# Teaching Guide for Women’s Center Events

## Spring 2016 Calendar

<table>
<thead>
<tr>
<th>Date/Time/Place</th>
<th>Event Description</th>
<th>Course/Career Connections</th>
<th>Projected Outcomes</th>
<th>Potential Discussion Questions/Activities, Suggested Readings</th>
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</thead>
<tbody>
<tr>
<td>Thursday January 21st, 7.30pm, Multicultural Center (2nd floor of Baker, multipurpose room)</td>
<td><strong>#SayHerName: Remembering Black Women and Girls Killed by Police</strong>&lt;br&gt;Co-sponsored with Unified Sisters, the LGBT Center, and the Multicultural Center.&lt;br&gt;Black women are killed by police too. In February 2015, the African American Policy Forum engaged the public in a discussion acknowledging the experiences of policy brutality against Black women and girls under #SayHerName. This interactive workshop will provide the opportunity to discuss the importance of #SayHerName, learn the names of Black women and girls, like Yvette Smith, Alesia Thomas, and Mya Hall, and create an art display with the women's names so others can learn about them as well.</td>
<td>We encourage all student group attendance, particularly those who focus on eradicating racism and sexism or using art to spark social change&lt;br&gt;African American Studies&lt;br&gt;Criminal Justice&lt;br&gt;Criminology&lt;br&gt;Journalism&lt;br&gt;Journalism News and Information&lt;br&gt;Media and Social Change&lt;br&gt;Political Science&lt;br&gt;Pre-Law&lt;br&gt;Social Media</td>
<td>1. Identify how #SayHerName serves to complement the #BlackLivesMatter movement&lt;br&gt;2. Create a wall hanging in recognition of Black women and girls who have been killed by police, which will be temporarily displayed at the Women’s Center&lt;br&gt;3. Discuss the importance of including women in larger social movements (and how intersectionality functions to create a more accurate picture of what is occurring)&lt;br&gt;4. Debate the success of online activism</td>
<td>Potential Discussion Questions:&lt;br&gt;1. Has #BlackLivesMatter included a discussion of women of color?&lt;br&gt;2. Is #SayHerName competing with or providing a fuller story to #BlackLivesMatter?&lt;br&gt;3. What are the criticisms of #AllLivesMatter? Do those criticisms apply to #SayHerName?&lt;br&gt;Suggested Readings:&lt;br&gt;African American Policy Forum, Inc. (2015) #SayHerName Brief.</td>
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Women’s Center

**Women in STEM Coffee Hour**

Join us on January 26th, February 16th, and March 22nd for our new “Women in STEM Coffee Hour.” This coffee hour is an opportunity to discuss timely topics related to gender and the STEM fields. Students, faculty, staff, and community members from all fields and backgrounds are welcome to attend.

Co-sponsored with Russ College of Engineering and Technology, AAUW OHIO, and Women in Information and Telecommunication Systems.

At the beginning of this coffee hour, we’ll show *The Myth of the Scientist*, presented by

All STEM fields
Education (including Critical Studies in Educational Foundations for learning how to encourage young girls and women in STEM) (also, Child Development courses and Education – Middle Childhood)
Academic Advisors
UC Learning Communities

1. Network with women in STEM and their allies
2. Investigate how stereotypes of scientists may prevent some from thinking of themselves as scientists (or potential scientists)
3. Identify female role models within STEM

**Suggested Readings:**


Dickey, Megan Rose. “#ILookLikeAnEngineer Aims

compiled by the African American Policy Forum, Inc., including a webinar (78 minutes) and Kimberle Crenshaw’s speech on #SayHerName in New York at 1 Billion Rising (8.5 minutes).

International Transgender Day of Remembrance.

Last updated on December 21, 2015. Please check the Women’s Center’s website for updates.
<table>
<thead>
<tr>
<th><strong>Crystal Dilworth at TEDxYouth@Caltech</strong> (4.18 minutes). We'll discuss our role models (invite your role model, bring a picture, or share a story) and who has helped disrupt the notion that a scientist can only look or act one way.</th>
<th>Sociology Women’s, Gender and Sexuality Studies</th>
<th>to Spread Awareness About Diversity in Tech.” TechCrunch.com, August 3, 2015. Hill, Catherine, Christianne Corbett, and Andresse St. Rose. “Why So Few? Women in Science, Technology, Engineering, and Mathematics.” AAUW. 2010.</th>
</tr>
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<tr>
<td><strong>Wednesday</strong> January 27 4.30-6.30pm Living Learning Center 130 This program counts towards a She Leads OHIO requirement (the Women’s Center’s professional leadership program). For more information, please visit our website.</td>
<td><strong>Changing the Face of Power: Empowering Young Women to Create Lasting Change on Campus and Beyond</strong> Co-sponsored with Margaret Boyd Scholars. The voices of young women (especially those of color and LGBT women) are often left out of the conversations that create and change policies for our communities. Despite that, young women across the country are stepping up to lead and are at the forefront of social justice movements on campus and beyond. In this interactive workshop session participants will explore innovative strategies to develop and strengthen their own leadership skills; how to build</td>
<td>1. Explore innovative strategies to develop and strengthen participants’ leadership skills 2. Identify how to build strong organizations 3. Consider the importance of sustainability in civic engagement and grassroots organizing</td>
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<tr>
<td><em>We strongly encourage all student group leadership, particularly for those who are working on promoting change on campus and in the community.</em> We encourage all members of the Student Union and Student Senate to attend.</td>
<td><strong>Potential Discussion Questions:</strong> 1. Is there a difference in men’s leadership styles versus women’s? If so, is this due to socialization or something else? 2. What is an effective leader? 3. How to you promote sustainable social action and change?</td>
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Last updated on December 21, 2015. Please check the Women’s Center’s website for updates.
strong organizations; and how to create lasting change through civic engagement and grassroots organizing.

Student groups are encouraged to have several members from their organizations attend.

**About the Presenter:** Rebecca Thompson is a non-profit leader and social justice advocate with over 10 years of experience in grassroots and electoral organizing, advocacy, leadership development, and community engagement. She has trained young women around the world to create lasting change in their communities and is passionate about changing the face of political leadership. A former student body president, she is the Executive Director of Good Jobs Now, a grassroots organization that fights for economic justice for low-income Detroiters and she recently ran for State Representative in Michigan where her race was named the #1 most competitive house democratic primary in the state.

(Communication and Public Advocacy)
Diversity Studies Certificate
Entrepreneurship certificate
Global Leadership Certificate
Law, Justice & Culture Certificate
Media and Social Change
Political Science
Social Justice
Social Work
Sociology
Women’s, Gender and Sexuality Studies

http://enoughsaiddetroit.org/index.html Recommended because our facilitator for this program is one of the organizers of Enough Said.

Palacios, L. (Fall 2012) From the Arab Spring to the Maple Spring: National Student Protests Graduate to Transnational Social Movements. *TOPIA: Canadian Journal of Cultural Studies*, 28, 268-275.


**Suggested Activities:**

1. Have students identify an issue that they would like to change. Create a strategy for successful grassroots organizing
2. Analyze student movements for effectiveness. Examples within the
United States could be the Know Your IX campaign, student activism connected to #BlackLivesMatter, election year organizing, or abortion protests (both pro-choice and pro-life). For international examples, view the list at the bottom of Gayle Kimball’s article (noted above).

**Thursday January 28**
12pm-1pm
Women’s Center

**Brown Bag Lunch and Learn “Engaging Women in STEM”**

**Presenter:** Jody Markley,
Director of Multicultural Experiences for Russ College of Engineering and Technology

Brown Bag Lunch and Learns are a casual way of learning about gender issues. Typically, they are facilitated by one speaker, and we encourage Q&A at the end of a presentation. Bring your lunch or snacks!

All STEM fields
Education (learning how to encourage young girls and women in STEM)
Academic Advisors
Honors Tutorial College
University College Learning Communities
Volunteers for Tech Savvy

1. Identify gender differences in women’s enrollment in STEM in comparison to men (and consider the rates for women of color, LGBTQ women, and other intersecting identities)
2. Consider why as girls age their interest in STEM decreases
3. Analyze strategies for women’s retention in STEM

**Potential Discussion Questions:**
1. Why have there been differences in women’s and men’s enrollment in STEM?
2. What can be done to encourage more women, and other marginalized individuals, to participate in STEM?

**Recommended Readings:**
Buschor, Christine Bieri, et. al. “Majoring in STEM – What Accounts for Women’s Career..."
| **Thursday** January 28th  
5.30pm-7.00pm  
Tupper 107 | **Mentoring Women: A Toolkit for Success and Support**  
This interactive workshop will focus on ways to effectively mentor undergraduate and graduate women. Mentorship can be a crucial element to women’s successes, and can be a personally rewarding activity for those who function as their mentors.  
Open to everyone interested in learning more about mentoring  
Geared towards those who have experience as a professional mentor, or is hoping to become a mentor. | **1. Renew dedication to mentoring  
2. Discuss common pitfalls for mentors and mentees  
3. Detail the gendered issues that female mentees face (like salary negotiation or feeling torn between family and paid employment)  
4. Evaluate one’s own mentoring skills  
5. Assess what one can**  
| **Recommended Readings:**  
Recommended for those interested in how public policy can be used to try to influence the rates of women in STEM. |
Thursday
February 4
12pm-1pm
Women’s Center

**Brown Bag Lunch and Learn “Women in the 2016 Election”**

**Presenter: Professor Sarah Poggione, Associate Professor of Political Science.** Her work on state politics and policy, legislative organization, and women in elective office has appeared in *American Review of Politics, Legislative Studies Quarterly, Political Research Quarterly, and State Politics and Policy Quarterly* as well as edited volumes on southern politics, women and politics, and public policy.

Brown Bag Lunch and Learns are a casual way of learning about gender issues. Typically, they are facilitated by one speaker, and we encourage Q&A at the end of a presentation. Bring your lunch or snacks!

- **Communication and Public Advocacy**
- **Journalism**
- **Journalism News and Information History**
- **Political Communication**
- **Political Science**
- **Social Media and Politics**
- **Sociology**
- **Women’s Gender, and Sexuality Studies**

- **do to improve as a mentor**

1. Discuss gender differences in the coverage of presidential candidates
2. Identify the hurdles that women who run in politics face
3. Examine how women have historically been treated in campaigns (the “Year of the Woman” in 1992 or the coverage of Clinton and Palin in 2008)
4. Investigate whether or not women, by necessity, “run as women” or if gender neutrality is possible with so few women in political positions

**Recommended Readings:**

- Reingold, Beth. 2015. “Election 2016: Carly Fiorini and Running as a Woman. Institute of Governmental Studies, Center for American Women and Politics at Rutgers
- Makers: Women in Politics (documentary by PBS; nonpartisan interviews with female politicians, includes historical and modern examples. 53.40 minutes)

**Suggested Activities:**

1. Analyze campaign coverage of candidates. Pay particular attention to whether or not signifiers are used to communicate gender, race, sexuality, etc. A fictionalized example can be found [here](#) in
### Race, Gender and Culture Film Series: Dark Girls, followed by discussion with Dr. Robin Muhammad, chair of the African American Studies Department

Co-sponsored with the Multicultural Center.

*Dark Girls* is a fascinating and controversial documentary film that goes underneath the surface to explore the prejudices that dark-skinned women face throughout the world. It explores the roots of classism, racism and the lack of self-esteem within a segment of cultures that span from America to the most remote corners of the world.

<table>
<thead>
<tr>
<th>Thursday</th>
<th>Race, Gender and Culture Film Series: Dark Girls, followed by discussion with Dr. Robin Muhammad, chair of the African American Studies Department</th>
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<tbody>
<tr>
<td>February 4th</td>
<td>Anyone involved in the African American Male Initiative (OMSAR) African American Studies Diversity Studies Certificate History Psychology Sociology Women’s, Gender, and Sexuality Studies</td>
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<tr>
<td>4-6pm</td>
<td>1. Identify the origins of colorism 2. Determine possible solutions that promote equality for everyone 3. Describe the interrelation between colorism and gender</td>
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</table>

1. How does the history of slavery and racism co-orelate with colorism?  2. What are some possible methods to combat colorism?

**Recommended Readings:**

Thompson and Keith, *“The Blacker the Berry: Gender, Skin Tone, Self-Esteem, and Self-Efficacy.”*

Hunter, *“The Persistent Problem of Colorism: Skin Tone, Status, and Inequality.”*
the globe. Women share their personal stories, touching on deeply ingrained beliefs and attitudes of society, while allowing generations to heal as they learn to love themselves for who they are.

**Dine-n-Discuss with the LGBT Center**

**50 Shades of Kink and Consent**

Brought to you by the LGBT Center. Co-sponsored with CPS, Campus Care, Health Promotions, and the Women’s Center.

As a safe sex discussion, we strongly encourage first year students to attend.

Diversity Studies
Education
Health Services Administration
LGBTQ Studies
Nursing
Pre-med
Social and Public Health
Women’s, Gender, and Sexuality Studies

Stay tuned for more information.

<table>
<thead>
<tr>
<th>Thursday</th>
<th><strong>Celebrating Women: Leaders On and Off the Court</strong></th>
<th>We encourage everyone to attend this great</th>
<th>Suggested Activities:</th>
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<tr>
<td>February 4</td>
<td>6-7:30pm</td>
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<td>Have students write a reflection</td>
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<td>Maggie Davis Room (1st floor Baker, go past West 82)</td>
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Stay tuned for more information.
<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Event</th>
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<tbody>
<tr>
<td>11.30am</td>
<td>Convocation Center</td>
<td>This year's celebration will take place during the halftime of the 11:30 AM Bobcat Women's Basketball game. Following the game, there will be a reception for our leaders and their guests.</td>
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The Women's Center, Bobcat Athletics, and the Women's, Gender, and Sexuality Studies program invite you to join us for our 6th annual celebration of OHIO Women Leaders. Past celebrations have included over 200 women leaders across campus! Help us recognize leaders by self-nominating or nominating someone else! More information, including qualifications are available on the Women's Center's website.

- **Opportunity to support women’s athletics on campus, and to recognize the hard work of our female student leaders in athletics, academia, and student organizations.**

- **Physical Education**
- **Sports administration**
- **Sports management**
- **Women’s, Gender and Sexuality Studies**

- **1. Improve intercultural knowledge by connecting with others from around the world**
- **2. Network with others invested in providing a welcoming environment for international women on campus and in our community**

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<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Event</th>
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<tbody>
<tr>
<td>Wednesday</td>
<td>February 10</td>
<td>4-5 pm</td>
<td><em>International Women’s Coffee Hour</em></td>
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<td>Women’s Center</td>
<td>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. Students, faculty, staff, and community members from all fields and backgrounds are welcome to attend. We always appreciate the offer of extra credit to attend our programs; however, we recommend</td>
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<td><strong>Recommended Reading:</strong></td>
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<td><strong>Suggested Activity:</strong></td>
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<td>Develop a plan to promote adjustment for international</td>
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</table>
from all over the world. This program is supported by the Women’s Center and International Student and Faculty Services.

encouraging your students to attend a different event for intercultural knowledge or global perspective learning outcomes (such as our film series, brown bags, or International Women’s Day Festival). This program is most beneficial to international students, ESL students, or those who wish to work with international students.

3. Practice English in a supportive environment students.

<table>
<thead>
<tr>
<th>Thursday February 11 12pm-1pm</th>
<th>Women’s Center</th>
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<tr>
<td><strong>Brown Bag Lunch and Learn with Professor Ziad Abu-Rish, Department of History, on Challenges for Women Syrian Refugees.</strong></td>
<td>Geography</td>
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<td>This brown bag will highlight the gendered dynamics of the displacement (and resettlement) of Syrian refugees.</td>
<td>Global Leadership Certificate</td>
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<tr>
<td>Brown Bag Lunch and Learns</td>
<td>Global Studies</td>
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<td></td>
<td>History</td>
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<td>International Development Studies</td>
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1. Identify the common and different experiences in displacement of Syrian refugees, including those between men and women

2. Explore the specific vulnerabilities of women refugees during their journey out of

**Recommended Readings:**

- Reports compiled by the Women’s Refugee Commission.
- Sommer, Marni. 2015. “The Syrian Refugee Struggle No
are a casual way of learning about gender issues. Typically, they are facilitated by one speaker, and we encourage Q&A at the end of a presentation. Bring your lunch or snacks!

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<tr>
<th>Field</th>
<th>Description</th>
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<tr>
<td>Journalism News and Information</td>
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<td>Law, Justice &amp; Culture</td>
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<td>Political Science</td>
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<td>Sociology</td>
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<td>War and Peace Certificate</td>
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<td>Women’s, Gender and Sexuality Studies</td>
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<td>World Religions</td>
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Syria and stay in host countries

3. Examine gendered ways in which humanitarian aid is targeted and delivered.

**Recommended Viewing:**

*Laci Green, a sex education activist, utilizes her YouTube channel to create inclusive, safe sex talks on a variety of topics.*

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<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>Friday</td>
<td>February 12</td>
<td>12-1:30pm</td>
<td><strong>Dine-n-Discuss with the LGBT Center: Safer Sex for ALL</strong> Brought to you by the LGBT Center, co-sponsored by CPS, Campus Care, Health Promotions, and the Women’s Center</td>
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<td>Baker 230</td>
<td>As a safe sex discussion, we strongly encourage first year students to attend. Diversity Studies Education Health Services Administration LGBTQ Studies Nursing</td>
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<td><strong>Stay tuned for updates</strong></td>
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**Stay tuned for updates**

**Wu, Gwendolyn. 2015. “We Need to Talk More about Female Syrian Refugees.”**

**Hello Flo Blog**

Last updated on December 21, 2015. Please check the Women’s Center’s website for updates.
<table>
<thead>
<tr>
<th>Pre-med</th>
<th>Social and Public Health</th>
<th>Women’s, Gender, and Sexuality Studies</th>
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February 12th-14th
Baker University
Center Theater

The performances are Friday the 12th at 7pm, Saturday the 13th at 7pm, and Sunday the 14th at 2pm.

**The Vagina Monologues**
Brought to you by V-Day of Ohio University. Co-sponsored by the Women’s Center.

V-Day of Ohio University, a student group, will be performing *The Vagina Monologues* by Eve Ensler. This play consistently raises questions about political theater, the meaning of being a woman, and the varied gender issues that women face.

Communication & Public Advocacy
English – Creative Writing
Global Studies
Health communication
Nursing
Media Arts and Studies
Playwriting
Sociology
Theater
Women’s, Gender and Sexuality Studies

1. Develop an understanding of how the body can be used as a starting point to discuss gender issues (including, but not limited to, body hair, sexual violence, sexual identity, gender identity, childbirth and sex).
2. Identify the similarities and differences of women’s experiences

**Suggested Activities:**

1. Encourage students to conduct a critical analysis of *The Vagina Monologues*. Whose voices are included in the performance? Are there voices missing? Think carefully about the representation of LGBTQ, women of color, women with disabilities, and international women.
2. Compare and contrast the history and impact of *The Vagina Monologues* and the women’s health book, *Our Bodies Ourselves*.

**Recommended readings:**
14

14


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**Women in STEM Coffee Hour**

This coffee hour is an opportunity to discuss timely topics related to gender and the STEM fields. Students, faculty, staff, and community members from all fields and backgrounds are welcome to attend.

Co-sponsored with Russ College of Engineering and Technology, AAUW OHIO, and Women in Information and Telecommunication Systems.

At the beginning of this coffee hour, we’ll show a clip from Debbie Sterling’s “Inspiring the next generation of female engineers” at TEDxPSU, as a starting point for our discussion.

1. Consider why as girls age their interest in STEM decreases
2. Discuss obstacles women face in male-dominated fields
3. Analyze strategies for women’s retention in STEM
4. Create a strategy to encourage girls’ participation in STEM (including how to encourage girls’ participation without being an expert in STEM)
5. Analyze marketing for girl’s toys

**Recommended Viewing:**

- Anita Sarkeesian’s LEGO & Gender video from Feminist Frequency.
- **Recommended Reading:**

**Suggested Activity:**

Design a children’s book, toy, or classroom lesson that will encourage children to rethink gender stereotypes and introduce them to new extracurricular.

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**Tuesday**

**February 16th**

5-6pm

Women’s Center

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<table>
<thead>
<tr>
<th>Day</th>
<th>Event Description</th>
<th>Details</th>
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<tr>
<td>Thursday</td>
<td>Brown Bag Lunch and Learn Healthy Masculinities</td>
<td>Facilitated by Benjamin Braddock and Terry Koons. Join us to discuss what masculinity is, the various forms it can take, and how to be supportive of “healthy” masculinities. Brown Bag Lunch and Learns are a casual way of learning about gender issues. Typically, they are facilitated by one speaker, and we encourage Q&amp;A at the end of a presentation. Bring your lunch or snacks!</td>
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<td></td>
<td>Anyone involved in the African American Male Initiative (OMSAR)</td>
<td>1. Define masculinity</td>
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<td>Fraternity and Sorority Life</td>
<td>2. Describe pressure placed on men to conform to a particular way of acting</td>
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<td>LGBT Studies Certificate</td>
<td>3. Analyze different signifiers of masculinity</td>
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<td>Psychology</td>
<td>4. Explore new definitions of masculinity</td>
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<td>Sociology</td>
<td>5. Strategize about how to be supportive of healthy masculinities</td>
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<td>Women’s, Gender and Sexuality Studies</td>
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<tr>
<td></td>
<td>1. What is masculinity?</td>
<td>1. What is masculinity?</td>
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<td>2. How has masculinity changed over time?</td>
<td>2. How has masculinity changed over time?</td>
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<td>3. How do presentations of masculinity differ cross-culturally?</td>
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<td>Recommended Reading:</td>
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<td>Kim, Sandra. 2014. 6 Ways to Talk To Your Son About Male Violence and Healthy Masculinity</td>
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<td>Utt, Jamie. 2013. #BeThatGuy: 7+Everyday Ways Men Can Transform Masculinity</td>
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<td>Recommended Viewing:</td>
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<td>3 Touching Journeys Through Trans Masculinity</td>
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<td>Friday</td>
<td>Start Smart Salary Negotiation Workshop</td>
<td>1. Provide students with the skills needed to negotiate their first salary</td>
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<td>Co-sponsored with the Graduate College and CLDC</td>
<td>2. Educate students on how to construct a budget and do city cost comparisons</td>
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<td>This two-hour AAUW workshop provides students with the skills needed to</td>
<td>3. Define the wage gap,</td>
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<td>We strongly encourage that all graduating seniors attend in order to be prepared for the salary negotiation process; however, all are welcome to</td>
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<tr>
<td></td>
<td>1. What is the gender wage gap?</td>
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<td>2. What is intersectionality?</td>
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<td>3. Does the wage gap only concern women?</td>
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<td>Recommended Readings:</td>
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<tr>
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<td>AAUW’s website on career and</td>
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<tr>
<th>Requirement (the Women’s Center’s professional leadership program). For more information, please visit our website.</th>
<th>negotiate their first salary</th>
<th>attend.</th>
<th>and how it impacts everyone (not just women)</th>
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<tbody>
<tr>
<td>4. Determine what can be done to combat the wage gap</td>
<td><strong>Brown Bag Lunch and Learn with Dr. Alicia Chavira-Prado on “The Multicultural Junior Faculty Mentoring Program”</strong></td>
<td>We especially encourage faculty and staff to attend, as well as anyone currently involved in a mentoring program. Critical Studies in Educational Foundations Education – Counseling and Higher education Management &amp; Strategic Leadership</td>
<td>1. Determine how to get involved in The Multicultural Junior Faculty Mentoring Program</td>
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<td></td>
<td>2. Assess the needs of multicultural junior faculty – particularly focusing on women of color</td>
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<td></td>
<td>3. Consider what can be done within individual departments to encourage participation in the program as a means to improve recruitment and retention of faculty of color.</td>
</tr>
<tr>
<td>February 25</td>
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</tr>
<tr>
<td><strong>Thursday</strong></td>
<td><strong>Brown Bag Lunch and Learn</strong></td>
<td><strong>Everyone from any academic discipline is welcome to participate, but we especially encourage graduate students to attend</strong></td>
<td><strong>1. Gain a foundational theoretical understanding of women’s writing, from a postcolonial, feminist, queer perspective</strong></td>
</tr>
<tr>
<td><strong>March 10th</strong></td>
<td><strong>Decolonizing Our Voices: (Re)Writing Ourselves</strong></td>
<td><strong>African American Studies</strong>&lt;br&gt;<strong>Composition classes</strong>&lt;br&gt;<strong>Critical Studies in Educational Foundations</strong>&lt;br&gt;<strong>English</strong></td>
<td><strong>2. Better understand the relationship between identity, ethos, and writing</strong></td>
</tr>
<tr>
<td><strong>12pm-1.30pm</strong></td>
<td><strong>Presented by: Hillery Glasby, Assistant Director, Graduate Writing &amp; Research Center</strong></td>
<td></td>
<td><strong>3. Consider how women are/have historically been written by Dominant discourse</strong></td>
</tr>
<tr>
<td><strong>Women’s Center</strong></td>
<td><strong>Co-sponsored with the LGBT Center.</strong></td>
<td></td>
<td><strong>4. Learn how academic writing conventions impact, and even silence, our</strong></td>
</tr>
<tr>
<td><em>Please note that this Brown Bag Lunch and Learn is thirty minutes longer than normal.</em></td>
<td><strong>This interactive workshop will utilize feminist, queer and postcolonial theory to have participants explore their own lived experience in academic and personal writing, inspired by Cixous.</strong></td>
<td><strong>Suggested Activity:</strong></td>
<td><strong>Suggested Activity:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Brown Bag Lunch and Learns</strong></td>
<td></td>
<td><strong>Have students attend and bring back their writing from the workshop to incorporate into other reflection papers or research for your course.</strong></td>
</tr>
</tbody>
</table>

**Company, Inc. 2006. 361-373.**

are a casual way of learning about gender issues. Typically, they are facilitated by one speaker, and we encourage Q&A at the end of a presentation. Bring your lunch or snacks!

History
LGBTQ Certificate
Political Science
Postcoloniality
Women’s, Gender, and Sexuality Studies

writing, identities, and voices

<table>
<thead>
<tr>
<th>Sunday</th>
<th><strong>International Women’s Day Festival</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>March 13th</td>
<td>Over 600 members of the campus and community gather together every year to celebrate International Women's Day at Ohio University. The International Women's Day Festival provides an opportunity for the campus community to highlight women's and girl's achievements, to reflect on women’s status today, and to imagine a future where all women are valued as local, national, and global citizens.</td>
</tr>
</tbody>
</table>

We encourage all students, faculty, staff and community members to attend and participate.

Dance
Education
Global Studies
Graphic Design
History
Media Arts & Studies
Music
Women’s, Gender, and Sexuality Studies
World Religions

Learning outcomes for the International Women’s Day Festival can be created to suit your class and how you would like your students to participate (see Suggested Activities for options). Contact womenscenter@ohio.edu with questions.

<table>
<thead>
<tr>
<th>Suggested Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Perform – Application Due February 17th 2016.</td>
</tr>
<tr>
<td>2. Volunteer – a two-hour shift assists us in ensuring that the International Women’s Day Festival is a success. Application Due February 17th 2016.</td>
</tr>
<tr>
<td>3. Table at the event with your research, artwork, or items to sell. Application Due February 17th 2016.</td>
</tr>
<tr>
<td>4. Enter the competition to design our International Women’s Day Festival poster. Deadline is Friday,</td>
</tr>
</tbody>
</table>

Last updated on December 21, 2015. Please check the Women’s Center’s website for updates.
January 29th at 5pm. Submission information available online.

5. MC the event - open auditions for our Festival Master of Ceremonies will be held from 10-12pm and 1-3pm on Thursday and Friday, January 28th and 29th. Information online.

Tuesday March 15th 5.30-7.00pm Clippinger 103

Google Hangout
Who's Missing from the Policy Table?: Improving NGO and State Solutions for Gender Inequality
Panelist bios forthcoming
Panelists will engage participants in a discussion on the implications of intersectionality for policy. We'll consider how laws that support or “protect” women impact all women differently, because women are not a monolithic group. Public policy impacts different women in different ways.

Diversity Studies
Global Studies
Law, Justice, and Culture
Political Communication
Political Science
Women’s, Gender and Sexuality Studies

As panelists are confirmed, we will add to this list based on their areas of expertise

1. Develop an understanding of the diversity of women
2. Define intersectionality
3. Apply an intersectional analysis to policy proposals

Recommended Readings:
Here is an overview of intersectionality-based policy analysis. You can also read a case study using the IBPA framework here.


ways. This will be an opportunity for us to discuss the intersection of race, culture, socio-economic class, sexuality, age, ability, etc., and gender, as well as understanding the differences between urban and rural living for women.

<table>
<thead>
<tr>
<th>Thursday March 17</th>
<th>Book Party: “H.G. Wells’ Ann Veronica” Edited by Dr. Carey Snyder</th>
<th>English Literature and Writing History Women’s, Gender, and Sexuality Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-2pm Women’s Center</td>
<td>Help us celebrate Dr. Carey Snyder’s newly published edition of Ann Veronica by H.G. Wells. H.G. Wells’s 1909 novel centres on the coming of age of the spirited Ann Veronica, who runs away from her sheltered suburban home to live in London. There she mingles with feminists, studies biology, learns jiu jitsu, and even participates in a suffragette raid on the House of Commons that lands her in jail. When originally published, the novel was deemed “poisonous” for its bold treatment of an adulterous romance that only lightly veiled Wells’s extramarital affairs. While critics debate whether the</td>
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</table>

**Suggested Activity:**

Have students research the public perception of the novel, and interrogate how and why public perception of the novel has changed over time.

[Click here for more information on this edition](#)
shift to romance undermines the novel’s feminist themes, readers continue to be engaged by its vividly realized heroine and its rich portrayal of the tumultuous social movements of Edwardian London.

Historical documents expand on the novel’s autobiographical dimension with letters between Wells and Amber Reeves, the model for Ann Veronica; also included are materials on the suffrage movement, attempts to censor the novel, and the New Woman.

<table>
<thead>
<tr>
<th>Tuesday</th>
<th><strong>Women in STEM Coffee Hour</strong></th>
<th>1. Discuss the importance of getting Black girls involved in coding/technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 22</td>
<td>Join us for our final Women in STEM Coffee Hour for the semester. This coffee hour is an</td>
<td>2. Identify the changing statistics for all women in computing engineering, paying particular attention to the differences between white women and women of color</td>
</tr>
<tr>
<td>5-6pm</td>
<td>opportunity to discuss timely topics related to gender and the STEM fields. Students,</td>
<td>3. Understand the connection of personal narratives to an</td>
</tr>
<tr>
<td>Women’s Center</td>
<td>faculty, staff, and community members from all fields and backgrounds are welcome to attend.</td>
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<tr>
<td></td>
<td>Co-sponsored with Russ College of Engineering and Technology, AAUW OHIO, and Women in</td>
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<td></td>
<td>Information and</td>
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<td></td>
<td>All STEM fields (especially computer programming)</td>
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<tr>
<td></td>
<td>Education (learning how to encourage young girls and women in STEM)</td>
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<td></td>
<td>Academic Advisors</td>
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<tr>
<td></td>
<td>African American Studies</td>
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<td></td>
<td>Entrepreneurship</td>
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<td></td>
<td></td>
<td>There are two organizations that we would recommend you review as part of this program:</td>
</tr>
<tr>
<td></td>
<td>There are two organizations that we would recommend you review as part of this program:</td>
<td><strong>Girls Who Code</strong> and <strong>Black Girls Code</strong>.</td>
</tr>
<tr>
<td></td>
<td><strong>Girls Who Code</strong> and <strong>Black Girls Code</strong>.</td>
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Last updated on December 21, 2015. Please check the Women’s Center’s website for updates.
Telecommunication Systems.
For this coffee hour, we’ll view “Black Girls Code” TEDxKC, presented by Kimberly Bryant (15.02 minutes) as a starting point for our discussion.

<table>
<thead>
<tr>
<th>Individual’s drive to create a non-profit</th>
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<tbody>
<tr>
<td>4. Debate whether or not women are “inherently” change agents</td>
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<tr>
<td>5. Consider the importance of diverse perspectives in any field, but, in particular, within STEM</td>
</tr>
<tr>
<td>6. Interrogate whether teaching women of color technology will be an economic equalizer</td>
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</table>

Wednesday March 23 4-5pm
Women’s Center

**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.

<table>
<thead>
<tr>
<th>Students, faculty, staff, and community members from all fields and backgrounds are welcome to attend.</th>
</tr>
</thead>
</table>

We always appreciate the offer of extra credit to attend our programs; however, we recommend encouraging your students to attend a different event for intercultural knowledge or global perspective learning

| 1. Improve intercultural knowledge by connecting with others from around the world |
| 2. Network with others invested in providing a welcoming environment for international women on campus and in our community |
| 3. Practice English in a supportive environment |

**Recommended Reading:**


**Suggested Activity:**

Develop a plan to promote adjustment for international students.
outcomes (such as our film series, brown bags, or International Women’s Day Festival). This program is most beneficial to international students, ESL students, or those who wish to work with international students.

<table>
<thead>
<tr>
<th>Thursday</th>
<th>Brown Bag Lunch and Learn, Women’s History Month Team Jeopardy</th>
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</thead>
<tbody>
<tr>
<td>March 24</td>
<td>Bring your friends for a group Jeopardy Women’s History Month challenge. Prizes for the winning group. Brown Bag Lunch and Learns are a casual way of learning about gender issues. Typically, they are facilitated by one speaker, and we encourage Q&amp;A at the end of a presentation. Bring your lunch or snacks!</td>
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</table>

**Brown Bag Lunch and Learn, Women’s History Month Team Jeopardy**

We encourage student organization attendance as a group bonding activity. Similarly, we encourage our mentor/mentee pairs from our Women’s Mentoring Program.

1. Explore examples of women’s achievements throughout history
2. Analyze popular culture moments in women’s history

**Recommended Activities:**
1. Review Ohio’s Common Core Social Studies curriculum and determine how frequently women are represented
2. Create innovative ways to teach women’s history

<table>
<thead>
<tr>
<th>Thursday</th>
<th>Race, Gender and Culture Film Series: Join us for a</th>
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<tbody>
<tr>
<td>Native American</td>
<td>1. Identify colonialist influences on Native</td>
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</table>

**Recommended Readings:**
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event Description</th>
<th>Sponsorship</th>
<th>Notes</th>
</tr>
</thead>
</table>
| March 24   | 4-6pm     | **screening and discussion of “A Thousand Voices”, a film** about Native American women in New Mexico. (Film has a running time of 57 minutes) Co-sponsored with the Multicultural Center | Studies, Women’s, Gender, and Sexuality Studies, World Religions, History, Diversity Studies Certificate | American communities and cultures  
2. Note gender stereotypes based on cultural values of men and women in Native American cultures and Western cultures.  
3. Explore possible generalizations of Native American cultures through post-screening discussion  
4. Recognize the modern Native American cultures that continue today, and how these cultures differ from the historical stereotypes of Native Americans often represented in the media.                                                                                           |
| March 29   | 6-7.30pm  | **Recognizing Women Veterans Throughout History**  
Co-sponsored with the History Department and the Veterans and Military Student Services Center  
From women masquerading as men in order to have a role in the military to women's full access to combat positions, to the acceptance of lesbian and gay service members, the United States military | Aviation Flight History, Political Science, Women’s, Gender & Sexuality Studies | 1. Summarize changes in women’s roles within the military  
2. Identify areas where improvements are still needed  
3. List the various reasons that have been given against and for women’s participation in the military.                                                                                       |
| Tuesday    | March 29  | **Recognizing Women Veterans Throughout History**  
Co-sponsored with the History Department and the Veterans and Military Student Services Center  
From women masquerading as men in order to have a role in the military to women's full access to combat positions, to the acceptance of lesbian and gay service members, the United States military | Aviation Flight History, Political Science, Women’s, Gender & Sexuality Studies | 1. Summarize changes in women’s roles within the military  
2. Identify areas where improvements are still needed  
3. List the various reasons that have been given against and for women’s participation in the military.                                                                                       |

Last updated on December 21, 2015. Please check the Women’s Center’s website for updates.
States military has undergone many changes. Join us for a panel with women veterans as we celebrate 2016’s Women’s History Month theme: “Working to Form a More Perfect Union: Honoring Women in Public Service and Government.”

<table>
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<tr>
<th>Thursday March 31</th>
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<tr>
<td>12-1pm</td>
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<tr>
<td>Women’s Center</td>
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**Brown Bag Lunch and Learn**

Join the Women’s Center to discuss all things roller derby (but particularly the queer inclusiveness of the sport) prior to the screening of *In the Turn* this evening.

Brown Bag Lunch and Learns are a casual way of learning about gender issues. Typically, they are facilitated by one speaker, and we encourage Q&A at the end of a presentation. Bring your lunch or snacks!

We encourage attendance of athletic teams
Education
Kinesiology
Sport Management
Women’s, Gender & Sexuality Studies

1. Identify the unique obstacles faced by transgender youth in sport
2. Debate the inclusiveness (or lack of inclusiveness) within the roller derby community

**Recommended Reading:**
- Gut-Her Punk, 2013, *How to Support Your Trans Teammate*
- WFTDA Gender Policy: FAQ
- Philly Roller Girls, PRG Gender Policy.

**Recommended Viewing**
- Trans Rollergirl Featured in New Pet Shop Boys Video

**Suggested Activities:**
1. Research the history of gender policies
2. Debate coed versus single sex sport
3. Critically analyze gender policies

Last updated on December 21, 2015. Please check the Women’s Center’s website for updates.
**Thursday, March 31**  
3-4pm  
Nelson South Pole  
(Go through the Nelson Dining Hall, located in the garage)

This program is part of the [LGBT Center’s Queer Studies Conference](#).

**Queer and Fat: An Interview with Charlotte Cooper**

**Dr Charlotte Cooper** is a counselor, researcher, consultant, author, publisher and DIY cultural worker. This interview will focus on her new book *Fat Activism: A Radical Social Movement*. Her other publications include *Fat and Proud: The Politics of Size* (1998) and an award-winning novel, *Cherry* (2002). She performs in the queercore band Homosexual Death Drive and blogs about fat at Obesity Timebomb. More information is available at [www.charlottecooper.net](http://www.charlottecooper.net).

Dr. Cooper will be interviewed by Women’s Center Director Dr. Murray – who has been in constant awe of Dr. Cooper since seeing her keynote at the Carnival of Feminist Cultural Activism (2011) and organization of the Fattylympics (2012).

**Campus**  
Recreation  
Communication  
Journalism  
Media Studies  
Nursing  
Nutrition  
Pre-Med  
Social Work  
Sociology  
Women’s, Gender and Sexuality Studies

1. Determine the intersections of fat activism, feminism and queerness  
2. Investigate the history and need of fat activism  
3. Challenge mainstream representations of obesity and fat activism  

Bristol: HammerOn Press.


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**Thursday, March 31**  
5pm  

**Screening of In The Turn, discussion with the director**  
A documentary about a 10-year-old transgender athlete  
We encourage attendance of athletic teams  

1. Identify the unique obstacles faced by transgender youth  
2. Debate the

---

**Recommended Reading:**  
[The Punk. 2013. How to Support Your Trans Teammate](#)
<table>
<thead>
<tr>
<th>The Athena</th>
<th>old transgender girl who finds acceptance and empowerment in the company of a queer roller derby collective. Co-sponsors include: School of Journalism, the Film Department, Media Arts, WGSS, Women's Center, and Athens Ohio Roller Derby</th>
<th>Education Kinesiology Sport Management Women’s, Gender &amp; Sexuality Studies</th>
<th>inclusiveness (or lack of inclusiveness) within the roller derby community</th>
<th>Lenore Gore, 2011, <em>Transgender Policies: My Story</em> WFTDA Gender Policy: FAQ Philly Roller Girls, PRG Gender Policy. Recommended Viewing Trans Rollergirl Featured in New Pet Shop Boys Video</th>
</tr>
</thead>
<tbody>
<tr>
<td>This program is part of the <a href="#">LGBT Center’s Queer Studies Conference</a>.</td>
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<tr>
<td>April 3-8 <strong>Take Back the Night Week</strong> Organized by Student Senate’s Women's Affairs Commission, there will be a number of programs offered throughout the week.</td>
<td>We encourage participation from University College learning communities, as a way to connect first year students to resources on campus regarding gender violence.</td>
<td>1. Empower students to support everyone’s safety on campus and in the community 2. Identify gender inequality issues that result in gendered violence 3. Connect students to resources on campus and in the community that support gender equality and healthy relationships</td>
<td>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? <a href="#">Campus Sexual Assault Toolkit</a></td>
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<td></td>
<td>Last updated on December 21, 2015. Please check the Women’s Center’s website for updates.</td>
</tr>
<tr>
<td>Thursday</td>
<td>Brown Bag Lunch and Learn</td>
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<tr>
<td>April 7th</td>
<td>Join us for a discussion regarding Take Back the Night. Facilitated by Stephanie Gilford, the keynote speaker for Take Back the Night. Brown Bag Lunch and Learns are a casual way of learning about gender issues. Typically, they are facilitated by one speaker, and we encourage Q&amp;A at the end of a presentation. Bring your lunch or snacks! We encourage participation from University College learning communities, as a way to connect first year students to resources on campus regarding gender violence.</td>
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<tr>
<td>12-1pm</td>
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<tr>
<td>Women’s Center</td>
<td>1. Empower students to support everyone’s safety on campus and in the community 2. Identify gender inequality issues that result in gendered violence 3. Connect students to resources on campus and in the community that support gender equality and healthy relationships</td>
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<tr>
<td>28</td>
<td>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?</td>
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</table>

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Stay out of your own way: How Gender Stereotypes Threaten Our Success</th>
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</thead>
<tbody>
<tr>
<td>April 12</td>
<td>This one 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</td>
</tr>
<tr>
<td>5.30-6.30pm</td>
<td>We strongly encourage participation from students who are looking for employment or in their senior seminar. All are welcome to attend. Business Communications Entrepreneurship Certificate</td>
</tr>
<tr>
<td>Baker 230</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>1. What are different gendered communication styles? 2. How can you demonstrate confidence during an interview? 3. What are your skills?</td>
</tr>
</tbody>
</table>

This program counts towards a She Leads OHIO requirement (the Women’s Center’s professional leadership program). For more information, please visit our

Campus Sexual Assault Toolkit

<table>
<thead>
<tr>
<th><strong>International Women’s Coffee Hour</strong></th>
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<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

Students, faculty, staff, and community members from all fields and backgrounds are welcome to attend. We always appreciate the offer of extra credit to attend our programs; however, we recommend encouraging your students to attend a different event for intercultural knowledge or global awareness.

1. Improve intercultural knowledge by connecting with others from around the world.
2. Network with others invested in providing a welcoming environment for international women on campus and in our community.
3. Practice English in a supportive environment.

**Recommended Reading:**

**Suggested Activity:**
Develop a plan to promote adjustment for international students.

---

**Wednesday**

**April 13th**

**4-5pm**

**Women’s Center**

**The Top 5 Mistakes Women Make in Academic Settings,** from The Professor is In.

**Gender free job ads**

**Women Urged to stop underselling themselves**

**Why It’s Harder for Women to ‘Brag’ about Themselves at Work – And Why We Really Need To**

**Not Sorry video**

**Ban Bossy video**
perspective learning outcomes (such as our film series, brown bags, or International Women’s Day Festival). This program is most beneficial to international students, ESL students, or those who wish to work with international students.

Thursday
April 14
12-1pm
Women’s Center

**Brown Bag Lunch and Learn: WGSS Capstone Projects**
Join us for a look at the projects created in the Women’s, Gender and Sexuality Studies Capstone course!
Brown Bag Lunch and Learns are a casual way of learning about gender issues. Typically, they are facilitated by one speaker, and we encourage Q&A at the end of a presentation. Bring your lunch or snacks!

**Race, Gender and Culture**

Global Studies

1. Discuss whether or not feminism translates

Presentations are based on the research conducted within the capstone course and thus we cannot provide projected outcomes at this time.
Presentations are based on the research conducted within the capstone course and thus we cannot provide recommended readings, etc., at this time.

**Recommended Reading:**

Last updated on December 21, 2015. Please check the Women’s Center’s website for updates.
April 14\textsuperscript{th}  
4-6pm  
Tupper 107

**Film Series**

**Screen and Discuss “The Light in Her Eyes”**

Co-sponsored with the Multicultural Center.

Houda al-Habash, a conservative Muslim preacher, founded a Qur’an school for girls in Damascus 30 years ago. Every summer, her female students immerse themselves in a rigorous study of Islam. A surprising cultural shift is under way—women are claiming space within the mosque.

Shot right before the uprising in Syria erupted, The Light in Her Eyes offers an extraordinary portrait of a leader who challenges the women of her community to live according to Islam, without giving up their dreams.

- History
- Journalism News and Information
- Political Science
- Sociology
- Women’s, Gender and Sexuality Studies

neatly into non-Western cultural contexts

2. Review a representation of women in Islam not typically seen in Western media

3. Debate the definitions of empowerment and gender equality for women.

There is a discussion guide for The Light in Her Eyes that we encourage you to read and investigate with your students.

“The Prophets Daughters.”


Journal of Middle East Women’s Studies. 9(1). 137-139

Last updated on December 21, 2015. Please check the Women’s Center’s website for updates.