

Opening Voices

Note from the Editor

I am thrilled to launch this first edition of *Dissenting Voices*, a student engineered eJournal collaboratively designed, authored, and published by undergraduate Women and Gender Studies majors in connection with their Women and Gender Studies Senior Seminar at the College at Brockport.

Dissenting Voices grows out of a course learning structure through which Women and Gender Studies students could 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 comprised students' discipline-specific interests, enabling an intellectual forum in which majors dialogued on a women and gender focused topic. This work culminated in a meaningful capstone project grounded in contemporary and emerging feminist scholarship.

This first volume of *Dissenting Voices* advances an array of topics important to the Women and Gender Studies discipline as examined by diverse student voices and as presented in shifting palates from art to poetry to traditional essay. Four opening pieces showcase the volume where leading authors consider *Queering Western Feminism*, fashioned in zine layout; *Reproductive Freedoms*, interrogated in rhyme; *Transnational Discourses on Gender Variance*, theorized in a scholastic essay; and *Derrida, Language, and Feminisms*, captured as a blog excerpt. Continuing with more voices, eight submissions, varied in scope and canvas, address *GLTBQ Bullying*, *Parenting from the Margins*, *Excessive Exercise Disorder*, *Rape*, *Fat Body Politics*, *Medicine and Transgender Identity*, *Sexual Violence*, and *Transphobia*.

Collectively, journal topics span issues organic to college campuses and surrounding communities. In broader strokes, they call into question contested gender equity measures overlaying home and nation. *Dissenting Voices* preserves the authenticity of student voice, sanctioning a wide range of ability and talent as engendered within students' senior seminar coursework.

In my early role as Brockport's Women and Gender Studies Director and faculty developing and instructing 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, is this dream forward.

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