rearing in western society positions mothers as *innately* nurturing and loving while simultaneously telling them they must acquire and depend on external resources (products, expert advice etc.) in order to be a "good" mother. The private sphere has been romantically positioned as a refuge from the corrupt and greedy materialism of the public world; a refuge produced and maintained by the loving and nurturing female provider. The romanticized role of the mother and the home she creates becomes dependent on her ability to consume products produced by the very corporations she seeks to create an escape from. Without even realizing it these defeated mothers are turning back to the very same source of their supposed "inadequacy" as they shop for a cure.

While marketing companies have for decade's targeted mothers as their primary consumers a new generation of moms are being targeted; Mommy Bloggers, a generation of mothers who have taken consumerism to a whole new level. Not only do they control 80% of household spending but they rate, review and rant, to thousands, about the products they use on a daily basis. Mommy blogs have become a new vehicle for proving one's worth as a mother and for advocating –through the advertisement of particular products-how other [ordinary] mothers can also be "good" mothers. Commercial enterprises such as McDonalds appropriation of

motherhood through mommy blogs and ‘All Access’ campaigns systemically reproduce and legitimize the institution of motherhood and the “good mother” discourse.

Through an analysis of McDonald’s “All Access moms Campaign” in 2011 in which three Mommy bloggers were selected as representatives of “busy Canadian moms”, this paper will illuminate the perpetuation of ideal motherhood through the intersections of Mommy Blogging, advertising and guilt driven consumerism.

What Kind of War? A Content Analysis of “Mommy Wars” Discourse

Melissa A. Milkie, (*Presenter) Kathleen Denny, and Joanna Pepin

The "mommy wars" phenomenon appears ubiquitous. According to the rhetoric, there is a battle between women with children who work outside the home and those that do not for the prized title of "good mother." Despite the ubiquity of the phrase, we have little systematic evidence of how it operates and its meanings. Who invokes the term? In what ways is it employed in the media? Are mothers disrespecting those whose time allocations are different than their own? We perform a content analysis of newspaper articles (1989 - present) to examine how the "mommy wars" are evidenced. The objective of the analysis is to understand the extent to which a “war” is evident among mothers, and what characterizes this so-called “war.”

Working Mothers: Image, Identity and Film

Aidan Marie Moir

The 2011 film, *I Don’t Know How She Does It*, stars Sarah Jessica Parker as a mother who is able to effectively balance her numerous identities as mother, wife, friend, and working professional. Her upper-middle class identity and success as a mother is symbolically reinforced through her style and clothing choices. Parker is outfitted in the film wearing rather exclusive designers such as Marc Jacobs, J.Crew, and Burberry. Clothing works to similarly mediate a particular class identity in the 2008 film *Baby Mama*, starring Tina Fey as a single professional businesswoman who decides to hire a surrogate mother to have her child, played by Amy Poehler. Poehler’s character is distinctly displayed as a member of the lower working classes, evoked through her stereotypical “white trash” clothing, in contrast to Fey’s upper-middle class standing. The television series *Sex and the City* and subsequent films offers further examples to analyze the use of clothing to signify various standards of motherhood, best demonstrated in the juxtaposition of the characters Charlotte (as a stay-at-home married mother of an adopted girl from China) and Miranda (a single mother with a baby boy resulting from a one-night stand with her ex-boyfriend).

The Challenges of Being an Academic Mothers and a Community Engaged Scholar

Mavis Morton

This presentation will identify challenges facing academic mothers committed to community-engaged scholarship (CES). Community engagement can be defined as collaboration between institutions of higher education and their larger communities (local, regional, national, global) for the mutually beneficial exchange of knowledge and resources in a context of

partnership and reciprocity (The Carnegie Foundation). The goals of CES can be a good fit with our work as activists and our commitment to social change. Nevertheless, CES is often time consuming, devalued and unrewarded. Consequently, academic mothers' ability to compete for, attain, retain & promote in academic positions is compromised.

Intersection and Coalition in Anti-Sexist University Policy Initiatives

Maki Motapanyane (Presenter) and Kit Dobson

“I came to academe because I thought that it was a place that fostered alternative structures of being in the world and the free exchange of politics and living. Naïve in retrospect, right? But I still think that academe could be a place that fosters such things.”
(Kit Dobson, 24 Jan. 2013, pers. comm.)

This paper takes a dialogic intersectional approach to the subject of empowering mothers in the academe. Both authors are parents in academia; one, a single mother of twins, has sole parented her children since they were born midway through her doctoral degree, and now well into her third year in a tenure track position - the other, is a father actively involved in parenting his two daughters with his partner, who is also currently a mother pursuing a doctoral degree. Both authors come from a background of work with graduate and faculty associations that are tasked with supporting graduate students, full-time and contract faculty and advocating for fair working conditions and benefits on their behalf. Many of the provisions and aims in such mandates are directly or indirectly related to issues of work/life balance, which is a central focus of this paper as we address the theme of maternal empowerment in academia. What we propose, however, is a broader discursive and policy-oriented framework, one that places the issue of continuing sexism in academic institutions (evident in academic appointments, promotion...) within an intersectional approach to institutional change that recognizes the patriarchal structure of academic institutions as one that discriminates against and penalizes (albeit differently) a cross-section of individuals with care responsibilities, non-heteronormative family formations and non-normative positionalities.

Consequently, we argue that the discussion of maternal empowerment belongs within the context of policy initiatives that should aim to shift academic administrative practices to represent the interests of a broad spectrum of academic community members; a diverse group (parents, care providers, queer families) who have good reason to view the conditions of their employment experiences as interconnected, and as constituting the basis for common workplace interests and demands. For instance, a patriarchal university structure that considers spousal hires in the case of married (or un-married) heterosexual academics, but not committed yet un-married same-sex couples, produces a form of discrimination that is not unrelated to the sexist academic culture that penalizes mothers with significant care responsibilities. In addition, we are now, across North America, Western Europe and many other parts of the world, witnessing a neoliberal approach to higher education that is fixated on economizing measures, which among several detrimental effects, serve to re-inscribe intersecting oppressions and increase the vulnerability of already marginalized bodies. The move towards greater quantification of outputs and outcomes devalues teaching and research

that does not conform to standard linear and reductionist measurements of academic performance. People whose bodies and roles occupy non-normative positions in this context face a new wave of challenges in a time that we argue reflects the retrenchment of hegemonic values. From the intersectional approach we present here, we propose to consider a set of collective strategies to not only strengthen the positions of women and mothers in the academe, but to also forge a broader network of policy-oriented alliances that address the larger spectrum of issues presenting a barrier to equity in academia.

The Good Mother Myth: Building Her Up & Tearing Her Down

Avital Norman Nathman

Her kids have always slept through the night, and even if they don't, she still manages to look like she has had eight hours of uninterrupted sleep. There is always a well-balanced, home-cooked meal on her dinner table. She holds down a fulfilling job while still finding time to join the PTA, run the school's book sale, and makes it to every single soccer game. Her house is absolutely spotless, and if it's not, she can effortlessly laugh it off. She has the energy and desire for a happy and adventurous sex life, and her partner is always satisfied. She is crafty, creative, and embodies the perfect blend of modern woman and hipster housewife. She is usually white, middle to upper class, heterosexual, and neither too young nor too old.

But above all... she's a myth. And it's this myth that divides women and pits mothers against each other while fueling the flames of the manufactured "mommy wars." Let's look at how society has come - especially through pop culture and social media - to revere the good mother myth, analyze the harmful implications of doing so, and discuss how we can start to deconstruct this ideal.

Transition to Adulthood: Mothers' Reflection

Ritva Nätkin

My research pays attention to mothers' invisible support and supervision when their children are at the phase called transition to adulthood. Transition to adulthood is in the focus of many debates in Finland now. It is claimed that the transition has prolonged and became more complicated compared with the earlier decades. The lack of integration of young people into the societal institutions is highly politicized now because a part of them has disappeared from the statistics. Public worry concerns e.g. the social exclusion of young people and the effects of the economic recessions (years 1991-93 and 2011-13) and cuts of services and benefits on them.

My data (half-structured questionnaire to the mothers of adult children, 198 answers, year 2000) shows how mothers reflect the childhood of their adult (mostly 18-30 years old) children, reasons of conflicts in the puberty and in the phase of transition to adulthood and so on. The data is like a self-evaluation because they have to give a school-degree (4-10) for themselves. I distinguished three frames out of the data by content analysis. I also read and interpreted expressions (like metaphors) including it. The frames are: easy-going/straightforward, tranquil/mellow and chaotic maturation. In first two frames the

expressed emotions were joy and happiness of child's success and the continuity between generations or relief after the solved contradictions after the conflicts. Mothers described their own role by a metaphor like "sheet anchor". In the last group expressed emotions were worry, concern and pain, and the used metaphor was for example "rubbish bin".

In my presentation I ask, how mothers think they are able to protect their children against the risk of social exclusion, how mothers believe they can foster an acceptable child (a boy and a girl) in the society and what they describe their own role of in child's adulthood.

"Then We'll Start Over Again": Examining Motherwork Through Women's Descriptions of Their Daily Practices

Tracy Nichols (Presenter) and Meredith Gringle

While the media fuels a false debate between "working" mothers and "stay-at-home" mothers, most women struggle with daily work that encompasses multiple domains. However the dominant narrative of how women combine carework with other responsibilities and how women both internalize and challenge societal expectations of motherhood is still largely writ by white middle-class women. This presentation presents findings from a larger study on mothers' health and daily care practices. Thirteen mothers, with at least one minor child living in their home, provided descriptions of a typical weekday and their weekends. Participants were primarily low-income mothers of color. Using a poetic form of narrative analysis the women's descriptions were examined to identify a common story of "motherwork." Motherwork is the lived experience of how mothers' carework is structured into women's daily lives. Examining mothers' descriptions of their daily practices provides a window into how women perceive expectations of motherhood and the strategies they devise to meet these expectations across a variety of living situations. Poetic representations of women's daily life stories reveal both a common narrative of women struggling to meet unrealistic expectations with few structural supports as well as unique stories of identity and connection. The importance of considering alternative narratives and the ethics of representing the stories of marginalized mothers will be discussed.

Undergraduate Mothers in the Academy: Absent Voices

Tracy Nichols (Presenter) and Meredith Gringle

The majority of studies on mothering in academia focus on faculty, with student concerns rarely represented. When student concerns are addressed, it is usually limited to the graduate level. However, as demographics change, parenting undergraduates are becoming more common and, in an age of decreasing enrollment, universities need to be responsive to their unique needs. A case study was conducted in a mid-sized regional university in the United States to examine the needs and experiences of parenting students as well as university responses to serving this population. The study was conducted within an overarching paradigm of advocacy. The case study included data gathered from informal conversations and in-depth interviews (N=61) with faculty, staff, and students (both parenting and non-parenting). In addition, published and publically available documents on institutional history, policies, and procedures were reviewed to elaborate themes as they emerged. All interviews were audiotaped and transcribed verbatim. This presentation reports findings related to undergraduate students with a specific focus on issues of race, gender, and age. Results

highlight a lack of policies and support services available to meet the needs of this population as well as a sense of isolation and invisibility for parenting students on campus. Experiences and resources varied by race, age, and gender, while campus-wide perceptions of the population centered on young single mothers and did not account for the diversity found within the study. Implications for developing strategies to assist universities in accommodating the needs of different populations of undergraduate mothers will be discussed.

Pharmaceutical Marketing in the “Mamasphere”: Attempts to Transform Mothers Into Brand Evangelists

Manon Niquette

Mothers play a key role in influencing health care for family members. Therefore, getting them to talk about medication to their relatives, colleagues and friends is becoming a major concern for marketing professionals in the pharmaceutical industry. As is the case with many other enterprises, the development of online social networks appeared to be the best way to stimulate conversations about sickness, suffering, and, of course, relief. Following from recent works in the critical analysis of discourse, I deployed the systemic functional grammar of transitivity of Michael Halliday (2004) to compare the contributions of Internet users in two different Facebook pages:

- the content of a Facebook page intended for mothers –and exclusively mothers-- whose child seems hyperactive or suffering from some sort of attention deficit, by the company that markets the medication for the treatment of Attention Deficit Hyperactivity Disorder (ADHD) with that of a Facebook grass-root group interested in ADHD.

The study permits one to identify how the promotional nature of the corporate Facebook page expresses itself in relation to agency in the texts of the Internet users: 1) through a representation that exaggerates the mothers’ power, 2) through a sanctimonious image of the child, 3) through remarks which are always favourable to pharmaceutical drugs 4) and through an emphasis on the judgment of the prescribers and other influencers. Overall, this presentation allows one to reflect on how, through their everyday conversations on health care on the Internet, mothers can potentially become the evangelists of magical promises from the pharmaceutical world.

‘It Saved My Life:’ The National Association of Mother Centres, Matricentric Pedagogy, and Maternal Empowerment

Andrea O’Reilly

Motherhood scholars have long recognized and argued that motherhood, as it is practiced and perceived in patriarchal cultures, is disempowering and oppressive for mothers for a multitude of reasons: namely, the societal devaluation of motherwork, the endless tasks of privatized mothering, the current incompatibility of waged work and motherwork and the impossible standards of idealized motherhood. However, this paper will argue that, while motherhood scholars have identified well the many ways that motherhood functions as an

oppressive institution, more discussion is needed on how empowered meanings and practices of mothering may be created and sustained. In making this argument, the paper draws upon Adrienne Rich's crucial distinction between two meanings of motherhood, one superimposed on the other: "the potential relationship of any woman to her powers of reproduction and to children," and "the institution—which aims at ensuring that that potential and all women—shall remain under male control" (1986, 13). Thus, the term motherhood refers to the patriarchal institution of motherhood, which is male-defined and controlled and oppressive to women, while the word mothering refers to women's experiences of mothering, which are female-defined and potentially empowering to women. Building upon interviews with members of the National Association of Mother Centres and participant observation of group meetings, the paper explores how their model of "Mother Circles" enables mothers to challenge patriarchal motherhood and achieve maternal empowerment through what is termed as 'matricentric pedagogy' and its practices of what is referred to as security, community, and validation. More specifically, the paper argues that through the matricentric pedagogy of the Mother Circle model mothers acquire the authority, authenticity, autonomy, agency and advocacy central to empowered mothering and necessary for maternal empowerment. The Mother Circle model, thus enables, or more precisely empowers, mothers, to borrow from Rich's words above, to move from motherhood to mothering and mother against motherhood. The paper is organized by way of four sections. The first section provides an overview of the ideological assumptions that structure and sustains patriarchal motherhood and the central themes of empowered mothering, while the second introduces a theory of matricentric pedagogy, which makes maternal empowerment possible. The third provides an overview of the National Association of Mother Centres (NAMC) and its model of Mother Circles, and also introduces the research project that this theory of matricentric pedagogy is developed from. In the fourth section, the findings of are discussed and draws on three themes, security, community, and validation, to illustrate how the matricentric pedagogy of the mother circle model enables women to challenge and change patriarchal motherhood and achieve maternal empowerment.

Online Transmission and Dissemination of "Natural Parenting" Practices and Discourses: A Case Study About French-Speaking Mothers Using a Popular Forum About Health and Well Being

Florence Pasche Guignard

This contribution will explore how websites, blogs and forums about "natural parenting" can affect the parenting practices and discourses of their users. For many "mamans nature" (natural mothers), the Internet plays a significant role in transmitting alternative maternal knowledge(s) and parenting skills. My examples will be taken from a specific public online forum whose primary purpose is to make (mainstream Western) medical information accessible to the general public. Particular sections of this forum (e.g. that about "homebirth" or "natural childbirth") have turned into platforms of exchange where pseudonymous users discuss ideas that challenge contemporary cultural norms and dominant ideologies about mothering practices, health, environmental issues and other topics. Crossing national borders and class divides, the "mamans nature" use new social medias as an efficient source of information and support for their alternative practices of parenting. Through discourse analysis and interviews, I would like to determine the role and influence of online forums on

these characteristic parenting practices: were these mothers already attracted to natural parenting before participating actively in the forums, or did their engagement with the forums (or other social medias) influence their parenting and other lifestyles and educative choices (in particular LOVOS and LOHAS)? In this online environment, the “mamans nature” create a usually benevolent virtual community that acts as a source of support and encouragement for choosing and sustaining alternative lifestyle choices. The ways in which they motivate their choices, represent themselves, their family life and narrate their own experiences in mothering “naturally” in such social medias is radically different from the caricatures of the “backward” and “irresponsible” natural motherhood pictured in mainstream French media (construction of the “bad mother” refusing available technology and usual medical practices).

Beyond the Good Mother/Bad Mother Dichotomy: Bridging the Reality of the Relationship and Jobs of Motherhood Using Economic Theory

Magda Pecsénye

Motherhood, as constructed by culture and the media, is a job that women are either good at or not, with good mothers alternately revered/patronized and bad mothers reviled. This bounded-set theory of motherhood has limited mothers’ ability to engage in meaningful careers, provide for our children adequately, and enjoy our relationships with our children and other mothers. Internet responses to the Good Mother trope have proven to be just as limiting and exclusionary as the idea that they spurned.

I argue that only by understanding motherhood as a relationship, not a job, can we sidestep harmful cultural and self-imposed bounded-set definitions to realize the mother-child relationship we are capable of. A woman’s calculations of her worth either doing or delegating jobs of childrearing are subjective and vary by woman, and do not have a linear relationship with the quality of the relationship created by mother and child. In addition, the graphic representation of jobs vs. relationships and how they intersect sheds light on the true fears behind abandoning the bounded-set view of motherhood. Once the “real mothers are there every minute” myth is debunked, we are free both to find our own best paths and to support the choices of other women, which ultimately helps all women.

Escaping Motherhood: Blogging as a Way to Create and Maintain Identity

Emily January Petersen

The long and varied history of feminism has explored ways of granting women further identities or freedom from certain identities, but for women who become mothers, they may still feel as if they cannot escape. Adrienne Rich (1976) eloquently explored this in *Of Woman Born* (1976): “[A] ‘natural’ mother is a person without further identity, one who can find her chief gratification in being all day with small children, living at a pace tuned to theirs” (p. 22).

Mom bloggers write about this sort of motherhood and reinforce the notion that motherhood is all consuming. Yet, in my interviews with twenty-two of them, almost all described their writing as a way to create and maintain an identity separate from that of mother. They see blogging as a way to connect with themselves and a community of other women and refuel

from the demands of motherhood. Blogging is a way for them to escape motherhood without necessarily leaving the home or feeling as if they have abandoned their children. Many of them reinforced notions of the “good” mother and are concerned with an ethic of intensive mothering, but their interviews reveal that blogging is a way to disconnect from that role and find the person they are (or want to be) outside of motherhood.

Academic Mothers in the Developing World: Stories From India, Brazil and South Africa

Venitha Pillay

This paper emerges from a book (in process) that seeks to understand the stories of empowerment and disempowerment of women who are mothers and academics. Given the muted voices of women in developing contexts around issues of motherhood and academia, this study makes a contribution towards increasing the volume of their stories. The study is not set against the stories of academic women in developed nations. Neither does it not homogenise academic mothers in the developing world. This paper identifies two important themes. The first is that the women in these stories make conscious choices to be both mother and academic. This achievement is a source of pride and empowerment. But existing alongside this is their consistent refrain of not imagining themselves to be great scholars. The study suggests that adopting a demure stand towards scholarship while relishing its potential for empowerment is a coping strategy and a means towards legitimising the enjoyment of work. The second related point is the centrality of family in ways that empower and disempower the women in the stories. In linking the two themes it is possible to argue that denying a scholarly ambition allows a woman academic to centre her family while pursuing her scholarly goals. Put another way, family and scholarly ambition are symbiotic within the academic mother but perhaps antagonistic in the public realm.

Fueling the Mommy Wars: A Content Analysis of Popular Films Featuring Motherhood

Jennifer E. Potter and Stephen M. Davis

The cultural phenomenon commonly referred to as “the mommy wars” does not arise from a neutral or objective semantic field, which is to say that it is not just a happenstance outgrowth of the conflictual nature of human interaction, but it instead serves a very definite political end. The construction of the mother-subject or mother-as-citizen necessitates a space where that subjectification occurs—the pseudo conflict of the mommy wars occurs mostly in the representation of motherhood and the representations of interaction between mothers in popular media. So it is those media representations that we must investigate in order that we might un-work this process. By closely examining popular media representations of motherhood within the context of the conflict of the mommy wars, we begin to see a picture of the conflict as a force in shaping mothers as political subjects and limiting the possibilities for change by placing them in opposition to one another over stylistic choices that only distracts from the condition that they all share—that of providing vital and under or uncompensated service to society.

Needy Mothers, Coddled Children: A Content Analysis of Public Comments about Extended Breastfeeding in the United States

Jennifer E. Potter and Stephen M. Davis

The World Health Organization and the American Academy of Pediatrics recommend breastfeeding for at least one year and for as long as mutually desired by baby and mother, yet the Centers for Disease Control and Prevention note that the U.S. breastfeeding rate at 12 months is 25.5%. In an attempt to explain the low breastfeeding rate, this essay begins by questioning whether public discourse about breastfeeding potentially contributes to the current breastfeeding rate. As such, we examine the public response on social media to Time Magazine's May 2012 cover photo of a mother breastfeeding her four-year-old son. The researchers analyzed the comments section of five major online news articles written about the Time Magazine cover; each comments section produced more than 1,000 public comments, providing significant data. After coding the data, we found that although there were some positive representations of extended breastfeeding and a number of women who spoke in support of extended breastfeeding and/or provided personal narratives about extended breastfeeding, the two primary categories focused on commenters arguing that extended breastfeeding was performed only to fulfill mothers' emotional dependencies and posters declaring that extended breastfeeding was unnecessary because at a milestone determined by the poster, children should be weaned in order to produce independent children rather than coddled kids. The essay concludes by arguing that such comments produced in public discourse have the potential to shame women into weaning children earlier than they may have ordinarily and/or breastfeeding privately and not speaking up/out about their breastfeeding choices.

A (Christian) Feminist's Thoughts on Religious Mothering, Sexual Purity, and Pat Robertson

Vanessa Reimer

In this piece I explore the complexities of communicating motherhood ideologies within a fundamentalist religious paradigm. Using a framework comprised of Sara Ruddick's demands of maternal thinking in conjunction with the theory of religious subcultural strength, I trace the development of my feminist consciousness and its perpetual tension with the evangelical Christian tradition in which I was raised, as well as how this consciousness shaped my relationship with my mother. I argue that Ruddick's demand of "acceptability" is exacerbated for mothers of daughters within fundamentalist religious communities, where a daughter's ability to approximate the religious ideologies of acceptable womanhood is seen as a direct reflection of the mother's own competence and religious commitment. As such, I discuss the importance that my mother placed on her daughters' "sexual purity" while my sisters and I were growing up, and how this ultimately became my locus for resisting Christian fundamentalism. I discuss how my relationship with my mother, while rife with tension and disagreement, ultimately provided me with the encouragement and support that I needed to re-negotiate my Christian identity, as well as to consolidate my faith with my feminist epistemology.

Note: This piece will be appearing in the Demeter Press publication *Mother of Invention: How Our Mothers Influenced Us as Feminist Academics and Activists* which I am co-editing with Sarah Sahagian. It is slotted for publication in the June of 2013.

Anticipating Motherhood: Media Framing of the Infertility Patient

Alexandra Rodney

Over the course of recent history, infertility has been increasingly medicalized and is now considered a disease. As yet, little attention has been paid to media coverage of the typical infertility patient. This article asks how infertility patients are framed in articles from *The New York Times*, 1977 to 2009. The question of whether infertility patients are performing a “sick role” (Parsons 1951) or a “medical consumer role” (Sulik and Eich-Krohnm 2008) is addressed. Findings indicate that infertility patients are framed as a homogeneous group of wealthy women who are equipped with resources suited to the consumer role, and whose special treatment-seeking skills will be rewarded with the conception and birth of a child. This representation of infertility patients is problematic, because issues of class and gender are obscured. Class and inequality are rendered invisible via the framing of privileged people as dealing with financial hardship, children as priceless, and the infertility treatment process as a meritocracy. Gendered responsibility for reproductive work is unquestioned via the depiction of women as solely responsible for decision-making, and possessing particular information gathering skills suited to the infertility project.

An Exploration of the Relationship between Academic Work and Parenthood

Kayleigh Rosewell

Although there is a growing body of knowledge about academic work and parenthood, much of this literature focuses on motherhood rather than both motherhood and fatherhood (parenthood). Furthermore, much of this literature explores the relationship between the environments of academic work and motherhood, focusing on the conflict and compatibility between them, with less attention given to the relationship between academic and parent identities, what the meanings of these two roles are and how these meanings might potentially have an impact on how academics balance the two roles.

This research explores the relationship between academic and parent identities from the perspective of male and female academics, rather than just females, who are parents of children (from a range of ages) and come from a range of disciplinary backgrounds and within a single UK institution.

A qualitative approach, specifically semi-structured interviews, was taken to explore the meanings of being an academic and being a parent and their relationship. It also takes into account the conflict and compatibility between academic work and parenthood.

It is argued that while men and women do construct academic and parent identities differently and have different experiences of academic work and parenthood, there is also much similarity between the two, perhaps more so than what the literature has reported. It is also argued that identity is a highly complex concept and while participants described

multiple and separate identities that they switch between, it seems that the two are actually more difficult to separate given the fact that both roles are important worlds and the various ways in which each role influences and shapes the other. Implications for higher education institutions are also discussed.

Mother's Role In Minimizing Negative Impacts Of Information Technology For Early Childhood Character Building

Julieta P. A. Runtuwene and Treesje K. Londa

The advances in information technology have positive and negative impact on children's development. Results of the study suggest that the education and economic level of family / parents strongly influences the early childhood character building in the area of information technology and communication. The focus of this research is the role of mother in terms of minimizing negative impact of information technology.

The purpose of this study is to unravel the role of the mother in minimizing the negative impact of information technology. Some of the results revealed that: 1) At early age, some children doesn't know internet due to economic factors and matter of consideration by the parents themselves; 2) Most mothers don't have the time to guide their children about internet because they're too busy; 3) Most mothers let the maid or grandmother/close relative handle the children's activities.

It's important to have counseling session regarding the impact of information technology to the children's character education for the mother who's involved in Manado city's Family Welfare Movement.

Is Betty Draper a Bad Mother?

Sarah Sahagian

Since debuting five years ago, the hit American television series *Mad Men* has garnered countless awards and much acclaim for its portrayal of New York in the 1960s. Despite the fact that the show features a cast full sexist, philandering, substance-abusing male ad executives, the character both bloggers and commenters on the Internet seem most horrified by is Betty Draper, a housewife and mother. Betty Draper, a thirty-something former model and mother of two children who is frequently seen enjoying a cigarette and a glass of wine, is regularly referred to as a "bad mother" by online fans of *Mad Men*; however, in this paper I will discuss the debate surrounding Betty Draper as a mother, ultimately illustrating that Betty is neither a bad nor an exemplary parent, but simply a product of a time before the norms of intensive mothering took hold in North America. Indeed, people's angry reactions to Betty Draper's perceived negligent motherhood are quite telling, illustrating how quickly and completely the intensive mothering discourse has become the dominant one in contemporary North America.

Exploring Matroreform in Bicultural Mothers

Anita Saini and Gina Wong

The term matroreform refers to the intentional and deliberate development of a new method of mothering that differs from one's motherline. Although the process of going through this reformation can be very personal, it can also encompass broader experiences shared by many mothers. One such experience is having a dual cultural identity and subsequently identifying oneself as bicultural. Currently, over 200 different ethnic groups reside in Canada, with a significant number of individuals identifying with more than one cultural group. This growing number of bicultural Canadians can be seen across the general population, and more specifically in mothers. For this reason, it is important for those interested in mothering research to have an adequate understanding of biculturalism and its influence on maternal identity and practices. An analysis of specific instances of biculturalism pertaining to immigration, race, and ethnicity indicates that mothers are significantly influenced by their bicultural identity in regards to their maternal values and practices. The preliminary data gathered from four women who identify as bicultural will be explored in order to shed light on the influence of bicultural identity on the desire and the process of engaging in matroreform. Implications of preliminary findings and directions for future research will be addressed.

It's Not The Meek Who Inherit The Earth: Low-Income Mothers Organize for Economic Justice

Katheryne Schulz

Single mothers frequently appear in studies about poverty in Canada but their activist work is rarely discussed. This presentation examines the activist experiences of three Ontario single mothers based on data from oral interviews. The author examines what motivated these women to become activists, and the costs and benefits of activism for themselves, their families and their neighbourhoods. She also examines the challenges these women confront in their struggle for economic and political justice by analyzing the effects of neo-liberal restructuring on their activist work. In conclusion, the findings challenge stereotypes about women, poverty and political apathy and highlight the importance of activism and learning as strategies for women's liberation.

When the 'Good' Go 'Bad': Privilege and Proclamations of 'Bad' Motherhood in the Popular Imagination

Julie Singleton

In recent years, a variety of popular books have appeared that attempt to reckon with the social, emotional and personal issues around being a "bad" mother. Often confessional in their format, such texts raise questions around how and why North American culture defines and punishes "bad" mothers. This paper will explore the popular construction of the "bad" mother, asking what it can tell us about who and what is imagined to make a "good" mother, and why so many women define themselves in opposition to this label. I will consider this phenomenon within the context of neoliberal policies that have cut back on programs that could provide real support to families, instead promoting an increasingly individualistic

agenda that serves to separate mothers from one another. Within this context, I will explore the gender, race, class and heteronormative implications that are rendered by a situation in which privileged, heterosexual, white women lay claim to the label of “bad” motherhood; I will ask how such a claim may itself represent an act of privilege. Further, I will interrogate popular notions about “good” and “bad” motherhood, asking how we have come to such terms, who benefits from the current state of affairs, and what the potential repercussions are for feminism, for women, and for all mothers - the “good” and the “bad.”

Welcome to Motherland: Artists Collaborating with Mothers to Create New Representations of Motherhood

Mindy Stricke

Greetings from Motherland is a collective artistic exploration to remedy the disconnection between sentimental representations and realities of motherhood led by photographer and artist Mindy Stricke.

Through this series of multi-disciplinary collaborative art projects, *Greetings From Motherland* brings women together to question, investigate, share, and play using their real lives as mothers as the raw material, and to create some honest representations of motherhood in the process.

Greetings From Motherland, with funding from the Canada Council for the Arts, recently launched a new project with a new group of women at the Harbourfront Community Centre in Toronto in January 2013. In this presentation, Mindy Stricke will discuss the new project, which she is co-leading with artists Lisa Pijuan-Nomura, composer Cathy Nosaty, and assistant professor May Friedman, and describe their artistic process in which they create new works in collaboration with non-artists.

Greetings From Motherland also proposes to exhibit the installation *The Way the World Works*, which was created in collaboration with a group of mothers in Madison, WI. *The Way The World Works* is an interactive installation of thirty-two blocks (each one is 12”x6”x3”), similar to the cardboard bricks that children play with. The blocks were created collaboratively, with each block serving as an oversized postcard from Motherland. One side of each block holds an abstract photograph taken by a participant and on the other is text culled from writings and interviews we did about our experiences during our first year as mothers. Each one has a faux postage stamp and ‘postmark’ from Motherland, while the sides of the bricks are collaged with found text and illustrations from parenting manuals. The blocks are designed to be touched and read by children and adults, creating new juxtapositions and creations as the audience plays with the piece.

Consejos De Las Comadres: Migrant Mother Practices of Resistance in the Educational System

J. Estrella Torrez

Like other families-of-color, my own family’s social capital is considered by white dominant society a hindrance, a stigma, a reason for our many deficiencies. These outmoded

ideologies, based on deficit models, “blame Chicana/o students and communities for lacking certain attributes...[which] cause and perpetuate a culture of poverty” (Yosso, 23). Following this model, the fault erroneously lies on the mother’s shoulders for their children’s failures to assimilate into a white-middle class culture. Moreover, the way of life modeled by our mothers, which is centered on enriching our familias (families) and communities, does not coincide with the individualistic, competitive nature encouraged in the classroom, yet another example considered as a cultural deficiency by white society.

This paper aims to present the narratives from two Latina mothers as they resist, struggle, and advocate for their children in the hegemonic U.S. educational system. Through pedagogical moments, the mothers teach their children various modes of resistance, while “enduring ongoing hardship while refusing to give up one’s belief or life” (Stacey, 31). For example, the farmworker mothers modeled resistance by maintaining their culture through using a heritage language (HL) in the face of an English-Only climate. Using excerpts from longer narratives and observations, I illustrate how migrant agricultural working mothers counter the institutional oppression aimed to shame Latina/o children into distancing themselves from their culture and HL.

Eliding Ambivalence: The Social Construction of the ‘Happy’ is ‘Healthy’ Mother in The Baby Book

Tanja Tudhope

The modern day derivative of Hays notion of ‘Intensive Mothering’, ‘Attachment Parenting’ as it is articulated within Sears’ The Baby Book, espouses an essentialized maternal subject imbued with a naturalized inclination to both desire and love performing the maternal intensively. This discursive production functions through the normalization of two biologizing ideas: first, that ‘good’ mothers are healthy and ‘healthy’ mothers are those who are ‘happy’; and second, that ‘good’ mothers can also be unhappy (depressed) but that they must recognize their unhappiness as an illness and take the necessary steps to become healthy. This binary construction of maternal emotions elides the experience of ambivalence that the embodied, lived experience of the day-to-day work of mothering can foster leaving very little room for individual women-as-mothers to negotiate the disciplinary constraints of the ideology of intensive mothering. Within this paper I examine The Baby Book’s normalization of an essentialized ideal of the happy / healthy mother as one who is biologically programmed to desire and love mothering intensively and demonstrate how this normalization makes it a moral obligation for maternal subjects to understand their experience of ambivalent maternal emotions as sign of potential illness, effectively rendering ambivalent mothers unintelligible.

Motherhood as Labour or Disposition? Contrasting Working and Stay-at-Home-Mothers' Views of Motherhood

Hester Vair

A study of working mothers and stay-at-home-mothers revealed significant differences in their view of mother-work. The stay-at-home-mothers spoke of mothering as actions, goals and tasks; in their view, mothering is primarily child rearing, and is a challenging project

which requires knowledge, problem solving skills, and creativity. They did not see motherwork as something that only a mother could do and they do not dwell on the love-bond in their narrative. In dramatic contrast, the working mothers were unlikely to acknowledge the skill involved in mothering, and their view of mothering was not so much on the tasks involved, as the wonder of the relationship. They were much less likely to think about mothering as child rearing, and they shy away from the work of shaping and disciplining children. One disturbing consequence of working mothers' position is the reinforcement of the normative idea that mothering is not so much work, as it is love. This devalues the work of care and had broad implications for challenges to women's subordination.

Stay at Home Motherwork: Doing Complex, Challenging, Motherwork in a Privatized Setting

Hester Vair

The work of motherhood is generally regarded as unskilled, mundane tasks of every-day caregiving, requiring little more than warmth and common sense. In a study of 25 middle-class stay-at-home-mothers I found that they view their work as anything but mundane; their focus is not on the quotidian, but on the overall undertaking that is childrearing. Their work is the creation of an environment that their children can flourish in; for example, they arrange for the child to encounter experiences at just the best time when s/he can best respond to them. This involves a proactive and highly individualized approach to their children's needs. The mothers use their considerable knowledge of child development in the careful evaluation of every-day environment children are exposed to. In my study, the mothers were thoughtfully critical of much they found there, and the creation of alternatives was an important part of their work.

Their work is highly skilled and emotionally challenging and does not fulfill the stereotype of mundane, low-skilled work that stigmatizes the activity. Nevertheless, this stereotype remains.

Further, stay-at-home-mothers' immersion in this apparently undemanding work is seen as an indication that they are disengaged from the world, and represent a barrier to gender equity.

This is not a fair characterization: in my study they construct motherwork in the way that they do partly because they are engaged with the world - they were highly critical of mainstream values and therefore strongly motivated to provide an alternative socialization. Nevertheless, they play into the reinforcement of gender inequities in a couple of ways. Intensive, individualized motherwork is at odds with gender equity because it reinforces the notion that mothers should be fully responsible for children. The stay-at-home-mothers extraordinary level of personal responsibility is, de facto, a support of privatized motherwork. Further, it is difficult for them to adopt a critical view of private motherwork because their response to being stigmatized as disengaged and un-skilled is to actually increase their commitment to intensive, individualized care, in an effort to counter this stereotype by the very intensiveness of their work.

‘Between Here and There’: Negotiating the Multiple Meanings of Gender and Motherhood in the Context of Transnational Migration

Diana Palmerin Velasco

The aim of this paper is to explore and analyse the challenges and negotiations that transnational migration impose on ‘traditional’ representations of gender and motherhood.

Based on research conducted through in-depth interviews with 12 Mexican women who migrated to the United States, we observe how the gender socialization experienced prior to migration played a significant role on the ways the interviewees assign ‘new’ meanings to the dilemmas encountered as women and mothers in the context of migration.

In this sense and despite the fact that motherhood has been understood as a central avenue to submit to ‘traditional’ gendered mandates and roles, what we conclude from the testimonies of the research participants is that although charged with significant conflicts, becoming migrants and mothers also constituted a way to rebel and transgress the social expectations put on them as women.

Reimagining Mother Through Her Stories: Melancholia and Diaspora in Asian Canadian Fiction

Dorothy Vu

Hiromi Goto’s *Chorus of Mushrooms* and Madeleine Thien’s *Dogs at the Perimeter* depict mother figures who are afflicted by racial melancholia, the denial of diasporic feelings in order to assimilate to Western conventions; and idealized mothering, which is largely constitutive of racial constructions. This paper examines the transgressive representations of mothers who articulate their trauma and mobilize their racial melancholia in a way that expresses and combats the racism that informs their experiences. These novels demonstrate that by confronting personal trauma and reimagining history through myth and fantasy, we are better able to view these problems in a productive way. Significantly, they also demonstrate the capacity to imagine a more inclusive standard of mothering.

“Have-It-All” Motherhood in the Media: Eugenics Sentiment and Competing Devotions for Academic Women

Amanda Watson

This paper responds to the recent proliferation of popular media on women who balance motherhood and demanding careers. I ask what discourses of intensive motherhood (Hays) and ‘new momism’ (Douglas & Michaels) mean for the role conflict between academia and motherhood. To demonstrate this conflict and its media representation, I briefly review known obstacles to and strategies for academic mothers, and suggest that the stubbornness of these obstacles reflects moral and race panic over the low fertility rates of educated white women. I conclude by nodding to my dissertation argument, that popular representations of professional white motherhood reflect intensifying eugenics sentiment in Canada and the US.

I Don't "Like" This: The Impact of Social Media on the Mamasphere

Kate Williams

As several contributors to May Friedman and Shana L. Calixte's edited book *Mothering and Blogging: The Radical Act of the MommyBlog* have described, blogging in the late 1990s and early 2000s was a new and untapped marketplace, a haven for mothers who felt isolated in their parenting role. Like anything worth doing, blogging became increasingly popular as the decade wore on and has now lost that intimate feeling of early blogs. Websites like Babycenter.com and Cafemom.com are overwhelmingly large with discussion posts reaching thousands of mothers, hardly an inviting space allowing moms to forge friendships with each other. Jen Lawrence's *Blog for Rent* exposes the perversion of blogs through marketing, explaining that once she became targeted by marketers, "blogging seemed much less like a raw journal and more like, well, work" (Friedman 131). Aside from marketers infiltrating the blogosphere, social media sites like Facebook, Twitter, Google +, and Pinterest have arrived on the scene, allowing members virtual spaces to post stories and pictures, share opinions and recipes, talk to each other through facetime, and link to outside websites. Privacy settings and group options allow for users to control who sees what is on their sites, and marketers are not paying users for their time and input. A user can have a private conversation with a select group of followers, leading to the question: have social media replaced the intimate space once held by Mommyblogs? Ultimately, have the popularity and accessibility of social media websites replaced the virtual community once held by the Mommyblog?

Intensive Grandmothering? Consequences of the Turn to Intensive Mothering in Social Policy and Popular Culture in Post-1989 Poland

Justyna Włodarczyk

During the period of communism in Poland, women's employment was at an all-time high and access to public childcare was easy and affordable. The cultural climate changed after 1989 (cf. Graff 2001) and women began to be encouraged to bear more children and stay off the labor market. The article analyzes the promotion of "intensive mothering" in social policy and in popular media (in particular, women's magazines) as a tool for encouraging women to stay at home. Interestingly, the social policies (including banning of abortion, lack of reimbursement for contraceptives, lengthening maternity leave, closing of public childcare facilities) combined with the onslaught of media messages promoting intensive mothering have not been successful in bringing the birth rate up. I argue that the promotion of intensive mothering may have, paradoxically, contributed to the declining birth rate. Polish women are bombarded with messages of the need to devote themselves to their children and, at the same time, the economic situation makes it impossible for them to give up paid work. Knowing that they cannot devote themselves exclusively to raising their children, they choose to have fewer, not more, of them. Because, as recent research shows, public opinion is so intensely opposed to the use of childcare facilities for babies and children, women, when they do have a baby, decide to use the kinship system of childcare, usually asking their own mothers to provide full-time childcare for their children, as a stand-in for the intensive mothering they themselves cannot provide.

Matroreform: Communicating Mothering Through Mothering

Gina Wong

Changing motherhood and mothering by our very own reflective maternal practice is at a fundamental core of communicating motherhood. Who we are as mothers communicates and projects mothering at its most basic level. In a process called matroreform, women unwittingly and/or intentionally choose what they do and do not want to replicate from their own experience of being mothered. From a broader perspective, how we enact mothering and who we are as mothers indicates/communicates acceptable and non-acceptable motherhood practices to ourselves and to society. Matroreform is a transformative maternal practice and is described as “an act, desire, and process of claiming motherhood power ... a progressive movement to mothering that attempts to institute new mothering rules and practices apart from one’s motherline.” (Wong-Wylie 2006: 135). The way in which a mother communicates mothering through mothering and her process of shifting motherhood through matroreform will be examined using preliminary data from eight mothers involved in a research study. This presentation includes a discussion of themes derived from the research, future directions, and perspectives of mothers communicating motherhood through matroreformic change.

Family-Friendly Policies in Higher Education: Best Practices and Barriers in U.S. Colleges and Universities

Heather Wyatt-Nichol & Margarita Cardona

Participation rates of women in the labour force and in graduate programs have steadily increased over recent decades, however, the number of women entering the academic pipeline and moving up through the ranks is much smaller. This is attributed to the fact that human resource practices governing workplace policies have not kept pace with the changing demographics in the workplace, particularly in the field of higher education. Within the field of higher education the absence of family friendly policies at various colleges and universities is problematic for women who find their biological clock and tenure clock ticking simultaneously. The demands of the job in terms of teaching, research, and service often result in faculty members working above and beyond a typical eight-hour day, where research is reserved for evenings and weekends for those with high teaching loads. As a result, academic mothers are at a disadvantage because they lose the “productive time” for research and publication available to women without children or men with stay at home wives. Our paper represents the culmination of our various research projects on women in higher education. We first examine tenure rate disparities and structural inequalities in academia. A best practices approach is then used to examine family friendly policies at various colleges and universities throughout the United States that have been recognized for progressive initiatives. In addition to the types of family-friendly policies, potential barriers that minimize the use of such policies are considered, and recommendations to improve work-life balance are offered.

Keynote Presenters' Biographies

(Alphabetical by Last Name)

Dr. **Wanda Thomas Bernard** is a Social Worker, Educator, Researcher, Community activist, Advocate and Mentor. Born in East Preston, Nova Scotia, she was one of the first three young people from her community to attend university and received a Bachelor of Arts degree from Mount Saint Vincent University in 1975. Going on to graduate studies that same year, she received a Masters of Social Work from the Maritime School of Social work at Dalhousie University in 1977, and her PhD in 1996 from the University of Sheffield, Sheffield England. Dr. Thomas Bernard has worked in mental health at the Nova Scotia Hospital, in rural community practice with the Family Services Association, and since 1990, has been a professor at the Dalhousie School of Social Work, where she has held the position of Director from 2001- 2011.

Dr. Thomas Bernard is highly regarded for addressing racial and cultural diversity in social work education and in the community. She is a thoughtful leader who has generously shared her expertise in family and social development with local, provincial and national organizations, notably as a founding member of the Association of Black Social Workers in 1979.

Her research with Black men and the violence of racism, particularly in the criminal justice system, has had significant impact on not only academic work but also agency and community-based practice. She has made major academic and professional contributions to the field of Black masculinity, to the investigation of Black women's health and well being, and to an Africentric understanding of the strengths of Black families, including Black men's experience of mothering.

Dr. Thomas Bernard has received numerous awards, certificates and recognition over the years for her trendsetting work. Some of her awards include the Ron Stafford Memorial Award from the Nova Scotia Association of Social Work for effective community leadership and development work. She has also received the Canada 125 medal for outstanding contributions to the country. In 2005 Dr. Thomas Bernard received the W.P. Oliver Wall of Fame Award, and was awarded the Order of Canada Award by Governor General, Adrienne Clarkson in June 2005. In 2008 Dr. Thomas Bernard received the Community Leadership Award from the Dartmouth Senior Citizen Centre, and the Community Mentoring Award from Big Brothers, Big Sisters of Halifax. In 2010 she was awarded a Woman of Distinction award from Dress for Success.

Myrel Chernick is a visual artist and writer living in New York. She has shown her text-based multimedia installations nationally and internationally, lectured widely and edited *The M Word: Real Mothers in Contemporary Art* with Jennie Klein. She is currently writing and illustrating a hybrid novel that takes place in Paris and New York.

Kirstin S. Dane is the creator and writer of wood turtle, a world recognized Blog on Muslim Feminism and Motherhood. Her work has been featured on BlogHer, iVillage, Ms. Magazine Blog and she writes media analysis for Muslimah Media Watch. Kirstin lives in the suburbs

of Toronto with her husband, two young daughters and often gets her hijab in a bunch trying to negotiate faith, feminism and motherhood.

Ann Douglas is the author of numerous books about pregnancy and motherhood, including *The Mother of All Pregnancy Books*, as well as a magazine writer who specializes in parenting and social justice issues. A passionate and inspiring speaker, Ann delivers keynote addresses and leads small-group workshops at conferences across the country. Ann's website is www.anndouglas.ca.

Justine Dymond is an Assistant Professor of English at Springfield College, where she teaches writing and literature. She holds an MFA in Creative Writing and a PhD in English from the University of Massachusetts at Amherst. Her publications include essays on Linda Hogan, Mourning Dove, Virginia Woolf and Gertrude Stein, and she is the editor of a special cluster in Modern Language Studies on 9/11 literature and culture. Her fiction and poetry have been published in numerous journals, including *The Massachusetts Review*, *Pleiades*, and *The Briar Cliff Review*. Her short story "Cherubs" was selected for an O. Henry Prize and also appeared on the list of distinguished stories in the 2006 Best American Short Stories. She lives in western Massachusetts with her family.

May Friedman lives and works in downtown Toronto. May's most recent project culminated in the book *Mommyblogs and the Changing Face of Motherhood*, published by the University of Toronto Press in 2013. Based in the School of Social Work at Ryerson University, May aims to imbue social work education with an awareness of popular culture.

D. Lynn O'Brien Hallstein is an Associate Professor of Rhetoric in the College of General Studies at Boston University. She is the author of *White Feminists and Contemporary Maternity: Purging Matrophobia*, co-editor of *Contemporary Maternity in an Era of Choice: Explorations into Discourses of Reproduction*, and co-editor with Andrea O'Reilly of *Academic Motherhood in a Post-Second Wave Context: Challenges, Strategies, and Possibilities*, and she has published in a variety of academic journals.

Samantha Kemp-Jackson is a Parenting writer, blogger and media personality. As the mother of four aged 4-28, she is a regular featured blogger on Huffington Post Canada and the resident Parenting columnist on CBC's Fresh Air weekend morning program. She is also the regular Parenting contributor on Global Television's Morning Show.

Jennie Klein's primary areas of research lie in contemporary art, art criticism, feminist art, and performance art. She is a contributing editor for *Art Papers* and a member of the editorial board of *Genders*. She has published in *Feminist Studies*, *Art Pulse*, *PAJ*, *n.paradoxa*, *Art History*, *New Art Examiner*, and *Afterimage*. Jennie is the co-editor, along with Deirdre Heddon, of *Histories and Practices of Live Art*, and, along with Myrel Chernick, *The M Word: Real Mothers in Contemporary Art*.

Andrea Liss is the author of *Feminist Art and the Maternal* (University of Minnesota Press, 2009) and the recipient of the 2009 Scholarly and Research Award from California State University San Marcos, where she is Professor of Contemporary Art History and Cultural

Theory. She has also published *Trespassing through Shadows: Memory, Photography and the Holocaust* (University of Minnesota Press, 1998), and numerous book chapters and essays on history, memory, visual art and feminist motherhood. Liss curated the exhibition “Reel Mothers: Film, Video Art and the Maternal” at the California Center for the Arts, Escondido (2009) and is currently guest curating a special issue on "Maternal Aesthetics: The Surprise of the Real" for the MaMSIE journal based in London. Her son Miles is now twenty-three years old and he continues to inspire her work on intersubjectivity and the maternal.

Anne MacLennan is an assistant professor in the Department of Communication Studies at York University and the York-Ryerson Joint Graduate Program in Communication & Culture. She published “Women, Radio and the Depression: A “Captive” Audience from Household Hints to Story Time and Serials” in *Women’s Studies: An Interdisciplinary Journal*.

Maki Motapanyane’s research and teaching is focused in the areas of feminist theory, African feminisms, international development, and ‘race’ and racism in popular culture. Her edited collection *Mothering in Hip-Hop Culture: Representation and Experience* was released by Demeter Press in 2013.

Sekile Nzinga-Johnson, PhD, MSW, is an Assistant Professor of Gender and Women’s Studies at the University of Illinois. Her activist, teaching and research interests center on the working lives of women of color in academe, mothering, and African American children. She currently lives in Oak Park, Illinois with her partner, Cedric, and three children: Kimathi (15), Cabral (13) and Zora (9).

Andrea O’Reilly, PhD, is Professor in the School of Gender, Sexuality and Women's Studies at York University and is founder and director of The Motherhood Initiative for Research and Community Involvement, founder and editor-in-chief of the *Journal of the Motherhood Initiative* and founder and editor of Demeter Press, the first feminist press on motherhood. She is editor and author of 19 books on motherhood including most recently *21st Century Motherhood: Experience, Identity, Policy, Agency* (2010) *The 21st Century Motherhood Movement: Mothers Speak Out On Why We Need to Change the World and How to do it* (2011); *Academic Motherhood in a Post Second Wave Context: Challenges, Strategies, Possibilities* with Lynn O’Brien-Hallstein (2012); and *What do Mothers Need: Motherhood Activists and Scholars Speak out Maternal Empowerment for the 21st Century* (2012). She is editor of the first encyclopaedia on Motherhood (2010). In 2010 she was the recipient of the CAUT Sarah Shorten Award for outstanding achievements in the promotion of the advancement of women in Canadian universities and colleges. She is currently completing a monograph on Academic Motherhood and beginning a study on the Slut Walk Movement. She is twice the recipient (1998, 2009) of York University’s “Professor of the Year Award” for teaching excellence. She is the proud mama of three fabulous and feminist adult children.

Dr. Shelley Park is Associate Professor of Philosophy and Humanities at the University of Central Florida, the author of several essays and articles on transracial adoption and queer kinship. Her book, *Mothering Queerly, Queering Motherhood*, works at the intersections of

feminist theory, queer theory, postcolonial theory and cultural studies to examine families with two or more mothers living outside of normative domestic contexts. It draws, in part, on her own lived experiences with her now young adult daughters and their many other mothers. Her current work-in-progress explores how caregiving is transformed in an era of technologically mediated mothering.

Elizabeth Podnieks is an Associate Professor in the Department of English and the Graduate Program in Communication and Culture at Ryerson University, Toronto. Her teaching and research interests include mothering, modernism, life writing, popular/celebrity culture, scholarly editing, and digital humanities. She is the co-editor of *Textual Mothers, Maternal Texts: Motherhood in Contemporary Women's Literatures* (Wilfrid Laurier UP, 2009) and sole editor of *Mediating Moms: Mothers in Popular Culture* (McGill-Queen's UP, 2012). She is the Chair for the Popular Culture Association/American Culture Association's Area on Motherhood/Fatherhood. Her current project is a monograph about mothers in modernism.

Pegeen Reichert Powell is an associate professor in the English department at Columbia College Chicago. In addition to feminist mothering studies, Pegeen's research includes work on pedagogy, basic writing, and critical discourse analysis. Her current project is about the relationship between first-year writing and retention in higher education. She co-edited *Mothers Who Deliver: Feminist Interventions in Interpersonal and Public Discourse*, SUNY Press, 2010, with Jocelyn Fenton Stitt.

Amanda B. Richey, PhD, is an assistant professor of TESOL and Inclusive Education at Kennesaw State University in Georgia. She has worked as a freelance travel writer, EFL teacher, and a health volunteer for the Peace Corps in Morocco. Her research and publications are focused on issues of gender and literacy, family engagement in urban schools, representations of Islam in educational contexts, and critical/social justice multicultural education. Amanda is mother to Noor (age 6) and Lena (age 4). She is the co-editor (with Linda Shuford Evans) of the new book, *Mothering and Literacies*.

Jocelyn Fenton Stitt is an associate professor of gender and women's studies at Minnesota State University, where she teaches courses on global feminism, postcolonial culture and theory, and feminist mothering. Along with Pegeen Reichert Powell, she edited *Mothers Who Deliver: Feminist Interventions in Interpersonal and Public Discourse*, SUNY Press, 2010. Stitt is a longtime member of ARM and MIRCI and has presented at three of its conferences, most recently in Puerto Rico in 2010.

Annie Urban is a social, political and consumer advocate on issues of importance to parents, women and children. She uses her blog PhDinParenting.com as a platform to create awareness and to advocate for changes that will protect the rights and increase the well-being of parents and their children.

Kelly Ward is Chair and Professor in the Department of Educational Leadership and Counseling Psychology at Washington State University. Her research addresses issues associated with academic careers including how faculty manage work and family and faculty involvement in community engagement. Her most recent book (co-authored with Lisa Wolf-

Wendel), *Academic Motherhood: How Faculty Manage Work and Family*, draws upon longitudinal data from a broad base of female faculty to critically examine constructs related to academic work and motherhood. The book offers practical and theoretical perspectives based on the experiences of faculty as mothers in different career and family stages. She is also author of *Faculty Service Roles and the Scholarship of Engagement* and co-author of *Developing New Faculty as Teachers and Scholars*.

Nicole Willey is an Associate Professor of English at Kent State University Tuscarawas, where she teaches African American and other literatures, along with a variety of writing courses. Her research interests include mothering, memoir, nineteenth-century American literature, and slave narratives. She wrote *Creating a New Ideal of Masculinity for American Men: The Achievement of Sentimental Women Writers in the Mid-Nineteenth Century*. She lives in New Philadelphia, Ohio with her husband and two sons.

Regular Presenters' and Authors' Biographies

(Alphabetical by Last Name)

M. Bruna Alvarez is a pre-doc candidate working in AFIN Research Group in Social and Cultural Department in Universitat Autònoma de Barcelona. The author's research tries to explain the structural infertility in Spain (Marre, 2009), analyzing narratives and practices of motherhood.

Nargis Ara, Associate Professor, B.Sc, B Ed, MSc, M Ed M.Phil Education, M Phil Chemistry, PhD thesis in progress. Publications on line, Conference attended in US and Canada at University of Guelph, York and Ryerson. Workshop attended, Toronto, Canada TOEFL, iBT Resource Center, Research interest: Cognitive development of children, Teachers, Mothers and motherhood.

Linn Baran is never surprised that most of her work, activism, writing and scholarship has maintained a feminist focus on women and mothers. She is the daughter of a "Land Girl"-Women's Land Army (WLA)-who also helped to establish the beginnings of Mother and Child Drop Ins in Toronto in the early 70's after her immigration to Canada from England. Following in her mother's footsteps, Linn has always maintained this vital connection between women and their community. Most recently, she has worked with the Motherhood Initiative of Research and Community Involvement (MIRCI) as the Community Outreach Coordinator to link "lived mothering" to "examined motherhood", bridging maternal scholarship and maternal activism. In this capacity, Linn was the Coordinator of the Mother Outlaws' group and its monthly speaker's series. Her chapter entitled "Mother Outlaws: Building Communities of Empowered Feminist Mothers in the Mother'hood" is included in the collection *The 21st Century Motherhood Movement* (2011, Demeter Press). A graduate of York University with degrees in English Literature and Women's Studies, Linn is currently working on a collection of essays on motherhood issues in contemporary feminist dystopias, a children's book recognizing the life and achievements of Isobel Stanley and her role in Canadian hockey history and a memoir about how the "waves" of feminism both influenced and represent the mothering practices of her maternal grandmother, her mother, and herself. Linn lives with her son and partner in the Beaches community of Toronto and can be found (occasionally) blogging at Mother Outlaw: Theorizing and Representing the Feminist Mother.

Erica Beatson holds an Honours Bilingual BA in English and Women's Studies from York University, Glendon College and a Master of Arts in Women's Studies, and Feminist Research from the University of Western Ontario. Her research focuses include empowered mothering, Diaspora, culture bearing, and mother work.

Jennifer L. Borda is Associate Professor of Communication at The University of New Hampshire and author of '*Women Labor Activists in the Movies: Nine Depictions of Workplace Organizers, 1954-2005.*' Her research has appeared in *Text & Performance Quarterly*, *Feminist Media Studies*, *Women's Studies in Communication*, and *Communication Quarterly*.

Tetiana Boryshchuk obtained her undergraduate and graduate degrees in literary and translation studies at the National University of Ostroh Academy, Ukraine. Presently pursuing PhD in Slavic Languages and Literatures and teaching a language course UKR 111 at the University of Alberta. Her research field embraces feminist, postcolonial and psychoanalytic studies.

Nicole Braun is an adjunct instructor at several colleges. She has been teaching sociology and women's studies for 16 years. She has been experiencing, thinking, reading, organizing, researching, advocating, teaching, and talking about social class inequality her entire adult life, alongside of other forms of oppression. She is the single mother of one son, and raised him by herself while going to college in Flint, Michigan, and then graduate school in New Brunswick, New Jersey. She is currently working with her wonderful students on a human rights project with the vision that Traverse City, Michigan might add social class as a protected category locally and start to address classism in a real way. Beyond this, she hopes that the larger society becomes more conscious about other forms of oppression including social class, and that economic injustice and poverty are social constructs which are ultimately addressed and eradicated.

Sophia Brock is in the first year of her PhD at The University of Sydney, interested in the impact of friendship and paid employment upon concepts of the 'good mother' in contemporary Australia. She completed Honours in 2012, investigating how concepts of the 'good mother' applied to mothers of children with disabilities.

Catherine Bryan is a PhD Candidate at Dalhousie University. She has an undergraduate degree in Women's Studies from the University of Winnipeg and a Masters of Social Work from McGill. Her research explores the shared social reproductive efforts of migrants in Manitoba and their non-migrant kin in the Philippines.

Lindsay Byron is a PhD candidate and New and Emerging Media Fellow at Georgia State University. Her dissertation examines questions of authenticity within the autobiographical fiction/fictionalized autobiographies of three unruly women and literary contemporaries: Evelyn Scott, Nella Larsen, and Anzia Yezierska.

Dr. Tiffany Chenneville is an Associate Professor of Psychology at the University of South Florida St. Petersburg with a Joint Appointment in Pediatrics. She is a licensed psychologist in the state of Florida. Dr. Chenneville's research is in the area of pediatric/adolescent HIV, specifically disease related legal and ethical issues.

Kimberly Fairbrother Canton is a SSHRC Postdoctoral Fellow in the School of Gender, Sexuality, and Women's Studies, where she works on modernism, opera, auto/biography and family memoir when she's not nursing her 11-month old baby.

Kristin Chambers, MSW is a Senior Education Specialist at the Center for Development of Human Services at Buffalo State College. For two-plus decades, she has designed training programs for human service professionals. A past provider of direct services to child welfareclients, she is also a freelance writer.

Jennifer Chisholm is a PhD candidate in Women's Studies and Feminist Research at the University of Western Ontario. Jennifer's dissertation research focuses on the commercialization and privatization of prenatal ultrasound imaging. Jennifer loves that she gets to speak to women about their pregnancies from a feminist perspective.

Ailsa Craig is an Associate Professor of Sociology at Memorial University of Newfoundland. Her work explores issues of culture, inequality, gender, sexuality, and art.

Stephen Davis directs the Towson University debate team and is a graduate student in the Women's and Gender Studies program, where he studies women's health/reproduction. In addition to coaching a theory-oriented debate team and taking courses, he is researching and writing several manuscripts that focus on feminism and families.

Maria Collier de Mendonça is a Brazilian mother and PhD candidate in the Communications and Semiotics Graduate Program at PUC-SP (The Catholic University of São Paulo, Brazil). She is a Professor at the Centro Universitário Belas Artes de São Paulo. Her dissertation is entitled: *'Motherhood in Advertising: a Qualitative and Semiotic Analysis in Brazil and Canada.'* In 2009, Maria presented three papers at the 2009 International Conference, put on by the Association for Research on Mothering at York University, in Toronto. Since that, Maria has been a MIRCI Student Member. From January to July 2013, Maria has been conducting part of her doctoral research in Canada, as a CAPES Foundation Grantee, with Dr. Andrea O'Reilly at York University.

Kathleen Denny is a doctoral candidate in Sociology at the University of Maryland. Her research focuses on elucidating cultural beliefs about gender and parenting, with her two most recent publications using content analysis of cultural texts to do so. She is currently working on her dissertation on the fatherhood wage premium and the meaning of fatherhood in the workplace.

Kit Dobson specializes in Canadian literature and globalization studies. His first book, *Transnational Canadas: Anglo-Canadian Literature and Globalization*, was published in 2009 by Wilfrid Laurier University Press. His teaching interests include: twentieth-century and contemporary Canadian literature, film studies, and writing.

Yara Doleh a Canadian Citizen, originally from Jordan, and a mother of two boys, who at the age of 40 still believes she's an "archaeologist." She completed her undergraduate studies at the American University of Beirut-Lebanon (AUB) specializing in Archaeology. Her masters was obtained from the Catholic University of Leuven- Belgium. She was also a PhD Candidate, but marriage beat her to it, and she never had the chance to finish her thesis. Since her arrival to Canada, 12 years ago, she held many volunteer positions at the ROM, and University of Toronto archaeology and anthropology labs. And she had done many creative writing courses, to keep her sanity of a stay home mom.

Two years ago, she held an unpaid position at the Centre of Women's Studies in Education at the University of Toronto, working on an individual project on the affects of Menstruation on

women; past, present, and future, and she had the opportunity to present a paper at the Motherhood conference taking place in Toronto.

Regina Edmonds is a clinical psychologist and Professor Emerita of Psychology. She was also the director of the Women's Studies Program at Assumption College for over a decade. Her research focuses on the prevalence and persistence of mother-blame within psychological theory, discovering the qualities that characterize successful mother-daughter relationships, the treatment of trauma-based disorders, and the transnational challenges facing women.

Amy Elliott is Director of Human Resources for a large insurance provider, specializing in Organizational Effectiveness. Her role provides her the opportunity to provide coaching, consulting, facilitation, change and project management within the organization. Amy is passionate about the pursuit of family-friendly practices in organizations and in the past, has been involved in various diversity and inclusiveness initiatives such as providing support to mothers returning to the workforce after a maternity/parental leave. She is a wife and mother of two extraordinary boys.

Dr. Linda Ennis is a psychoanalytic therapist in private practice and a lecturer at York University. Her education includes the following; a PhD in Psychology and Education; a Masters in Education; a Diploma in Child Study and a teaching degree from the University of Toronto. She has written and spoken extensively on her research in her area of expertise, on combining motherhood with employment, which was the first qualitative piece done in this area. Since she is, also, an early childhood specialist, she has appeared on television to discuss effective parenting strategies. She has written contributions in the *Encyclopedia of Motherhood*, discussing the "empty nest" and the "mommy track". Most recently, she has had her work entitled *Contract Faculty Mothers: On the Track to Nowhere* published in a collection on academic motherhood (Hallstein & O'Reilly, 2012).

Patrícia Fonseca Fanaya is a 43 year-old, Brazilian mother. She is a current visiting researcher at Penn State University, USA (CAPES FOUNDATION/ Fullbright scholarship) and she is also a PhD Student in Communication and Semiotics at PUC-SP, Brazil. Besides that, Patrícia is an entrepreneur in the Marketing and Information Technology areas. Her work experience is focused in the areas of: strategic marketing planning and communication consulting, planning and execution of Sports Marketing projects, advertising planning of campaigns and special promotional projects, special projects of information and communication location, consultancy in projects of special modeling of information systems to support marketing.

Jennifer Fowlow is a first year PhD student in Gender, Feminist and Women's Studies at York University. She completed her MA in Conflict Studies at Saint Paul University (2012), and her BA in Humanistic Studies at McGill University (2009). Her research interests include: sexual violence, militarized masculinity, gender role socialization and women's health.

May Friedman lives and works in downtown Toronto. May's most recent project culminated in the book *Mommyblogs and the Changing Face of Motherhood*, published by the University of Toronto Press in 2013. Based in the School of Social Work at Ryerson University, May aims to imbue social work education with an awareness of popular culture.

Doctor G (Deborah Gilboa, MD) is a Clinical Associate Professor at University of Pittsburgh School of Medicine, mom of four boys, author and professional parenting speaker for parents and educators who are working to raise great kids. A former member of Second City Theatre, she left "the business" to get into "the life!"

Melinda Vandenberg Giles is a PhD candidate in socio-cultural anthropology at the University of Toronto. Her research involves working with mothers who are living with their children in Toronto motel rooms. She is investigating interconnections between public policy, dominant neoliberal narratives and lived realities. She is currently editing a book titled *Mothering in the Age of Neoliberalism* to be published by Demeter Press in the fall of the 2013. Her work has also been published in several Demeter Press collections and MIRCI (Motherhood Initiative for Research and Community Involvement) journal issues, in addition to the publication of a two-part series regarding mothers experiencing homelessness in Toronto for *Dispatches International*. She is a Research Associate for the University of Toronto - Munk School of Global Affairs - Comparative Program on Health and Society (CPHS), where she has two publications in their Working Paper Series, and is co-editor for the 2012-2013 CPHS Working Paper Series. Melinda lives in Toronto with her partner and six-year-old daughter Maya.

Tokeya C. Graham teaches English (Composition, Literature and Creative Writing) at Monroe Community College. She is a mother, writer, poet and public speaker. Additionally, she is a community activist who works to help women and girls become their best selves. Tokeya lives in upstate NY with her husband and children.

Fiona Joy Green, PhD is the feminist mother of a proudly gay, twenty-something year-old, and lives in Winnipeg with her spouse of almost three decades and their various pets. Fiona teaches Women's and Gender Studies at the University of Winnipeg, where she currently holds the positions of Associate Dean of Arts and Co-Director of the Institute for Women's and Gender Studies. She's published on the subjects of feminist mothering, feminist maternal pedagogy, and on the depiction of mothers on reality TV. She is the author of *Practicing Feminist Mothering* (Arbiter Ring Publishing) and *Feminist Mothering in Theory and Practice, 1985-1995* (Mellen Press), and co-editor of *Maternal Pedagogies, In and Outside the Classroom* (Demeter Press), which all draw upon Rich's understanding of motherhood as institution and experience. Her current research is in the area of gender fluid parenting and mommy blogging and is working on two edited collections: *Chasing Rainbows: Exploring Gender Fluid Parenting Practices* (Demeter Press, August 2013) and *Feminist Identities and Backlash: 21st Century Explanations* (Working Title; forthcoming). Fiona's engaged in a collaborative research project exploring the ethics of mommy blogging and blogs for *Mommy Blog Lines: Tal[k]ing Care*.

Ms. Greenway is currently pursuing a PhD in Education at York University and was recent winner of the inaugural MIRCI Gustafson Graduate Student Conference Paper Award for “Ephemera: The Searchings of an Adopted Daughter.” The spring issue of *Adoption Constellation* magazine will feature her article “When is a Reunion.” Her Master’s thesis “The Brooch of Bergen-Belsen: A Journey of Historiographic Poiesis” won the Graduate Education Major Research Prize at York for 2009. She was also a recipient of a York Alumni “Excellence in Teaching” award for 2011. Her interests include arts-based research, remembrance and memorialization, mother-daughter relationships and adoption search issues.

Meredith Gringle is a third year Public Health Education doctoral student at the University of North Carolina at Greensboro. Meredith’s work centers on representations and constructions of gender within the public health canon. Specific focus areas include: mothering and parenting, embodied masculinities, implicit/explicit health promotion narratives, and erasure.

Diana L. Gustafson is an Associate Professor of Social Science and Health in the Faculty of Medicine, Division of Community Health and Humanities and affiliate faculty in the Department of Women’s Studies at Memorial University. Her disciplinary roots in nursing, sociology, education and women’s studies underpin her current interest in health-related social justice issues especially as they relate to maternal health and well-being. Her forthcoming book, co-authored with Marilyn Porter and entitled, *Reproducing women: Family and Health Work across Three Generations* reports on the Canadian findings of a SSHRC-IDRC funded international comparative study of women’s reproductive lives.

D. Lynn O’Brien Hallstein is an Associate Professor of Rhetoric in the College of General Studies at Boston University. She is the author of *White Feminists and Contemporary Maternity: Purging Matrophobia*, co-editor of *Contemporary Maternity in an Era of Choice: Explorations into Discourses of Reproduction*, and co-editor with Andrea O’Reilly of *Academic Motherhood in a Post-Second Wave Context: Challenges, Strategies, and Possibilities*, and she has published in a variety of academic journals.

Sarah Cote Hampson is a PhD Candidate in the Department of Political Science at the University of Connecticut. She is currently working on a doctoral dissertation examining how institutional and cultural factors play a role in the creation of individual legal consciousness, focusing on the area of maternity leave policy. Her research interests include law and society and gender, race and ethnicity in American politics. Sarah also serves as the Managing Editor of *Polity*, the Journal of the Northeastern Political Science Association.

Alison Quaggin Harkin is a lecturer in the University of Wyoming Gender and Women’s Studies Program and Department of English. She is a PhD student at Tilburg University and has an MA in cultural studies from Athabasca University and a BA in English from the University of Toronto.

Laura Harrison is an Assistant Professor in the Department of Gender and Women's Studies at Minnesota State University - Mankato. She researches the ways in which reproductive

technologies intersect with ideologies of race, family formation, and reproductive rights, and is currently working on a project entitled "Brown Bodies, White Babies: The Politics of Crossracial Gestational Surrogacy."

Jennifer Heisler (PhD, 2001, Michigan State University) is an Associate Professor and Chairperson of the Department of Communication and Journalism at Oakland University, Rochester, MI, USA, where she teaches Communication Theory and various Interpersonal and Family Communication courses. Dr. Heisler is an active researcher focusing on interpersonal issues within the family. Her primary research includes exploring "difficult topics" in family communication. She is particularly interested in the ways parents and children communicate (or don't!) about sexuality. Dr. Heisler's publications can be found in *Journal of Family Communication*, *Journal of Computer Mediated Communication*, *Communication Quarterly*, *Communication Teacher*, and *Communication Education*.

Valerie Heffernan is a Lecturer in German at the National University of Ireland Maynooth. In her teaching and research, she focuses on contemporary writing by women and contemporary Swiss literature. She is the author of *Provocation from the Periphery. Robert Walser Re-Examined* (2007), co-editor (with Jürgen Barkhoff) of *Schweiz schreiben. Zu Konstruktion und Dekonstruktion des Mythos Schweiz in der Gegenwartsliteratur* (2010) and co-editor (with Gillian Pye) of *Transitions: Emerging Women Writers in German-Language Literature* (forthcoming). She has also published on contemporary women writers such as Julia Franck, Ruth Schweikert and Zoë Jenny.

Anna Hennessey has an academic background in Religious Studies (PhD), Art History (MA), Philosophy (BA), and Language (Chinese, French, Italian, Spanish). She is also an editor with the Nonreligion and Secularity Research Network (NSRN), and has created a blog devoted to the study of images used to visualize birth (visualizingbirth.org).

Linda Hunter is an Assistant Professor in the Department of Sociology and Anthropology, at the University of Guelph, as well she is the Department's Undergraduate Coordinator. Dr. Hunter has published journal articles on the depiction of gender in the media, HIV awareness health campaigns, young mothers, communication and HIV prevention, and on the support needs for HIV positive women and mothers. She is currently researching teaching methods and the application of interdisciplinary programs such as fine art, to the study of sociology, with a focus on the representation of motherhood.

Tess Jewell is a SSHRC Doctoral Fellow in the Communication and Culture Programme at York and Ryerson Universities, with a background in English and Women's Studies. Her primary research explores the relationship between blindness and technology in cyberpunk films. Her forthcoming article on Schnabel's *The Diving Bell and the Butterfly* will appear in *Mosaic* in September 2013.

Karleen Pendleton Jiménez is a writer and Associate Professor in Education at Trent University. Recent publications which highlight mothering include, "The Breastfeeding Curriculum: Stories of Queer, Female, Unruly Learning", in *M/othering a Bodied*

Curriculum, “Tell Them You’re a Mexican, and Other Motherly Advice” in *Mother of Invention*, and her memoir *How to Get a Girl Pregnant*.

Jennifer Kelland completed her PhD in Educational Policy Studies at University of Alberta in 2011. While her research focuses on women learning online, as a mother, she is also interested in exploring, from educational and feminist perspectives, issues related to being pregnant with and/or parenting. She has not worked full-time in academe, and is still deciding on whether she will pursue a tenure-track position when her children get older.

Kerri Kearney is an Associate Professor of educational leadership at Oklahoma State University, holds an M.B.A. and an Ed.D. Her professional experience is in both education and organizational consulting. Her research agenda focuses on the emotional impacts of human transition, other mothering, foster youth at college, and visual methodologies in qualitative research.

Jeanette Koncikowski, Ed.M. is a Senior Education Specialist at the Center for Development of Human Services at Buffalo State College, where she has been designing training programs for human service professionals for the last 10 years. She is also a community educator, writer, gardener, and a mother of two.

Dawn Memee Lavell-Harvard, PhD is a member of the Wikwemikong First Nation, a Trudeau Scholar, President of the Ontario Native Women's Association, Vice-President for the Native Women's Association of Canada, and mother of 3 girls: Autumn, Eva, and Brianna. She is also co-editor of *Until Our Hearts Are on the Ground: Aboriginal Mothering, Oppression, Resistance and Rebirth*.

Heidi R. Lewis is an Assistant Professor of Feminist & Gender Studies at Colorado College and an Editorial Collective member of “The Feminist Wire”. Her teaching and research focus on feminism, gender and sexuality, women’s writing, black literature and culture, Critical Race Theory, Critical Whiteness Studies, and Critical Media Studies.

Tracey Lewis-Elligan is an Associate Professor of Sociology at DePaul University in Chicago, IL. Her scholarship and research focuses on black families with particular attention to how African American women negotiate family and work. Additionally, Dr. Lewis-Elligan has experience in process and qualitative evaluation. Previously, she was involved in the evaluation of a youth development empowerment program designed to promote healthy behavioral outcomes for adolescent girls. Dr. Lewis-Elligan received her Ph.D. from Syracuse University with a doctorate in Child and Family Studies and a concentration in African American Studies.

Brooke Longhurst is a fourth year Criminal Justice and Public Policy student at the University of Guelph. There, she serves on the University of Guelph Senate, as the undergraduate student co-chair and as the vice-chair on the Academic Petitions Committee. Her academic interests include: public policy, gender, security studies and law.

Andrew Mantulak, PhD PhD RSW is an Assistant Professor in the School of Social Work at King's University College at Western University, London, Ontario, Canada. Andrew's current program of research centers on the lived experience of maternal caregivers of children who have undergone kidney transplantation, and the application of blended learning in social work education.

Kristin Marsh, PhD, is associate professor of sociology in the Department of Sociology and Anthropology at the University of Mary Washington. She teaches courses on social inequality, gender and work, sociological theory, and women's studies. Her current research focuses on the gendered experiences of achievement among professional sociologists and academics.

Che Marville is the Provincial NDP Delegate for Oakville and an Advocate for Democracy, Education Health Living. She is the Director of The Family Compassion Project and the Coordinator of Employee Wellness at St. Joseph Healthcare Hamilton Hospital.

Carly McAskill is an artist whose practice is recognized for vibrant colour and rich texture. Her work is often described using words such as: "religious," "untouchable," "metaphysical," and "totemic." McAskill enjoys working with drawing and painting mixed media: collage, encaustic, graphite, silverpoint, egg tempera, acrylic, oil, transfers, pastel, printmaking, textile and sublimation disperse dyeing.

Since 2004, she has completed a BA in Religious Studies from McMaster University, BFA with thesis in Drawing and Painting from Ontario College of Art and Design University (OCADU), and received the prestigious Mrs. W.O. Forsyth Award for 4th year OCADU female painters.

Currently, McAskill is a York University 2nd year Visual Arts MFA candidate working on her solo exhibition, *Motherline: A Self-Portrait*. Using drawing and collage, McAskill chronicles her abiding interest in bringing together an assemblage of different representations of women. She believes in the powers of representation through collage: "the fragments are significant as they become a tool to tell a story and reflect a pattern." From the Victorian era to the present, McAskill addresses her relationship to her matriarchal family line in terms of the psychic production of 'feminine' identity.

McAskill is the Chair of Communications on the Board of Directors at Hamilton Artists Inc. Artist Run Centre and the host on Art Speak, a monthly segment on Hamilton Life that features art exhibitions in the Hamilton area.

Marta McClintock-Comeaux, PhD, MSW is Director of Women's Studies at California University of PA, Department of Justice, Law and Society. She earned her doctorate in family studies from the University of Maryland and her research interests are: egalitarian couples and social justice issues. She is a grateful mom of four with her husband Patrick.

Dr. Jill McCracken Dr. Jill McCracken, Assistant Professor of English at the University of South Florida St. Petersburg, researches the rhetoric of marginalized communities; sex

work/trafficking; public policy; gender studies; and civic engagement. Her book, *Street Sex Workers' Discourse: Realizing Material Change Through Agential Choice* (Routledge 2013) is a monograph analyzing street sex worker representations and their effects on sex workers and society.

Jessica McCutcheon is a PhD student in Applied Social Psychology at the University of Saskatchewan. Her research interests include gay and lesbian issues, gender roles, and attitudes toward marginalised groups. She also has experience with program evaluation, with a particular focus on social programs that provide services to marginalised persons.

Shannon McGrady graduated in 2012 from York University's Bachelor of Education and Bachelor of Children Studies programs. She is currently working towards her MA in Gender, Feminist and Women's Studies at York University. Her past research has focused on dismantling the institutions of childhood, gender, and motherhood, while examining how these institutions intersect and shape (often negatively) the lived experiences of young mothers. Shannon is currently examining how different young parent programs located in diverse settings (including shelters, high-schools and children's aid societies) best serve young parents. With the findings from her research she plans to identify the kinds of supports and programs that help young mothers (and fathers) be effective parents, good students and engaged economically self-sufficient citizens.

Jaqueline McLeod Rogers is a Professor in the Department of Rhetoric, Writing and Communication at The University of Winnipeg. She has had a career-long interest in writing and feminism and is the mother of two young adult daughters. She recently co-authored a rhetoric textbook (with Pearson) and has published articles on family rhetorics and technology (in *Harlot*), student ethnographies (in *Undergraduate Research in English Studies-NCTE*), on Margaret Mead's ethnographic work (*Ethnologies*) and on city rhetorics (*Writing on the Edge*). She is currently co-editing a book on the work of Marshall McLuhan

Dr. Melissa A. Milkie assesses cultural ideals and how these may clash with people's realities, and thus have implications for well-being. She is especially invested in examining cultural models linked to gender, work and family life, for example surrounding "involved fathering" and "intensive mothering." Her scholarship reveals the complex, subtle aspects of stratification occurring through cultural ideals and examines how these are reflected in the experiences of individuals. It addresses how cultural meanings attached to social statuses and roles—for example the "ideal" female, the "good" father, the "problem" child—become manifest in interactions, attitudes, behaviors, and identities, and how these are contested and change. Recent projects include cultural meanings of blame for low father involvement as well as how parenting time is contested.

Aidan Moir is a graduate student in the Joint Graduate Program in Communication and Culture at York and Ryerson Universities. Her research critiques the symbiotic relationship between consumption, fashion, and identity by situating fashion trends within their larger political and socioeconomic contexts.

M. Bruna Alvarez Mora is a pre-doc candidate working in AFIN Research Group in Social and Cultural Department in Universitat Autònoma de Barcelona. The author's research tries to explain the structural infertility in Spain (Marre, 2009), analyzing narratives and practices of motherhood.

Melanie Morrison is an Associate Professor in Psychology at the University of Saskatchewan. Her primary research interest is the psychological study of marginalised social groups, and she is particularly concerned about the ways in which numerous sources of discrimination (e.g., gender, sexual orientation, ethnicity, and poverty) affect individuals who are marginalised.

Mavis Morton is a feminist sociologist and middle-aged mother of 2 boys (12 and 15) in a tenure track position. Mavis specializes in violence against women, feminist criminology, social justice and social policy, feminist participatory action research (FPAR), public sociology and community engaged scholarship.

Maki Motapanyane's research and teaching is focused in the areas of feminist theory, African feminisms, international development, and 'race' and racism in popular culture. Her edited collection *Mothering in Hip-Hop Culture: Representation and Experience* was released by Demeter Press in 2013.

Ritva Nätkin, PhD and university Docent, is working as a Senior Lecturer of Social Policy at the School of Social Sciences and Humanities in the University of Tampere. Her main research interests are: social construction of motherhood and the best interest of the child, marginalization, parenthood and substance addiction, critical family research, population and family policy in welfare states, welfare production in third sector (e.g. family work), narrative research of autobiographies, life stories or documents and the interaction between generations.

Avital Norman Nathman is a writer whose work has been featured in Bitch magazine, CNN.com, RH Reality Check, Offbeat Mama and more. In addition to her blog, The Mamafesto, Norman Nathman writes a regular series for Ms. Magazine, as well as a feminist parenting column for The Frisky. Her first book, an anthology that deconstructs the Good Mother myth, will be out in the fall of 2013.

Dr. Tracy R. Nichols is an Associate Professor of Public Health Education and Women and Gender Studies at the University of North Carolina-Greensboro. Her expertise is in adolescent girls' development; mother-daughter relationships; developing and evaluating women's health promotion programs; and marginalized motherhood.

Manon Niquette is a Professor in the Department of Information and Communication at Laval University (Quebec, Canada), and an Associate researcher at the feminist Chaire Claire-Bonenfant –Femmes, Savoirs, Sociétés. Among other publications, she has directed a special issue of the journal *Recherches Féministes* on mothering. She is currently doing critical research on online pharmaceutical advertising and, more specifically, on the exploitation of the "mamasphere" as a vehicle for drug promotion.

Andrea O'Reilly, PhD, is Professor in the School of Gender, Sexuality and Women's Studies at York University and is founder and director of The Motherhood Initiative for Research and Community Involvement, founder and editor-in-chief of the Journal of the Motherhood Initiative and founder and editor of Demeter Press, the first feminist press on motherhood. She is editor and author of 19 books on motherhood including most recently *21st Century Motherhood: Experience, Identity, Policy, Agency* (2010) *The 21st Century Motherhood Movement: Mothers Speak Out On Why We Need to Change the World and How to do it* (2011); *Academic Motherhood in a Post Second Wave Context: Challenges, Strategies, Possibilities* with Lynn O'Brien-Hallstein (2012); and *What do Mothers Need: Motherhood Activists and Scholars Speak out Maternal Empowerment for the 21st Century* (2012). She is editor of the first encyclopaedia on Motherhood (2010). In 2010 she was the recipient of the CAUT Sarah Shorten Award for outstanding achievements in the promotion of the advancement of women in Canadian universities and colleges. She is currently completing a monograph on Academic Motherhood and beginning a study on the Slut Walk Movement. She is twice the recipient (1998, 2009) of York University's "Professor of the Year Award" for teaching excellence. She is the proud mama of three fabulous and feminist adult children.

Florence Pasche Guignard has completed her doctoral degree in the study of religions at the University of Lausanne (Switzerland) in September 2012. Her dissertation highlights a variety of representations of female figures in religious contexts through an exploration of literary sources of early-modern India and ancient Greece. She has joined the Department for the Study of Religion at the University of Toronto and the School of Gender, Sexuality and Women's Studies at York University as a postdoctoral fellow, funded by the Swiss National Science Foundation. Her new research project is entitled "Natural Parenting" in the Digital Age: At the Confluence of Mothering, Environmentalism, Religion and Technology". Her areas of academic interest include: method and theory in the study of religions, gender and religion, Internet and religion and ritual studies.

Joanna Pepin is a PhD student investigating the social reproduction of romantic relationships along the spectrum from ideal (white weddings) to the violent (intimate partner violence). She examines how these social narratives influence the actualities of people's lives and the implications related to social welfare strategies, and the well-being of individuals and families.

Magda Pecsénye writes parenting advice website AskMoxie.org in which she helps parents create strategies and frameworks for being the parents they want to be. Magda also writes at the Huffington Post and – When The Flames Go Up - a blog about co-parenting after divorce. She lives in Ann Arbor, MI, with her two sons.

Emily January Petersen holds a B.A. in English from Brigham Young University and an M.A. in English from Weber State University, where she taught composition courses. She is a Ph.D. student and research fellow in the Theory and Practice of Professional Communication at Utah State University. She has worked as an associate editor and has been published in Sunstone, Compendium2, The Atrium, and Indiana English.

Venitha Pillay is an Associate Professor at the University of Pretoria in South Africa. Her research focuses on the coherence of motherhood and academic work as forms of liberation

for women. Her first book, *Academic Mothers*, was published in 2007. She also writes extensively on qualitative research methods and is deeply committed to the intellectual advancement of women in developing nations. She has two amazing daughters, Kiara and Tahlia.

Jennifer E. Potter studies rhetorical theory and criticism as it relates to culture and gender. Her research focuses on the way in which culture/gender is infused in individual and public rhetorical choices. After entering motherhood, she began to focus on studying public discourse in relation to childbirth, breastfeeding, and motherhood.

Vanessa Reimer is a PhD candidate in the Graduate Program in Gender, Feminist and Women's Studies at York University. Her research interests include: feminist studies in religion, girlhood sexuality, and mothering. Her work appears in *Challenging Images of Women in the Media: Reinventing Women's Lives* (Eds. T. Carilli, & J. Campbell, 2012). She is currently co-editing an anthology titled *Mother of Invention: How Our Mothers Influenced Us as Feminist Academics and Activists*, to be published in June of 2013 by Demeter Press.

Alexandra Rodney is a senior PhD student in the Sociology department at the University of Toronto. Her research interests are centered on the gendered production and reception of culture on the Internet. Her dissertation examines the embodiment of neoliberal health discourses by young women.

Kayleigh Rosewell: After completing her A Levels in her home city of Cardiff, Kayleigh studied at Nottingham Trent University graduating in 2009 with a BA in Sociology (Upper Second Class Honours). In 2009, Kayleigh was offered a scholarship to study at Lancaster University, and in 2010 she graduated with an MA in Educational Research (Merit).

Kayleigh is currently a third year student working towards a PhD in Educational Research, in the Department of Educational Research at Lancaster University. Her PhD research centers on the relationship between academic work and parenthood, from the perspective of male and female academics who are parents of children (up to the age of 16) and come from a range of disciplinary backgrounds within a single UK institution.

The study will be completed in September 2013 where Kayleigh hopes to begin an academic career as a Lecturer.

Sarah Sahagian is a PhD candidate at York University. She holds a masters from the London school of economics and an undergraduate degree from Queen's University. Sarah is currently working on her dissertation and is the co-editor of the anthology *Mother of Invention: How Our Mothers Influenced Us as Feminist Activists and Academics*. Dr. Andrea O'Reilly is her supervisor.

Anita Saini is a masters student with Athabasca University. She is currently in the process of completing her thesis entitled: "Exploring Matroreform in Bicultural Mothers".

Katheryne Schulz is a PhD candidate in Humanities and Social Sciences at OISE/ U of T. Her research documents the work of activist low-income women. Her article, “It’s Not the Meek Who Inherit the Earth: Low-Income Mothers Organize for Economic Justice” is forthcoming in a book entitled *Motherhood in the Age of Neoliberalism*, published by Demeter Press.

Julie Singleton is a PhD student in Gender, Feminist and Women’s Studies at York University whose research is focused on public policy, the non-profit sector and discursive constructions of motherhood. She is a mother of two school-aged children.

Mindy Stricke is an artist whose work involves creating multi-disciplinary collaborations and installations that challenge traditional boundaries between artists and non-artists, between artists and audience, and between process and product. Her work has been exhibited throughout North America and has been featured in international publications including the New York Times and Time Magazine, and in the Smithsonian Institute Photography Initiative exhibit and book *Click! Photography Changes Everything*.

Dr. Estrella Torrez is an Assistant Professor in the Residential College in the Arts and Humanities at Michigan State University. Dr. Torrez co-founded and directs the Indigenous Youth Empowerment Program: a program serving urban Native youth in Michigan. Her current research focuses primarily on migrant education in rural America, urban Native education in the Midwest, and writing auto-ethnographies of the experiences of women of color in the academy. Dr. Torrez was recently appointed to the Metropolitan Detroit Truth and Reconciliation Commission.

Tanja Tudhope completed her Master of Arts in Cultural Analysis and Social Theory at Wilfrid Laurier University during which time she was awarded Laurier’s Medal of Academic Excellence in the Faculty of Arts. Tanja’s research focuses on maternal embodiment, emotions, disciplinary constraints, selfhood, ambivalence, and notions of resistance. Tanja is in the early stages of turning her research into a documentary project.

Hester Vair’s primary interests are in women’s unpaid and paid work, and feminist theory. She is completing a book on mother’s understanding of work and motherhood, and the reconstructions of motherhood that evolve as they interact with established structures. She is a part-time instructor at the UNB and STU in New Brunswick.

Diana Palmerin Velasco, born in Mexico City, she holds a BA in Political Science and Public Administration at Universidad Iberoamericana, a MSc in Social Psychology at the London School of Economics and Political Science and a PhD in Sociology at the Latin American Social Sciences Faculty (FLACSO). She undertook extensive research on gender and migration, particularly on issues regarding transnational subjectivities, social remittances and social representations vs. lived experience.

Dorothy Vu is a teacher, scholar, activist, and passionate reader. She has an Honours Bachelor of Arts and Education, and is completing her Masters of Arts in English Literature

and Women's Studies, yet her greatest education comes from her grandmother and mother's stories.

Amanda Watson is a PhD candidate at the Institute of Feminist, Women and Gender Studies at the University of Ottawa. Her dissertation explores media representations of white motherhood and comparative US and Canadian welfare state and racial politics. Her research areas include feminist media studies, motherhood in popular culture, social policy, and eugenics and citizenship.

Kate Williams is a PhD student at the University of Tulsa and mother of two boys. Her dissertation focuses on the narrative of motherhood in the works of Toni Morrison, Joan Didion, Louise Erdrich, and Maxine Hong Kingston. She is also studying the intersection of social media and motherhood.

Justyna Włodarczyk is assistant professor at the Institute of English Studies at the University of Warsaw (Poland). She is the author of *Ungrateful Daughters: Third Wave Feminist Writings* and, in addition to contemporary American literature, is interested in comparative studies of popular culture and in reproductive rights. She has collaborated with feminist NGOs in Poland.

Sarah Wolfe is an Assistant Professor in the Department of Environment and Resource Studies at the University of Waterloo. Her research is focused on the presence and influence of emotions, values and beliefs in water decision-making.

Dr. Gina Wong is a Registered Psychologist, Associate Professor, and Chair in the Graduate Centre for Applied Psychology at Athabasca University. Gina is a board member with MIRCI. She also runs a counselling and consulting practice, and publishes and presents widely on issues in maternal mental health and wellness from feminist and cross-cultural perspectives. She edited *Moms Gone Mad: Motherhood and Madness Oppression and Resistance* (2012, Demeter Press). Gina's parents immigrated to Canada from China and she was born in Montreal, Quebec. She now resides in Edmonton, Alberta with her three children and partner.

Heather Wyatt-Nichol, PhD, is an assistant professor and director of the MPA Program in the College of Public Affairs at the University of Baltimore. She has published on a variety of topics. Her research interests include diversity, ethics, family-friendly workplace policies, organizational justice, and social equity.

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CALL FOR PAPERS

The editorial board is seeking submissions for Vol. 6.1 of the
Journal of the Motherhood Initiative for Research and Community Involvement (JMI)
to be published in spring/summer 2015

COMMUNICATING MOTHERHOOD/MOTHERS COMMUNICATING “HIGH CULTURE” TO POP CULTURE TO NEW SOCIAL MEDIA

We welcome submissions from scholars, students, activists, artists, community workers, bloggers, mothers and others who research in this area. Cross-cultural and comparative work is encouraged. We are open to a variety of types of submissions including academic papers from all disciplines and creative submissions including visual art, literature and performance art. This issue will explore the nature, status, representation and experience of mothers and motherhood in various historical, cultural and literary contexts, and examine the many ways in which mothers have been and are affected by, viewed, and/or challenged contemporary cultural norms and dominant ideologies and representations of their role.

Topics may include but are not restricted to:

Representations and depictions of mothers/mothering/motherhood in fiction, poetry, drama, art, music, film, advertising, TV facebook, blogs, twitter; investigations into navigating cultural expressions of “good” and “bad” mother/ing; transmitting maternal knowledge(s), parenting skills, mothers/mothering and language, mothers and literacies, feminist motherlines; teaching/learning about mothering/ motherhood through literature, popular culture, celebrity culture, new media; parenting/mothering in literature, art, popular culture, social media, the blogosphere; queer engagements with mothering/motherhood in literature, popular culture and social media; de/constructing embodied understandings of mothering, mother, motherhood; how communication technology permeates the work/home barrier, assists/ challenges relationships and attachment with adopted and biological children; the impact of literature/popular culture/social media on opinions regarding reproduction; mothers’ relationship with “the experts”; expert discourses vs. grassroots communications; transmission of culture and ethnicity through various maternal modalities; mothering in the Information Age; communicating mothers/motherhood across the generations; crossing national borders and class divides through New Social Media; communication and other revolutions (or political organizing), new social media—linking or dividing moms?; low-income and young mothers’ access to and use of New Social Media; cybermothering; mothers/motherhood and Communication Studies; mothers/mothering and education, learning and pedagogy.

SUBMISSION GUIDELINES:

Articles should be 15-18 pages (3750 words) including references. All should be in MLA style, WordPerfect or Word and IBM compatible.

Please see our style guide for complete details:

<http://www.motherhoodinitiative.org/journalsubmission.html>

SUBMISSIONS MUST BE RECEIVED BY NOV. 1, 2014!

**** TO SUBMIT WORK ONE MUST BE A MEMBER OF MIRCI**

<http://www.motherhoodinitiative.org/membership.html>

Please direct your submissions to:

Motherhood Initiative for Research and Community Involvement (MIRCI)
140 Holland St. West, PO Box 13022 Bradford, ON, L3Z 2Y5 (905) 775 9089
<http://www.motherhoodinitiative.org> info@motherhoodinitiative.org



CALL FOR PAPERS

The editorial board is seeking submissions for Vol. 6.2 of the
Journal of the Motherhood Initiative for Research and Community Involvement (JMI)
to be published in fall/winter 2015

SUPPORTING AND EMPOWERING MOTHERS IN THE ACADEME: STRATEGIES FOR INSTITUTIONAL CHANGE AND INDIVIDUAL AGENCY

The issue, "Supporting and Empowering Mothers in the Academe: Strategies for Institutional Change and Individual Agency," will examine the subject of mothers in the academe from scholarly and activist perspectives. It will join scholars that specialize in academic motherhood research with individuals and agencies that support mothers in the academe.

According to recent studies of academic women and mothers, gender discrimination in general, which specifically targets academic mothers, is pervasive in academia. According to a recent Statistics Canada Report, women comprise only 35.6 percent of all tenure track/tenured university faculties in Ontario. In 2009, at Canadian universities, women held only 30.9 percent of tenured positions, but 53.4 percent of non-tenured lecturers were women. The Canadian Association of University Teachers Almanac of Post-Secondary Education 2011/2012 reveals that only 21.8 percent of Full Professors in Canada are women and only 16.3 percent of Tier 1 Canada Research Chairs are held by women. This issue will examine obstacles to and strategies for maternal empowerment in the academe within the context of institutional change and individual agency. The roles that race, class, sexuality, age, ability, religion and ethnicity play in reinforcing/constructing obstacles for the advancement of maternal empowerment and agency in academe, and the structural changes needed to remove them, will be explored.

This issue will draw attention to the experiences of graduate student mothers, and others who are concerned about mentoring graduate students. The main aim of this issue is to deliver models, strategies, and practices of maternal empowerment that are relevant and practical; the activists, service providers, and policy makers who advocate for mothers in academe must be able to utilize them. As reputable public institutions, universities must put family-friendly policies and attitudes into practice that uphold gender equality; this will allow women to balance their academic career paths with the stages of motherhood. Universities stand to tarnish their reputations and lose some of their most talented scholars if they do not.

This issue will generate valuable information on what is needed to support mothers throughout their academic careers, and uphold women's contribution to university culture. We invite submissions for papers from faculty, students, service providers, activists as well as members of faculty unions and associations.

SUBMISSION GUIDELINES:

Articles should be 15-18 pages (3750 words) including references. All should be in MLA style, WordPerfect or Word and IBM compatible.

Please see our style guide for complete details:

<http://www.motherhoodinitiative.org/journalsubmission.html>

SUBMISSIONS MUST BE RECEIVED BY MAY. 1, 2015!

**** TO SUBMIT WORK ONE MUST BE A MEMBER OF MIRCI**

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Please direct your submissions to:

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CALL FOR PAPERS

Motherhood Initiative for Research and
Community Involvement (MIRCI)

MOTHERS, MOTHERING AND MOTHERHOOD FROM ANCIENT TO CONTEMPORARY TIMES

May or June 2014 (Dates to be confirmed soon)
Athens, Greece



If you are interested in being considered as a presenter,
please send a 200-word abstract and a 50-word bio by **October 1, 2013** to
info@motherhoodinitiative.org

**** TO SUBMIT AN ABSTRACT FOR THIS CONFERENCE,
ONE MUST BE A 2014 MEMBER of MIRCI:
<http://www.motherhoodinitiative.org/membership.html>**

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