

Note from the Editor

I am thrilled to introduce volume five of *Dissenting Voices*, a student engineered e-Journal collaboratively designed, authored, and published by undergraduate Women and Gender Studies majors as an extension of their Women and Gender Studies Senior Seminar at The College at Brockport.

Dissenting Voices grows out of a course learning structure where Women and Gender Studies students reflect upon their undergraduate experience in the discipline, and through engagement, activism, and synthesis of acquired knowledge, establish a theoretical foundation to inform future feminist practices. Course readings comprise students' discipline-specific interests, enabling an intellectual forum in which students dialogue on a women and gender focused topic. This work culminates in a meaningful capstone project grounded in contemporary and emerging feminist scholarship.

Dissenting Voices volume five showcases five diverse authors who employ traditional essay format to analyze an array of topics important to the Women and Gender Studies discipline. Opening the volume is a remarkable essay that uses a queer lens to examine ways concepts of female masculinity and male privilege operate in lesbian identity and lesbian relationships. A well-timed critique of cyberbullying in feminist spaces follows, where the author interrogates ways performance of gender norms exacerbates cyberbullying and cyber victimization among women and girls. Centering the volume is an important reading of women and the Black Lives Matter movement where the author considers the significance of past and present Black feminist activism. Bookending the volume is a reflective essay that examines the exclusion of women in the medical field, closing with a powerful writing on body autonomy during pregnancy where the author argues that market and government commodification of reproduction are increasingly stripping women of personhood rights.

Using a critical lens with an eye toward feminist reform, volume five challenges power structures that privilege some while exclude others. Students' writing straddles deep-seated ideology that inscribes identity in an effort to diffuse the many societal structures and policies that complicate gender equality measures. Whether research scrutinizes sexuality and gender performance, troubles cyborg navigation, traces Black feminist activism, dissects gender segregation of work, or assesses body commodification and

autonomy, writers in this volume ask: How can we confront and counter patriarchal dominance and oppression, and how might we better see and locate the agency and voice to level gender equality outcomes.?

Similar to prior semesters, and as an extension of in-class work, students engaged in several activist projects including a One Billion Rising Revolution flash mob, Career Conversations with artist Endia Beal, a collaboratively designed Clothesline Project installation, a Fannie Barrier Williams ceremony, and a Susan B. Anthony House visit and tour. The e-Journal concludes with a photo essay that documents these women and gender-informed activities. Bridging theory with praxis, *Dissenting Voices* preserves the authenticity of student voice, sanctioning a wide range of ability and talent that students' senior seminar coursework engenders.

In my early role as Brockport's Women and Gender Studies Director and faculty developing a new Women and Gender Studies senior capstone course, I had what seemed a pipedream in conceptualizing a student journal. Semesters of dynamic student activism and thought inspired me to imagine a women and gender studies publication that would bring to light undergraduate creative agency realized on the cusp of feminist knowledge. *Dissenting Voices*, as named and populated by its 2012 student founders, and pioneered onward by this 2016 class, is this dream forward.

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