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| **Co-Curricular Programming for Women’s Center Events** | | | | |
| **Fall 2019 Calendar** | | | | |
| **Date/Time/Place** | **Event Description** | **Course/Career**  **Connections** | **Projected Outcomes** | **Potential Discussion Questions/Activities, Suggested Readings** |
| August 26  Trisolini Gallery  Baker 405  **There will be an opening reception on August 29th, 2019, 6PM-8PM in Trisolini Gallery, and the exhibit will close on September 14, 2019.**  Hours: Monday–Saturday 10:00AM –4:00PM, and Thursday 10:00AM -- 8:00PM. | **“Through the Survivors’ Lens”**  Supported by the Women's Center, Survivor Advocacy Program, Health Promotion, Counseling and Psychological Services, the College of Fine Arts and University Galleries, Office of Instructional Innovation, Ohio University Libraries, Better Bystanders, Ambassadors to the Survivor Advocacy Program, and the Student National Medical Association.  Through the Survivors’ Lens is a program that will provide a compelling, visual means for provoking thought and reflection within the University community. It will display photographs taken by survivors, with captions provided by them to help the viewer contextualize the photograph. | We encourage faculty, staff, and graduate, and professional students to attend from all disciplines | 1. Participants will discuss the installation with peer groups beyond their attendance 2. Develop empathy for survivors of interpersonal violence 3. Recognize the personal stories behind the statistics of the rate of sexual assault on college campuses 4. Describe the way in which rape impacts all populations in different ways 5. Consider the use of symbolism in photography as an aid to communicate trauma 6. Improved awareness of resources on campus 7. Increased commitment to bystander intervention | Recommended Readings:Edwards, Katie M., Jessica A. Turchik, Christina M. Dardis, Nicole Reynolds, & Christine A. Gidyez. “Rape Myths: History, Individual and Institutional-Level Presence, and Implications for Change.” Sex Roles. 2011(65). 761-773. Available online via Alden Library.Rolbiecki, A., Anderson, K., Teti, M., & Albright, D. L. (2016). “Waiting for the cold to end”: Using photovoice as a narrative intervention for survivors of sexual assault. Traumatology, 22(4), 242–248. Available online via Alden Library.Recommended Assignments:Have students analyze themes within the photographs and captions, deliberately highlighting the similarities and differences in the experiences as presented.Have students use the exhibit as a springboard to build connections between the academic fields of study that could relate to this exhibit (e.g. Sociology, Political Science, Fine Art) and the exhibit itself. Photovoice, as community action research, requires that viewers of the exhibit consider their role in making change. Have students consider a plan of action, within their field, that may improve the lives of survivors or prevent interpersonal violence.Recommended Questions:How can you utilize what you’ve learned in the exhibit to enact bystander intervention strategies with your peer group?What would you say to support a survivor if a friend discloses something to you?What resources are available on campus for survivors? |
| August 27  4PM-5PM  Baker 403 | **International Women’s Coffee Hour**  Join us for an open discussion about the start of the new academic year and settling in to Athens.  This program is supported by the Women’s Center and International Student and Faculty Services. | Students, faculty, staff, and community members from all fields and backgrounds are welcome to attend. | 1. Network with others invested in providing a welcoming environment for international women on campus and in our community 2. Practice English in a supportive environment | \*This is a social, relaxing event, and is *not* intended to be a program offered for faculty seeking opportunities for their students to develop intercultural competence in a structured way. |
| September 3  5:30PM-6:30PM  Baker 403 (with a tour of the exhibit in Trisolini Gallery afterwards)  \* **Please Note: This September 3rd workshop has received an exemption from mandated reporting in order to allow for full-campus participation by all members of the campus community. Disclosures of incidents of sexual misconduct at this specified event will not be considered notice to Ohio University.** | **Thirsting for Knowledge Thursday’s What I Learned Growing Up About Sexual Assault, Dating Violence, Domestic Violence, and Stalking**  Utilizing personal moments in one’s life to reengage and reframe one’s worldview, understanding of relationship to self and others, this reflective workshop on sexual, dating, and domestic violence, and stalking, will help participants understand rape culture, explore gendered norms, and create actionable steps to create change within one’s personal life. | Child and Family Studies  Criminology  Education  International Studies  Journalism  Law, Justice, & Culture  Learning Communities  Media Studies  Medical Students  Nursing  Political Science  Psychology  Social Work  Sociology  Women’s, Gender, & Sexuality Studies | 1. Define rape culture and how it may be normalized through institutions, such as: Family, Education, Friends, Religion, Media (music, books, radio, tv, film) and State (legal, care systems, correctional institutions, etc.) 2. Consider how representations and/or discussions, or lack of discussions, about healthy and unhealthy relationships framed participants’ understanding of sexual assault, domestic violence, dating violence, and stalking 3. Explore how heteronormative gendered norms may frame how certain institutions expect individuals to perform in relationships and boundary setting 4. Recognize various worldviews on the topic of sexual assault, domestic violence, dating violence and stalking and the mechanisms by which we are socialized to approach these issues. | Recommended Assignments:Have students create a vision of what healthy relationship conversations can look like for different age groups. Ask them to create a lesson plan, training, or media engagement strategy for different age groups.Have students create a myth versus fact cheat sheet, with information that they learned growing up that was reflective of a myth, and how they would respond to that myth today given what they have learned.Recommended Readings:Buni, Catherine (2014). Teaching Kids about Sexual Assault. *The Atlantic*. May 1. https://www.theatlantic.com/health/archive/2014/05/teaching-sexual-assault-prevention-in-kindergarten/360485/Schwartz, Martin D. and Walter S. DeKeseredy. “Growing Up in a Rape-Supportive Culture.” *Sexual Assault on the College Campus: The Role of Male Peer Support.* Thousand Oaks: Sage Publications. 1997. 59-95. Available online via Alden Library. |
| September 10  3PM-5PM  Baker 240/242 | **This is What a Craftivist Looks Like: Zine Workshop**  The Women’s Center, LGBT Center, the Multicultural Center, and Health Promotion invite you to an afternoon of zine-making! Join us to learn more about the rich history of zines, the use of zines as an accessible way to distribute information by advocates, activists, and other leaders, and learning how to create your own zine. Participants will have four themes to choose from including: coming out, race and racism, bystander intervention, and fat activism. Some of the zines created during this program may be selected to be distributed during Love Yourself Week, National Coming Out Day, or at other programs and Centers. We encourage you to bring any materials you’d like to jazz up your zine, but we will have plenty of supplies available! | African American Studies  Education  Journalism  Graphic Design  Law, Justice, & Culture  Learning Communities  LGBT Studies Certificate  Media Studies  Nursing  Political Science  Psychology  Social Work  Sociology  Studio Art  Women’s, Gender, & Sexuality Studies | 1. Summarize the benefits of zine making and zine distribution for sharing information and knowledge, most specifically for diverse populations and about diverse issues 2. Explore key issues through educational handouts within the themes of coming out as an LGBTQ+ person, fat activism, bystander intervention, and multicultural issues 3. Utilize zines as an applied hands-on, arts-based practice to contribute to knowledge production on themes covered in the workshop, and as a transferrable practice to other areas of interest | **Potential Discussion Questions**   1. How did creating a zine help you better understand the topics of fat activism, bystander intervention, coming out, and/or race & racism? 2. Do you think zine-making is still relevant in a digital society? How can you see this practice incorporated into information sharing and education today? 3. How did this workshop encourage you to think critically about your own identities and identities different than your own?   **Recommended Readings**  Creasap Kimberly. (2014). Zine-Making as Feminist Pedagogy. *Feminist Teacher*, *24*(3), 155. https://doi-org.proxy.library.ohio.edu/10.5406/femteacher.24.3.0155 **Available online through Alden Library.**  Desyllas, M. C., & Sinclair, A. (2014). Zine-Making as a Pedagogical Tool for Transformative Learning in Social Work Education. *Social Work Education*, *33*(3), 296–316. <https://doi-org.proxy.library.ohio.edu/10.1080/02615479.2013.805194> **Available online through Alden Library.**  Ramdarshan Bold, M. (2017). Why Diverse Zines Matter: A Case Study of the People of Color Zines Project. Publishing Research Quarterly, 33(3), 215–228. https://doi-org.proxy.library.ohio.edu/10.1007/s12109-017-9533-4 **Available online through Alden Library.**  **Visit: The Zine Collection in the Special Collections at Alden Library.** |
| September 19  Noon-1PM  Baker 219 | **Thirsting for Knowledge Thursday’s What I Learned Growing Up About Feminism**  Utilizing personal moments in one’s life to reengage and reframe one’s worldview, this workshop creates opportunity for participants to reflect on what they learned growing up about feminism. Through an examination of our perceptions of feminism through friends, family, media, and educational systems, participants will explore how their own beliefs may differ or reflect what they learned. We encourage everyone to participate in this workshop, regardless of one’s feelings towards feminism. As part of this workshop, we’ll address the complicated history and representation of feminism, and celebrate participants engaging with varying perspectives on feminism as an ideology. | African American Studies  Child and Family Studies  Education  International Studies  Law, Justice, & Culture  Learning Communities  LGBT Studies Certificate  Political Science  Sociology  Women’s, Gender, & Sexuality Studies | 1. Explore participants’ current understanding of what feminism represents and how their thoughts on feminism has changed or remain the same. 2. Discuss how representations and conversations of feminism within different systems or groups (education, family, etc.) may or may not have shaped views of feminism and/or what  feminism could look like or be. 3. Identity how others’ experiences with feminism may or may not be shaped by those with other intersecting identities from oneself. 4. Consider concepts of power, privilege, and oppression 5. Consider the role of communication styles, politics, values, histories, cultural differences, and economies, effect one’s worldview. | There are many myths about feminism, and also many valid criticisms. We recommend using this workshop to create a deeper dive opportunity with your students and to analyze privilege within the feminist movement by examining differences in feminism and womanism. You can expand this topic even more by also examining mujeristas, transnational feminism, intersectional feminism, and more!Recommended AssignmentIntroduce the concepts of feminism and womanism and ask students to research how the concepts differ. Have students consider the way in which feminism and womanism are represented in scholarly and/or popular articles and compare/contrast to what they were taught about feminism through various institutions. **Recommended Readings**  Guy-Sheftall (2002). Comment: Response from a “Second Waver” to Kimberly Springer’s “Third Wave Black Feminism?” in *Signs* vol. 27(4), pp. 1091-1094. **Available online through Alden Library.**  Springer, Kimberly. "Third Wave Black Feminism?" in *Signs: Journal Of Women In Culture & Society* 27.4 (2002): 1059. **Available online through Alden Library.**  Wilson-Tagoe, Nana(2009).“Feminism and Womanism”, pp. 120-140. In Chew, Shirley, and Richards, David, eds. *Concise Companions to Literature and Culture: Concise Companion to Postcolonial Literature.* Hoboken, NJ, USA: Wiley-Blackwell. |
| September 19  7PM-9PM  Athena Cinema | **Film Showing: *Start by Believing: The Power of a Survivor-Centered Process***  Screening of a film created by UCM, OUPD, & SAP that highlights the importance of a survivor-centered process when investigating sexual assault. A panel discussion with OUPD Detective Austin, SAP Director Kim Castor, & student Brie Sivy will be held. Brought to you by the Survivor Advocacy Program and OUPD. Co-Sponsored by Health Promotion and the Women’s Center. | Criminology  Education  Film Studies  Journalism  Law, Justice, & Culture  Learning Communities  Media Studies  Medical Students  Nursing  Political Science  Psychology  Social Work  Sociology  Women’s, Gender, & Sexuality Studies | 1. Recognize the emotional, physical, and psychological impacts of interpersonal violence 2. Develop empathy for survivors of interpersonal violence 3. Recognize the personal stories behind the statistics of the rate of sexual assault on college campuses 4. Analyze the difference between cultures of shame and cultures of acceptance when creating safe environments for conversations about interpersonal violence 5. Increase familiarity of police process of investigating rape and sexual assault and recognize barriers to reporting that survivors may experience 6. Recognize the positive impact that a multidisciplinary approach can have for sexual assault survivors 7. Consider ways we can all embrace the Start by Believing movement. 8. Improve confidence in how one would respond to a survivor who chooses to disclose to them 9. Increase familiarity with the impact that stress/trauma has on memory and the range of various and valid responses to stress/trauma | Recommended ReadingsAlberty, Erin (2018). Utah police are getting training to unlearn the myths about rape that can hurt victims. *The Salt Lake Tribute*. June 7. <https://www.sltrib.com/news/2018/06/06/myth-busting-and-rape-kit-tracker-move-utahs-sex-crime-response-forward-but-a-big-backlog-remains-at-the-lab/>Kale, Sirin (2016). The Cop Pioneering a New Approach to Reporting and Investigating Sexual Assault. *Vice*. September 29. <https://www.vice.com/en_us/article/evg4wn/the-cop-pioneering-a-new-approach-to-reporting-and-investigating-sexual-assault>Lonsway, Kim, and Archambault, Joanne (2016). Start by Believing: Participation of Criminal JusticeProfessionals. Available online: <http://www.startbybelieving.org/resources> (link is located under “supporting research.”)Pauly, M. (2018, September/October). Inside the special police unit that's transforming how cops treat rape survivors. Retrieved from <https://www.motherjones.com/crime-justice/2018/09/inside-the-special-police-unit-thats-transforming-how-cops-investigate-sexual-assault/>Recommended Discussion Questions: In addition to believing what they are telling you, how can you show support of survivors?  What possible benefits exist if a multidisciplinary and survivor-centered approach is used?  In addition to believing what they are telling you, how can you show support of survivors?  How do you balance the law and institution/culture when you have higher expectations of consent than your state law?  **Recommended Assignment** Have students compare and contrast the investigation technique shown in the film and other investigations that they have witnessed. Encourage them to research the approaches taken in the Kavanaugh hearing and to analyze the questions and engagement between all parties. |
| September 24  4PM-6PM  Passion Works  20 E State Street,  Athens OH 45701 | **International Women’s Coffee Hour, including a workshop and themed art hour on girlhood and the ways in which progression to womanhood is policed**  Whether or not you identify as an artist, this is the program for you! Join us for a collaborative art session as we create art for the [International Women's Exhibit in March 2020](https://www.ohio.edu/womens-center/international-womens-exhibit)! If you're not sure about where to go, you can meet us at the Women's Center at 3:40 to walk to Passion Works together! We do ask that art that is created during this session be reflective of one’s own experiences.  This program is supported by the Women’s Center and International Student and Faculty Services. | All are welcome and encouraged to participate.  Child and Family Studies  Education  Global Studies & International Studies  Law, Justice, & Culture  Learning Communities  LGBT Studies Certificate  Medical Students  Nursing  Political Science  Social Work  Sociology  Studio Art  Women’s, Gender, & Sexuality Studies | 1. Utilize art to communicate complex social issues related to girlhood and the policing of womanhood, including, but not limited to: menstrual health, period myths and shame, body image, sexual harassment, sexual assault, breast beating, female genital mutilation, sexuality, teen pregnancy and stigmatization, policing of gender expression 2. Exposure to new world views 3. If prepped prior to attending this session, we hope that this hands-on learning experience will provide students with the ability to research potentially sensitive topics, plan how to communicate it in a creative manner, and execute a plan to communicate gendered issues in a manner that will help those outside of academia and the classroom understand. | Recommended Assignment *Prior to Workshop:* Ask students to consider experiences of girlhood from their cultural location. What behaviors and attitudes were encouraged in girls? Was progression to adolescence and womanhood celebrated or were there ways in which society policed authentic expressions of self? How did experiences change based on other intersecting identities?  **Recommended Readings:**  Bennett, J., & Strzemien, A. (2018, October 11). This is 18 Around the World - Through Girls' Eyes. Retrieved from <https://www.nytimes.com/interactive/2018/10/11/style/this-is-18.html>  Rodulfo, K. (2017, October 11). 12 Captivating Coming of Age Ceremonies From Around the World. Retrieved from [https://www.elle.com/culture/travel-food/news/g27293/coming-of-age-ceremonies-around-the-world/](https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.elle.com%2Fculture%2Ftravel-food%2Fnews%2Fg27293%2Fcoming-of-age-ceremonies-around-the-world%2F&data=02%7C01%7Cmurraym2%40ohio.edu%7Cbf9e6bd040024451f1cd08d71a73b84f%7Cf3308007477c4a70888934611817c55a%7C0%7C0%7C637006956619304745&sdata=oaCjEA72TCVt8ZY2N2e8tar4waCly0ypezq%2BwUmJr1A%3D&reserved=0)  Singer, C., Kestin, O., & Rodriguez, L. (2018, October 19). These 12 Intimate Photos Capture Girlhood Around the World. Retrieved from [https://www.globalcitizen.org/en/content/ap-growing-up-female-aross-the-globe-photographs/](https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.globalcitizen.org%2Fen%2Fcontent%2Fap-growing-up-female-aross-the-globe-photographs%2F&data=02%7C01%7Cmurraym2%40ohio.edu%7Cbf9e6bd040024451f1cd08d71a73b84f%7Cf3308007477c4a70888934611817c55a%7C0%7C0%7C637006956619314738&sdata=DRcR5wVWPfgT%2Fr%2Bdf6iBwuhaPM9PE1PePntlAf0tUk4%3D&reserved=0) |
| September 25  5PM: Bike ride (meet outside on the 1st floor of Baker Center)  6PM: Film Showing, Baker Theater, 2nd floor  This program counts towards the intercultural knowledge component of the She Leads OHIO requirement (the Women’s Center’s professional leadership program). For more information, please visit our website. | ***Film Showing and Bike Ride for Hispanic/Latino Heritage Month: Ovarian Psycos***  Sponsored by the Women’s Center, Ohio University Libraries, Black Diamond Bicycles, WellWorks, Black Student Cultural Programming Board, Scripps Hispanic Network, Latino Caucus, and the Multicultural Center.  Join us for a bike ride prior to the film showing! We’ll be starting on the 1st floor of Baker and doing a short ride. A limited number of bicycles have been made available, for free, for this ride courtesy of Black Diamond Bicycles!  Following the bike ride, we will go to the theater for the showing of *Ovarian Psycos*: “Riding at night through Eastside Los Angeles, the Ovarian Psycos use their bicycles to confront the violence in their lives. At the helm of the crew is founder Xela de la X, a single mother and poet M.C. dedicated to recruiting an unapologetic, misfit crew of women of color, yet she struggles to strike a balance between motherhood and activism. Evie, a bright eyed recruit, joins the crew and despite poverty and the concerns of her protective Salvadoran mother, discovers a newfound confidence. Meanwhile, Andi Xoch, a founding member and street artist who knows the deeply activist legacy from which the Ovas emerge, journeys to become a new leader within the crew.” | Diversity Studies Certificate  Film Studies  Latin American Studies  Recreation and Sport Pedagogy  Sociology  Women’s, Gender, and Sexuality Studies | 1. Identify challenges and obstacles women of color face in urban environments 2. Consider the intersections of oppression faced by the subjects of the film, and what similarities and differences may exist within one’s own cultural context 3. Recognize and articulate the importance of diverse populations reclaiming public spaces and reflect on systemic structures that disenfranchise different populations 4. Analyze the accessibility of public spaces, paying particular attention to how marginalized identities are welcomed or unwelcomed in the public sphere 5. Recognize the power of community organizing | **Recommended Discussion Questions:**   1. Examine the concept of safety and how it relates to your identity and concepts of power, privilege, and oppression. What does safety mean to you? How does it differ from what it means to those in the film? In what ways is the community where you live safe for you? How can you engage within your community to make it safer for marginalized identities? 2. Reflecting on how the “Ovas” created community through the Ovarian Psycos Cycle Brigade, how do you create community in the greater Athens, Ohio area?   **Recommended Readings:**  Herwees, T. (2017, September 21). Meet the all-women bike crew running gentrifiers out of town. Retrieved from <https://www.good.is/articles/ovarian-psycos>  Ogilvie, J. P. (2016, May 27). 6 Things you need to know about east L.A.'s ovarian psycos. *Los Angeles Magazine*. Retrieved from <https://www.lamag.com/culturefiles/7-reasons-need-see-ovarian-psychos-comes-l/> |
| October 3  Noon-1PM  Baker 219 | **Thirsting for Knowledge Thursday: She Was Kind and Caring – Writing Letters of Recommendation**  A partnership between the Women's Center, CLDC, and the Office of Nationally Competitive Awards this workshop uses studies on gendered differences in letter writing to help recommenders improve their letters of recommendation generally. This workshop is also beneficial for hiring managers in understanding the role that implicit bias may play in letters of recommendation.  Bring letters that you have written previously, or letters you are currently working on. We are happy to assist in improving letters during this workshop! | We encourage faculty, staff, and graduate students to attend from all disciplines if there is a possibility that they could be requested to write a letter of recommendation for someone. | 1. Recognize the most frequent ways in which letters of recommendation are gendered 2. Develop a toolkit of adjectives that you can refer to when writing letters of recommendation 3. Consider the types of accomplishments that should be included within a letter of recommendation | Recommended Readings Madera, Juan M., Hebl, R. Michelle, and Martin, Randi (2009). Gender and Letters of Recommendation for Academia: Agentic and Communal Differences. Journal of Applied Psychology. Vol. 94(6). PP. 1591-1599. Available online: <http://www.academic.umn.edu/wfc/rec%20letter%20study%202009.pdf>  University of Arizona’s flyer on avoiding gender bias in reference writing: <http://csw.arizona.edu/sites/default/files/avoiding_gender_bias_in_letter_of_reference_writing.pdf> |
| October 15  5PM-7PM  Baker 219 | **Love Yourself Week: (Un)Doing Gender: A Collaborative Art Workshop**  Sponsored by the Women's Center and the LGBT Center.  Join us for an evening of exploring how one may engage in doing, redoing, and undoing gender! This event: examines how we live and embody our gender(s); investigates the social and political implications of gender norms and binaries; and, brainstorms ways to learn more about ourselves and others through reflection, introspection, and sharing. Participants of this art workshop will create their own interpretations to contribute to a larger piece that may be included in the International Women's Art Installation (April 2020). “(Un)Doing Gender” is an opportunity to think deeply and creatively about what gender means to us and others. By engaging in in this workshop, we hope participants leave with a positive sense of community and self - which is a core part of Love Yourself Week!  Please bring your own smart phone or digital camera. There will be a few that can be borrowed on a first come, first serve basis. | LGBT Studies Certificate  Photography  Sociology  Women’s, Gender, and Sexuality Studies | 1. Develop awareness of thinking about embodiments of gender in terms of how we “do gender”, “redo gender” and “undo gender” 2. Experience in connecting theory to art and expression through PhotoVoice 3. Build empathy for diverse experiences of gender 4. Increase knowledge and exploration of your own gender and other gender experiences 5. Investigate and explore the intersection of social constructed matrixes of gender | **Recommended Readings:**  Bornstein, K. (1994). *Gender outlaw : On men, women, and the rest of us*. Routledge. **Available online through Alden Library.**  Lorber, J. (2006). Chapter 32: The social construction of gender. In *Inequality Reader: Contemporary & Foundational Readings in Race, Class, & Gender* (pp. 276–283). Taylor & Francis Ltd. **Available online through Alden Library.**  West, C., & D. H. Zimmerman. (1987). Doing gender. *Gender and Society*, *1*(2), 125. **Available online through Alden Library.**  **Recommended Assignment:**   1. Have students do a “deeper dive” PhotoVoice assignment. You can ask them to consider how gender and race, sexuality, dis/ability, and other identities intersect and change their understanding of gender. 2. Before and After the Workshop. Before students attend the workshop, have them right down what they know about gender. Following the workshop, have students address the discussion questions below.   **Proposed Discussion Questions:**   1. How did the workshop assist you in new understandings of the meaning of gender? What was your “gender lightbulb” moment during the workshop? (Particularly useful if you have students do Assignment #2). 2. How did the workshop assist you in understanding how both you and others perform gender? How does society generally view expansive gender performances? 3. How did using PhotoVoice as a medium influence your learning? |
| October 16  Noon-1PM  Baker 230 | **Love Yourself Week: You Earned It, Now Claim It: A workshop to teach and empower individuals to self-nominate for awards and more!**  Join the Women's Center, Career and Leadership Development Center, and the Office of Nationally Competitive Awards to discuss the importance of putting oneself forward for awards. In this workshop, we will consider how you can align your values with potential awards and opportunities, evaluate the language that one uses in putting themselves forward for an award and/or asking others to nominate them, address barriers to self-nomination, and provide tips for finding opportunities. | We encourage faculty, staff, and students to attend from all disciplines. This workshop is useful for scholarship applications, nationally competitive awards, and awards within one’s discipline. | 1. Develop skills needed to advertise and celebrate one’s accomplishments 2. Articulate one’s “brand” and/or values, as well as how they align with award opportunities 3. Improve self-confidence 4. Identify resources to help one find awards 5. Address barriers to self-nomination | Recommended Reading Todd, Sarah (2019). Feeling undervalued at work? Advocate for yourself like these ‘Game of Thrones’ stars. *Quartz at Work*. July 19. <https://qz.com/work/1669553/game-of-thrones-emmy-nominee-gwendoline-christie-offers-a-lesson-in-advocating-for-yourself/> Recommended ActivityIdentify an award and write a mock self-nomination letter. If you have trouble finding one, consider looking at the Women’s Achievement Dinner award categories through the Women’s Center or the Student Leadership Awards through Student Affairs. You can also ask students to review awards that Ohio University supports students in applying for through the Office of Nationally Competitive Awards. |
| October 17  6PM  Baker Theater (2nd floor, Baker Center)  This program counts towards the intercultural knowledge component of the She Leads OHIO requirement (the Women’s Center’s professional leadership program). For more information, please visit our website. | ***Love Yourself Week Keynote: The Body Reclaimed with Melissa-Irene Jackson***  Keynote sponsored by: Heritage College of Osteopathic Medicine's Office of Inclusion, OhioHealth, the LGBT Center, the Women's Center, Campus Recreation, and the Student National Medical Association.  In 2003, something was very wrong, and Melissa-Irene Jackson could not figure out why she was so miserable, or why she was developing such an unhealthy relationship with food. In ‘The Body Reclaimed,’ Melissa-Irene tells her story of confronting the reality of an eating disorder, her recovery from anorexia, and overcoming a lifetime of gender dysphoria to be her true self. This is not a story about illness, but a story of resilience and self-acceptance. | Community and Public Health  Education  Exercise and Physical  LGBT Studies Certificate  Medical Students  Nursing  Nutrition  Psychology  Women’s, Gender, and Sexuality Studies | 1. Improved knowledge on eating disorders and recovery 2. Consider how intersectionality, or someone’s various identities, as well as discrimination, can play a role in one’s relationship with their body 3. Develop an understanding of the importance of creating a society that respects trans and genderqueer bodies 4. Strategize how one can support those with eating disorders, particularly within health and wellness fields | **Recommended Readings:**  National Eating Disorders Association (2018). Eating Disorders in LGBTQ+ Populations. <https://www.nationaleatingdisorders.org/learn/general-information/lgbtq>  Atkins, Dawn (editor) (1998). Looking Queer: Body Image and Identity in Lesbian, Bisexual, Gay and Transgender Communities. The Haworth Press: New York.  Cooper, C. (2016) Fat Activism: A Radical Social Movement. Bristol: HammerOn Press. Cooper, C. (2012) ‘A Queer and Trans Fat Activist Timeline: Queering Fat Activist Nationality and Cultural Imperialism’, Fat Studies: An Interdisciplinary Journal of Body Weight and Society 1: 1, 61-74  Finch, Sam Dylan (2016). “4 ‘Body Positive’ Phrases that Exclude Trans People (And What To Say Instead)”March 17. Everyday Feminism. http://everydayfeminism.com/ 2016/03/body-positive-transinclusive/ |
| October 19  10AM Registration  10:30AM Opening Ceremony  Nelson Commons’ Main Reception Area (10 N McKinley Ave)  Registration is free, but required, Register now for the walk: https://nedawalk.org/athens2019 | ***National Eating Disorders Association Walk***  30 million Americans struggle with an eating disorder at some point in their lives. Despite their increasing prevalence, eating disorders receive significantly less funding than other major mental illnesses, and support options are often inaccessible. As a result, too many families are left feeling helpless, hopeless, and frightened – this is where we come in. Through NEDA Walks, we are raising critical funds, restoring hope, and changing the conversation surrounding eating disorders.  Your fundraising efforts are putting life-saving resources into the hands of those in need, and catalyzing prevention, cures, and access to quality care. With every dollar raised, we are one step closer to our shared vision of a world without eating disorders. | Community and Public Health  Education  Exercise and Physical Education  Medical Students  Nursing  Nutrition  Psychology  Social Work  Sociology  Women’s, Gender, and Sexuality Studies  Those interested in non-profit management may benefit from experiencing the Walk, or volunteering to help with fundraising. | 1. Identify resources on campus for those struggling with body image and/or eating disorders 2. Improve empathy for those who have eating disorders or are in recovery 3. Experience in non-profit fundraising if assisting in the fundraising aspect of the walk | **Recommended Readings:**  Sonneville, K. R., ScD, RD, & Lipson, S. K., PhD. (2018). Disparities in eating disorder diagnosis and treatment according to weight status, race/ethnicity, socioeconomic background, and sex among college students. *International Journal of Eating Disorders*, 51(6), 518-526. doi:10.1002/EAT.22846 **Available online via Alden Library**  Thompson, Becky. (1992). “A Way Outa No Way”. *Gender & Society,* 6(4), 546-561. doi:10.1177/089124392006004002 **Available online via Alden Library.**  “This article offers a feminist theory of eating problems (anorexia, bulimia, extensive dieting, and binging) based on life history interviews with African-American, Latina, and white women. […] Identifying eating problems as survival strategies shifts the focus from portraying them as issues of appearance to ways women take care of themselves as they cope with trauma” (Thompson). |
| October 23  7PM  Athena Cinema | **Film Showing: *The Bystander Moment***  The #MeToo movement has shined much-needed light on the pervasiveness of sexual harassment and abuse and created unprecedented demand for gender violence prevention models that actually work.  THE BYSTANDER MOMENT tells the story of one of the most prominent and proven of these models – the innovative bystander approach developed by pioneering scholar and activist Jackson Katz and his colleagues at Northeastern University’s Center for the Study of Sport in Society in the 1990s.  Free Admission brought to you by the Office of Health Promotion and Alden Library.  Co-sponsored by The Women’s Center, The Survivor Advocacy Program, and Student Senate. | Film Studies  Learning Communities  Media Studies  Psychology  Social Work  Sociology  Women’s, Gender and Sexuality Studies | 1. Analyze media representations of bystander intervention 2. Identify specific skills that one can use for effective bystander intervention (4 Ds: direct, delegate, distract, and delay, as well as identify additional bystander intervention techniques, including: I statements, silent stare, humor, group intervention, distraction, “bring it home”, “we’re friends, right?”, and information seeking. 3. Commit to steps that an individual can take to support a campus culture focused on reducing sexual assault, promoting healthy prevention 4. Investigate expressions of masculinity that support healthy and unhealthy relationships 5. Identify gender inequality issues that result in gendered violence 6. Define rape culture and how it may be normalized through institutions | **Recommended Discussion Questions and Assignments are available through the film’s discussion guide:** <http://bystandermoment.org/pdfs/bystander-moment-study-guide.pdf> |
| October 24  7:30PM  Baker Ballroom  This program counts towards the intercultural knowledge component of the She Leads OHIO requirement (the Women’s Center’s professional leadership program). For more information, please visit our website. | **Domestic Violence Prevention Keynote Drea Kelly**  The Keynote is sponsored by the Women's Center, Black Student Cultural Programming Board, the Multicultural Center, Survivor Advocacy Program, Counseling and Psychological Services, and the Student National Medical Association.  Andrea “DREA” Kelly is a Midwestern native from the Southside of Chicago, IL.  DREA Kelly’s fame is largely attributed to VH1’s “Hollywood Exes,” where she was branded “the breakout star.”  Her story, as the Ex-wife of R&B superstar R. Kelly, reached beyond the television screens, leaving an audience of millions in love with the “brown ballerina.”  She is also well-known for being a choreographer, principle dancer, and the creative director for R.Kelly’s world tour performances, music videos and award show performances.  Some of her clients include Teddy Riley, Escape and Been One to name a few.  After leading the stage in these various positions, DREA also found vast success in operating her own dance theatre companies, AKDT and Le Belle Jete’ Cabaret.  DREA is not only a survivor of Domestic Violence, she is an advocate of domestic violence awareness.  In the spirit of this mission, she created the 12th Round Foundation, an organization that celebrates survivors of domestic violence and seeks to provide education so no one will become a victim and commemorate those who are lost to this tragedy.  “ I have CRACKS, but I’m not BROKEN ”-DREA Kelly | We encourage everyone, especially learning communities, to attend this event.  Athletics  College of Fine Arts  Community and Public Health  Criminal justice  Education  Media Arts and Studies, Media and Social Change  Medical Students  Nursing  Psychology  Social Work  Sociology  Women’s, Gender, and Sexuality Studies | 1. Consider the role that media can have in building empathy and raising awareness 2. Identify the reasons why victims of dating/domestic violence stay 3. Increased empathy for victims and survivors of dating/domestic violence 4. Reframe dating/domestic violence from an individual (private) issue to a community (public) issue. 5. Recognize the diversity of survivor experiences | **Recommended Reading:**  Taylor, Vanessa (2019). On the Culture Protecting R. Kelly. *Medium*. January 6. <https://medium.com/s/story/on-surviving-r-kelly-the-adoration-of-men-s-bare-minimum-politics-3c0f36c54911>  Weathers M, Sanderson J, Neal A, Gramlich K. From silence to #WhyIStayed: Locating our stories and finding our voices. Qualitative Research Reports In Communication [serial online]. January 1, 2016;17(1):60-67. **Available online via Alden Library**  **Recommended Viewing:**  Windy City Live (2018). Surviving R. Kelly - Drea Kelly, R. Kelly's ex wife speaks her truth on domestic violence. October 23. <https://www.youtube.com/watch?v=_23UHVssAYY>  **Recommended Assignment:**  Have students analyze the Mute R Kelly movement, including its effectiveness, strategies, and approach to race and gender: <https://www.muterkelly.org/> |
| October 29  4PM-5PM  Baker 403 | **International Women’s Coffee Hour**  Come in costume (for Halloween), or in your usual clothes, as we discuss different holiday traditions from around the world! (Wondering about appropriate costumes? Read CNN's article on Ohio University's Students Teaching About Racism in Society's poster campaign "We're a culture, not a costume":<https://www.cnn.com/2011/10/26/living/halloween-ethnic-costumes/index.html>) | Students, faculty, staff, and community members from all fields and backgrounds are welcome to attend. | 1. Network with others invested in providing a welcoming environment for international women on campus and in our community 2. Practice English in a supportive environment | \*This is a social, relaxing event, and is not intended to be a program offered for faculty seeking opportunities for their students to develop intercultural competence in a structured way. |
| November 7  Noon-1PM  Baker 219 | **Thirsting for Knowledge Thursday’s What I learned Growing Up about Gender Through Popular Music**  Utilizing personal moments in one’s life to reengage and reframe one’s worldview, understanding of gendered presentation, gendered self, and gender socialization, this reflective workshop on what I growing up about gender through music, will help participants engage in media literacy and identify the power of music as a socializing force through family, friends, and/or religion. | Media Arts  School of Music  Sociology  Women’s, Gender, and Sexuality Studies | 1. Consider strategies for media literacy, including  analysis of lyrics, visual representations, cultivation of a fan base, and within the larger context of a band or singer’s catalogue. 2. Identify the means in which music may be used as a socializing force through family, friends, and/or religion 3. Examine how gendered norms may be challenged or reinforced through lyrics and performances of music | **Recommended Readings:**  Bretthauer et al. (2006). A feminist analysis of popular music: power over, objectification of, and violence against women. *Journal of Feminist Family Therapy*, 18(4), 29–51. Retrieved from <https://search-ebscohost-com.proxy.library.ohio.edu/login.aspx?direct=true&db=apn&AN=ALTP552440&site=eds-live&scope=site>  Hosking, Taylor (2018). Beyoncé and Jay-Z’s New Vision of Gender in ‘Apeshit’ *The Atlantic*. June 22. <https://www.theatlantic.com/entertainment/archive/2018/06/beyonce-and-jay-zs-new-way-of-looking-at-gender/563360/>  **Recommended Assignment:**  Ask students to create a playlist of mainstream songs that challenge gender stereotypes and/or promote healthy relationships. Have them present on the songs they chose, contrasting them with other popular messaging in music. |
| November 12  5:30PM-7:00PM  Baker 237  This program counts towards a She Leads OHIO requirement (the Women’s Center’s professional leadership program). For more information, please visit our website. | ***Stay out of your own way: How Gender Stereotypes Threaten Our Success***  This one and a half hour, interactive workshop will highlight the ways in which women have traditionally undersold their skills and provide opportunities for participants to self-reflect on their own experiences. We will discuss the social expectations put on women, which can complicate women’s desire to do self-promotion. Through analyzing descriptors of women’s professional accomplishments, body language, and verbal inflections, participants will be encouraged to investigate improved ways of communicating professionally.  . | We strongly encourage participation from students who are looking for employment, internships, or are in their senior seminar. All are welcome to attend.  College of Business  Communications  Women’s Gender, and Sexuality Studies  All STEM fields | 1. Provide students with the skills needed to advertise themselves in the workplace 2. Understand how different presentation styles function within an interview setting 3. Instruct students how to demonstrate confidence in themselves 4. Identify common traps for women, like apologizing, etc. 5. Explore the use of “hedging” and speech inflection in communicating confidence | **Recommended Readings**  Tyler, James M. and Jennifer Dane McCullough (2009), “Violating Prescriptive Stereotypes on Job Resumes: A self-Presentational Perspective” in *Management Communication*, pp. 272-287.  Kelsky, Karen (2013). The Top 5 Mistakes Women Make in Academic Settings. 10 November. The Professor is In. <http://theprofessorisin.com/2013/11/10/the-top-5-mistakes-women-make-in-academic-settings/>  Privett-Duke,  Chris (2011). Wanted: Gender-free Job Ads. 18 May. Futurity.org. <https://www.futurity.org/wanted-gender-free-job-ads/>  Kay, Katty and Claire Shipman (2014). The Confidence Gap. May. *The Atlantic*. <https://www.theatlantic.com/magazine/archive/2014/05/the-confidence-gap/359815/> |
| November 21  Noon-1:30PM  Baker 230 | **Identifying Rape Culture and How to Respond**  This workshop will provide participants with the tools needed to identify comments, actions, and myths that uphold rape culture. Participants will leave having role played bystander intervention strategies to disrupt rape culture.  We strongly encourage that those attending this workshop also attend a Better Bystanders training, which focuses on bystander intervention, offered through the Campus Involvement Center. | We encourage all members of our campus to attend this workshop to support the culture we want to see on campus and in the community – free of sexual violence. | 1. Define rape culture 2. Identify and work to confront rape culture and the ways in which institutionalized oppression influences societal beliefs on sexual violence 3. Critically analyze written and visual texts (when paired with the recommended readings) 4. Increase empathy for survivors of sexual violence 5. Practice tangible skills to interrupt language that normalizes and perpetuates rape culture. | **Recommended Readings:**  Edwards, K.M., Turchik, J.A., Dardis, C.M. et al. (2011). Rape Myths: History, Individual and Institutional-Level Presence, and Implications for Change. *Sex Roles*. 65: 761.  Franiuk, Renae, Jennifer L. Seefelt, Sandy L. Cepress, and Joseph A. Vandello. “Prevalence and Effect of Rape Myths in Journalism: The Kobe Bryant Case.” *Violence Against Women*. X.X (2008): 1-23.  **Recommended Assignment:**  Have students create a campaign to end sexual violence and rape culture that addresses rape myths. |
| November 23  12:30PM-4:00PM  Baker 240/242  This program counts towards a component of the She Leads OHIO requirement (the Women’s Center’s professional leadership program). For more information, please visit our website. | ***Elect Her: Campus Women Win, Featuring Rebecca Thompson***  Brought to Athens, Ohio by Running Start, and the Women’s Center. **To nominate a student to attend the program please visit:** https://tinyurl.com/OHIO-Elect-Her-2019  Rebecca Thompson got her start in politics at just 14 years old when she interned for a woman elected official in her hometown of Detroit. Since then, she has traveled the world training women candidates to run for elected office. She is a Vice President at Deliver Strategies, one of the leading progressive direct mail firms in the country and as the CEO of Rebecca Thompson International, where she focuses on training and coaching women to run for elected office. Previously she served as the Run to Win Director for EMILY’s List, leading the largest candidate recruitment and training program in the organization’s history. Rebecca is a national trainer for a number of organizations including ElectHer, Running Start, the Progressive Campaign Change Committee (PCCC) and others and was recently named one of the American Association of Political Consultants’ Top 40 Under 40 award recipients. | All students are encouraged to participate because we want them to run for student office – and because of the transferrable skills this program provides.  Political Science  Voinovich School Leadership and Public Affairs  College of Business  Pre-Law | 1. Identify the steps to run for student office 2. Analyze the gendered issues that face women who run for government 3. Articulate a media strategy for a campaign 4. Create a campaign platform | **Exercise.** Have students design their own political campaign: identify the issues that are important to them; strategize a media campaign; predict how opponents and journalists may address their political run. |
| November 26  4PM-5PM  Baker 403 | **International Women’s Coffee Hour**  Join us for a relaxing coffee and conversation near the end of the semester. Use this community to support one another as we prepare for finals and other upcoming events! | Students, faculty, staff, and community members from all fields and backgrounds are welcome to attend. | 1. Network with others invested in providing a welcoming environment for international women on campus and in our community 2. Practice English in a supportive environment | \*This is a social, relaxing event, and is not intended to be a program offered for faculty seeking opportunities for their students to develop intercultural competence in a structured way. |
| December 3  11AM-2PM  Baker 233  This program counts towards the intercultural knowledge component of the She Leads OHIO requirement (the Women’s Center’s professional leadership program). For more information, please visit our website. | **Women of Color Who Paved the Way: Women of the Civil Rights Movement (United States Specific)**  We will provide pictures and biographies of women of color who have made substantial contributions to society. In the past, we have featured women including: Maya Angelou, Tarana Burke, Shirley Chisholm, Laverne Cox, Gulabi Gang, Anita Hill, Lű Hsiu-lien, Mary Jackson, Marsha P. Johnson, Frida Kahlo, Jhumpa Lahiri, Audre Lorde, Wilma Mankiller, Fe Villanueva del Mundo, Shirin Neshat, Rosa Parks, Funmilayo Ransome-Kuti, Mary Golda Ross, Sojourner Truth, and Malala Yousafzai.  Those who attend this particular session will have an opportunity for your artwork to be displayed at either the Martin Luther King Jr. Brunch on January 20, 2020 and/or displayed in the International Women’s Art Installation on April 13, 2020. | African American Studies  Diversity Studies Certificate  Engineering  Global Studies  Islamic Studies Certificate Program  Journalism  Media Arts and Studies  Sociology  Studio Art  Women’s, Gender, and Sexuality Studies | 1. Identify women of color role models in the civil rights movement 2. Consider the intersectional experiences of women of color who paved the way 3. Engage in an arts-based practice to honor the experiences of women of color who paved the way, connecting their contributions to current lived experience 4. Learn about an experience that is different from one’s own, contributing to a fuller understanding of different world views | **Recommended Reading:**  Davis, Jessica Stafford (2016). 10 Female Artists of Color on the Rise. March 22. *The Root*. https://www.theroot.com/10-female-artists-of-color-on-the-rise-1790854732  Gardiner, Susannah (2017). Why Making a Portrait of a Black Woman Was a Form of Protest. 13 November. Smithsonian.com. <https://www.smithsonianmag.com/smithsonian-institution/why-making-portrait-black-woman-was-form-protest-180967158/>  Keller, Yelena (2017). The Overlooked, Radical History of Black Women in Art. April 28. *Artsy.net*. <https://www.artsy.net/article/artsy-editorial-overlooked-black-women-altered-course-feminist-art>  Lage, Ayana (2018). 17 Black Women in History You Probably Didn’t See In Your History Textbook. February 9. *Bustle*. <https://www.bustle.com/p/17-black-women-in-history-you-probably-didnt-see-in-your-history-textbook-8092603> |
| December 4  4PM-6PM  Alden 319  This program counts towards a She Leads OHIO requirement (the Women’s Center’s professional leadership program). For more information, please visit our website. | ***AAUW Start Smart Salary Negotiation Workshop***  Co-sponsored with the Graduate College and supported by the Career and Leadership Development Program  This two-hour AAUW workshop provides students with the skills needed to negotiate their first salary. | We strongly encourage all graduating seniors to attend in order to be prepared for the salary negotiation process; however, all are welcome to attend. | 1. Provide students with the skills needed to negotiate their first salary 2. Educate students on how to construct a budget and do city cost comparisons 3. Define the wage gap, and how it impacts everyone (not just women) 4. Determine what can be done to combat the wage gap | 1. What is the gender wage gap? 2. Does the wage gap only concern women? 3. How will you articulate your worth in a job interview or salary negotiation?   Recommended Readings:  [AAUW’s website on career and workplace issues for women](http://www.aauw.org/issues/career-and-workplace/)  [Alison Griswold, “Paid in Prestige”.](http://www.slate.com/articles/business/moneybox/2014/05/jill_abramson_new_york_times_salary_dispute_why_is_the_top_editor_paid_so.html)  [Institute for Women’s Policy Research](http://www.iwpr.org/initiatives/pay-equity-and-discrimination) |

**Spring 2020 Save the Date**

* International Women’s Coffee Hours – January 28, February 25, April 21, 4-5PM in Baker 403; March 31, 4-6PM at Passion Works.
* Film Showing of *Mankiller* with director and producer Valerie Red Horse Nohl – February 25, 2020, 7PM at Athena Cinema
* Women in Graduate School Day Conference – February 14 (evening keynote) & February 15 (all day), 2020. Registration required. Registration fee is $20 for enrolled OHIO students and includes lunch.
* Thirsting for Knowledge Thursdays Career Series – February 27, March 26, April 16
* Women’s Achievement Dinner – March 25, 2020 (due date for self-nomination and nominations is January 24, 2020). More information will be made available online, including ticket sales and nomination information: https://www.ohio.edu/womens-center/womens-achievement-dinner
* Take Back the Night – April 2, 2020, 6PM-9PM
* International Women’s Art Installation – April 13, 2020 (10:00 A.M. – 7:00 P.M.)

**Cohort-Based Programming**

The following programming either requires that participants apply and/or has the expectation that participants commit to attending every session. The programming included in the co-curricular guide above can be experienced as “stand-alone” programming.

The ALAANA+ Leadership Cohort (ALAANA+, in this context, stands for African American/African/Black, Latina/Latinx, Asian American/Asian, Arab/Middle Eastern, Native American, and all multicultural folks) is a cohort leadership opportunity geared towards first- and second-year multicultural women providing them with a community to: cultivate community and establish connections within the Cohort and throughout the OHIO community; discover their leadership potential; identify their own personal, professional, and leadership goals; and, create action plans to achieve those goals.

The Young Women Leaders Program assigns mentors to seventh and eighth grade girls at Athens Middle School. Participants interested in any facet of the program are required to take PCOE 2301C in the Fall semester. Mentors will work with the middle schoolers on Wednesdays from 3:05PM-5:05PM throughout the academic year.

The Women’s Mentoring Program has cohort events for all mentors and mentees, as well as socials for participants. Applications for 2020-2021 will be due in February. Please encourage students that you think would benefit from this program to apply. More information can be found online at: <https://www.ohio.edu/womens-center/womens-mentoring-program>.

Women Leading OHIO is a professional and leadership development program for early career faculty and staff that meets every Friday from 11:00AM-1:00PM. Applications are due August 16, 2019. For more information, please visit: <https://www.ohio.edu/womenscenter/programs/women-leading-OHIO.cfm>