

Co-Curricular Programming for Women's Center Events

Fall 2018 Calendar

Date/Time/Place	Event Description	Course/Career Connections	Projected Outcomes	Potential Discussion Questions/Activities, Suggested Readings
<p>Tuesday August 28 4-5PM Baker 403</p> <p>---</p> <p>Join us 4-5PM on October 30th and November 27th in Baker 403 for other international women's coffee hours. We'll visit Passion Works on September 25th, from 4-6PM.</p>	<p><i>International Women's Coffee Hour</i></p> <p>Coffee hour topic for August 28th: Special guests Kristyn Neckles and Diane Cahill lead a discussion on combatting homesickness.</p> <p>This program is supported by the Women's Center and International Student and Faculty Services.</p>	<p>Students, faculty, staff, and community members from all fields and backgrounds are welcome 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 	<p>*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.</p>
<p>Thursday, August 30th 6:00-8:00PM Trisolini Gallery (Baker 4th floor)</p>	<p><i>What Were You Wearing? A Survivor Installation Gallery Opening, sponsored</i> by the Women's Center, Survivor Advocacy Program, Campus Involvement Center, the College of Fine</p>	<p>We encourage all community and campus members to join us for this program.</p>	<ol style="list-style-type: none"> 1. Participants will review differences between the messages they have received regarding victim 	<p>Recommended Readings:</p> <p>Edwards, Katie M., Jessica A. Turchik, Christina M. Dardis, Nicole Reynolds, & Christine A. Gidyez. "Rape Myths: History,</p>

<p>With remarks by President Nellis, Dean of the College of Fine Arts Dr. Matthew Shaftel, and Director of the Survivor Advocacy Program, Kim Castor</p> <p>The exhibit at Ohio University will be open for viewing from August 30, 2018 - September 13, 2018 in the Trisolini Gallery.</p>	<p>Arts, Intersectional Feminist Alliance, Student Senate, and Ambassadors to the Survivor Advocacy Program.</p> <p>To ask the question, “what were you wearing?” cost the questioner nothing, there is no labor in making this statement. However, the survivor must pay dearly in not only their answer; but also, in the burden of self-blame.</p> <p>The Installation challenges participants to engage with the universal connection we have with clothing and reflect on what gives this specific rape culture myth so much power. To put clothing on is so basic and common, to take that action and conflate it with pain and suffering taints not only the individual outfit for the survivor; but also, calls in to question all simplistic and normal behaviors as dangerous.</p> <p>The Installation asks participants to understand that it was never about the clothing and the act of shedding those clothes is never enough to bring peace or comfort to survivors. The violation is not simply woven in to the fabric</p>		<p>blaming and the Installation</p> <ol style="list-style-type: none"> 2. Participants will formulate healthy attitudes and beliefs regarding the common ‘clothing causes sexual violence’ rape myth. 3. Participants will demonstrate understanding by not asking the question, ‘what were you wearing?’ to survivors in the future 4. Participants will discuss the installation with peer groups beyond their attendance. 	<p>Individual and Institutional-Level Presence, and Implications for Change.” Sex Roles. 2011(65). 761-773. Available online via Alden Library.</p> <p>Schwartz, Martin D. and Walter S. DeKeseredy. “Growing Up in a Rape-Supportive Culture.” Sexual Assault on the College Campus: The Role of Male Peer Support. Thousand Oaks: Sage Publications. 1997. 59-95</p>
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	<p>of the material, it is a part of the survivor's new narrative. If only ending sexual violence was as easy as changing our clothes. Instead it requires all of us to evaluate what enabled us as individuals and as a society to ask, "what were you wearing?" in the first place.</p> <p>[Excerpted from the Curation Guide provided by Jen Brockman, University of Kansas, and Dr. Mary Wyandt-Hiebert, University Arkansas]</p>			
<p>Tuesday, September 4th 10:00AM-12:00PM Outside of Trisolini Gallery (Baker 4th floor)</p>	<p><i>Coffee With a Cop and Survivor Advocacy Program</i> Themed Coffee Hour: Busting Rape Myths</p> <p>Organized by Survivor Advocacy Program and Ohio University Police Department, this program is co-sponsored by the Campus Involvement Center and Women's Center</p>	<p>We encourage all community and campus members to join us for this program.</p> <p>Criminal Justice</p>	<ol style="list-style-type: none"> 1. Identify rape myths 2. Increase familiarity of police process of investigating rape and sexual assault 3. Discuss the context in which police may ask the question "what were you wearing?" 4. Consider the role police can have in the national 	<p>Recommended Readings</p> <p>Alberty, Erin (2018). Utah police are getting training to unlearn the myths about rape that can hurt victims. <i>The Salt Lake Tribute</i>. June 7. https://www.sltrib.com/news/2018/06/06/myth-busting-and-rape-kit-tracker-move-utahs-sex-crime-response-forward-but-a-big-backlog-remains-at-the-lab/</p> <p>Lonsway, Kim, and Archambault, Joanne (2016). Start by Believing: Participation of Criminal Justice Professionals. Available online: http://www.startbybelieving.org/resou</p>

			<p>movement Start By Believing.</p>	<p>rces (link is located under “supporting research.”)</p> <p>Recommended Discussion Questions: How do you “Start by Believing” by while also being a neutral fact finder?</p> <p>How do you balance the law and institution/culture when you work for a place that has higher expectations of consent than your state law?</p>
<p>Wednesday, September 5th 5:30PM Baker Ballroom</p>	<p>“What Were You Wearing?” Exhibit: A Discussion with a Panel of Experts</p> <p>Panelists will discuss questions submitted at the What Were You Wearing Exhibit.</p> <p>Panelists include: Tanice Prince (Victims’ Rights Advocate with Ohio Crime Victim Justice Center), Aaron Eckhardt (Interim Executive Director, BRAVO), Gisell Jeter-Bennett (Diversity, Outreach and Inclusion, College of Engineering, Ohio State University), Elizabeth Pepper</p>	<p>We encourage all community and campus members to join us for this program, and particularly learning communities.</p>	<ol style="list-style-type: none"> 1. Understand the need for nuanced prevention and awareness programs 2. Consider the diversity of survivor’s experiences 3. Identify rape myths 4. Consider the role everyone can play in the Start By Believing Campaign 5. Participants will review differences between the messages they have received regarding victim 	<p>Recommended Assignment:</p> <ol style="list-style-type: none"> 1. Have students visit the exhibit in advance of September 5th to contribute a question for the panel to consider. 2. Develop a strategy to challenge rape culture on campus or in your community. 3. Research a point mentioned on the panel that you know little about. Do you agree or disagree with what the panelist was saying? Provide evidence for your own perspective and write what

	<p>(Athens County Assistant Prosecutor), Kim Castor (Director of Survivor Advocacy Program), Divya Warriar (student at Ohio University), Susan Folger, PhD (Counseling and Psychological Services), Chief Powers (Ohio University Police Department), Gigi Secuban, PhD (Vice President for Diversity and Inclusion), and Kerri Griffin (Interim Director and Title IX Coordinator). Senior Associate Vice President & Dean of Students Dr. Jenny Hall-Jones will serve as moderator.</p>		<p>blaming and the Installation</p> <ol style="list-style-type: none"> 6. Participants will formulate healthy attitudes and beliefs regarding the common ‘clothing causes sexual violence’ rape myth. 7. Participants will demonstrate understanding by not asking the question, ‘what were you wearing?’ to survivors in the future 8. Participants will discuss the installation with peer groups beyond their attendance. 	<p>you would have said in response to the question.</p> <p>See recommended readings above (other What Were You Wearing events).</p>
<p>Tuesday, September 25th 4:00PM – 6:00PM Passion Works Studio 20 East State Street</p>	<p><i>International Women’s Coffee Hour: Creating collaborative art for the International Women’s Exhibit March 2019</i></p> <p>Join International Student and Faculty Services, the Women’s Center, and Passion Works, as we work to create collaborative art that can be submitted to</p>	<p>All majors within the College of Fine Arts Global Studies Graphic Design History Journalism Linguistics</p>	<ol style="list-style-type: none"> 1. Examine the use of art in communicating sensitive and political topics 2. Research current issues and historical movements for equality for women in diverse 	<p>View: Women’s Art through the International Women’s Day website: https://www.internationalwomensday.com/Art</p> <p>Recommended Reading:</p> <p>Butler, C. H., & Mark, L. G. (2007). WACK! : art and the feminist revolution. Los Angeles : Museum of Contemporary Art ; Cambridge,</p>

	<p>the international women's exhibit showing in March 2019. For the International Women's Exhibit, our request is for contributors to take photos, video, paint, and create diverse representations of women's experiences around the globe, and the women who have fought for women's rights within their countries, with the possibility of it being included in this interactive exhibit. Please send all of your photos, video, and interest in participating on the day, to Akua Adjei, Graduate Assistant for international women's programming, aa874217@ohio.edu. If you have any questions, please contact either Akua or Dr. Murray, Women's Center Director, at murraym2@ohio.edu</p>	<p>Media Arts and Studies Political Science Sociology Visual Communication Women's, Gender and Sexuality Studies</p>	<p>geographic locations</p>	<p>Mass. : MIT Press, c2007. Available in Alden Library: N72.F45 W33 2007</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>Consider:</p> <p>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.</p>
<p>Thursday, September 27th</p>	<p><i>Thirsting for Knowledge Thursday: Undressing Disability</i></p>	<p>Journalism (while Ms. Yates' talk is not on her</p>	<p>1. Understand disability studies and accessibility</p>	<p>Recommended Readings: Henig, Robin Marantz (2005). At War With Their Bodies, They Seek to</p>

<p>12:00PM-1:00PM Baker 403</p>	<p>with Emily Yates: Gender, Enhance the UK and Body Integrity Identity Disorder (BIID)</p> <p>Emily Rose Yates is a 26 year old accessibility consultant, travel writer and TV presenter, currently living in Glasgow. A wheelchair user, she has spent much of her time ensuring accessibility for all on a global scale, and most recently worked for MetroRio, to implement access and inclusion measures at all of their 36 underground stations ahead of the 2016 Olympic and Paralympic Games. She also wrote the Lonely Planet Guide to Accessible Rio De Janeiro to enable disabled tourists, athletes and locals alike to embrace the city as much as possible during Games time!</p> <p>Now, Emily has set up her own accessible travel guide business, Globe</p>	<p>job as a TV presenter, this is a great opportunity to meet the woman behind the BBC 3 documentaries linked in this guide)</p> <p>Medical Students</p> <p>Media Arts and Studies, Media and Social Change</p> <p>Nursing</p> <p>Psychology</p> <p>Restaurant, Hotel, and Tourism (while Ms. Yates' talk is not on her travel writing, she's indicated that she's also happy to answer questions about that)</p> <p>Social Media Certificate</p> <p>Social Work</p> <p>Sociology</p>	<p>movements as a feminist issue</p> <ol style="list-style-type: none"> 2. Reframe disability from a "can't" concept and "lifting the clouds of limitation" 3. Decrease the taboo associated with sex and disability 4. Identify the ways in which devotees may simultaneously be empowering and objectifying/threatening to people with disabilities 5. Define Body Integrity Identity Disorder and consider the connection between BIID and disability 	<p>Sever Limbs. <i>The New York Times</i>. 22 March. https://www.nytimes.com/2005/03/22/health/psychology/at-war-with-their-bodies-they-look-to-sever-limbs.html</p> <p>FIRST, M. B. (2005). Desire for amputation of a limb: paraphilia, psychosis, or a new type of identity disorder. <i>Psychological Medicine</i>, 35(6), 919-928. doi:10.1017/S0033291704003320 Available through Alden Library.</p> <p>Moye, David (2013). Chloe Jennings-White Wants Operation To Be Permanently Disabled. <i>Huffington Post</i>. 19 July. https://www.huffingtonpost.com/2013/07/19/chloe-jennings-white_n_3625033.html</p> <p>Yates, Emily (2016). 'Pretty Cripples' and the people turned on by disability. <i>BBC News</i>. 12 March. https://www.bbc.com/news/disability-35762887</p> <p>Yates, Emily (2016). Disability and Sex are Not Mutually Exclusive. <i>The Guardian</i>. 15 October.</p>
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	<p>Hopper Guides, and is studying for a PhD in disability and gender studies at the University of York, where she is focusing on the arguably underground issue of Body Integrity Identity Disorder. A travel and hair dye enthusiast, she's more than happy to answer questions on either subject!</p>	<p>Women's, Gender and Sexuality Studies</p>		<p>https://www.theguardian.com/lifeandstyle/2016/oct/15/disability-and-sex-are-not-mutually-exclusive</p> <p>Jen (2014). Pretenders, Devotees, and Wannabes. <i>Enhance the UK</i>. 3 October. http://www.enhancetheuk.org/pretenders-devotees-wannabes/</p> <p>Recommended Viewing: Emily Yates in a BBC 3 Documentary, "Can A Faith Healer Make Me Walk Again?" https://www.youtube.com/watch?v=l-M30YaHnm8</p> <p>Emily Yates in a BBC 3 Documentary, "Meet the Devotees: The People Turned on by Disability" https://www.youtube.com/watch?v=dtCwyqD-Vp8</p>
<p>Wednesday October 3 6:00PM-7:30PM Baker Theater</p>	<p>Featured Speaker: Stephanie Lampkin</p> <p>Program sponsored by Cutler Scholars. Co-sponsored by: the Multicultural Center, Ohio Fellows, OMSAR, Margaret Boyd Scholars, BSCP, LGBT</p>	<p>Business Computer Science Engineering Diversity Studies</p>	<p>1. Become familiar with entrepreneurial innovation to improve diversity and inclusion in different disciplines</p>	<p>O'Connor, Clare (2016). Black Woman Engineer Launches 'Blind' Job Match App to Take Bias Out of Tech Hiring. <i>Forbes</i>. 3 March. Available online: https://www.forbes.com/sites/clareoconnor/2016/03/03/black-woman-engineer-launches-blind-job-match-</p>

	<p>Center, SAC and the Women's Center.</p> <p>At the young age of 13, Stephanie Lampkin learned to code. By the time she was 15, she was fluent in computer programming. Graduating from Stanford University with an engineering degree and from MIT with an MBA, she remembers still being told her background wasn't "technical enough" when applying for a position at a well-known tech firm in Silicon Valley. Luckily for Stephanie, she ended up landing a position at Microsoft, where she would spend five years working in a technical position. But Stephanie continued to wonder if her earlier job denial could have had something to do with the fact that she is a Black woman. With this doubt looming in the back of her mind, Lampkin decided to create a job matching tool that is aimed at removing the race and gender factor from the tech sector job hunt. The app is called Blendoor. It allows people searching for employment in the tech sector, to upload their resumes and then hides their name and photo from potential</p>	<p>Human Resource Management Track</p> <p>Sociology</p> <p>Women's, Gender & Sexuality Studies</p>	<ol style="list-style-type: none"> 2. Identify diverse role models in computer science and business 3. Consider the role that racism and sexism plays in hiring and application reviews 	<p>app-to-take-bias-out-of-tech-hiring/#660fe5362394</p> <p>Kang, Sonia K., Katherine A. DeCelles, Andras Tilcsik, and Sora Jun (2016). Whitened Résumés: Race and Self-Presentation in the Labor Market. <i>Administrative Science Quarterly</i>. Vol. 61(3). PP. 469-502. Available online: http://journals.sagepub.com/doi/abs/10.1177/0001839216639577</p> <p>Recommended Activity:</p> <p>Have your students devise a plan to improve recruitment of diverse hiring pools and create strategies to train hiring committees on anti-racist practices.</p>
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	<p>employers. Lampkin says the idea is to avoid bias by removing gender and ethnicity from the equation. During her research, Lampkin found that, according to a National Bureau of Economic Research study, a “white sounding” name can return as many job callbacks as an additional eight years of experience for someone with an “African-American sounding” name.</p>			
<p>Thursday, October 11th 12:00PM-1:00PM Baker 403</p>	<p>Gender and Reality TV Bites with Dr. Margaux Cowden</p> <p>Join our discussion with Margaux Cowden, PhD, Director, Cutler Scholars Program, on gender and its intersection with race & sexuality in reality television. Media plays an instrumental role in helping to shape stereotypes and understandings of race, gender, and sexuality. Through this conversation, participants can expect</p>	<p>African American Studies Communication Studies Film Media Arts and Studies Sociology Women’s, Gender, and Sexuality Studies</p>	<ol style="list-style-type: none"> 1. Improved media literacy related to concepts of gender, race, and sexuality 2. Consider the historical and social context that frames the ways in which gender, race and sexuality is represented in reality television 3. Investigate a viewer’s role in challenging media representation of a group or culture 	<p>Recommended Readings</p> <p>Allen, Samantha (2018). A Queer Love Letter to “The Bachelor’s” Spectacle of Straightness. 21 February. <i>The Daily Beast</i>. https://www.thedailybeast.com/a-queer-love-letter-to-the-bachelors-spectacle-of-straightness</p> <p>Garber, Megan (2017) The Bachelorette Reveals Itself for What It Is: The show, this season, with exploitative plotlines that treat racism as entertainment, is becoming harder and harder to defend. 28 June. https://www.theatlantic.com/entertainment/archive/2017/06/the-bachelorette-reveals-itself-for-what-it-is/532002/</p> <p>Myers, Vernā and Julia Fawal (2017). Why Talking about race on</p>

	<p>to analyze the trends presented to viewers in reality television within the States.</p>		<p>4. Consider the ways in which reality tv can be transgressive</p>	<p>The Bachelorette matters. 24 July. https://ideas.ted.com/why-talking-about-race-on-the-bachelorette-matters/</p> <p>Riotta, Chris (2018). How 'RuPaul's Drag Race' Is Teaching Straight People about Queer Culture. 25 May. <i>Huffington Post</i>. https://www.huffingtonpost.com/entry/how-rupauls-drag-race-is-teaching-straight-people_us_5b059828e4b0b22f55b90f19</p> <p>Weber, Brenda R. (eds) (2014). Reality Gendervision: sexuality & gender on transatlantic reality television. Durham: Duke University Press. Available in Alden Library: PN1992.8.R43 R43 2014.</p> <p>Recommended viewing</p> <p>Adichie, Chimamanda Ngozi (2009). The Danger of a single story. https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story</p> <p>Recommended Assignment</p> <p>Ask students to watch an episode of the rebooted <i>Queer Eye</i> show and/or other reality television. Have them discuss their interpretation of the show with the following in mind: heteronormativity, diversity,</p>
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				representation of marginalized populations, gender representation.
<p>Saturday, October 13th 10:00AM-12:00PM</p> <p>Bicentennial Park (rainy day location for opening speakers is Walter 145; walk will happen outdoors rain or shine)</p> <p>Register online: https://www.nedawalk.org/athens2018</p>	<p>National Eating Disorders Association Walk</p> <p>30 million Americans struggle with an eating disorder at some point in their lives. Despite their increasing prevalence, eating disorders receive significantly less funding than other major mental illnesses, and support options are often inaccessible. As a result, too many families are left feeling helpless, hopeless, and frightened – this is where we come in. Through NEDA Walks, we are raising critical funds, restoring hope, and changing the conversation surrounding eating disorders.</p> <p>Your fundraising efforts are putting life-saving resources into the hands of those in need, and catalyzing prevention, cures, and access to quality care. With every</p>	<p>Community and Public Health Education Exercise and Physical Education Medical Students Nursing Nutrition Psychology Social Work Sociology Women’s, Gender, and Sexuality Studies</p> <p>Those interested in non-profit management may benefit from experiencing the Walk, or volunteering to help with fundraising</p>	<ol style="list-style-type: none"> 1. Identify resources on campus for those struggling with body image and/or eating disorders 2. Improve empathy for those who have eating disorders or are in recovery 3. Experience in non-profit fundraising if assisting in the fundraising aspect of the walk 	<p>Recommended Readings:</p> <p>Sonneville, K. R., ScD, RD, & Lipson, S. K., PhD. (2018). Disparities in eating disorder diagnosis and treatment according to weight status, race/ethnicity, socioeconomic background, and sex among college students. <i>International Journal of Eating Disorders</i>, 51(6), 518-526. doi:10.1002/EAT.22846 Available online via Alden Library</p> <p>Thompson, Becky. (1992). “A Way Outa No Way”. <i>Gender & Society</i>, 6(4), 546-561. doi:10.1177/089124392006004002 Available online via Alden Library.</p> <p>“This article offers a feminist theory of eating problems (anorexia, bulimia, extensive dieting, and binging) based on life history interviews with African-American, Latina, and white women. [...] Identifying eating problems as survival strategies shifts the focus from portraying them as issues of appearance to ways women take care of themselves as they cope with trauma” (Thompson).</p>

	dollar raised, we are one step closer to our shared vision of a world without eating disorders.			
<p>Monday, October 22nd</p> <p>9:00AM-5:00PM</p> <p>Baker Tables (outside, 4th floor)</p>	<p>Love Yourself Week: Video Affirmations</p> <p>Join us to video short social media posts focused on affirmations, either of yourself or your friends, that has nothing to do with physical appearance. This is an opportunity to show appreciation for others and self and to build empathy.</p> <p>Love Yourself Week 2018 is sponsored by Women's Panhellenic Association, the Women's Center, the Positivity Project, and the Intersectional Feminist Alliance.</p>	<p>All are encouraged to participate as an opportunity to build a video documenting a culture of celebration of self and others not focused on physical appearance</p>	<ol style="list-style-type: none"> 1. Analyze "beauty" as a social construct with varying meanings that are culturally located and redefine what beauty means for participants 2. Practice self-confidence by considering what makes oneself awesome, looking beyond physical appearance 	<p>Discuss the role that social media can play in changing the narrative of beauty.</p> <p>Assign students to keep a gratitude journal.</p>
<p>Tuesday, October 23rd</p> <p>11:00AM-1:00PM</p> <p>Howard Park</p> <p>Howard Park is located on the</p>	<p>Love Yourself Week: Scale Smashing</p> <p>Help us challenge beauty norms and the reliance of a number on the scale to</p>	<p>Education</p> <p>Counseling</p> <p>Marketing (see recommended)</p>	<ol style="list-style-type: none"> 1. Foster discussion of media representation of "healthy" bodies 2. Challenge misogynist and 	<p>Discuss the benefits of using a Health at Every Size approach, rather than focusing on ending the 'obesity epidemic'.</p> <p>Activity: Have students search for online images of Carol Rossetti's body postcards. What ideas are her</p>

<p>corner of College Street and Union Street, between coordinates H-3 and I-3 on the campus map, and marked as feature #143.</p>	<p>determine self-worth and health. This is an opportunity to smash a scale!</p> <p>Love Yourself Week 2018 is sponsored by Women's Panhellenic Association, the Women's Center, the Positivity Project, and the Intersectional Feminist Alliance.</p>	<p>activity in last column)</p> <p>Psychology</p> <p>Residence Halls</p> <p>Sociology</p> <p>Women's, Gender and Sexuality Studies</p> <p>Social Work</p> <p>Nursing</p> <p>Pre-Med</p>	<p>racist standards of beauty</p>	<p>postcards challenging? Whose bodies does she talk about?</p> <p>Activity: Analyze the following body positive campaigns:</p> <p>a. JCPenny: http://www.self.com/trending/2016/06/jcpenneys-new-plus-size-clothing-line-commercial-is-body-positivity-like-youve-never-seen-before/</p> <p>b. Lane Bryant: http://www.adweek.com/adfreak/lane-bryant-ad-ashley-graham-and-other-curved-models-too-much-tv-170189</p> <p>c. Dove's Real Beauty Sketches: http://www.businessinsider.com/why-people-hate-doves-real-beauty-ad-2013-4</p> <p>d. The #AerieMen campaign http://abcnews.go.com/GMA/video/american-eagle-fire-male-body-positive-aerieman-videos-38158887</p> <p>Recommended Readings:</p> <p>Jenny Lee (2012). The big fat fight: the case for fat activism. <i>The Conversation</i>. http://theconversation.com/a-big-fat-fight-the-case-for-fat-activism-7743</p> <p>Cooper, C. (2007) 'Headless Fatties' [Online]. London. Available: http://charlottecooper.net/publishing/digital/headless-fatties-01-07</p>
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<p>Wednesday, October 24th 4:30PM-5:30PM Morton Field/South Beach (Rainy day location: Baker 240/242)</p>	<p>Yoga</p> <p>Join us for a physical activity break and participate in outdoor yoga (or indoor rainy day yoga depending on the weather).</p> <p>Love Yourself Week 2018 is sponsored by Women's Panhellenic Association, the Women's Center, the Positivity Project, and the Intersectional Feminist Alliance.</p>	<p>All are encouraged to join as an opportunity to participate in a healthy physical activity.</p>		
<p>Thursday, October 25th 7:00PM Memorial Auditorium Love Yourself Week 2018 is sponsored by Women's Panhellenic Association, the Women's Center, the Positivity Project, and the</p>	<p>Beverly Gooden, Keynote Speaker, "Why I Stayed: The Complexity of Domestic Violence"</p> <p>"Why I Stayed" is a revolutionary speech by Beverly Gooden, renown social activist and creator of the #WhyIStayed hashtag and global movement. In this radical talk, Gooden challenges the question "<i>Why did he/she stay?</i>" and</p>	<p>We encourage everyone, especially learning communities, to attend this event.</p> <p>Athletics Community and Public Health Criminal justice Education Media Arts and Studies, Media</p>	<ol style="list-style-type: none"> 1. Consider the role that social media can have in building empathy and raising awareness 2. Identify the reasons why victims of dating/domestic violence stay 3. Increased empathy for victims and survivors of 	<p>Read or Listen: NPR. Hashtag Activism in 2014: Tweeting 'Why I Stayed'. https://www.npr.org/2014/12/23/372729058/hashtag-activism-in-2014-tweeting-why-i-stayed</p> <p>Read: Clark, R. (2016). "Hope in a hashtag": the discursive activism of #WhyIStayed. <i>Feminist Media Studies</i>, 16(5), 788-804. doi:10.1080/14680777.2016.113823</p> <p>5. Available online via Alden Library</p>

<p>Intersectional Feminist Alliance. Co-sponsors for our keynote speaker, Beverly Gooden, also includes: Office for Diversity and Inclusion, My Sister's Place, the LGBT Center, the Multicultural Center, Black Student Cultural Programming Board, Student National Medical Association, Survivor Advocacy Program, Ambassadors to the Survivor Advocacy Program, Ohio University Student Senate, Student Association American College of Osteopathic of Family Physicians, OB/GYN club, Physicians for Patients: Social</p>	<p>reveals how the current way we interact with survivors is a house of cards. From faulty blame attribution, to designating only men as abusers, it's easy to overlook the sheer volume of domestic violence when the issue has historically been framed as "them" and not "us". That's why, as Beverly argues, domestic violence is a community issue. Victims of violence can be women and men, LGBTQ and heterosexual, or even children. Victims of violence may have fought back, or remained silent. There is no perfect victim and no specific type of abuser. Beverly discusses her personal domestic violence story, reveals the most important questions to ask victims, and outlines how we all can help.</p>	<p>and Social Change Medical Students Nursing Psychology Social Work Sociology Women's, Gender, and Sexuality Studies</p>	<p>dating/domestic violence</p> <ol style="list-style-type: none"> 4. Reframe dating/domestic violence from an individual (private) issue to a community (public) issue. 5. Recognize the diversity of survivors 	<p>Weathers M, Sanderson J, Neal A, Gramlich K. From silence to #WhyIStayed: Locating our stories and finding our voices. Qualitative Research Reports In Communication [serial online]. January 1, 2016;17(1):60-67. Available online via Alden Library</p> <p>Discuss</p> <p>#WhyIStayed began in response to the media's treatment of Janay Rice, following video released of Ray Rice's violence towards her. What role should the NFL and other sports organizations play in fighting against domestic and sexual violence?</p>
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<p>Medicine in Action, Health and Wellness Club, and more!</p>				
<p>Friday, October 26th All Day OU Inn and Conference Center</p>	<p><i>Women’s Leadership Summit (Athens Area Chamber of Commerce) – Registration required, tickets \$75</i></p> <p>The Athens Area Chamber of Commerce is excited to host the 2nd Annual Athens Area Women’s Summit on Friday, October 26! This all-day conference has been designed to inspire and empower attendees from all career fields and levels. Inspirational speakers and community exemplars will take attendees through a journey of personal and professional development through both academic</p>	<p>Faculty and professional staff are particularly encouraged to attend as a professional development opportunity.</p>	<p>More information forthcoming.</p>	

	approaches and real-life experiences.			
Friday, October 26 Noon-1:00PM Baker 354 Light snacks provided	<p>Love Yourself Week: Dine-n-Discuss with the LGBT Center on LGBTQ Identities and Eating Disorders</p> <p>Join the LGBT Center and Counseling and Psychological Services for a discussion about LGBTQ Identities and eating disorders.</p>	<p>Community and Public Health Education Exercise and Physical Education LGBT Studies Certificate Medical Students Nursing Nutrition Psychology Social Work Sociology Women's, Gender, and Sexuality Studies</p>	<ol style="list-style-type: none"> 1. Identify resources available to those struggling with eating disorders or eating disorder histories 2. Recognize the co-factors that contribute to the increased rates of eating disorders amongst members of the LGBT population 	<p>Recommended Reading: Eating Disorders Among LGBTQ Youth: A 2018 National Assessment. https://www.thetrevorproject.org/wp-content/uploads/2018/03/Suicidality-and-Eating-Disorders-Among-LGBTQ-Youth-2018-2.pdf</p> <p>Summers, Daniel (2018). Impossible Perfection. 30 March. <i>Slate</i>. https://slate.com/human-interest/2018/03/eating-disorders-are-a-serious-problem-in-the-lgbtq-community.html</p>
Thursday, November 1 Noon-1:00PM Baker 403	<p><i>Thirsting for Knowledge Thursday: Women's Health with Dr. Jane Balbo</i></p> <p>Join us as Dr. Balbo answers questions about</p>	<p>We encourage everyone to join us to learn about women's health, symptoms, and health disparities.</p>	<ol style="list-style-type: none"> 1) Identify some of the disorders/diseases/cancers that women, and women of color particularly, are at greater risk of having 	<p>Discuss the historical context for the creation of <i>Our Bodies, Ourselves</i>.</p> <p>Recommended Reading</p>

	women's health. Have questions for Dr. Balbo? Let us know by tweeting at @ouwomenscenter and using the hashtags #AskDrBalbo and #WomensHealth.	Medical students and nursing students are particularly encouraged to attend.	<p>2) Learn how women can advocate for themselves in the doctor's office</p> <p>3) Recognize the different symptoms the different symptoms of a heart attack for people aren't cisgender men and consider other differences for more informed health decisions.</p>	<p>Fassler, Joe (2015). How Doctors Take Women's Pain Less Seriously. October 15. <i>The Atlantic</i>. https://www.theatlantic.com/health/archive/2015/10/emergency-room-wait-times-sexism/410515/</p> <p>Murphy, E. M. (2003). Being Born Female Is Dangerous for Your Health. <i>American Psychologist</i>, 58(3), 205-210. Available online via Alden Library.</p> <p>Our bodies, ourselves : a new edition for a new era. (2005). New York : Simon & Schuster, 2005. Available in Alden Library: RA778 .N49 2005</p>
<p>Tuesday November 6 4:00PM – 6:00PM Baker 233 Registration required: https://tinyurl.com/Equal-Pay-Ohio</p>	<p>AAUW Start Smart Salary Negotiation Workshop</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</p>	<p>We strongly encourage all graduating seniors to attend in order to be prepared for the salary negotiation process; however, all are</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 	<ol style="list-style-type: none"> 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? <p>Recommended Readings: AAUW's website on career and workplace issues for women</p>

<p>*Also offered Monday, December 3, 5:30PM-7:30PM, Baker 230</p>	<p>students with the skills needed to negotiate their first salary.</p> <p>This program counts towards a She Leads OHIO requirement (the Women's Center's professional leadership program). For more information, please visit our website.</p>	<p>welcome to attend.</p>	<ol style="list-style-type: none"> 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><u>Alison Griswold, "Paid in Prestige".</u> <u>Institute for Women's Policy Research</u></p>
<p>Wednesday, November 14</p> <p>6:00PM – 7:30PM</p> <p>Baker 235</p>	<p><i>Stay out of your own way: How Gender Stereotypes Threaten Our Success</i></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-</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 Communications Women's Gender, and Sexuality Studies All STEM fields</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. 	<p>Recommended Readings</p> <p>Tyler, James M. and Jennifer Dane McCullough (2009), "Violating Prescriptive Stereotypes on Job Resumes: A self-Presentational Perspective" in <i>Management Communication</i>, pp. 272-287.</p> <p>Kelsky, Karen (2013). The Top 5 Mistakes Women Make in Academic Settings. 10 November. The Professor is In. http://theprofessorisin.com/2013/11/10/the-top-5-mistakes-women-make-in-academic-settings/</p> <p>Privett-Duke, chris (2011). Wanted: Gender-free Job Ads. 18 May. Futurity.org. https://www.futurity.org/wanted-gender-free-job-ads/</p>

	<p>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>This program counts towards a She Leads OHIO requirement (the Women’s Center’s professional leadership program). For more information, please visit our website.</p>		<p>5. Explore the use of “hedging” and speech inflection in communicating confidence</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>Sunday, November 18 12:30PM – 4:00PM Baker 240/242</p>	<p><i>Elect Her: Campus Women Win, Featuring Rebecca Thompson</i></p> <p>Brought to Athens, Ohio by Running Start, the Women’s Center, Department of Political Science, and the Intersectional Feminist Alliance, this program is to emphasize the importance of women running for office. To nominate a student to attend the program please visit:</p>	<p>All students are encouraged to participate because we want them to run for student office – and because of the transferrable skills this program provides.</p> <p>Political Science</p>	<ol style="list-style-type: none"> 1) Identify the steps to run for student office 2) Analyze the gendered issues that face women who run for government 3) Articulate a media strategy for a campaign 4) Create a campaign platform 	<p>Exercise. Have students design their own political campaign: identify the issues that are important to them; strategize a media campaign; predict how opponents and journalists may address their political run.</p>

	<p>https://tinyurl.com/OHIO-Elect-Her-2018</p> <p>Rebecca Thompson got her start in politics at just 14 years old when she interned for a woman elected official in her hometown of Detroit. Since then, she has traveled the world training women candidates to run for elected office. She is a Vice President at Deliver Strategies, one of the leading progressive direct mail firms in the country and as the CEO of Rebecca Thompson International, where she focuses on training and coaching women to run for elected office. Previously she served as the Run to Win Director for EMILY's List, leading the largest candidate recruitment and training program in the organization's history. Rebecca is a national trainer for a number of organizations including ElectHer, Running Start, the Progressive Campaign Change Committee (PCCC) and others and was recently named one of the American Association of Political Consultants' Top 40 Under 40 award recipients.</p>	<p>Voinovich School Leadership and Public Affairs</p> <p>College of Business</p> <p>Pre-Law</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. The programming included in the co-curricular guide above can be experienced as “stand-alone” programming.

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

The Women’s Mentoring Program has cohort events for all mentors and mentees, as well as socials for participants.

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 For more information, please visit: <https://www.ohio.edu/womenscenter/programs/women-leading-OHIO.cfm>

Save the Dates: Spring 2019

Thirsting for Knowledge Thursdays:

January 17th, Noon-1PM, Baker 403: She was Kind & Caring – Writing Letters of Recommendation

February 7th, Noon-1PM, Baker 403

March 21st, Noon-1:30PM, Baker 403: Identifying Rape Culture and How to Respond

International Women’s Coffee Hours:

January 29, 4:00PM - 6:00PM, Passion Works (20 East State Street): Whether or not you identify as an artist, this is the program for you! Join us for a collaborative art session as we create art for the International Women's Exhibit in March 2019!

February 26, 4:00PM - 5:00PM, Baker 403

March 26, 4:00PM - 5:00PM, Baker Ballroom: International Women’s Exhibit; facilitated tour of the exhibit

April 30, 4:00PM - 5:00PM, Baker 403

Women in Graduate School Day Conference: Saturday, February 9th in Baker Center

Women's Appreciation Dinner: Wednesday, March 20th, 6:30PM, Baker Ballroom

International Women's Art Exhibit: March 26th, Baker Ballroom

Take Back the Night: Thursday, April 4th, Baker Ballroom, 6PM start time.