

Spring 2021 Calendar

Date/Time/Place	Event Description	Course/Career Connections	Projected Outcomes	Potential Discussion Questions/Activities, Suggested Readings
<p>January 20 Noon-1PM</p> <p>Register by 1/18/21 at: https://ohio.qualtrics.com/jfe/form/SV_bd6zYSudzXR Dcs5</p> <p>Log-in information for the event will be sent on 1/20/2021.</p>	<p>SayHerName: Building Community to Support Women of Color at OHIO</p> <p>The themed discussion on January 20th is focused on self-care for social justice advocates.</p> <p>Sparked by the Division for Diversity and Inclusion's Public Forum on Breonna Taylor: Mourning, Reflecting, Moving Forward, SayHerName is an ongoing commitment to our participants. These are gatherings of those directly impacted by racism and sexism, as well as other interlinked forms of oppression, and their allies. They are created to build a community of support and to serve as a public space for expression. We will begin each program with a moment of silence for the women who have been killed, and recognizing the</p>	<p>As a community building event, we encourage those who have been directed impacted by racism and sexism, as well as other interlinked forms of oppression, and their allies, to attend.</p> <p>As a program created to build community, we ask that people not be required to attend, but invite all who desire to attend.</p>	<p>Facilitators will guide participants through discussions on the following:</p> <ol style="list-style-type: none"> 1) Building an effective, social supportive community when in a virtual environment 2) Defining self-care and self-preservation while advocating for social justice 3) The potential psychological impacts of advocacy on topics related to one's identity and discrimination 	<p>Recommended Readings: BBC (2020). Black Trans Lives Matter: 'We're tired of having to pick sides.' June 15. https://www.bbc.co.uk/bbcthree/article/33ab8fbd-792f-44ee-85de-5dd3894f60bf</p> <p>Chen, Grace A., Helen A. Neville, Jioni A. Lewis, Hector Y. Adames, Nayeli Y. Chavez-Dueñas, Della V. Mosley, & Bryana H. French (2019). Radical Self-Care in the Face of Mounting Racial Stress. Nov 15. <i>Psychology Today</i>. https://www.psychologytoday.com/us/blog/healing-through-social-justice/201911/radical-self-care-in-the-face-mounting-racial-stress</p> <p>Ohio University's Counseling and Psychological Services. Self-Care for Student Activists & Anyone Engaging in Challenging Conversations. https://www.ohio.edu/student-affairs/counseling/self-care-challenging-conversations</p> <p>Paz, Isabella Grullón and Maggie Astor (2020). Black Trans Women Seek More Space in the Movement They Helped Start. <i>New York Times</i>. June 27. https://www.nytimes.com/2020/06/27/us/politics/black-trans-lives-matter.html</p>

	<p>lives lost and the legacy of women like Breonna Taylor.</p> <p>All are welcome to attend.</p>			<p>Ritchie, Andrea (2017). <i>Invisible No More: Police Violence Against Black Women and Women of Color</i>. Beacon Press: Massachusetts.</p> <p>Recommended Viewing: Watch the interview with Kimberlé Crenshaw and Sheinelle Jones of TODAY (2020): Kimberlé Crenshaw shares importance of the Say Her Name movement https://www.today.com/video/kimberle-crenshaw-shares-importance-of-the-say-her-name-movement-85807685887 There are a number of webinars provided by the African American Policy Forum, Inc. https://aapf.org/webinars</p> <p>Allies may benefit from viewing this video about allyship vs co-conspiratorship (link is to a CSPAN user clip featuring Bettina Love).</p>
<p>January 20 Throughout the day</p> <p>Find us on Twitter (@OHIOWomenCenter) and/or follow #WomensPoliticalFirsts.</p>	<p>Social Media Campaign: Political Firsts</p> <p>Today we recognize a first in the history of women’s political engagement: the first woman of color and first woman to be our Vice President of the United States, Vice President Kamala Harris. In recognition of this political first, the Women’s Center will be posting other political firsts for women throughout the day on Twitter.</p>	<p>African American Studies</p> <p>Cutler Scholars</p> <p>Diversity Studies Certificate</p> <p>History</p> <p>Honors Tutorial College</p> <p>Global Leadership</p> <p>Law, Justice, Culture</p> <p>LGBTQ Studies</p>	<ol style="list-style-type: none"> 1) Improve familiarity with the history of women’s involvement in politics 2) Assess structural barriers that have prevented women’s equitable participation 3) Consider the impact of diverse representation within government 	<p>Recommended Activities:</p> <ol style="list-style-type: none"> 1. Review and analyze social media posts about the inauguration and VP Elect Kamala Harris, paying particular attention to posts that connect to issues of gender and race. Asks students to choose three to five posts to analyze. Posts could demonstrate sexism and racism, and/or the power of diverse representation. 2. Ask students to identify one of the political firsts highlighted in our social media campaign who is unfamiliar to them, and conduct research on them. 3. Analyze the effectiveness of different PACs that have the goal of increasing diversity within government, and develop a plan to encourage marginalized populations to run for

	<p>The Women’s Center is non-partisan, and we support educational opportunities to learn about women’s history, and the barriers that have been presented that have prohibited women from equal access to the legislative, executive, and judicial process. Just last year, we celebrated the centennial of the 19th Amendment, and asked folk to engage with us about the ways in which women have been able to participate in voting, and the ways in which there are still barriers, #AthensOHSuffrage.</p> <p>We encouraged you then, as we encourage you now, to read about Jim Crow laws and other obstacles to voting and political participation. We hope that this program, and programs like this, assist individuals in understanding democracy and voting rights generally.</p> <p>As we detail these political firsts, we want to acknowledge that our social media followers may all have different feelings about the legacies that these elected, and appointed, officials have left behind, or are still creating. Our</p>	<p>Media Arts and Studies – Media and Social Change</p> <p>Political Science</p> <p>Social Media Certificate</p> <p>Sociology</p> <p>Women’s, Gender and Sexuality Studies</p>		<p>office. You may find it helpful to encourage students to explore organizations such as EMILY’s List or Log Cabin Republicans.</p> <p>Explore The National Women’s History Museum’s virtual exhibit, First but Not the Last: Women Who Ran for President (2020): https://www.womenshistory.org/exhibits/first-not-last</p> <p>Center for American Women and Politics’ Milestones for Women in American Politics: https://cawp.rutgers.edu/facts/milestones-for-women</p> <p>Recommended Reading Astor, Maggie (2020). Kamala Harris and the ‘Double Bind’ of Racism and Sexism. <i>New York Times</i>. Oct 9. Retrieved at: https://www.nytimes.com/2020/10/09/us/politics/kamala-harris-racism-sexism.html</p> <p>Lerer, Lisa and Sydney Ember (2020). Kamala Harris Makes History as First Woman and Woman of Color as Vice President. <i>New York Times</i>. Nov 7. https://www.nytimes.com/2020/11/07/us/politics/kamala-harris.html</p> <p>Recommended Viewing <i>The New York Times</i>, Finish the Fight (Aired online July 18, 2020, available for streaming) - "A virtual play, celebrating the unsung heroes of suffrage." PBS, The Vote (Aired online July 7, 2020, available for streaming) - "The Vote tells the dramatic culmination story of the hard-fought campaign waged by American</p>
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	<p>hope today is to create space to acknowledge these moments in women’s history, and to encourage you to read about their legacies and to understand how that connects to your own values and beliefs.</p> <p>The views reflected in the posts by others using #WomensPoliticalFirsts, or otherwise in connection to the community sharing of content for this event, may not reflect the views of the organizers or of Ohio University's Women's Center.</p>			<p>women for the right to vote – a transformative cultural and political movement that resulted in the largest expansion of voting rights in U.S. history."</p> <p><i>Selma</i> (motion picture, 2014) - explores the fight for voting rights and Jim Crow laws.</p> <ul style="list-style-type: none"> • Discussion Guides and Recommended Reading to pair with your viewing of <i>Selma</i> <ul style="list-style-type: none"> ○ A free film guide is provided by Into Film and can be retrieved from: https://www.intofilm.org/resources/187. In order to access the guide, you must create an account. ○ A free discussion guide, which includes a timeline, list of important figures, discussion questions, and activities, is available through Tolerance.org at: http://www.tolerance.org/sites/default/files/kits/Selma-The%20Bridge%20to%20the%20Ballot%20Viewers%20Guide.pdf ○ Dean, Michelle (2015). <i>Selma</i> Puts Women At The Center Of The Civil Rights Movement. January 5. <i>Refinery29</i>. https://www.refinery29.com/en-us/selma-ava-duvernay-movie-review
<p>January 21 4-6PM</p>	<p>AAUW Start Smart Salary Negotiation</p>	<p>We strongly encourage all graduating seniors to attend in order to be prepared for</p>	<p>1) Provide students with the skills needed to negotiate their first salary</p>	<p>Recommended Discussion Questions</p> <ol style="list-style-type: none"> 1) What is the gender wage gap? 2) How does the wage gap impact people of different identity groups?

<p>This program counts towards a She Leads OHIO requirement (the Women’s Center’s professional leadership program).</p> <p>Register by 1/19/21 at https://ohio.quals.com/jfe/form/SV_0oDdJ4AWwDI26kR. Log-in information for the event will be sent the day prior on 1/20/2021.</p>	<p>Co-sponsored with the Graduate College and supported by the Career and Leadership Development Program</p> <p>This two-hour AAUW workshop provides students with the skills needed to negotiate their first salary.</p> <p><i>**Due to our licensing agreement with the AAUW, this workshop is only available for members of the Ohio University community.**</i></p>	<p>the salary negotiation process; however, all are welcome to attend.</p>	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 3) How will you articulate your worth in a job interview or salary negotiation? <p>Recommended Readings: Ask students to explore the different topics on the AAUW’s website on career and workplace issues for women: https://www.aauw.org/issues/equity/gender-workforce/; and on the Institute for Women’s Policy Research’s website: https://iwpr.org/issue/employment-education-economic-change/pay-equity-discrimination/</p> <p>Recommended Activity: Encourage your students to create a realistic budget for themselves after attending the workshop while taking into account differences in expenses due to location and cost of living in that area. This will help them to consider their “resistance point.”</p>
<p>January 26 4-5PM</p> <p>Microsoft Teams. For information on how to participate, visit: https://www.ohio.edu/diversity/womens-center/international-womens-coffee-hour (OHIO login</p>	<p>International Women’s Coffee Hour - Yoga and Affirmation Workshop</p> <p>Sponsored by the Women’s Center and International Faculty and Staff Services.</p> <p>Each month, the coffee hour will center around a new topic. Join us in January for a workshop on yoga and affirmations!</p>	<p>Students, faculty, staff, and community members from all fields and backgrounds are welcome to attend.</p> <p>As a program created to build community, we ask that people not be required to attend, but invite all who desire to attend.</p>	<ol style="list-style-type: none"> 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 3) Improve confidence in coping strategies 	<p>*This is a social, relaxing event, and is <i>not</i> intended to be a program offered for faculty seeking opportunities for their students to develop intercultural competence in a structured way.</p>

<p>required to access Teams event)</p>				
<p>January 27 6-7:30PM</p> <p>Register by January 25 at: https://ohio.qualtrics.com/jfe/form/SV_5cFzFlav8jFxg4l</p> <p>Log-in information for the event will be sent the day prior on 1/26/2021.</p> <p>This program counts towards a She Leads OHIO requirement (the Women’s Center’s professional leadership program). It would count towards the diversity program.</p>	<p>These Are The Things No One Tells You: On Navigating PWI’s and What Comes After, presented by Soraya Membreno</p> <p>Join us January 27th, 2021, 6-7:30PM, for Soraya's Membreno's virtual talk recounting the experience of attending a predominantly white institution as a first-generation immigrant. Full of all the things no college counselor will tell you, participants will be encouraged to enter into open dialogue about the details of assimilation, feelings of tokenization, fitting into a new environment while still maintaining ties to home, and how being fully yourself can be an act of radical resistance.</p> <p>Soraya Membreno is a daughter of Nicaraguan immigrants and a pre-Lebron Miami local. An astrophysics geek turned cultural/literary theory junkie, she eventually settled on an English major from Williams College. She obsesses (and occasionally writes)</p>	<p>African American Studies</p> <p>College Student Personnel</p> <p>Counselor Education and Supervision</p> <p>Cutler Scholars</p> <p>Diversity Studies Certificate</p> <p>Educational Administration</p> <p>First Year Experience</p> <p>Higher Education</p> <p>Honors Tutorial College</p> <p>OMSAR</p> <p>School Counseling</p> <p>Women’s, Gender and Sexuality Studies</p>	<ol style="list-style-type: none"> 1) Improve knowledge of the experiences of marginalized racial and ethnic populations within PWIs (predominately white institutions) 2) Reflect on one’s own positionality, as well as one’s own experiences of privilege and oppression within higher education 3) Identify aspects of the hidden curriculum within higher education 4) Identify tools to improve the lives of marginalized populations in higher education 	<p>Explore Read some of the testimonies on Dear PWI on Instagram: https://www.instagram.com/dearpwi/</p> <p>Recommended Reading Ahmad, Aisha A. (2020). A Survival Guide for Black, Indigenous, and Other Women of Color in Academe. <i>Chronicle of Higher Education</i>. July 6. Retrieved from: https://www.chronicle.com/article/a-survival-guide-for-black-indigenous-and-other-women-of-color-in-academe</p> <p>Gay, Geneva. “Pedagogical Potential of Cultural Responsiveness” in <i>Culturally Responsive Teaching: Theory, Research, and Practice</i>, 3rd Edition. Teachers College Press, 2018. pp. 28-56. Available at Alden Library at: LC1099.3 .G393 2018.</p> <p>Reyes-Barrientez, Alicia M. (2019). Lessons From a First-Gen, Working-Class Latinx Student. <i>Inside Higher Ed</i>. December 20. Retrieved from: https://www.insidehighered.com/advice/2019/12/20/what-first-generation-working-class-latinx-student-wishes-shed-known-she-went</p> <p>Love, Bettina L. (2019). Dear White Teachers: You Can’t Love Your Black Students If You Don’t Know Them. <i>EducationWeek</i>. March 18. Retrieved from: https://www.edweek.org/teaching-learning/opinion-dear-white-teachers-you-</p>

	<p>about issues of accessibility, representation, and culture-straddling/identity building in literature and academia. Her writing has appeared in Catapult, Post No Ills, and The Racial Imaginary: Writers on Race in the Life of the Mind. Her professional background includes editing and production at Union Station Magazine, development for various literary nonprofits including Poets & Writers and Cave Canem, and orchestrating public call-outs for gender parity at GenderAvenger. She is currently hiding from winter in Los Angeles.</p> <p>Brought to you by Ohio University's Women's Center, the Division of Diversity and Inclusion, and OHIO's AAUW Student Group.</p>			<p>cant-love-your-black-students-if-you-dont-know-them/2019/03</p> <p>Tejeda, Carlos, Manuel Espinoza, and Kris Gutierrez. "Toward a Decolonizing Pedagogy: Social Justice Reconsidered" in <i>Pedagogies of Difference: Rethinking Education for Social Change</i>, edited by Peter Pericles Trifonas, Routledge, 2003, pp. 10-44. Available at Alden Library at: LC196.P45 2003.</p> <p>Ware, Lawrence (2016). How to Survive, Be Safe and Thrive at a Predominantly White Institution. <i>The Root</i>. August 8. Retrieved at: https://www.theroot.com/how-to-survive-be-safe-and-thrive-at-a-predominantly-w-1790856312</p> <p>Recommended Viewing <i>Dear White People</i>, available on Netflix. Paul William Eaton's webpage on using <i>Dear White People</i> in the classroom may be helpful: https://profpeaton.com/2015/10/19/using-dear-white-people-to-discuss-campus-climate-racial-identity/</p> <p>Recommended Discussion Questions</p> <ol style="list-style-type: none"> 1. What can PWIs do to improve campus climate? 2. What resources are available at Ohio University for those experiencing racism and sexism, as well as other forms of oppression?
<p>January 28 Noon-1PM</p>	<p>Gender 101</p> <p>This interactive workshop will ask participants to engage with social</p>	<p>This session is useful for those interested in exploring issues of diversity and</p>	<ol style="list-style-type: none"> 1) Define gender and sex 2) Identify consequences of strict adherence to gender roles. 3) Improve media literacy 	<p>Recommended Reading The Gender Book: http://www.thegenderbook.com/the-book/4553374748. This book is available for free, or with donation, online.</p>

<p>Faculty and Staff interested in participating as part of the Professional Development Platform (Human Resources) should register online at: https://www.ohio.edu/hr/professional-development/courses</p> <p>Students and those not affiliated with Ohio University who are interested in participating should email womenscenter@ohio.edu to receive information about how to participate by September 22 at 11:59PM.</p>	<p>constructions of gender in order to: define gender and sex; identify consequences of strict adherence to gender roles; improve media literacy; identify when they first began to understand gender; create actionable steps to improve inclusivity and encourage freedom in gender expression.</p>	<p>inclusion and the impact that sexism (and other intersecting oppressions) has in education and the workplace.</p> <p>Education</p> <p>College of Business</p> <p>Diversity Studies Certificate</p> <p>Heritage College of Osteopathic Medicine</p> <p>Learning Communities</p> <p>LGBT Certificate</p> <p>Nursing</p> <p>Psychology</p> <p>Social Work</p> <p>Sociology</p> <p>Women's, Gender, and Sexuality Studies</p>	<p>4) Identify when they first began to understand gender</p> <p>5) Create actionable steps to improve inclusivity and encourage freedom in gender expression.</p>	<p>Georgieva, Kristalina, Fabrizio, Stefania, Lim, Cheng Hoon, and Marina M. Tavares. (2020). The COVID-19 Gender Gap. <i>IMF Blog</i>. July 21. https://blogs.imf.org/2020/07/21/the-covid-19-gender-gap/</p> <p>Recommended Activity for Discussion after a Class Attends this Session: Bring to class two items – (1) one item that signifies a representation of gender that reflects your culture (this could be a subculture you occupy, or mainstream culture), and (2) one item that signifies your own understanding of gender. These two items can signify similar or different cultural understandings of gender. Be prepared to discuss the following questions: How do these items construct gender? What meaning can be given to them? Is gender narrowly defined by these items, or do they support an expansive view of gender? How do these items relate to your own lived experience?</p>
<p>February 1</p>	<p>Social Media Campaign: World Hijab Day</p>	<p>This program is useful for any area of study that requires cultural</p>	<p>1) Expand societal consciousness around the experience of hijabi in the United States and</p>	<p>Recommended Readings: Abu-Lughod, Lila (2008). Do Muslim Women Really Need Saving? <i>Anthropological Reflections on Cultural Relativism and its</i></p>

<p>Follow #WorldHijabDayOHIO on Instagram and Twitter.</p>	<p>Sponsored by International Student and Faculty Services, International Student Union, the Office of Global Affairs, and the Women’s Center.</p> <p>We invite you to join us on social media, #WorldHijabDayOHIO, to learn about World Hijab Day, allyship and bystander intervention. Throughout the day, we’ll be discussing women’s experiences with hijab, both how women have been discriminated against for wearing hijab and discriminated against for not wearing hijab, and Islamophobia. We encourage you to actively participate throughout the day by posting to Twitter and/or Instagram using #WorldHijabDayOHIO or by following the hashtag.</p> <p>This is an educational social media program that will inform participants about World Hijab Day. Please note that individual stories shared are not necessarily representative of everyone’s experiences.</p> <p>The views reflected in the posts by others using #WorldHijabDayOHIO, or otherwise in connection to the community sharing of content for this event, may not reflect the views of the organizers or of Ohio University. Everyone is welcome to participate</p>	<p>humility or investigating various methods of allyship.</p> <p>Community and Public Health</p> <p>Diversity Studies Certificate</p> <p>Global Leadership</p> <p>Global Studies</p> <p>Heritage College of Osteopathic Medicine</p> <p>Law, Justice, Culture</p> <p>Social Work</p> <p>Study Abroad Women’s, Gender and Sexuality Studies</p> <p>World Religions - Islamic Studies Certificate Program</p>	<p>the ways in which they may face discrimination</p> <ol style="list-style-type: none"> 2) Identify ways in which one can be an ally of hijabi to stand against discrimination 3) Consider the different experiences of hijabi, and the different reasons given for choosing to wear hijab 4) Identify locations in the world in which “choice” to wear, or not wear, hijab is not honored 5) Have an increased understanding of one’s own identity as it relates to the concepts of power, privilege, and oppression 6) Evaluate the impact that current events related to Western understandings of Islam may have on communities <p>Additional projected learning outcome from BRICKS: Students will be able to interpret intercultural experience from their own and others’ worldview and to act in a supportive manner that recognizes the feelings of another cultural group</p>	<p>Others. <i>American Anthropologist</i>. Vol 104 (3). PP. 783-790.</p> <p>Hasan, Asma Gull. (2004). <i>Why I am a Muslim: An American odyssey</i>. Element (HarperCollins): London, England.</p> <p>My Stealthy Freedom website. “Lest We Forget. These Women in Iran Still Remain in Jail for Opposing Compulsory Hijab.” https://www.mystealthyfreedom.org/lest-we-forget-these-women-in-iran-still-remain-in-jail-for-opposing-compulsory-hijab/</p> <p>Nomani, Asra Q. and Arafa, Hala (2015). As Muslim women, we actually ask you not to wear the hijab in the name of interfaith solidarity. Dec. 21. <i>The Washington Post</i>. Available online: https://www.washingtonpost.com/news/acts-of-faith/wp/2015/12/21/as-muslim-women-we-actually-ask-you-not-to-wear-the-hijab-in-the-name-of-interfaith-solidarity/?utm_term=.8e51f427a0ea</p> <p>Stoppard, Lou (2020). Will Mandatory Face Masks End the Burqa Bans? May 19. <i>The New York Times</i>. Available online: https://www.nytimes.com/2020/05/19/style/face-mask-burqa-ban.html</p> <p>World Hijab Day website. “My Story”: http://worldhijabday.com/participants/my-story-participants/ and “Would Muslims be Offended If Non-Muslims Wear the Hijab for a Day?”: http://worldhijabday.com/participants/my-story-participants/ and “Would Muslims be Offended if Non-Muslims wear the hijab for a day? World Hijab Day</p>
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	<p>from their own viewpoints & perspectives.</p>			<p>Recommended Activities:</p> <ol style="list-style-type: none"> 1. Have students examine the educational materials provided by the sponsors through #WorldHijabDayOHIO. Ask students to write a reflection paper detailing their understanding of hijabi and non-hijabi experiences around the world. 2. Have students debate the pros and cons of World Hijab Day (not hijab). This can be an opportunity to talk about respectful arguments that honor religious and cultural differences, and engage in theory like cultural appropriation, empowerment, western concepts of feminism, intersectionality, multiculturalism, and whose voice is uplifted. Utilize the articles in recommended readings to help frame the debate.
<p>February 17 Noon-1PM, conversation with Mayor Patterson; 1PM-1:30PM community debriefing</p> <p>Register by 2/15 at: https://ohio.qualified.com/jfe/form/SV_bd6zYSudzXR/Dcs5</p>	<p>SayHerName: Building Community to Support Women of Color at OHIO</p> <p>February 17th's gathering will include Mayor Patterson, who will join to speak with participants about issues related to SayHerName: Building Community to Support Women of Color at OHIO.</p> <p>Sparked by the Division for Diversity and Inclusion's Public</p>	<p>As a community building event, we encourage those who have been directly impacted by racism and sexism, as well as other interlinked forms of oppression, and their allies, to attend.</p> <p>As a program created to build community, we ask that people</p>	<p>This session will provide an opportunity for our participants to talk with an elected official about the Black Lives Matter Policy Platforms, as discussed in our December 2020 gathering.</p> <p>Projected Learning Outcomes from BRICKS:</p> <ol style="list-style-type: none"> 1) Students will be able to critically state, describe, and consider an issue or problem 	<p>Recommended Readings:</p> <p>BBC (2020). Black Trans Lives Matter: 'We're tired of having to pick sides.' June 15. https://www.bbc.co.uk/bbcthree/article/33ab8fbd-792f-44ee-85de-5dd3894f60bf</p> <p>Chen, Grace A., Helen A. Neville, Jioni A. Lewis, Hector Y. Adames, Nayeli Y. Chavez-Dueñas, Della V. Mosley, & Bryana H. French (2019). Radical Self-Care in the Face of Mounting Racial Stress. Nov 15. <i>Psychology Today</i>. https://www.psychologytoday.com/us/blog/healing-through-social-justice/201911/radical-self-care-in-the-face-mounting-racial-stress</p>

<p>Log-in information will be sent to participants on 2/16.</p>	<p>Forum on Breonna Taylor: Mourning, Reflecting, Moving Forward, SayHerName is an ongoing commitment to our participants. These gatherings are created to build a community of support and to serve as a public space for expression. All are welcome to attend.</p>	<p>not be required to attend, but invite all who desire to attend.</p>	<p>2) Students will be able to use information from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis</p> <p>3) Students will be able to state a specific position (i.e., perspective, thesis, or hypothesis) that is thoughtful, recognizes complexities, and acknowledges limitations.</p>	<p>Ohio University's Counseling and Psychological Services. Self-Care for Student Activists & Anyone Engaging in Challenging Conversations. https://www.ohio.edu/student-affairs/counseling/self-care-challenging-conversations</p> <p>Paz, Isabella Grullón and Maggie Astor (2020). Black Trans Women Seek More Space in the Movement They Helped Start. <i>New York Times</i>. June 27. https://www.nytimes.com/2020/06/27/us/politics/black-trans-lives-matter.html</p> <p>Ritchie, Andrea (2017). <i>Invisible No More: Police Violence Against Black Women and Women of Color</i>. Beacon Press: Massachusetts.</p> <p>Recommended Viewing: Watch the interview with Kimberlé Crenshaw and Sheinelle Jones of TODAY (2020): Kimberlé Crenshaw shares importance of the Say Her Name movement https://www.today.com/video/kimberle-crenshaw-shares-importance-of-the-say-her-name-movement-85807685887 There are a number of webinars provided by the African American Policy Forum, Inc. https://aapf.org/webinars</p> <p>Allies may benefit from viewing this video about allyship vs co-conspiratorship (link is to a CSPAN user clip featuring Bettina Love).</p>
<p>February 18 Noon-1PM</p>	<p>Thirsting for Knowledge Thursday:</p>	<p>This year's Thirsting for Knowledge</p>	<p>Participants will be able to name at least one lesson from the anti-sexual</p>	<p>Recommended Activity: Ask students to investigate and analyze campaigns to end sexual violence in the</p>

<p>Register by February 16 at: https://ohio.qualtrics.com/jfe/form/SV_8xeldvaEmRHcUZv You will receive an email on February 17 with the link to participate via Microsoft Teams.</p> <p>This program counts towards a She Leads OHIO requirement (the Women’s Center’s professional leadership program). It would count towards the diversity program.</p>	<p>Women on the Frontline: The Anti-Sexual Violence Movement in Egypt Post Revolution, presented by Habiba Mohamed Montasser Mohamed Abdelaal</p> <p>At age 20, Habiba started participating in the social justice movement by joining the Egyptian revolution and advocating against gender-based violence and sexual violence. To this end, she co-founded and worked with several initiatives and grass-root organizations for women and girls across Egypt. These community movements have continued to grow over ten years, creating safety, power, and solidarity for Egyptian women. How did she do it? Abdelaal will be sharing her experience in building and working with the movement from the ground up.</p>	<p>Thursday series is focused on leadership development, and thus all OHIO members interested in cultivating leadership skills should attend.</p> <p>Community and Public Health</p> <p>Criminal Justice</p> <p>Diversity Studies Certificate</p> <p>Entrepreneurship</p> <p>Global Leadership</p> <p>Law, Justice & Culture</p> <p>Social Work</p> <p>Sociology</p> <p>Women’s, Gender, and Sexuality Studies</p>	<p>violence movement in Egypt that they can incorporate into their own leadership practice.</p>	<p>United States (including Hollaback!, SlutWalk, Take Back the Night, It’s On Us, as well as marketing campaigns). Ask students to work together in groups to create a campaign (educational event or marketing) with the objective of raising awareness and improving prevention efforts.</p> <p>Recommended Readings: Abdelmonem, Angie and Susana Galán (2017). Action-Oriented Responses to Sexual Harassment in Egypt: The Cases of HarassMap and WenDo. In <i>Journal of Middle East Women’s Studies</i>, vol 13(1), PP 154-167. Available online at: https://harassmap.org/storage/app/media/uploaded-files/project_muse_648034.pdf</p> <p>Radsch, Courtney C. 2012. Cyberactivism and the Role of Women in the Arab Uprisings. In: Shaw, S. and Lee, J. eds. 2015. <i>Women’s Voices, Feminist Visions</i>. 6th ed. New York: McGraw Hill, PP. 298-307.</p> <p>Recommended Viewing The Trials of Spring [documentary]. Available through Alden Library’s Kanopy service at: https://ohio.kanopy.com/video/trials-spring</p>
<p>February 23 4-5PM Microsoft Teams.</p> <p>For information on how to</p>	<p>International Women’s Coffee Hour - International Standards of Beauty</p>	<p>Students, faculty, staff, and community members from all fields and backgrounds are</p>	<p>1) Network with others invested in providing a welcoming environment for international women on campus and in our community</p>	<p>*This is a social, relaxing event, and is <i>not</i> intended to be a program offered for faculty seeking opportunities for their students to develop intercultural competence in a structured way.</p>

<p>participate, visit: https://www.ohio.edu/diversity/womens-center/international-womens-coffee-hour (OHIO login required to access Teams event)</p>	<p>Sponsored by the Women’s Center and International Faculty and Staff Services.</p> <p>Each month, the coffee hour will center around a new topic. Join us in February for a discussion of international standards of beauty. Interested in this topic? You may also find it fun to explore our 2020 website for Love Yourself Week: https://www.ohio.edu/diversity/womens-center/love-yourself-week</p>	<p>welcome to attend.</p> <p>As a program created to build community, we ask that people not be required to attend, but invite all who desire to attend.</p>	<ol style="list-style-type: none"> 2) Practice English in a supportive environment 3) Consider how intersectionality, or someone’s various identities, can play a role in one’s relationship with their body, as well as how racism, sexism, ableism, homophobia, transphobia (and other forms of oppression) impact one’s feeling about the body and creates unrealistic standards of beauty. 4) Identify resources on campus available to students seeking ways to improve self-confidence and wellness 	
<p>February 24 6-7:30PM</p> <p>Register by February 22 at 11:59PM. You will receive an email on February 23 with the link to participate via Microsoft Teams.</p> <p>Register here: https://ohio.qualtrics.com/jfe/form</p>	<p>Fractured Freedom: Navigating Race, Identity, and Self-Promotion Online, presented by Joshunda Sanders</p> <p>Co-Sponsored by the Women’s Center, BSCP, Multicultural Center, and the AAUW Student Group.</p> <p>Freedom is a lofty goal for many of us and an unattainable one for most. This is most evident when feminists across genders express, share and promote themselves</p>	<p>African American Studies</p> <p>Communication</p> <p>Cutler Scholars</p> <p>Diversity Studies Certificate</p> <p>Honors Tutorial College</p> <p>Journalism</p> <p>Law, Justice, Culture</p>	<ol style="list-style-type: none"> 1) Define mansplaining and trolls 2) Consider the role social media in supporting gender equality and social justice 3) Identify risks of sharing information online 4) Assess the changing nature of online engagement during COVID-19, and its subsequent risk, such as Zoom bombing. 	<p>Recommended Discussion Questions</p> <p>Have students discuss social media policies for harassment and abuse. If they were to structure their own social media platform, how would they support diversity and inclusion? What would an internet without “trolls” look like? What does it mean to protect free speech while also keep people safe? What are the limits to free speech?</p> <p>Recommended Reading</p> <p>Amnesty International. <i>Toxic Twitter – A Toxic Place for Women</i>. Available at: https://www.amnesty.org/en/latest/research/2018/03/online-violence-against-women-chapter-1/</p>

<p>/SV_8B1YKjnYNQf vPH7</p> <p>This program counts towards a She Leads OHIO requirement (the Women’s Center’s professional leadership program). It would count towards the diversity program.</p>	<p>online. While we are free to do so, navigating the challenges—including trolls, mansplaining and pushback—is part of what comes with that freedom.</p> <p>Joshunda Sanders is an author and proud Bronx native. She was the recipient of a Hedgebrook Residency in 2017. Her work has appeared in the Bellevue Literary Review, Teen Vogue, Salon, Publishers Weekly, Bitch Magazine, Gawker, The Week, The UTNE Reader, Kirkus Reviews, on NPR and in dozens of anthologies, newspapers, magazines, websites, textbooks and encyclopedias. She gave a TED talk in 2013, the same year she presented at South by Southwest Interactive. Her publications include: <i>Single & Happy: The Party of Ones</i>, <i>How Racism and Sexism Killed Traditional Media: Why the Future of Journalism Depends on Women and People of Color</i>, the novella, <i>All City</i> and a memoir, <i>The Beautiful Darkness: A Handbook for Orphans</i>. She is writing a sequel to <i>All City</i> & a collection of short stories & a work of historical fiction. She lives in New York City.</p>	<p>Media Arts and Studies – Media and Social Change</p> <p>Political Science</p> <p>Social Media Certificate</p> <p>Sociology</p> <p>Women’s, Gender and Sexuality Studies</p>		<p>Bakht, Shayma (2020). Hate-hacking and Zoom ‘bombing’: Racism in the virtual workspace. <i>Al Jazeera</i>. June 23. Retrieved from: https://www.aljazeera.com/features/2020/6/23/hate-hacking-and-zoom-bombing-racism-in-the-virtual-workspace</p> <p>Guerin, Cécile and Eisha Maharasingam-Shah (2020). Public Figures, Public Rage: Candidate abuse on social media. Institute for Strategic Dialogue. October 5. Retrieved from: https://www.isdglobal.org/isd-publications/public-figures-public-rage-candidate-abuse-on-social-media/</p> <p>Sanders, Joshunda (2015). <i>How Racism and Sexism Killed Traditional Media: Why the Future of Journalism Depends on Women and People of Color</i>. Santa Barbara: Praeger. Available through Alden Library: P94.5.M552 U665 2015.</p> <p>West, Lindy (2015). What Happened When I Confronted My Cruellest Troll. <i>The Guardian</i>. Feb 2. Retrieved from: https://www.theguardian.com/society/2015/feb/02/what-happened-confronted-cruellest-troll-lindy-west</p> <p>Recommended Viewing Anita Sarkeesian at TedxWomen in 2012. Available at: https://www.youtube.com/watch?v=GZAxw sq9J9Q</p>
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<p>February 25 Noon-1:30PM</p> <p>Faculty and Staff interested in participating as part of the Professional Development Platform (Human Resources) should register online at: https://www.ohio.edu/hr/professional-development/courses</p> <p>Students and community members interested in participating should email womenscenter@ohio.edu by 2/23 to receive information about how to participate. Log-in information will be provided to participations on 2/24.</p> <p>This program counts towards a She Leads OHIO requirement (the Women's Center's professional leadership program).</p>	<p>Stay out of your own way: How Gender Stereotypes Threaten Our Success</p> <p>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.</p>	<p>We strongly encourage participation from students who are looking for employment, internships, or are in their senior seminar. All are welcome to attend.</p> <p>College of Business</p> <p>Communications</p> <p>Diversity Studies Certificate</p> <p>Women's Gender, and Sexuality Studies</p> <p>All STEM fields (or fields that are male-dominated)</p>	<ol style="list-style-type: none"> 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 	<p>Recommended Discussion Questions:</p> <ol style="list-style-type: none"> 1. Why are people socialized to communicate differently? How does this process of socialization reflect gendered expectations? 2. Is advocating for women to speak more confidently helpful or harmful? Does it perpetuate the idea that more feminized forms of communication should be valued less? 3. How can you be an ally to women in the workplace? <p>Recommended Readings:</p> <p>Gaucher, Danielle, Justin Friesen, and Aaron C Kay. 2011. "Evidence That Gendered Wording in Job Advertisements Exists and Sustains Gender Inequality." <i>Journal of Personality and Social Psychology</i> 101 (1): 109-28. doi:10.1037/a0022530. Available through Alden: https://proxy.library.ohio.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=mnh&AN=21381851&site=eds-live&scope=site</p> <p>Kay, Katty and Claire Shipman (2014). The Confidence Gap. May. <i>The Atlantic</i>. https://www.theatlantic.com/magazine/archive/2014/05/the-confidence-gap/359815/</p> <p>Kelsky, Karen (2013). The Top 5 Mistakes Women Make in Academic Settings. November 10. <i>The Professor Is In</i>. https://theprofessorisin.com/2013/11/10/the-top-5-mistakes-women-make-in-academic-settings/</p> <p>Tulshyan, Ruchika (2015). Speaking Up As A Woman of Color at Work. <i>Forbes</i>. February 10.</p>
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<p>Throughout the Month of March (M-F) on Twitter, @OHIOWomenCenter</p>	<p>Social Media Campaign: Women of Color Who Paved the Way</p> <p>Join us as we share biographies of women of color who paved the way as part of our Women's History Month celebration. We'll also be sharing ideas to create art inspired by these women leaders. Create your own art to share with us, or consider submitting it to be considered as part of the International Women's Art Installation in 2021-2022!</p>	<p>African American Studies Asian Studies Diversity Studies Certificate East Asian Studies Engineering English-Creative Writing Global Studies History Islamic Studies Certificate Program Journalism LGBTQ Studies Media Arts and Studies</p>	<ol style="list-style-type: none"> 1) Identify women of color role models in a variety of fields and movements for equality 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 5) Develop an original art piece informed by 	<p>Recommended Activities:</p> <p>Have students present on the women who inspired their art and connect it to the learning outcomes of your course.</p> <p>Ask students to create art inspired by the women discussed as part of the campaign. The art ideas provided by the Women's Center will be varied and accessible to those with limited art skills, as well as those who are more advanced.</p> <p>Recommended Reading:</p> <p>Butler, C. H., & Mark, L. G. (2007). <i>WACK!: art and the feminist revolution</i>. Los Angeles: Museum of Contemporary Art; Cambridge, Mass.: MIT Press, c2007. Available in Alden Library: N72.F45 W33 2007</p> <p>Davis, Jessica Stafford (2016). 10 Female Artists of Color on the Rise. March 22. <i>The Root</i>. https://www.theroot.com/10-female-artists-of-color-on-the-rise-1790854732</p>

		<p>Social Media Certificate</p> <p>Sociology</p> <p>Southeast Asian Studies</p> <p>Studio Art</p> <p>War and Peace Studies</p> <p>Women's, Gender, and Sexuality Studies</p> <p>Women in STEM (and allies)</p>	<p>women's experiences around the world</p> <p>6) Visually communicate issues of social justice</p>	<p>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/</p> <p>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</p> <p>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</p>
<p>March 4 3:30-5:00</p> <p>Faculty and Staff interested in participating as part of the Professional Development Platform (Human Resources) should register online at: https://www.ohio.edu/hr/professional-development/courses</p> <p>Students and community interested</p>	<p>Identifying Rape Culture and How to Respond</p> <p>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</p>	<p>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.</p>	<ol style="list-style-type: none"> 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 	<p>Recommended Readings:</p> <p>Edwards, K.M., Turchik, J.A., Dardis, C.M. et al. (2011). Rape Myths: History, Individual and Institutional-Level Presence, and Implications for Change. <i>Sex Roles</i>. 65: 761.</p> <p>Franiuk, Renae, Jennifer L. Seefeldt, Sandy L. Cepress, and Joseph A. Vandello. "Prevalence and Effect of Rape Myths in Journalism: The Kobe Bryant Case." <i>Violence Against Women</i>. X.X (2008): 1-23.</p> <p>Recommended Assignments:</p> <p>Have students create a campaign to end sexual violence and rape culture that addresses rape myths.</p>

<p>in participating should email womenscenter@ohio.edu by 3/2 to receive information about how to participate. Information will be sent to participations on 3/3.</p>	<p>bystander intervention, offered through the Health Promotion.</p>		<p>that normalizes and perpetuates rape culture.</p>	<p>Ask students to write a script reflecting a moment in which someone needs to intervene and describe an intervention strategy that they would feel comfortable using. These intervention strategies should be shared and discussed through discussion boards or in class.</p>
<p>March 8 Follow the international hashtags at #ChooseToChallenge and #IWD2021 on Instagram and Twitter. Follow Ohio University's local hashtag at #OhioUInternationalWomensDay.</p>	<p>International Women's Day On March 8, 2021, please join the Black Student Cultural Programming Board, Center for International Studies, Department of Geography, Department of History, International Student and Faculty Services, Multicultural Center, and the Women's Center, as our voices join with people across the world in celebration and advocacy during International Women's Day. Participation will occur on Twitter and Instagram.</p>	<p>African American Studies Diversity Studies Certificate Geography, globalization and development Global Leadership Global Studies History LGBTQ Studies Media Arts and Studies Social Media Certificate Sociology War and Peace Studies Women's, Gender, and Sexuality Studies World Religion</p>	<p>As part of the international theme for International Women's Day in 2021, we expect social media posts to reflect:</p> <ol style="list-style-type: none"> 1) Effective intervention strategies when one witness bias and discrimination 2) Recognition of women's accomplishments, including one's own 3) Improved familiarity with gendered issues faced by women globally 4) Increased empathy 5) Consider how one's own identity, as it relates to power, privilege, and oppression, connects with the themes shared of women's experiences globally 6) Exposure to new world views 	<p>Recommended Activities</p> <ol style="list-style-type: none"> 1. Have students participate in #ChooseToChallenge by identifying tangible ways in which they can be a better ally to women. 2. Asks students to research the United States standing in relation to the rest of the world on indicators of gender equality. Is the United States' ranking different than expected? For example, Georgetown University's Institute for Women, Peace, and Security have created an index that looks at women's wellbeing internationally, as well as evaluating women's experiences by-state in the United States. In this ranking, the United States comes in at nineteen. 3. Consider the various challenges to women's livelihood that have been spurred by COVID-19. Women are dropping out of the workforce in the United States, and women of color in particular have been disproportionately impacted. How has COVID-19 changed women's paid employment, domestic life, and access to resources globally? <p>Explore</p>

				Download the social media "Selfie Cards" created by International Women's Day! In order to download the cards, you will have to register with their website, where you can find out more about their initiatives. Registration is easy and free. You can also explore International Women's Day webpage more generally: https://www.internationalwomensday.com/
<p>March 8 6PM</p> <p>Register by March 5th at 8:00AM. You will receive an email on March 5th with the link to participate via Microsoft Teams.</p> <p>Register here: https://ohio.quals.com/jfe/form/SV_82etTk270eSVZQh</p> <p>This program counts towards a She Leads OHIO requirement (the Women's Center's professional leadership program). It would</p>	<p>International Women's Day Evening Speaker: The Role of Mexican Feminist Artists in Social Movements, presented by Lenny Massiel Cauch Maldonado</p> <p>Visual art in Mexico has a long tradition as a tool for social change. Currently, Mexican feminist artists are using social media to create spaces for their work. Their activism focuses on empowering women, raising awareness on the violence against women and supporting feminist movements. Lenny Massiel Cauch Maldonado interviewed five artists for this research, and used feminism as theoretical framework.</p>	<p>Diversity Studies Certificate</p> <p>Geography</p> <p>Global Studies – Latin America</p> <p>Graphic Design</p> <p>History</p> <p>Media Arts and Studies</p> <p>Modern Languages</p> <p>Social Media</p> <p>Sociology</p> <p>Studio Art</p> <p>Women's, Gender, and Sexuality Studies</p>	<ol style="list-style-type: none"> 1) Describe the way in which interpersonal violence impacts women in Mexico 2) Identify calls for action to improve women's lives in Mexico 3) Become familiar with art as a tool for activism <p>Additional projected learning outcome from BRICKS: Students will be able to interpret intercultural experience from their own and others' worldview and to act in a supportive manner that recognizes the feelings of another cultural group</p>	<p>Recommended Activity: Have students work in group to propose a social media campaign, using art and research, focused on ending female femicide.</p> <p>Recommended Reading: Cauch Maldonado, Lenny M. "Trans-Hemispheric Activism: Mexican and Latinx Grafica." <i>Prose Studies: History, Theory, Criticism</i>, vol. 41, no. 2, Aug. 2020, pp. 193-206. EBSCOhost, doi:10.1080/01440357.2020.1819280.</p> <p>Green, Emily (2020). Mexican Feminist Turned a Government Building Into a Women's Shelter. <i>Vice News</i>. Oct 9. Retrieved from: https://www.vice.com/en/article/z3ejv8/mexican-feminists-turned-a-government-building-into-a-womens-shelter</p> <p>Wattenbarger, Madeleine (2020). Mexican women's patience snaps at Amló's inaction on femicide. <i>The Guardian</i>. September 16. Retrieved from: https://www.theguardian.com/global-development/2020/sep/16/mexico-women-activists-human-rights-commission-protest</p>

<p>count towards the diversity program.</p>				<p>Quintanilla, Leslie. "Zapateado Rebelde in 'Somos Sur': A Feminist Performance of Transnational Women of Color Border Artivism." <i>Frontiers: A Journal of Women Studies</i>, vol. 41, no. 1, Mar. 2020, pp. 61-86. EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=lfh&AN=143311841&site=eds-live&scope=site.</p>
<p>March 12 Noon-1PM</p> <p>This session will count towards completion of our Crushing Imposter Syndrome workshop with Human Resource's Professional Development Platform.</p> <p>Register by March 10 at 11:59PM. You will receive an email on March 11 with the link to participate via Microsoft Teams.</p> <p>Register here: https://ohio.quals.com/jfe/form</p>	<p>Rethinking Impostor Syndrome: How to Feel as Bright and Capable as They "Think" You Are</p> <p>Cosponsored by the AAUW student group, Graduate College, Margaret Boyd Scholars Program, and the Women's Center.</p> <p>Take the Quiz:</p> <ul style="list-style-type: none"> • Do you chalk your accomplishments up to luck, timing, or computer error? • Do you believe "If I can do it, anybody can"? • Do you agonize over even the smallest flaws in your work? • Are you crushed by even constructive criticism, seeing it as evidence of your ineptness? • When you do well, do you think "fooled them again"? • Do you worry that it is just a matter of time before you're "found out?" <p>If so, join the club!</p> <p>Millions of people -- CEOs and entry-level professionals, first year college students to PhDs, artists and engineers -- secretly worry they're not as smart or talented or qualified as other people "think" they are.</p>	<p>College of Business</p> <p>Learning Communities</p> <p>Psychology</p> <p>Sociology</p> <p>Women's Gender, and Sexuality Studies</p> <p>All STEM fields (or fields that are male-dominated)</p>	<ol style="list-style-type: none"> 1) Define imposter syndrome. 2) Discuss different competence types. 3) Articulate feelings/emotions related to failure and perfection. 4) Commitment to improving one's internal dialogue and action steps for moving forward. 5) Practice tools so that imposter syndrome does not act as a hindrance to one's successes 	<p>Recommended Activity: Ask students to complete a reflection paper on the workshop, with a particular focus on healthy responses to failure and how they will apply what they learned moving forward. You may also ask them to detail their own plan, using the strategies discussed in the workshop, to combat their imposter syndrome.</p> <p>Recommended Listening & Viewing: Saujani, Reshma (2016). Teach girls bravery, not perfection. <i>TEDTalk</i>. February. https://www.ted.com/talks/reshma_saujani_teach_girls_bravery_not_perfection?language=en (Ask students to discuss how they can productively fail and challenge their imposter syndrome. Helps students develop goals and consider how they can use a support team if they are unable to reach those goals on their own)</p> <p>Recommended Reading: Young, Valerie (2011). <i>The Secret Thoughts of Successful Women: Why Capable People Suffer from the Imposter Syndrome and How to Thrive in Spite of It</i>. Crown Business: New York</p> <p>Caitlin Gibson. "The end of leaning in: How Sheryl Sandberg's message of</p>

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It's called the impostor syndrome. Fortunately, there is a solution.

In this surprisingly upbeat webinar you will discover what impostor syndrome is and where it comes from. As importantly, you'll walk away with practical, immediately usable strategies to finally feel as bright and capable as you really are.

Dr. Valerie Young an internationally recognized expert on impostor syndrome. She has delivered her solution-oriented session at over 100 colleges and universities in the US, Canada, Japan, the UK, and Europe including MIT, Harvard, Stanford, Princeton, Meharry Medical College, and Oxford. Valerie has also spoken at such diverse organizations as Google, Boeing, Intel, Facebook, IBM, Dell, Blizzard Entertainment, Rakuten, YUM! Brands, Microsoft, P&G, Deloitte, BP, McDonalds, Chrysler, Merck, NASA, the National Cancer Institute, and Society of Women Engineers. Her award-winning book, *The Secret Thoughts of Successful Women: Why Capable People Suffer from the Impostor Syndrome and How to Thrive in Spite of It*, published by Crown Business/Random House is now available in six languages. And her career-related tips have been cited in business and popular media outlets around the world including BBC radio, Yahoo Finance, *Time*, *Newsweek*, *USA Weekend* magazine, *Science*, *The Chicago Tribune*, *The Globe & Mail*, *Fast Company*, *The Sydney Morning Herald*,

empowerment fully unraveled; The Facebook executive's long-cultivated image as a righteous feminist icon and relatable role model is in shambles.". *Washington Post Blogs*. December 20, 2018 Thursday. [https://advance-lexis-com.proxy.library.ohio.edu/api/document?collection=news&id=urn:contentItem:5V0Y-GP01-JB4M-V36N-00000-00&context=1516831](https://advance.lexis-com.proxy.library.ohio.edu/api/document?collection=news&id=urn:contentItem:5V0Y-GP01-JB4M-V36N-00000-00&context=1516831).

	<p><i>O</i> magazine, <i>Psychology Today</i>, and many more.</p> <p>Valerie earned her doctoral degree in education from the University of Massachusetts, Amherst where she studied internal barriers to women's occupational achievement. Although her research subjects consisted of a racially diverse group of professional women, much of Valerie's original findings have proved directly applicable to anyone with impostor feelings. While at the University Valerie was also the founding coordinator of the Social Justice Education program which pioneered what is now popularly known as diversity training.</p>			
<p>March 17 Noon-1PM; 1PM-1:30PM will be an optional community debriefing. Register by 3/15 at: https://ohio.ualtrics.com/jfe/form/SV_bd6zYSudzXR Dcs5</p> <p>Log-in information will be sent to</p>	<p>SayHerName: Building Community to Support Women of Color at OHIO</p> <p>These gatherings of those directly impacted by racism and sexism, as well as other interlinked forms of oppression, and their allies are created to build a community of support and to serve as a public space for expression.</p>	<p>As a community building event, we encourage those who have been directed impacted by racism and sexism, as well as other interlinked forms of oppression, and their allies, to attend.</p> <p>As a program created to build community, we ask that people not be required to attend, but invite all who desire to attend.</p>	<p>Information about this particular gathering is still being finalized.</p>	<p>Recommended Readings:</p> <p>BBC (2020). Black Trans Lives Matter: 'We're tired of having to pick sides.' June 15. https://www.bbc.co.uk/bbcthree/article/33ab8fbd-792f-44ee-85de-5dd3894f60bf</p> <p>Chen, Grace A., Helen A. Neville, Jioni A. Lewis, Hector Y. Adames, Nayeli Y. Chavez-Dueñas, Della V. Mosley, & Bryana H. French (2019). Radical Self-Care in the Face of Mounting Racial Stress. Nov 15. <i>Psychology Today</i>. https://www.psychologytoday.com/us/blog/healing-through-social-justice/201911/radical-self-care-in-the-face-mounting-racial-stress</p> <p>Ohio University's Counseling and Psychological Services. Self-Care for Student Activists & Anyone Engaging in</p>

<p>participants on 3/16.</p>				<p>Challenging Conversations. https://www.ohio.edu/student-affairs/counseling/self-care-challenging-conversations</p> <p>Paz, Isabella Grullón and Maggie Astor (2020). Black Trans Women Seek More Space in the Movement They Helped Start. <i>New York Times</i>. June 27. https://www.nytimes.com/2020/06/27/us/politics/black-trans-lives-matter.html</p> <p>Ritchie, Andrea (2017). <i>Invisible No More: Police Violence Against Black Women and Women of Color</i>. Beacon Press: Massachusetts.</p> <p>Recommended Viewing: Watch the interview with Kimberlé Crenshaw and Sheinelle Jones of TODAY (2020): Kimberlé Crenshaw shares importance of the Say Her Name movement https://www.today.com/video/kimberle-crenshaw-shares-importance-of-the-say-her-name-movement-85807685887 There are a number of webinars provided by the African American Policy Forum, Inc. https://aapf.org/webinars</p> <p>Allies may benefit from viewing this video about allyship vs co-conspiratorship (link is to a CSPAN user clip featuring Bettina Love).</p>
<p>March 17 6-7:30PM</p> <p>Register at https://ohio.qualtrics.com/jfe/form</p>	<p>Multicultural Women’s Mixer</p> <p>The Multicultural Women’s Mixer is brought to you by the Ohio University Women’s Center’s</p>	<p>As a program created to build community, we ask that people not be required to attend, but invite</p>		

<p>/SV_6INfOQsWRdQJWvj by 3/15. Log-in information will be sent to participants on 3/16.</p>	<p>ALAANA+ Women’s Leadership Cohort (AWLC).</p> <p>Join us as we build community with one another through networking virtually to empower students, staff, and faculty.</p> <p>While this event is geared toward multicultural women at Ohio University, please know that anyone is welcome to participate. Dress for this online event is business casual.</p>	<p>all who desire to attend.</p>		
<p>March 18 Noon-1PM</p> <p>Register by 3/16/21 at https://ohio.quals.com/jfe/form/SV_3elnZgXAjaBuLyt Log-in information will be sent to participants on 3/17.</p>	<p>Thirsting for Knowledge Thursday:</p> <p>Learning From Legacies: Empowerment through Documenting Women</p> <p>Liz Pahl is a producer, project manager and storyteller. She currently serves as Associate Director for Event Management in Ohio University’s Conference and Event Services department.</p> <p>The themes of Liz’s work for the past two decades are grounded in storytelling and developing experiences bigger than one’s self. From organizing Commencement</p>	<p>African American Studies</p> <p>Appalachian Studies Certificate</p> <p>Diversity Studies Certificate</p> <p>Film</p> <p>Higher Education</p> <p>Journalism</p> <p>Sustainability</p> <p>Women’s, Gender and Sexuality Studies</p>	<ol style="list-style-type: none"> 1) Participants will learn about the importance of documenting women’s stories and histories 2) Participants will be able to name at least one lesson from documenting women’s history that they can incorporate into their own leadership practice. 	<p>Recommended Activities</p> <ol style="list-style-type: none"> 1) Have students interview a female leader in their life, or, if they want to “interview” someone who is no longer living, have them create interview questions and anticipate (through research) what their responses would have been. Try for three questions – for example “What was the biggest challenge that you faced as a leader, that you feel comfortable sharing with me?” 2) Have students do a case study of a female leader. Their case study should include: a brief background information of your leader, identify the situation in which they faced conflict, describe their role in the conflict, detail how they handled the conflict, and describe the outcome. Students have had great success both in writing their responses as a paper or in creating a TikTok that they then share with you.

	<p>for thousands of OHIO graduates and their families, to writing and performing songs, and managing many different projects at once, Liz thrives off of work that makes a meaningful impact on the lives of others.</p> <p>Currently Liz’s passion project is developing a documentary film series on four incredible Athens Ohio matriarchs: Dr. Francine Childs, Ada Woodson Adams, Dr. Dru Riley Evarts, and Carol Kuhre. This talk will center around the importance of documenting women’s stories in their own words, and what you learn about yourself in the process.</p>			<p>Recommended Readings</p> <p>Ciotola, Julie (2018). A Place to Gather. <i>OhioToday</i>. October 27. Retrieved from: https://ohiotoday.org/a-place-to-gather/</p> <p>Ohio University College of Fine Arts. Stories of COVID-19 (Athens) #1: Ada Woodson Adams. Available at: https://soundcloud.com/ohio-fine-arts/stories-of-covid-19-athens-1</p> <p>Recommended Viewing</p> <p>Legacy SEO Film Teaser (first 60 seconds of Dr. Dru Riley Evarts). Available at: https://www.youtube.com/watch?fbclid=IwAR0TUUD1r8EBvgHUGmKGQXHq01gKYiSds9W9IQIIA3PqBjHKmLItAg5ez18&v=nopU1VHjb7M&feature=youtu.be</p>
<p>March 23 5:30PM-6:30PM</p> <p>Register at https://ohio.quals.com/jfe/form/SV_ervqZIO7wGWWqR by 3/21. Log-in information will be sent to participants on 3/22.</p>	<p>Women’s History Month: Before Roe v. Wade with Dr. Susan Rensing.</p> <p>Susan Rensing is a historian of eugenics and reproductive justice who also works on contemporary health equity projects. She teaches in the department of Gender, Women, and Sexuality Studies at Kansas State University.</p> <p>This talk will use a reproductive justice framework to discuss some</p>	<p>African American Studies</p> <p>Diversity Studies Certificate</p> <p>Heritage College of Osteopathic Medicine</p> <p>History</p> <p>Nursing</p> <p>Women’s, Gender, and Sexuality Studies</p>	<ol style="list-style-type: none"> 1) Assess reproductive justice through the lens of intersectionality 2) Discuss the implications of abortion bans from a historical perspective 3) Consider how reproductive justice encompasses more than abortion 	<p>Recommended Readings:</p> <p>Novak, Nicole L. and Natlie Lira (2018). California Once Targeted Latinas for Forced Sterilization. <i>Smithsonian Magazine</i>. March 22. Retrieved from: https://www.smithsonianmag.com/history/california-targeted-latinas-forced-sterilization-180968567/</p> <p>Roberts, Dorothy (1997). <i>Killing the Black Body</i>. Penguin: New York.</p> <p>Royles, Dan (2020). Years of medical abuse make Black Americans less likely to trust the coronavirus vaccine. <i>The Washington Post</i>. December 15. Retrieved from: https://www.washingtonpost.com/outlook/</p>

	<p>of the historical struggles in the decades before the Supreme Court's 1973 <i>Roe v. Wade</i> decision. Topics will include the activism of women of color to resist coercive sterilizations, the legal work of Ruth Bader Ginsburg on pregnancy discrimination, and the efforts of the Clergy Consultation Service to liberalize state-level abortion laws.</p>			<p>2020/12/15/years-medical-abuse-make-black-americans-less-likely-trust-covid-vaccine/</p> <p>Sherman, Carter (2021). Texas Is What the End of Legal Abortion Looks Like. <i>Vice</i>. January 6. Retrieved from: https://www.vice.com/en/article/qjpwpp/texas-covid-abortions-end-of-roe-v-wade</p> <p>Recommended Activity: Have students choose three different reproductive justice organizations on Twitter, Facebook, and/or Instagram. Encourage students to visit different websites to view services they provide, policies they support, and the research being conducted from these spaces. If interested, students may also wish to view reproductive justice work happening at the state or local level.</p>
<p>March 30 4-5PM Microsoft Teams.</p> <p>For information on how to participate, visit: https://www.ohio.edu/diversity/womens-center/international-womens-coffee-hour (OHIO login required to</p>	<p>International Women’s Coffee Hour - Women’s Leadership Globally</p> <p>Sponsored by the Women’s Center and International Faculty and Staff Services.</p> <p>Each month, the coffee hour will center around a new topic. Join us in March for a conversation about women's global leadership in honor of Women’s History Month.</p>	<p>Students, faculty, staff, and community members from all fields and backgrounds are welcome to attend.</p> <p>As a program created to build community, we ask that people not be required to attend, but invite all who desire to attend.</p>	<ol style="list-style-type: none"> 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 3) Identify global female leaders 4) Develop a cross-cultural understanding of different leadership styles and cultural expectations for female leaders. 	<p>*This is a social, relaxing event, and is <i>not</i> intended to be a program offered for faculty seeking opportunities for their students to develop intercultural competence in a structured way.</p>

<p>access Teams event)</p>				
<p>April 1 6PM For more information, please visit: https://www.ohio.edu/diversity/womens-center/take-back-night (details forthcoming)</p>	<p>Take Back the Night</p> <p>Take Back the Night is funded by Ohio University's Student Senate and the Women's Center. It is co-sponsored by My Sister's Place and Survivor Advocacy Outreach Program, as well as the following Ohio University offices: the Survivor Advocacy Program, Health Promotion, Counseling and Psychological Services, Graduate Student Senate, and Housing and Residence Life.</p> <p>Take Back the Night is an annual event to take back the night from sexual and domestic violence. Everyone, of all gender identities, is encouraged to participate in this event that focus on survivor experiences.</p> <p>Due to COVID-19, our 2021 event will be held virtually on Microsoft Teams (for a live event). Registration information forthcoming. We will also host a social media campaign via Twitter, please visit our website for more information (details forthcoming).</p>	<p>This event is open to all community and campus members.</p>	<ol style="list-style-type: none"> 1) Examine how activist organizing challenges rape culture 2) Identify examples of rape culture 3) Build empathy for survivors of sexual violence 4) Empower students to support everyone's safety on campus and in the community 5) Identify gender inequality issues that result in gendered violence 6) Connect students to resources on campus and in the community that support gender equality and healthy relationships 	<p>Recommended Discussion Questions:</p> <ol style="list-style-type: none"> 1. What can we, as individuals, do to end gender violence? 2. What is gendered violence? 3. What legal policies could be improved to provide better protection against gendered violence? 4. Whose voice is represented in conversations about "me too"? 5. How can we have more intersectional conversations about sexual violence? 6. How have conversations about sexual violence changed since the "me too" movement has received more media attention? <p>Recommended Readings</p> <p>The American Association of University Women's Ending Campus Sexual Assault Tool Kit. https://www.aauw.org/resource/campus-sexual-assault-tool-kit/</p> <p>Gordon, Maggie (2017). 'Me Too' the 'end of the beginning' of a movement: many now wrestling with how to turn a hashtag into real-life change. Houston Chronicle. October 18. http://www.houstonchronicle.com/life/article/Me-Too-the-end-of-the-beginning-of-a-movement-12289190.php</p> <p>Ohlheiser, Abby (2017). The woman behind 'Me Too' knew the power of the phrase when she created it - 10 years ago. The Washington Post. October 19. Available online: https://www.washingtonpost.com/news/th</p>

				e-intersect/wp/2017/10/19/the-woman-behind-me-too-knew-the-power-of-the-phrase-when-she-created-it-10-years-ago/?utm_term=.92624f6a187e
<p>April 6 3-5PM</p> <p>Register by 4/4/21 at https://ohio.qualtrics.com/jfe/form/SV_0oDdJ4AWwDI26kR. Log-in information for the event will be sent the day before on 4/5/2021.</p> <p>This program counts towards a She Leads OHIO requirement (the Women's Center's professional leadership program).</p>	<p>AAUW Start Smart Salary Negotiation</p> <p>Co-sponsored with the Graduate College and supported by the Career and Leadership Development Program</p> <p>This two-hour AAUW workshop provides students with the skills needed to negotiate their first salary.</p> <p><i>**Due to our licensing agreement with the AAUW, this workshop is only available for members of the Ohio University community.**</i></p>	<p>We strongly encourage all graduating seniors to attend in order to be prepared for the salary negotiation process; however, all are welcome to attend.</p>	<ol style="list-style-type: none"> 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 	<p>Recommended Discussion Questions</p> <ol style="list-style-type: none"> 1. What is the gender wage gap? 2. How does the wage gap impact people of different identity groups? 3. How will you articulate your worth in a job interview or salary negotiation? <p>Recommended Readings:</p> <p>Ask students to explore the different topics on the AAUW's website on career and workplace issues for women: https://www.aauw.org/issues/equity/gender-workforce/; and on the Institute for Women's Policy Research's website: https://iwpr.org/issue/employment-education-economic-change/pay-equity-discrimination/</p> <p>Recommended Activity:</p> <p>Encourage your students to create a realistic budget for themselves after attending the workshop while taking into account differences in expenses due to location and cost of living in that area. This will help them to consider their "resistance point."</p>
<p>April 8 Noon-1PM Register by 4/6/21 at https://ohio.qualtrics.com/jfe/form/SV_0oDdJ4AWwDI26kR</p>	<p>Thirsting for Knowledge Thursday:</p>	<p>Athletics</p> <p>Diversity Studies Certificate</p>	<ol style="list-style-type: none"> 1. Define male allyship 2. Identify opportunities to enact allyship 	<p>Recommended Readings and Video:</p> <p>"5 Ways Every Man Can Challenge the Toxic Culture of Masculinity." <i>Catalyst</i>, 5 Feb. 2020, www.catalyst.org/2020/02/05/challenge-</p>

<p>rics.com/jfe/form/SV_01B08iThsWFnfM1 Log-in information will be sent to participants on 4/7/2021.</p>	<p>The weight: impactful and intentional allyship, presented by Sly Mata, College of Business</p> <p>Male Allyship. While the main definition has remained the same, the use, need and application has changed dramatically over the last several years. This workshop will speak on the application of male allyship including its use, challenges, and impact for various communities.</p> <p>Presented by Sly Mata. Sly Mata currently serves as the Assistant Director for Diversity and Inclusion for the College of Business at Ohio University where he strives to increase inclusive communities. Additionally, he is a doctoral candidate at with the University of Houston as he researches how tuition prices affect the student success outcomes of historically underrepresented students. When he is not buying presents for his nieces, he occasionally spends his time at the gym and judges music playlists.</p>	<p>First Year Experience</p> <p>Fraternity Life</p> <p>Physical Activity and Sport Coaching</p> <p>Women's, Gender and Sexuality Studies</p>	<p>3. Participants will be able to name at least one lesson from that they can incorporate into their own leadership practice.</p>	<p>toxic-masculinity/?fbclid=IwAR2Z-wllm7KQSSecdaSh7QcUZ0tK0iVHPKjIExMwNNix1l3FwMsuYzNyyVWs.</p> <p>Clifton, Derrick. "So You Want to Be a Male Feminist? Here Are 11 Simple Rules to Follow." <i>Everyday Feminism</i>, 7 Jan. 2015, everydayfeminism.com/2015/01/male-feminist-rules-to-follow/</p> <p>TEDxTalks. "Engaging Men as Allies in Preventing Violence Against Women Robert Eckstein TEDxPiscataquaRiver." YouTube, YouTube, 25 May 2016, www.youtube.com/watch?v=4mFzlumKKsc.</p> <p>Recommended Activity: Ask students to create a list of "Allyship Resolutions" where they can identify 5-10 goals they have for the upcoming year centered on how they can be better allies to groups with differing identities. In particular, encourage students to focus on different themes for male allyship including, but not limited to: violence against women, pay disparities and the gender wage gap, gender representation in sport and media, the glass ceiling/glass precipice, etc. For students who do not identify as male allies, encourage them to identify actionable steps with Allyship Resolutions male allies could provide utilize to support their peers.</p>
<p>April 13 Noon-1:30PM</p>	<p>Lifting Women Up: Cultivating Influence to Achieve Our Goals</p>	<p>Students, faculty, staff, and community members from all</p>	<p>1) Articulate the internal and external barriers that hold us back</p>	<p>Recommended Reading Heath, Kathryn. 2017. <i>The Influence Effect: A New Path to Power for Women Leaders</i>. First edition. Berrett-Koehler Publishers.</p>

<p>Faculty and Staff interested in participating as part of the Professional Development Platform (Human Resources) should register online at: https://www.ohio.edu/hr/professional-development/courses</p> <p>Students and community members interested in participating should email womenscenter@ohio.edu to receive information about how to participate by April 11th at 11:59PM. Login information will be sent the day prior, on April 10.</p>	<p>In this session, we will articulate the internal and external barriers, including sexism and other intersecting forms of oppression, that hold us back from achieving our goals. We'll develop strategies to enable us to identify our personal board of directors, cultivate allies, and develop influence.</p>	<p>fields and backgrounds are welcome to attend. This session is particularly useful for individuals seeking information on how to gain mentors and write goals.</p> <p>Student leaders, or those interested in joining more formal leadership positions, are particularly encouraged.</p>	<ol style="list-style-type: none"> 2) Identify your personal board of directors 3) Craft a goal and a strategy to cultivate allies to help you achieve it 4) Extend your influence: create a list of how you can use your strength and network to lift up others 	<p>https://search-ebshost-com.proxy.library.ohio.edu/login.aspx?direct=true&db=cat00572a&AN=alice.b5726592&site=eds-live&scope=site.</p> <p>Recommended Assignment</p> <p>Ask students to complete the worksheets provided in the workshop, including the 30-day challenge. Have students share what they discovered about themselves, as well as potential allies, through participation in the challenge.</p>
<p>April 19 5-7PM</p> <p>This program counts towards a She Leads OHIO requirement (the Women's Center's professional leadership program).</p> <p>Register at by 4/15/21 at</p>	<p>AAUW Start Smart Salary Negotiation</p> <p>Co-sponsored with the Graduate College and supported by the Career and Leadership Development Program</p> <p>This two-hour AAUW workshop provides students with the skills needed to negotiate their first salary.</p>	<p>We strongly encourage all graduating seniors to attend in order to be prepared for the salary negotiation process; however, all are welcome to attend.</p>	<ol style="list-style-type: none"> 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 	<p>Recommended Discussion Questions</p> <ol style="list-style-type: none"> 1. What is the gender wage gap? 2. How does the wage gap impact people of different identity groups? 3. How will you articulate your worth in a job interview or salary negotiation? <p>Recommended Readings:</p> <p>Ask students to explore the different topics on the AAUW's website on career and workplace issues for women: https://www.aauw.org/issues/equity/gender-workforce/; and on the Institute for Women's Policy Research's website: https://iwpr.org/issue/employment-</p>

<p>https://ohio.quals.com/jfe/form/SV_0oDdJ4AWw/DI26kR. Log-in information for the event will be sent April 16th.</p>	<p><i>**Due to our licensing agreement with the AAUW, this workshop is only available for members of the Ohio University community.**</i></p>			<p>education-economic-change/pay-equity-discrimination/</p> <p>Recommended Activity: Encourage your students to create a realistic budget for themselves after attending the workshop while taking into account differences in expenses due to location and cost of living in that area. This will help them to consider their "resistance point."</p>
<p>April 21 Noon-1PM Registration by 4/19 at: https://ohio.quals.com/jfe/form/SV_bd6zYSudzXR/Dcs5</p> <p>Log-in information will be sent to participants on 4/20</p>	<p>SayHerName: Building Community to Support Women of Color at OHIO</p> <p>April 21, 2021's gathering will be part of a letter writing campaign to survivors of sexual assault and domestic violence who are incarcerated.</p> <p>Sparked by the Division for Diversity and Inclusion's Public Forum on Breonna Taylor: Mourning, Reflecting, Moving Forward, SayHerName is an ongoing commitment to our participants. These are gatherings of those directly impacted by racism and sexism, as well as other interlinked forms of oppression, and their allies. They are created to build a community of support and to serve as a public space for expression. We will begin</p>	<p>As a community building event, we encourage those who have been directed impacted by racism and sexism, as well as other interlinked forms of oppression, and their allies, to attend.</p> <p>As a program created to build community, we ask that people not be required to attend, but invite all who desire to attend.</p>	<ol style="list-style-type: none"> 1) This gathering will explore the connection between incarceration, interpersonal violence, racism, sexism, and other forms of oppression 2) Participants will explore how to write letters of support for incarcerated survivors 	<p>Explore: Faculty may find Survived and Punished's curriculum materials to be helpful. They are available for free, after you complete a survey: https://survivedandpunished.org/criminalizing-survival-curricula/</p> <p>U.S. Department of Justice. Office on Violence Against Women (2017). The Impact of Incarceration and Mandatory Minimums on Survivors: Exploring the Impact of Criminalizing Policies on African American Women and Girls. Retrieved from: https://www.justice.gov/ovw/page/file/926631/download</p> <p>Recommended Readings: BBC (2020). Black Trans Lives Matter: 'We're tired of having to pick sides.' June 15. https://www.bbc.co.uk/bbcthree/article/33ab8fbd-792f-44ee-85de-5dd3894f60bf</p> <p>Chen, Grace A., Helen A. Neville, Jioni A. Lewis, Hector Y. Adames, Nayeli Y. Chavez-Dueñas, Della V. Mosley, & Bryana H. French (2019). Radical Self-Care in the Face of Mounting Racial Stress. Nov 15. <i>Psychology Today</i>.</p>

	<p>each program with a moment of silence for the women who have been killed, and recognizing the lives lost and the legacy of women like Breonna Taylor.</p>			<p>https://www.psychologytoday.com/us/blog/healing-through-social-justice/201911/radical-self-care-in-the-face-mounting-racial-stress</p> <p>Ohio University's Counseling and Psychological Services. Self-Care for Student Activists & Anyone Engaging in Challenging Conversations. https://www.ohio.edu/student-affairs/counseling/self-care-challenging-conversations</p> <p>Paz, Isabella Grullón and Maggie Astor (2020). Black Trans Women Seek More Space in the Movement They Helped Start. <i>New York Times</i>. June 27. https://www.nytimes.com/2020/06/27/us/politics/black-trans-lives-matter.html</p> <p>Ritchie, Andrea (2017). <i>Invisible No More: Police Violence Against Black Women and Women of Color</i>. Beacon Press: Massachusetts.</p> <p>Recommended Viewing: Watch the interview with Kimberlé Crenshaw and Sheinelle Jones of TODAY (2020): Kimberlé Crenshaw shares importance of the Say Her Name movement https://www.today.com/video/kimberle-crenshaw-shares-importance-of-the-say-her-name-movement-85807685887 There are a number of webinars provided by the African American Policy Forum, Inc. https://aapf.org/webinars</p> <p>Allies may benefit from viewing this video about allyship vs co-conspiratorship (link is to a CSPAN user clip featuring Bettina Love).</p>
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<p>April 27 4-5PM Microsoft Teams. For information on how to participate, visit: https://www.ohio.edu/diversity/womens-center/international-womens-coffee-hour (OHIO login required to access Teams event)</p>	<p>International Women’s Coffee Hour - Violence Against Women: Video and Discussion</p> <p>Sponsored by: The Women’s Center and International Faculty and Staff Services</p> <p>Each month, the coffee hour will center around a new topic. Join us in April for a conversation about how folks globally are working to end violence towards women.</p>	<p>Students, faculty, staff, and community members from all fields and backgrounds are welcome to attend.</p> <p>As a program created to build community, we ask that people not be required to attend, but invite all who desire to attend.</p>	<ol style="list-style-type: none"> 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 3) Identify resources on campus and in the community for those impacted by interpersonal violence 4) Develop empathy for survivors of interpersonal violence 5) Describe the way in which rape impacts all populations in different ways 6) Identify examples of rape culture 7) Discuss the difference between cultures of shame and cultures of acceptance when creating safe environments for conversations about interpersonal violence 8) Examine intersectionality of oppression as it relates to “rape as a tool to uphold oppression” 	<p>*This is a social, relaxing event, and is <i>not</i> intended to be a program offered for faculty seeking opportunities for their students to develop intercultural competence in a structured way.</p>
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Cohort-Based Programming

The following programming either requires that participants apply and/or has the expectation that participants commit to attending every session. Everyone, of all gender identities and backgrounds, are welcome and encouraged to apply for these cohort programs, and to attend all of our programming. The programming included in the co-curricular guide above can be experienced as “stand-alone” programming.

The ALAANA+ Women’s Leadership Cohort or AWLC (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. Applications for 2021-2022 will be available in Fall 2021. For more information visit: <https://www.ohio.edu/diversity/womens-center/awlc>.

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 work with the middle schoolers on Wednesdays from 3:05PM-5:05PM throughout the academic year. This program is being reimaged for Spring 2021 due to COVID-19. The course has been cancelled, but we hope for its return in Fall 2021. In the meantime, check out our virtual series: <https://www.ohio.edu/diversity/womens-center/young-leader-empowerment>

The Women’s Mentoring Program has cohort events for all mentors and mentees, as well as socials for participants. Applications for 2021-2022 are due March 1, 2021. 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, 2021. For more information, please visit: <https://www.ohio.edu/womenscenter/programs/women-leading-OHIO.cfm>