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| **Co-Curricular Programming for Women’s Center Events** |
| **Fall 2020 Calendar** |
| **Date/Time/Place** | **Event Description** | **Course/Career****Connections** | **Projected Outcomes** | **Potential Discussion Questions/Activities, Suggested Readings** |
| Virtual exhibit will be available beginning August 25. Please visit:<https://www.ohio.edu/diversity/womens-center/survivor-centered-programs> | **In This Space: Disrupted**Organized and sponsored by the Women’s Center, Survivor Advocacy Program, Health Promotion, Ohio University Art Galleries, Ohio Women, Ohio University Alumni Association, and with support from Counseling and Psychological Services.In This Space: Disrupted focuses on geographies of space and violence. Like many rape myths, the process of associating certain locations (or people) with violence can otherize victims and survivors whose experiences do not match with the public narrative. Both Hollaback! and harassmap have focused on naming public locations in which harassment occurs, and our hope is that this exhibit will call into question the public *and* private locations of trauma. We hope it instills awareness in viewers and is a call to action that challenges static narratives so that survivors may be supported in all spaces. | 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. Improved awareness of resources on campus
6. Increased commitment to bystander intervention
7. Identify rape myths
 | Recommended Readings:Pain, R. (1997). Whither Women’s Fear? Perceptions of Sexual Violence in Public and Private Space. *International Review of Victimology*, *4*(4), 297. [Available through Alden Library.](https://proxy.library.ohio.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edo&AN=14386728&site=eds-live&scope=site)Whitson, R. (2018). Gendering the Right to the City. In Oberhauser, A., Fluri, J., Whitson, R. and S. Mollett. *Feminist Spaces: Gender and Geography in a Global Context*. (PP. 77-106). Routledge.Recommended Assignments:Have students analyze themes across the contributions, 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. 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 254PM-5PMVia Microsoft TeamsTo access, visit:<https://www.ohio.edu/diversity/womens-center/international-womens-coffee-hour> | **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 8 – September 11Follow the social media Love Yourself Week posts by following #OHIOBobcatLoveBall and Dance PartySeptember 108PMLOCATIONContribute to videos that may be shown at the event by creating your own video and sharing it at: <https://ohio.qualtrics.com/jfe/form/SV_0lbhUgYID8FJakd> | **Love Yourself Week**Love Yourself Week is brought to you by: the Women’s Center, BSCPB, Counseling and Psychological Services, Health Promotion, Housing and Residence Life, LGBT Center, Multicultural Center, Well-Being & Recreation, and Survivor Advocacy Program. Join us throughout the week of September 8th for online social media engagement, using the #OHIOBobcatLove. Each participating organization on campus will be posting why Love Yourself Week is important on Twitter, and will also provide affirmations to our fellow Bobcats.BSCPB will also be sponsoring a Love Yourself Week Ball and Dance on September 10th, to celebrate #OHIOBobcatLove with songs contributed by our OHIO community that help people feel good about themselves. We’ll also be featuring videos and opportunities to express affirmations throughout the event! We encourage you to create a 20 second or less video that may be shared during the event. Details are online at: <https://ohio.qualtrics.com/jfe/form/SV_0lbhUgYID8FJakd> | Community and Public HealthDanceExercise and Physical EducationJournalism**Learning Communities**LGBT Certificate Media Arts and StudiesMusicPsychologySocial Media CertificateSocial WorkWomen’s, Gender and Sexuality Studies | 1. Practice speaking confidently about oneself by participating in social media posts, or through personal reflection
2. 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.
3. Identify resources on campus available to students seeking ways to improve self-confidence and wellness
4. Connect with the broader OHIO community by viewing peers’ self-affirmations
 | **Recommended Reading**Byrne, Christine (2020). The BMI Is Racist and Useless. Here’s How to Measure Health Instead. *Huffington Post*. July 20. <https://www.huffpost.com/entry/bmi-scale-racist-health_l_5f15a8a8c5b6d14c336a43b0>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-trans-inclusive/>Selby, Jenn. 2014. “12 Years A Slave star Lupita Nyong’o on racism in beauty: ‘Every day I woke up hoping my skin was a little lighter.’ March 5. *The Independent.* <http://www.independent.co.uk/news/people/news/lupita-nyong-o-on-racism-in-beauty-every-day-i-woke-up-hoping-my-skin-was-a-little-bit-lighter-9171487.html>Explore the National Eating Disorders Association website on identities and eating disorders (<https://www.nationaleatingdisorders.org/identity-eating-disorders>) and sexual assault/trauma and eating disorders (<https://www.nationaleatingdisorders.org/sexual-assault-trauma>). **Recommended Listening & Viewing**Saujani, Reshma (2016). Teach girls bravery, not perfection. *TEDTalk.* 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)Short Wave (2020). Fat Phobia and Its Racist Past and Present. *NPR.* July 21. <https://www.npr.org/2020/07/20/893006538/fat-phobia-and-its-racist-past-and-present?fbclid=IwAR1jMkag6TzWnsjEXbppZTSkSzwDlQ-sam4b0I2oWoYvyrbU8UdMrO386L0>**Recommended Activities*** Have students create videos that may be submitted to the Love Yourself Week Ball and Dance Party. These may be submitted, or can be used as a reflective tool for a journal entry or class discussion. Categories included:
* Love the Skin Your In (video experiences that represent love/empowerment for those who have historically been marginalized for the skin they are in - e.g. race, size).
* Living Healthy (video experiences that represent positive experience of living healthy). Videos should focus on health and wellness from the perspective of self-care, and should not project on to others what healthy living should be. Videos posted as part of this event should be mindful to support health at every size (rather than saying a particular size/weight/body type is the definition of health). Videos should not include one's weight, weight loss, or specific mentions of diets.
* Personal Pride (video experiences should focus on positive experiences of feeling proud - e.g. as it relates to the LGBTQ+ community).
* Feeling Fabulous (video experiences should focus on self-affirmations, moments of success, or personal empowerment). Videos should not focus on physical appearance, but could focus on style.
* Have students search for online images of Carol Rossetti’s body postcards. What ideas are her postcards challenging? Whose bodies does she talk about? Ask students to create their own postcard based on Carol Rossetti’s postcards that reflect their own Love Yourself journey.
* Have students analyze marketing campaigns that claim to promote body acceptance to determine how effective the campaign is.
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| September 151PM-2:30PMFaculty 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>Students interested in participating should email womenscenter@ohio.edu to receive information about how to participate.This program counts towards completion of She Leads OHIO. | **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 BusinessCommunicationsWomen’s Gender, and Sexuality StudiesAll STEM fields (or fields that are male-dominated) | 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 Discussion Questions:*** 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?

**Recommended Readings:**Gaucher, Danielle, Justin Friesen, and Aaron C Kay. 2011. “Evidence That Gendered Wording in Job Advertisements Exists and Sustains Gender Inequality.” *Journal of Personality and Social Psychology* 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=siteKay, Katty and Claire Shipman (2014). The Confidence Gap. May. *The Atlantic*. <https://www.theatlantic.com/magazine/archive/2014/05/the-confidence-gap/359815/>Kelsky, Karen (2013). The Top 5 Mistakes Women Make in Academic Settings. November 10. *The Professor Is In*. <https://theprofessorisin.com/2013/11/10/the-top-5-mistakes-women-make-in-academic-settings/>Tulshyan, Ruchika (2015). Speaking Up As A Woman of Color at Work. *Forbes*. February 10. <https://www.forbes.com/sites/ruchikatulshyan/2015/02/10/speaking-up-as-a-woman-of-color-at-work/#2ed8ee4d2ea3>Tyler, J.M., and J.D. McCullough. “Violating Prescriptive Stereotypes on Job Resumes: A Self-Presentational Perspective.” *Management Communication Quarterly* 23, no. 2: 272–87. Accessed July 30, 2020. doi:10.1177/0893318909341412. Available through Alden: https://proxy.library.ohio.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edselc&AN=edselc.2-52.0-70350331474&site=eds-live&scope=site |
| September 17Noon-1PMOnlineRegister at: <https://ohio.qualtrics.com/jfe/form/SV_0dElKmri4KghhoF> by September 15 at 11:59PM to receive the link to participate. | **Thirsting for Knowledge Thursday’s #MeToo and Women of Color Who Paved the Way**  Sponsored by the Women’s Center. Co-Sponsored by Survivor Advocacy Program and Counseling & Psychological Services. Through discussing the silence breakers Anita Hill and Tarana Burke, this session will highlight the ways in which women of color have shaped the conversation about sexual harassment and assault, while paying particular attention to how women of color are disproportionately impacted by sexual violence and the complexities of reporting. Presented by Alicia Robinson, Assistant Director of Kent State University’s Women’s Center, founder of Limitless Ambition and former Program Coordinator for the Office of Sexual and Relationship Violence Support Services at Kent State. | As part of our violence prevention efforts, we encourage all first-year students, in particular, to attend.This year’s Thirsting for Knowledge Thursday series is focused on leadership development, and thus all OHIO members interested in cultivating leadership skills should attend.African American StudiesCommunity and Public HealthCriminal JusticeEntrepreneurshipGlobal LeadershipHCOMJournalismLaw, Justice & CultureNursingSocial WorkSociologyWomen’s, Gender, and Sexuality Studies | 1. Identify the founders of the Me Too movement
2. Consider the intersectional experiences of survivors of sexual assault
3. Describe the way in which sexual violence impacts all populations in different ways, and differential access to resources available due to intersecting systems of oppression
4. List students’ reporting options, as well as confidential resources
5. Recognize the emotional, physical, and psychological impacts of interpersonal violence
 | **Recommended Activities:**Watch the interview with Tarana Burke with students on Newsbeat: Gill, Gurvinder and Imran Rahman-Jones (2020) Me Too founder Tarana Burke: Movement is not over. July 9. <https://www.bbc.com/news/newsbeat-53269751> * Ask students how the BlackLivesMatter and MeToo movement intersect?
* Have students examine another social movement (any social movement) and ask them to analyze how gender, race, sexuality are represented. Is the movement intersectional? How so or how not? What could be done to improve?
* Tarana Burke says that “if anybody hijacked the movement, the origins of Me Too, it’s the media.” How can media be more responsible in its coverage and recognition of leaders within social justice movements?

**Recommended Discussion Questions**1. How can we have more intersectional conversations about sexual violence?
2. How have conversations about sexual violence changed since the Me Too movement? What strategies can be used to continue national engagement on sexual violence awareness and prevention?

**Recommended Viewing/Reading**Watch the interview with Tarana Burke and Dolores Huerta with *Time* at: Aguilera, Jasmine (2020). Tarana Burke and Dolores Huerta: To Create Lasting Change, We Need Commitment to Racial Justice Even After Protests End. *Time*. June 11. <https://time.com/5850291/tarana-burke-dolores-huerta-movement/>Ohlheiser, Abby (2017). The woman behind ‘Me Too’ knew the power of the phrase when she created it – 10 years ago. *The Washington Press*. October 19. Available online: <https://www.washingtonpost.com/news/the-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> |
| September 242-3PMFaculty 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>Students interested in participating should email womenscenter@ohio.edu to receive information about how to participate by September 22 at 11:59PM. | **Gender 101**This interactive workshop will ask participants to engage with social 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. | This session is useful for those interested in exploring issues of diversity and inclusion and the impact that sexism (and other intersecting oppressions) has in education and the workplace.EducationCollege of BusinessLearning CommunitiesLGBT CertificatePsychologySocial WorkSociologyWomen’s, Gender, and Sexuality Studies | 1. Define gender and sex
2. Identify consequences of strict adherence to gender roles.
3. Improve media literacy
4. Identify when they first began to understand gender
5. Create actionable steps to improve inclusivity and encourage freedom in gender expression.
 | **Recommended Reading**The Gender Book: <http://www.thegenderbook.com/the-book/4553374748>. This book is available for free, or with donation, online.Georgieva, Kristalina, Fabrizio, Stefania, Lim, Cheng Hoon, and Marina M. Tavares. (2020). The COVID-19 Gender Gap. *IMF Blog*. July 21. <https://blogs.imf.org/2020/07/21/the-covid-19-gender-gap/>**Recommended Activity**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? |
| September 29via Microsoft TeamsMicrosoft TeamsFor information, visit: <https://www.ohio.edu/diversity/womens-center/international-womens-coffee-hour> | **International Women’s Coffee Hour**Each month, the coffee hour will center around a new topic. 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. |
| October 64PM-6PMOnlineRegister online at: <https://ohio.qualtrics.com/jfe/form/SV_0oDdJ4AWwDI26kR> 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 ProgramThis 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
 | **Recommended Discussion Questions**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?

**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/gendered-workforce/>; and on the Institute for Women’s Policy Research’s website: https://iwpr.org/issue/employment-education-economic-change/pay-equity-discrimination/ |
| October 139AM-10:30AMFaculty 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>Students interested in participating should email womenscenter@ohio.edu to receive information about how to participate by October 11 at 11:59PM. | **Crushing Imposter Syndrome: Facing Your Failure**While imposter syndrome impacts all genders within higher education (apparently most of us feel like imposters!), this workshop will evaluate the syndrome from a gendered lens, highlighting the ways in which girls are socialized to perfection.Inspired by both Valerie Young's iconic text *Secret Thoughts of Successful Women* and Reshme Saujani's incisive text *Brave, Not Perfect*, we will confront our imposter syndrome head-on with tangible tools to remind us of our value and worth. | College of BusinessLearning CommunitiesPsychologySociologyWomen’s Gender, and Sexuality StudiesAll STEM fields (or fields that are male-dominated) | 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
 | **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.**Recommended Listening & Viewing**Saujani, Reshma (2016). Teach girls bravery, not perfection. *TEDTalk.* 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)**Recommended Reading**Babur, O. (2018, Aug 19). Talking about failure is crucial for growth: Money and Business/Financial desk]. *New York Times* Retrieved from <https://proxy.library.ohio.edu/login?url=https://search-proquest-com.proxy.library.ohio.edu/docview/2090404300?accountid=12954>Young, Valerie (2011). The Secret Thoughts of Successful Women: Why Capable People Suffer from the Imposter Syndrome and How to Thrive in Spite of It. Crown Business: New YorkCaitlin Gibson. "The end of leaning in: How Sheryl Sandberg's message of 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. |
| October 15 12PM – 1PM OnlineRegister at: [https://ohio.qualtrics.com/jfe/form/SV\_0AtRwferIj6y0TP](https://ohio.qualtrics.com/jfe/form/SV_0AtRwferIj6y0TP%20%20)  Registration will close on October 13 at 11:59PM, and information about how to participate will be emailed on October 14th. | **Thirsting for Knowledge Thursdays: #SayHerName: Leadership Lessons from Black Lives Matter**Founded by womxn, and amplified through other womxn-led movements like Say Her Name, Black Lives Matter provides not only lessons in racial justice, but also a foundation upon which you can learn tools for your own leadership practice to improve your allyship skills or explore ways in which your leadership can be improved to support social movements in your community.Presented by Cecily Nelson-Alford, Director of the Women’s Resources and Research Center at UC Davis. Black feminist theory and womanism drew her to this work, along with her experiences as a queer biracial/Black woman and student parent. She strives to center queer and trans people of color in her work around gender equity.   | This year’s Thirsting for Knowledge Thursday series is focused on leadership development, and thus all OHIO members interested in cultivating leadership skills should attend.African American StudiesCommunity and Public HealthCriminal JusticeEntrepreneurshipGlobal LeadershipHCOMJournalismLaw, Justice & CultureLGBT StudiesNursingSocial Media CertificateSocial WorkSociologyWomen’s, Gender, and Sexuality Studies | 1. Identify how #SayHerName serves to complement the #BlackLivesMatter (BLM) movement
2. Discuss the importance of including womxn in larger social movements
3. Participants will increase understanding of the Black Lives Matter movement and its foundations.
4. Participants will be able to name at least one lesson from BLM that they can incorporate into their own leadership practice.
 | Discussion Questions:How has #SayHerName worked to expand the stories of women of color, but also support the #BlackLivesMatter movement? How can leaders of movements approach institutional oppression from a more intersectional lens?How does BLM and Say Her Name demonstrate both formal and informal leadership? What leadership styles and techniques do you find to be effective? How can you adapt these leadership traits to your own participation in social movements? How can you be a leader with friends, family, peers, without a formal leadership position?Utilizing the video from *Politico*, what does it mean “to mistake presence for power” (Rashad Robinson). How can this notion be used to challenge the idea that increasing the number of minoritized individuals within leadership positions necessarily translates to a more just society? What are the “written and unwritten rules” that Rashad Robinson refers to? What language changes does Robinson advocate for to highlight systems of oppression rather than assuming individual deficts? Barrón-López, Laura (2020). Why the Black Lives Matter movement doesn't want a singular leader. *Politico* July 22. <https://www.politico.com/news/2020/07/22/black-lives-matter-movement-leader-377369>**Suggested Reading/Viewing:***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> Paz, Isabella Grullón and Maggie Astor (2020). Black Trans Women Seek More Space in the Movement They Helped Start. *New York Times*. June 27. <https://www.nytimes.com/2020/06/27/us/politics/black-trans-lives-matter.html>Ritchie, Andrea (2017). *Invisible No More: Police Violence Against Black Women and Women of Color*. Beacon Press: Massachusetts.Watch the interview with Kimberlé Crensaw 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>  |
| October 206PMRegister online by October 18 at 11:59PM to receiveinformation about how to participate:<https://ohio.qualtrics.com/jfe/form/SV_2t8stDcNy45sWWh> | **Domestic Violence Advocacy: Identifying Resources, Supporting Your Community, and Centering Survivors**Panelists include: Kelly Cooke (My Sister’s Place), Aaron Eckhardt (BRAVO), Lexi Jones (Project Mending Threads, Ohio University Student), Kristyn Neckles (Counseling and Psychological Services), Jen Seifert (Survivor Advocacy Outreach Program), and KC Waltz (Survivor Advocacy Program). More panelists will be confirmed shortly.This panel will discuss myths of domestic violence, prevalence, warning signs, allyship, and how domestic violence impacts marginalized communities. Sponsored by the Women’s Center, Counseling and Psychological Services, Health Promotion, LGBT Center, and Survivor Advocacy Program. | We encourage all community and campus members to join us for this program, and particularly learning communitiesAthleticsCommunity and Public HealthCriminal justiceEducationLGBT CertificateMedical StudentsNursingPsychologyPre-LawSocial WorkSociologyWomen’s, Gender, and Sexuality Studies | 1. Understand the need for nuanced prevention and awareness programs
2. Consider the diversity of survivor’s experiences
3. Identify campus and community resources
4. Evaluate the impact of COVID-19 on rates of domestic violence and access to resources
5. Identify the reasons why victims of dating/domestic violence stay
6. Increased empathy for victims and survivors of dating/domestic violence
7. Reframe dating/domestic violence from an individual (private) issue to a community (public) issue.
 | **Recommended Reading:** Clark, R. (2016). “Hope in a hashtag”: the discursive activism of #WhyIStayed. Feminist Media Studies, 16(5), 788-804. doi:10.1080/14680777.2016.1138235. Available online via Alden LibraryKelley, Lauren (2020). Who Bears Witness to a Hidden Epidemic? *New York Times.* July 14. <https://www.nytimes.com/2020/07/14/opinion/sunday/domestic-violence-coronavirus.html>National Center for Victims of Crime. Campus Dating Violence Fact Sheet. <http://www.ncdsv.org/images/CampusDatingViolenceFactSheet.pdf>Recommended Assignments:Ask students to research how domestic violence impacts different populations differently (e.g. communities of color, same-sex relationships, those with disabilities).Ask students to critically analyze media (songs, books, movies) portrayals of romantic relationships to see how they present unhealthy or healthy relationships. Are unhealthy relationships romanticized? |
| October 274-5PMVia Teams LinkTo access, visit: <https://www.ohio.edu/diversity/womens-center/international-womens-coffee-hour> | **International Women’s Coffee Hour** Each month, the coffee hour will center around a new topic. 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.  |
| October 293:30-5PMFaculty 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>Students interested in participating should email womenscenter@ohio.edu to receive information about how to participate by October 27 at 11:59PM | **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.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. |
| November 102-3:30PMFaculty 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>Students interested in participating should email womenscenter@ohio.edu to receive information about how to participate by November 8 at 11:59PM. | **Lifting Women Up: Cultivating Influence to Achieve Our Goals**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. | Students, faculty, staff, and community members from all fields and backgrounds are welcome to attend. This session is particularly useful for individuals seeking information on how to gain mentors and write goals.Student leaders, or those interested in joining more formal leadership positions, are particularly encouraged.  | * 1. Articulate the internal and external barriers that hold us back
	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
 | **Recommended Reading**Heath, Kathryn. 2017. The Influence Effect : A New Path to Power for Women Leaders. First edition. Berrett-Koehler Publishers. <https://search-ebscohost-com.proxy.library.ohio.edu/login.aspx?direct=true&db=cat00572a&AN=alice.b5726592&site=eds-live&scope=site>.**Recommended Assignment**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. |
| November 186PM-7:30PMRegister online by November 16 at 11:59PM:<https://ohio.qualtrics.com/jfe/form/SV_6RO9oYIscaDTqp7> | **“Future President: Getting Involved with Student Leadership on Campus”** brought to you by the Women’s Center ALAANA+ Women’s Leadership CohortThis workshop, brought to you by the AWLC, will feature both OHIO alumna and current campus leaders who will share their experiences with leadership. Learn tips and tricks about what leadership at OHIO can look like and how to cultivate influence while maximizing your time as a Bobcat!  | All students are encouraged to participate because we want them to run for student office or other leadership positions – and because of the transferrable skills this program provides.College of BusinessPolitical SciencePre-LawVoinovich School Leadership and Public AffairsWomen’s, Gender, and Sexuality Studies | 1. Identify leadership opportunities available at OHIO.
2. Reflect about personal, professional, and leadership goals and how to achieve those goals.
3. Connect with campus leaders and OHIO alumna to expand your network.
 | **Recommended Activities:**Ask students to create a leadership plan: 1) research a student organization; 2) identify a formal leadership position within the student organization that they would be interested in holding one day; 3) create a plan of how they can cultivate the skills necessary to hold this position.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.**Recommended Readings:** Domingue, A. D. (2015). “Our Leaders Are Just We Ourself”: Black Women College Student Leaders’ Experiences with Oppression and Sources of Nourishment on a Predominantly White College Campus. *Equity & Excellence in Education*, *48*(3), 454–472.<http://dx.doi.org.proxy.library.ohio.edu/10.1080/10665684.2015.1056713>Haber-Curran, P., & Sulpizio, L. (2017). Student Leadership Development for Girls and Young Women. *New Directions for Student Leadership*, *2017*(154), 33–46. <https://doi-org.proxy.library.ohio.edu/10.1002/yd.20238><http://dx.doi.org.proxy.library.ohio.edu/10.1080/10665684.2015.1056713> Tómasdóttir, H. (Director). (2016, October). *It's time for women to run for office* [Video file]. Retrieved from <https://www.ted.com/talks/halla_tomasdottir_it_s_time_for_women_to_run_for_office?referrer=playlist-ted_talks_by_strong_women_lead>  |
| **November 19** **12PM-1PM****Register online by November 17 at 11:59PM to receive information about how to participate:**<https://ohio.qualtrics.com/jfe/form/SV_5jOOQPJqQRRjNFH> | **Thirsting for Knowledge Thursday: Indian Country Media Coverage: Jurisdiction and Justice**Presented by Dr. Victoria LaPoe, Associate Professor, Scripps College of CommunicationDiscussion on media coverage of Missing and Murdered Indigenous Women as well as the Violence Against Women Act. Unpack news coverage via Indigenous Standpoint theory as well as embrace an opportunity to discuss latest news events connected to Indian Country. | Diversity Certificate Fine ArtGeographyGlobalization and Development Global Studies History Journalism Political Science Sociology Women’s, Gender and Sexuality Studies | 1. Increase awareness of how the Violence Against Women Act applies to Indigenous communities
2. Develop empathy for survivors of interpersonal violence
3. Identify examples of rape culture and the ways in which rape/sexual violence may be used as a tool of oppression
4. Consider the ramifications of inaccurate media representation on legislation, social issues, etc
5. Practice media literacy skills to identify bias in news reporting
6. Understand the concept of Standpoint Theory
 | **Recommended Activity**Ask students to learn more about the Red Dress Project by reviewing the video and images more on artist Jaime Black’s website: <https://www.jaimeblackartist.com/exhibitions/> and/or the Missing Earing Project: <https://singourriversred.wordpress.com/earring-exhibit/>. Then ask students to choose a survivor-centered virtual exhibit from Ohio University to view: <https://www.ohio.edu/diversity/womens-center/survivor-centered-programs>. Reflect with students on the power of arts-based practice in discussing topics like sexual and domestic violence. How does art communicate sensitive topics? How does art help communicate the experiences of those marginalized, when national media may not be representing their experiences accurately? How can media better represent these experiences?**Recommended Readings**Ault, Alicia (2019). These Haunting Red Dresses Memorialize Murdered and Missing Indigenous Women. March 19. *Smithsonian Magazine*. <https://www.smithsonianmag.com/smithsonian-institution/these-haunting-red-dresses-memorialize-murdered-and-missing-indigenous-women-180971730/>Native American Journalists Association (2018). Covering the Violence Against Women Act (VAWA) in Indian Country. <https://najanewsroom.com/wp-content/uploads/2018/11/naja-vawa.pdf>Native American Journalist Association (nd). Media Spotlight Report. <https://najanewsroom.com/wp-content/uploads/2020/02/2020-2-5-Media-Spotlight.pdf> |
| **November 24****4PM-5PM****To access, visit:** <https://www.ohio.edu/diversity/womens-center/international-womens-coffee-hour> | International Women’s Coffee Hour There are over 100 countries represented by OHIO students, faculty, and staff. This coffee hour is an opportunity for international women, and their allies, to meet others, discuss current events, play games, practice English or other languages, and listen to music from all over the world. 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. It is a useful program if you have international students in your class who are seeking an opportunity to network with others, or if you have students who are wanting to work on their language skills. |
| **December 1** **8AM-5PM** Twitter via @OHIOWomenCenterTo submit art for consideration as part of the Art Installation, please complete the following form by November 1, 2020: <https://ohio.campuslabs.com/engage/submitter/form/start/406109>  | Virtual International Women’s Art Installation Co-sponsored by: the Women's Center and the Office of Global AffairsWe invite you to include the creation of an art work for submission to the installation as part of your syllabus your course. The art that students create should reflect what you are teaching in the course, as well as connect with our mission of the exhibit (highlighting women’s diverse experiences). While we have publicly advertised the deadline as 11/1/20, for those who are incorporating the program into their courses, we have a proposal to allow this to work for your fall classes. We recommend the following timeline: The first two weeks include dividing the class into small groups, 23 where they can choose a theme and create a draft of what their art contribution could look like. They can submit a draft description (as described in the call for art, below) on 11/1 to womenscenter@ohio.edu. The Women's Center staff can also visit your class to help brainstorm in those first two weeks if you'd like to dedicate a class session to their group planning. By 11/18 they should submit a finalized idea of what they are doing, with the art finished and completed by 11/22. You can then ask that your class tour the exhibit virtually on 12/1.  | African American Studies Diversity Certificate Fine ArtGeography, globalization and development Global Studies History Journalism LGBTQ Studies Certificate Political Science Sociology Women’s, Gender and Sexuality Studies | 1. Utilize art to communicate complex social issues, such as: Violence against women, women in protest movements, the intersection of gender with LGBTQ and racial/ethnic identities, and embodiment
2. Increased empathy, e.g. as research has shown that the use of Art and the Humanities with medical students at the University of California Irvine has been beneficial in increasing empathy between patient and doctor (Shapiro & Rucker, 2003)
3. Consider how one’s own identity, as it relates to power, privilege, and oppression, connects with the themes of the exhibits
4. Exposure to new world views
5. 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 Readings: Butler, C. H., & Mark, L. G. (2007). WACK! : art and the feminist revolution. Los Angeles : Museum of Contemporary Art ; Cambridge, Mass. : MIT Press, c2007.Available in Alden Library: N72.F45 W33 2007 Consider: • The International Women’s Exhibit will host more than art in the traditional sense. Have students engage with protest media online, like the Iranian women fighting the hijab mandate by taking photos of themselves without hijab, and discuss visual communication and its uses in the fight for women’s equality. Women’s Center staff would be happy to work with you to tailor this “consideration” to your class subject and desired outcomes, as it connects to the International Women’s Exhibit. |
| **December 3**  **3PM-5PM** Register at: <https://ohio.qualtrics.com/jfe/form/SV_0oDdJ4AWwDI26kR>Register by: December 1 at 11:59PM | 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. This program counts towards a She Leads OHIO requirement (the Women’s Center’s professional leadership program). For more information, please visit our website. | 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 Alison Griswold, “Paid in Prestige”. Institute for Women’s Policy Research |

**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.

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 been reimagined for Fall 2020 due to COVID-19. The course has been cancelled, but will return Fall 2021!

The Women’s Mentoring Program has cohort events for all mentors and mentees, as well as socials for participants. Applications for 2021-2022 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 21, 2020. For more information, please visit: <https://www.ohio.edu/womenscenter/programs/women-leading-OHIO.cfm>