

Teaching Guide for Women's Center Events

Spring 2016 Calendar

Date/Time/Place	Event Description	Course/Career Connections	Projected Outcomes	Potential Discussion Questions/Activities, Suggested Readings
<p>Thursday January 21st, 7.30pm, Multicultural Center (2nd floor of Baker, multipurpose room)</p>	<p><i>#SayHerName: Remembering Black Women and Girls Killed by Police</i></p> <p>Co-sponsored with Unified Sisters, the LGBT Center, and the Multicultural Center.</p> <p>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 police 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.</p>	<p>We encourage all student group attendance, particularly those who focus on eradicating racism and sexism or using art to spark social change</p> <p>African American Studies</p> <p>Criminal Justice</p> <p>Criminology</p> <p>Journalism</p> <p>Journalism News and Information</p> <p>Media and Social Change</p> <p>Political Science</p> <p>Pre-Law</p> <p>Social Media</p>	<ol style="list-style-type: none"> 1. Identify how #SayHerName serves to complement the #BlackLivesMatter movement 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 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) 4. Debate the success of online activism 	<p>Potential Discussion Questions:</p> <ol style="list-style-type: none"> 1. Has #BlackLivesMatter included a discussion of women of color? 2. Is #SayHerName competing with or providing a fuller story to #BlackLivesMatter? 3. What are the criticisms of #AllLivesMatter? Do those criticisms apply to #SayHerName? <p>Suggested Readings:</p> <p>African American Policy Forum, Inc. (2015) #SayHerName Brief.</p> <p>There are a number of videos</p>

		<p>certificate</p> <p>Sociology</p> <p>Women's, Gender and Sexuality Studies</p>		<p>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).</p> <p>International Transgender Day of Remembrance.</p>
<p>Tuesday</p> <p>January 26</p> <p>5-6pm</p> <p>Women's Center</p>	<p><i>Women in STEM Coffee Hour</i></p> <p>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.</p> <p>Co-sponsored with Russ College of Engineering and Technology, AAUW OHIO, and Women in Information and Telecommunication Systems.</p> <p>At the beginning of this coffee hour, we'll show "The Myth of the Scientist", presented by</p>	<p>All STEM fields</p> <p>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)</p> <p>Academic Advisors</p> <p>UC Learning Communities</p>	<ol style="list-style-type: none"> 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 	<p>Suggested Readings:</p> <p>Bowen, Deirdre M. "Visibly Invisible: The Burden of Race and Gender for Female Students of Color Striving for an Academic Career in the Sciences." <i>Presumed Incompetent: The Intersections of Race and Class for Women in Academia</i>. Ed. Gabriella Gutiérrez y Muhs, Yolanda Flores Niemann, Carmen G. González, and Angela P. Harris. Boulder: University Press of Colorado, 2012. 116-132. (Available in Alden Library)</p> <p>Dickey, Megan Rose. "#ILookLikeAnEngineer Aims</p>

	<p><u>Crystal Dilworth at TEDxYouth@Caltech</u> (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.</p>	<p>Sociology Women's, Gender and Sexuality Studies</p>		<p>to Spread Awareness About Diversity in Tech.” <u>TechCrunch.com</u>. August 3, 2015.</p> <p>Hill, Catherine, Christianne Corbett, and Andresse St. Rose. <u>“Why So Few? Women in Science, Technology, Engineering, and Mathematics.”</u> AAUW. 2010.</p>
<p>Wednesday January 27 4.30-6.30pm Living Learning Center 130</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><i>Changing the Face of Power: Empowering Young Women to Create Lasting Change on Campus and Beyond</i></p> <p>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</p>	<p>We strongly encourage all student group leadership, particularly for those who are working on promoting change on campus and in the community.</p> <p>We encourage all members of the Student Union and Student Senate to attend.</p> <p>African American Studies Business Communication</p>	<ol style="list-style-type: none"> 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 	<p>Potential Discussion Questions:</p> <ol style="list-style-type: none"> 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? <p>Suggested Readings:</p> <p>Kimball, Gayle. <u>“Why Recent Global Uprisings Are Led By Youth.”</u>heathwoodpress.com August 4, 2014.</p> <p>Michigan Women's</p>

	<p>strong organizations; and how to create lasting change through civic engagement and grassroots organizing.</p> <p>Student groups are encouraged to have several members from their organizations attend.</p> <p>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.</p>	<p>(Communication and Public Advocacy)</p> <p>Diversity Studies Certificate</p> <p>Entrepreneurship certificate</p> <p>Global Leadership Certificate</p> <p>Law, Justice & Culture Certificate</p> <p>Media and Social Change</p> <p>Political Science</p> <p>Social Justice</p> <p>Social Work</p> <p>Sociology</p> <p>Women’s, Gender and Sexuality Studies</p>		<p>Foundation. “11,341 Forgotten Rapes. Enough Said.” http://enoughsaiddetroit.org/index.html Recommended because our facilitator for this program is one of the organizers of Enough Said.</p> <p>Palacios, L. (Fall 2012) From the Arab Spring to the Maple Spring: National Student Protests Graduate to Transnational Social Movements. <i>TOPLA: Canadian Journal of Cultural Studies</i>, 28, 268- 275.</p> <p>Taft, Jessica K. <i>Rebel Girls: Youth Activism and Social Change Across the Americas</i>. New York: New York University Press. 2010.</p> <p>Suggested Activities:</p> <ol style="list-style-type: none"> 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
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<p>Thursday January 28 12pm-1pm Women's Center</p>	<p><i>Brown Bag Lunch and Learn</i> <i>"Engaging Women in STEM"</i></p> <p>Presenter: Jody Markley, Director of Multicultural Experiences for Russ College of Engineering and Technology</p> <p>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!</p>	<p>All STEM fields</p> <p>Education (learning how to encourage young girls and women in STEM)</p> <p>Academic Advisors</p> <p>Honors Tutorial College</p> <p>University College Learning Communities</p> <p>Volunteers for Tech Savvy</p>	<ol style="list-style-type: none"> 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 	<p>Potential Discussion Questions:</p> <ol style="list-style-type: none"> 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? <p>Recommended Readings:</p> <p>Buschor, Christine Bieri, et. al. "Majoring in STEM – What Accounts for Women's Career</p>

		Women's, Gender and Sexuality Studies		<p>Decision Making? A Mixed Methods Study.” <i>The Journal of Educational Research</i> 107 (2014): 167-176.</p> <p>Executive Office of the President. “Women and Girls in Science, Technology, Engineering, and Math (STEM).” www.whitehouse.gov/ostp/women. June 2013.</p> <p>Recommended for those interested in how public policy can be used to try to influence the rates of women in STEM.</p>
<p>Thursday January 28th 5.30pm-7.00pm Tupper 107</p>	<p><i>Mentoring Women: A Toolkit for Success and Support</i></p> <p>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.</p>	<p>Open to everyone interested in learning more about mentoring</p> <p>Geared towards those who have experience as a professional mentor, or is hoping to become a mentor.</p>	<ol style="list-style-type: none"> 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 	<p>Recommended Readings:</p> <p>Egan, Kathryn Smoot. “Flexible Mentoring: Adaptations in Style for Women's Ways of Knowing.” <i>The Journal of Business Communication</i>. 33(4). 1996. 401-425.</p> <p>Ervin, Elizabeth. “Power, frustration, and ‘fierce negotiation’ in mentoring relationships: Four women tell their stories.” <i>Women's Studies</i> 24(5). 1995. 447-481.</p>

			do to improve as a mentor	Hansman, Catherine A. "Diversity and Power in Mentoring Relationships." <i>Critical perspectives on mentoring: Trends and Issues</i> . Ed. Catherine A. Hansman. Columbus: ERIC. 2002. 39-48.
Thursday February 4 12pm-1pm Women's Center	<p><i>Brown Bag Lunch and Learn "Women in the 2016 Election"</i></p> <p>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 <i>American Review of Politics</i>, <i>Legislative Studies Quarterly</i>, <i>Political Research Quarterly</i>, and <i>State Politics and Policy Quarterly</i> as well as edited volumes on southern politics, women and politics, and public policy.</p> <p>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!</p>	<p>Communication and Public Advocacy</p> <p>Journalism</p> <p>Journalism News and Information</p> <p>History</p> <p>Political Communication</p> <p>Political Science</p> <p>Social Media and Politics</p> <p>Sociology</p> <p>Women's Gender, and Sexuality Studies</p>	<ol style="list-style-type: none"> 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 	<p>Recommended Readings:</p> <p>Reingold, Beth. 2015. "Election 2016: Carly Fiorini and Running as a Woman. Institute of Governmental Studies.</p> <p>Center for American Women and Politics at Rutgers</p> <p>Makers: Women in Politics (documentary by PBS; nonpartisan interviews with female politicians, includes historical and modern examples. 53.40 minutes)</p> <p>Suggested Activities:</p> <ol style="list-style-type: none"> 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

				<p>the television show <i>Scandal</i>.</p> <ol style="list-style-type: none"> 2. 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>Thursday February 4th 4-6pm Tupper 107</p>	<p><i>Race, Gender and Culture Film Series: Dark Girls, followed by discussion with Dr. Robin Muhammad, chair of the African American Studies Department</i></p> <p>Co-sponsored with the Multicultural Center.</p> <p><i>Dark Girls</i> 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</p>	<p>Anyone involved in the African American Male Initiative (OMSAR)</p> <p>African American Studies</p> <p>Diversity Studies Certificate</p> <p>History</p> <p>Psychology</p> <p>Sociology</p> <p>Women's, Gender, and Sexuality Studies</p>	<ol style="list-style-type: none"> 1. Identify the origins of colorism 2. Determine possible solutions that promote equality for everyone 3. Describe the interrelation between colorism and gender 	<ol style="list-style-type: none"> 1. How does the history of slavery and racism co-orelate with colorism? 2. What are some possible methods to combat colorism? <p>Recommended Readings:</p> <p>Thompson and Keith, “The Blacker the Berry: Gender, Skin Tone, Self-Esteem, and Self-Efficacy.”</p> <p>Hunter, “The Persistent Problem of Colorism: Skin Tone, Status, and Inequality.”</p>

	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.			
Thursday February 4 6-7:30pm Maggie Davis Room (1 st floor Baker, go past West 82)	<i>Dine-n-Discuss with the LGBT Center</i> <i>50 Shades of Kink and Consent</i> 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	<i>Stay tuned for more information.</i>	<i>Stay tuned for more information.</i>
Saturday February 6	<i>Celebrating Women: Leaders On and Off the Court</i>	We encourage everyone to attend this great	1. Watch amazing women's basketball (this event occurs	Suggested Activities: Have students write a reflection

<p>11.30am Convocation Center</p> <p>This year's celebration will take place during the halftime of the 11:30AM Bobcat Women's Basketball game. Following the game, there will be a reception for our leaders and their guests.</p>	<p>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!</p> <p>Help us recognize leaders by self-nominating or nominating someone else! More information, including qualifications are available on the Women's Center's website.</p>	<p>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.</p> <p>Physical Education</p> <p>Sports administration</p> <p>Sports management</p> <p>Women's, Gender and Sexuality Studies</p>	<p>during the half-time of OHIO's Women's Basketball game)</p> <ol style="list-style-type: none"> Identify and support female student leaders on campus 	<p>paper on the event. Topics could include: the definition of leadership and the various ways it can be enacted; why recognizing the achievements of women is important; a critical analysis of the women's basketball game in comparison to stereotypes or myths of women's sport.</p>
<p>Wednesday February 10 4-5pm Women's Center</p>	<p><i>International Women's Coffee Hour</i></p> <p>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</p>	<p>Students, faculty, staff, and community members from all fields and backgrounds are welcome to attend.</p> <p>We always appreciate the offer of extra credit to attend our programs; however, we recommend</p>	<ol style="list-style-type: none"> Improve intercultural knowledge by connecting with others from around the world Network with others invested in providing a welcoming environment for international women on campus and in our community 	<p>Recommended Reading:</p> <p>Andrade, Maureen Snow. "International students in English-speaking universities: Adjustment factors." <i>Journal of Research in International Education</i>. 2006, 5(2): 131-154.</p> <p>Suggested Activity:</p> <p>Develop a plan to promote adjustment for international</p>

	<p>from all over the world.</p> <p>This program is supported by the Women’s Center and International Student and Faculty Services.</p>	<p>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.</p>	<p>3. Practice English in a supportive environment</p>	<p>students.</p>
<p>Thursday February 11 12pm-1pm Women’s Center</p>	<p><i>Brown Bag Lunch and Learn with Professor Ziad Abu-Rish, Department of History, on Challenges for Women Syrian Refugees.</i></p> <p>This brown bag will highlight the gendered dynamics of the displacement (and resettlement) of Syrian refugees.</p> <p>Brown Bag Lunch and Learns</p>	<p>Geography</p> <p>Global Leadership Certificate</p> <p>Global Studies</p> <p>History</p> <p>International Development Studies</p>	<ol style="list-style-type: none"> 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 	<p>Recommended Readings:</p> <p>Reports compiled by the Women’s Refugee Commission.</p> <p>Mosendz, Polly. 2015. “Map: Every State Accepting and Refusing Syrian Refugees.” <i>Newsweek</i>.</p> <p>Sommer, Marni. 2015. “The Syrian Refugee Struggle No</p>

	<p>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!</p>	<p>Journalism News and Information</p> <p>Law, Justice & Culture</p> <p>Political Science</p> <p>Sociology</p> <p>War and Peace Certificate</p> <p>Women's, Gender and Sexuality Studies</p> <p>World Religions</p>	<p>Syria and stay in host countries</p> <p>3. Examine gendered ways in which humanitarian aid is targeted and delivered.</p>	<p>One's Talking About" Ms. Magazine Blog</p> <p>Wu, Gwendolyn. 2015. "We Need to Talk More about Female Syrian Refugees." Hello Flo Blog</p>
<p>Friday February 12 12-1:30pm Baker 230</p>	<p><i>Dine-n-Discuss with the LGBT Center: Safer Sex for ALL</i></p> <p>Brought to you by the LGBT Center, co-sponsored by CPS, Campus Care, Health Promotions, and the Women's Center</p>	<p>As a safe sex discussion, we strongly encourage first year students to attend.</p> <p>Diversity Studies</p> <p>Education</p> <p>Health Services Administration</p> <p>LGBTQ Studies</p> <p>Nursing</p>	<p><i>Stay tuned for updates</i></p>	<p>Recommended Viewing:</p> <p>Laci Green, a sex education activist, utilizes her YouTube channel to create inclusive, safe sex talks on a variety of topics.</p>

		Pre-med Social and Public Health Women's, Gender, and Sexuality Studies		
February 12 th -14 th Baker University Center Theater The performances are Friday the 12 th at 7pm, Saturday the 13 th at 7pm, and Sunday the 14 th at 2pm.	<i>The Vagina Monologues</i> 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 <i>The Vagina Monologues</i> 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	<ol style="list-style-type: none"> 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 	<p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Encourage students to conduct a critical analysis of <i>The Vagina Monologues</i>. 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 <i>The Vagina Monologues</i> and the women's health book, <i>Our Bodies Ourselves</i>. <p>Recommended readings: Bell, Susan E. & Reverby, Susan M. (2005) "Vaginal</p>

				politics: Tensions and possibilities in <i>The Vagina Monologues</i> ,” <i>Women's Studies International Forum</i> , 28(5): 430-444. (on D2L)
Tuesday February 16 th 5-6pm Women’s Center	<p><i>Women in STEM Coffee Hour</i></p> <p>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.</p> <p>Co-sponsored with Russ College of Engineering and Technology, AAUW OHIO, and Women in Information and Telecommunication Systems.</p> <p>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.</p>	<p>All STEM fields (especially computer programming)</p> <p>Education (learning how to encourage young girls and women in STEM)</p> <p>Academic Advisors</p> <p>Engineering</p> <p>Entrepreneurship (Debbie Sterling is the creator of GoldieBlox)</p> <p>Girlhood Studies</p> <p>Social Justice</p> <p>Women’s, Gender and Sexuality Studies</p>	<ol style="list-style-type: none"> 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 	<p>Recommended Viewing:</p> <p>Anita Sarkeesian’s LEGO & Gender video from Feminist Frequency.</p> <p>Recommended Reading:</p> <p>Rosen, Rebecca J. 2012. “Can a Kids’ Toy Bring More Women Into Engineering?” <i>The Atlantic</i>.</p> <p>Suggested Activity:</p> <p>Design a children’s book, toy, or classroom lesson that will encourage children to rethink gender stereotypes and introduce them to new extracurricular.</p>

<p>Thursday February 18 Noon-1pm</p>	<p><i>Brown Bag Lunch and Learn Healthy Masculinities</i> Facilitated by Benjamin Braddock and Terry Koons.</p> <p>Join us to discuss what masculinity is, the various forms it can take, and how to be supportive of “healthy” masculinities.</p> <p>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!</p>	<p>Anyone involved in the African American Male Initiative (OMSAR)</p> <p>Fraternity and Sorority Life</p> <p>LGBT Studies Certificate</p> <p>Psychology</p> <p>Sociology</p> <p>Women’s, Gender and Sexuality Studies</p>	<ol style="list-style-type: none"> 1. Define masculinity 2. Describe pressure placed on men to conform to a particular way of acting 3. Analyze different signifiers of masculinity 4. Explore new definitions of masculinity 5. Strategize about how to be supportive of healthy masculinities 	<ol style="list-style-type: none"> 1. What is masculinity? 2. How has masculinity changed over time? 3. How do presentations of masculinity differ cross-culturally? <p>Recommended Reading:</p> <p>Katz, Jackson. 2006. <i>The Macho Padox: Why Some Men Hurt Women and How All Men Can Help</i>. Sourcebooks, Inc.: Illinois</p> <p>Kim, Sandra. 2014. <i>6 Ways to Talk To Your Son About Male Violence and Healthy Masculinity</i></p> <p>Utt, Jamie. 2013. <i>#BeThatGuy: 7+ Everyday Ways Men Can Transform Masculinity</i></p> <p>Recommended Viewing:</p> <p>3 Touching Journeys Through Trans Masculinity</p>
<p>Friday February 19th 11am-1pm Baker 366</p> <p>This program counts towards a She Leads OHIO</p>	<p><i>Start Smart Salary Negotiation Workshop</i></p> <p>Co-sponsored with the Graduate College and CLDC</p> <p>This two-hour AAUW workshop provides students with the skills needed to</p>	<p>We strongly encourage that all graduating seniors attend in order to be prepared for the salary negotiation process; however, all are welcome to</p>	<ol style="list-style-type: none"> 1. Provide students with the skills needed to negotiate their first salary 2. Educate students on how to construct a budget and do city cost comparisons 3. Define the wage gap, 	<ol style="list-style-type: none"> 1. What is the gender wage gap? 2. What is intersectionality? 3. Does the wage gap only concern women? <p>Recommended Readings:</p> <p>AAUW’s website on career and</p>

<p>requirement (the Women’s Center’s professional leadership program). For more information, please visit our website.</p>	<p>negotiate their first salary</p>	<p>attend.</p>	<p>and how it impacts everyone (not just women)</p> <p>4. Determine what can be done to combat the wage gap</p>	<p>workplace issues for women</p> <p>Alison Griswold, “Paid in Prestige”.</p> <p>Institute for Women’s Policy Research</p>
<p>Thursday February 25 12pm-1pm Women’s Center</p>	<p><i>Brown Bag Lunch and Learn with Dr. Alicia Chavira-Prado on “The Multicultural Junior Faculty Mentoring Program”</i></p> <p>This Brown Bag Lunch and Learn will feature Dr. Alicia Chavira-Prado discussing Diversity & Inclusion’s new initiative “The Multicultural Junior Faculty Mentoring Program.” Expect a dialogue concerning the retention of people of color on faculty, and why mentorship is so important – especially for women of color.</p> <p>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!</p>	<p>We especially encourage faculty and staff to attend, as well as anyone currently involved in a mentoring program.</p> <p>Critical Studies in Educational Foundations</p> <p>Education – Counseling and Higher education</p> <p>Management & Strategic Leadership</p>	<ol style="list-style-type: none"> 1. Determine how to get involved in The Multicultural Junior Faculty Mentoring Program 2. Assess the needs of multicultural junior faculty – particularly focusing on women of color 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. 	<p>Recommended Readings:</p> <p>Niemann, Yolanda Flores. “Lessons from the Experiences of Women of Color Working in Academia.” <i>Presumed Incompetent: The Intersections of Race and Class for Women in Academia</i>. Ed. Gabriella Gutiérrez y Muhs, Yolanda Flores Niemann, Carmen G. González, and Angela P. Harris. Boulder: University Press of Colorado, 2012. 446-499. (Available in Alden Library)</p> <p>Stanley, Christine A. Summary and Key Recommendations for the Recruitment and Retention of Faculty of Color. <i>Faculty of Color: Teaching in Predominantly White Colleges and Universities</i>. Ed. Christine A. Stanley. Bolton: Ankur Publishing</p>

				<p>Company, Inc. 2006. 361-373.</p> <p>Yoshinaga-Itano, Christine. Institutional Barriers and Myths to Recruitment and Retention of Faculty of Color: An Administrator's Perspective. <i>Faculty of Color: Teaching in Predominantly White Colleges and Universities</i>. Ed. Christine A. Stanley. Bolton: Ankur Publishing Company, Inc. 2006. 344-360.</p>
<p>Thursday March 10th 12pm-1.30pm* Women's Center</p> <p>*Please note that this Brown Bag Lunch and Learn is thirty minutes longer than normal.</p>	<p><i>Brown Bag Lunch and Learn</i></p> <p>Decolonizing Our Voices: (Re)Writing Ourselves</p> <p>Presented by: Hillery Glasby, Assistant Director, Graduate Writing & Research Center</p> <p>Co-sponsored with the LGBT Center.</p> <p>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.</p> <p>Brown Bag Lunch and Learns</p>	<p>Everyone from any academic discipline is welcome to participate, but we especially encourage graduate students to attend</p> <p>African American Studies</p> <p>Composition classes</p> <p>Critical Studies in Educational Foundations</p> <p>English</p>	<ol style="list-style-type: none"> 1. Gain a foundational theoretical understanding of women's writing, from a postcolonial, feminist, queer perspective 2. Better understand the relationship between identity, ethos, and writing 3. Consider how women are/have historically been <i>written</i> by Dominant discourse 4. Learn how academic writing conventions impact, and even silence, our 	<p>Suggested Activity:</p> <p>Have students attend and bring back their writing from the workshop to incorporate into other reflection papers or research for your course.</p>

	<p>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!</p>	<p>History LGBTQ Certificate Political Science Postcoloniality Women's, Gender, and Sexuality Studies</p>	<p>writing, identities, and voices</p>	
<p>Sunday March 13th 2-6pm Baker Ballroom</p>	<p><i>International Women's Day Festival</i></p> <p>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.</p>	<p>We encourage all students, faculty, staff and community members to attend and participate.</p> <p>Dance Education Global Studies Graphic Design History Media Arts & Studies Music Women's, Gender, and Sexuality Studies World Religions</p>	<p>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.</p>	<p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Perform – Application Due February 17th 2016. 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. 3. Table at the event with your research, artwork, or items to sell. Application Due February 17th 2016. 4. Enter the competition to design our International Women's Day Festival poster. Deadline is Friday,

				<p>January 29th at 5pm. Submission information available online.</p> <p>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.</p>
<p>Tuesday March 15th 5.30-7.00pm Clippinger 103</p>	<p><i>Google Hangout</i></p> <p>Who's Missing from the Policy Table?: Improving NGO and State Solutions for Gender Inequality</p> <p>Panelist bios forthcoming</p> <p>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</p>	<p>Diversity Studies Global Studies Law, Justice, and Culture Political Communication Political Science Women’s, Gender and Sexuality Studies</p> <p>As panelists are confirmed, we will add to this list based on their areas of expertise</p>	<ol style="list-style-type: none"> 1. Develop an understanding of the diversity of women 2. Define intersectionality 3. Apply an intersectional analysis to policy proposals 	<p>Recommended Readings:</p> <p>Here is an overview of intersectionality-based policy analysis. You can also read a case study using the IBPA framework here.</p> <p>Hankivsky, Olena. 2012. Women’s health, men’s health, and gender and health: Implications of intersectionality. <i>Social Science & Medicine</i> 74(11): 1712-1720.</p> <p>Hankivsky, Olena and Renee Cormier. 2011. “Intersectionality and Public Policy: Some Lessons from Existing Models.” <i>Political</i></p>

	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.			<i>Research Quarterly</i> . 64(1): 217-229.
Thursday March 17 12-2pm Women's Center	<p><i>Book Party: "H.G. Wells' Ann Veronica" Edited by Dr. Carey Snyder</i></p> <p>Help us celebrate Dr. Carey Snyder's newly published edition of <i>Ann Veronica</i> by H.G. Wells.</p> <p>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</p>	English Literature and Writing History Women's, Gender, and Sexuality Studies	<ol style="list-style-type: none"> 1. Engage with Dr. Carey Snyder on her new edition of H.G. Wells' <i>Ann Veronica</i> 2. Consider the implications of H.G. Wells' novel in relation to modern women's experiences. 3. Consider how context changes meaning and message. 4. Learn about Dr. Snyder's process for finding and adding the historical documents and footnotes to this edition of the novel. 	<p>Click here for more information on this edition</p> <p>Suggested Activity:</p> <p>Have students research the public perception of the novel, and interrogate how and why public perception of the novel has changed over time.</p>

	<p>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.</p> <p>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.</p>			
<p>Tuesday March 22 5-6pm Women's Center</p>	<p><i>Women in STEM Coffee Hour</i></p> <p>Join us for our final Women in STEM Coffee Hour for the semester. 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.</p> <p>Co-sponsored with Russ College of Engineering and Technology, AAUW OHIO, and Women in Information and</p>	<p>All STEM fields (especially computer programming)</p> <p>Education (learning how to encourage young girls and women in STEM)</p> <p>Academic Advisors</p> <p>African American Studies</p> <p>Entrepreneurship</p>	<ol style="list-style-type: none"> 1. Discuss the importance of getting Black girls involved in coding/technology 2. Identify the changing statistics for all women in computing engineering, paying particular attention to the differences between white women and women of color 3. Understand the connection of personal narratives to an 	<p>There are two organizations that we would recommend you review as part of this program: Girls Who Code and Black Girls Code.</p>

	<p>Telecommunication Systems.</p> <p>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.</p>	<p>(starting a non-profit)</p> <p>Girlhood Studies</p> <p>Social Justice</p> <p>Women's, Gender and Sexuality Studies</p>	<p>individual's drive to create a non-profit</p> <ol style="list-style-type: none"> 4. Debate whether or not women are "inherently" change agents 5. Consider the importance of diverse perspectives in any field, but, in particular, within STEM 6. Interrogate whether teaching women of color technology will be an economic equalizer 	
<p>Wednesday March 23 4-5pm Women's Center</p>	<p><i>International Women's Coffee Hour</i></p> <p>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.</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> <p>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</p>	<ol style="list-style-type: none"> 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 	<p>Recommended Reading:</p> <p>Andrade, Maureen Snow. "International students in English-speaking universities: Adjustment factors." <i>Journal of Research in International Education</i>. 2006, 5(2): 131-154.</p> <p>Suggested Activity:</p> <p>Develop a plan to promote adjustment for international students.</p>

		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 March 24 12pm-1pm	<i>Brown Bag Lunch and Learn, Women’s History Month Team Jeopardy</i> 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&A at the end of a presentation. Bring your lunch or snacks!	We encourage student organization attendance as a group bonding activity. Similarly, we encourage our mentor/mentee pairs from our Women’s Mentoring Program.	<ol style="list-style-type: none"> 1. Explore examples of women’s achievements throughout history 2. Analyze popular culture moments in women’s history 	Recommended Activities: <ol style="list-style-type: none"> 1. Review Ohio’s Common Core Social Studies curriculum and determine how frequently women are represented 2. Create innovate ways to teach women’s history
Thursday	<i>Race, Gender and Culture Film Series: Join us for a</i>	Native American	<ol style="list-style-type: none"> 1. Identify colonialist influences on Native 	Recommended Readings:

<p>March 24 4-6pm Tupper 107</p>	<p><i>screening and discussion of “A Thousand Voices”, a film about Native American women in New Mexico.</i> (Film has a running time of 57 minutes)</p> <p>Co-sponsored with the Multicultural Center</p>	<p>Studies Women’s, Gender, and Sexuality Studies World Religions History Diversity Studies Certificate</p>	<p>American communities and cultures</p> <ol style="list-style-type: none"> 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. 	<p>Valerie Taliman’s 2010 Series on Missing & Murdered Women</p> <p>Fact Sheet on Missing and Murdered Aboriginal Women and Girls</p> <p>Futures without Violence Fact Sheet</p> <p>Canada’s activist Mrs. Universe: What Ashley Callingbull’s refusal “to be pretty and shut up” could accomplish</p>
<p>Tuesday March 29 6-7.30pm Walter Hall Rotunda</p>	<p><i>Recognizing Women Veterans Throughout History</i></p> <p>Co-sponsored with the History Department and the Veterans and Military Student Services Center</p> <p>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</p>	<p>Aviation Flight History Political Science Women’s, Gender & Sexuality Studies</p>	<ol style="list-style-type: none"> 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 	<p>A Timeline of US Women at War (2012)</p> <p>Pentagon: Opening combat jobs to women alters ‘factual backdrop’ in keeping them out of the draft (2015)</p>

	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."			
Thursday March 31 12-1pm Women's Center This program is part of the LGBT Center's Queer Studies Conference .	<i>Brown Bag Lunch and Learn</i> Join the Women's Center to discuss all things roller derby (but particularly the queer inclusiveness of the sport) prior to the screening of <i>In the Turn</i> 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	<ol style="list-style-type: none"> 1. Identify the unique obstacles faced by transgender youth in sport 2. Debate the inclusiveness (or lack of inclusiveness) within the roller derby community 	<p>Recommended Reading:</p> <p>Gut-Her Punk. 2013. How to Support Your Trans Teammate</p> <p>Lenore Gore. 2011. Transgender Policies: My Story</p> <p>WFTDA Gender Policy: FAQ</p> <p>Philly Roller Girls. PRG Gender Policy.</p> <p>Recommended Viewing</p> <p>Trans Rollergirl Featured in New Pet Shop Boys Video</p> <p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Research the history of gender policies 2. Debate coed versus single sex sport 3. Critically analyze gender policies

<p>Thursday March 31 3-4pm Nelson South Pole (Go through the Nelson Dining Hall, located in the garage)</p> <p>This program is part of the LGBT Center's Queer Studies Conference.</p>	<p><i>Queer and Fat: An Interview with Charlotte Cooper</i></p> <p>Dr Charlotte Cooper is a counselor, researcher, consultant, author, publisher and DIY cultural worker. This interview will focus on her new book <i>Fat Activism: A Radical Social Movement</i>. Her other publications include <i>Fat and Proud: The Politics of Size</i> (1998) and an award-winning novel, <i>Cherry</i> (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</p> <p>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).</p>	<p>Campus Recreation Communication Journalism Media Studies Nursing Nutrition Pre-Med Social Work Sociology Women's, Gender and Sexuality Studies</p>	<ol style="list-style-type: none"> 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 	<p>Cooper, C. (2016) <i>Fat Activism: A Radical Social Movement</i>. Bristol: HammerOn Press.</p> <p>Cooper, C. (2012) 'A Queer and Trans Fat Activist Timeline: Queering Fat Activist Nationality and Cultural Imperialism', <i>Fat Studies: An Interdisciplinary Journal of Body Weight and Society</i> 1: 1, 61-74.</p>
<p>Thursday March 31 5pm</p>	<p>Screening of <i>In The Turn</i>, discussion with the director</p> <p>A documentary about a 10-year-</p>	<p>We encourage attendance of athletic teams</p>	<ol style="list-style-type: none"> 1. Identify the unique obstacles faced by transgender youth 2. Debate the 	<p>Recommended Reading: Gut-Her Punk. 2013. How to Support Your Trans Teammate</p>

<p>The Athena</p> <p>This program is part of the LGBT Center's Queer Studies Conference.</p>	<p>old transgender girl who finds acceptance and empowerment in the company of a queer roller derby collective.</p> <p>Co-sponsors include: School of Journalism, the Film Department, Media Arts, WGSS, Women's Center, and Athens Ohio Roller Derby</p>	<p>Education Kinesiology Sport Management Women's, Gender & Sexuality Studies</p>	<p>inclusiveness (or lack of inclusiveness) within the roller derby community</p>	<p>Lenore Gore. 2011. Transgender Policies: My Story WFTDA Gender Policy: FAQ Philly Roller Girls. PRG Gender Policy.</p> <p>Recommended Viewing Trans Rollergirl Featured in New Pet Shop Boys Video</p> <p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Research the history of gender policies 2. Debate coed versus single sex sport 3. Critically analyze gender policies
<p>April 3-8</p>	<p><i>Take Back the Night Week</i></p> <p>Organized by Student Senate's Women's Affairs Commission, there will be a number of programs offered throughout the week.</p>	<p>We encourage participation from University College learning communities, as a way to connect first year students to resources on campus regarding gender violence.</p>	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. What can we, as individuals, do to end gender violence? 2. What is gendered violence? 3. What legal policies could be improved to provide better protection against gendered violence? <p>Campus Sexual Assault Toolkit</p>

<p>Thursday April 7th 12-1pm Women's Center</p>	<p><i>Brown Bag Lunch and Learn</i> Join us for a discussion regarding Take Back the Night. Facilitated by Stephanie Gilford, the keynote speaker for Take Back the Night.</p> <p>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!</p>	<p>We encourage participation from University College learning communities, as a way to connect first year students to resources on campus regarding gender violence.</p>	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. What can we, as individuals, do to end gender violence? 2. What is gendered violence? 3. What legal policies could be improved to provide better protection against gendered violence? <p>Campus Sexual Assault Toolkit</p>
<p>Tuesday April 12 5.30-6.30pm Baker 230</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</p>	<p><i>Stay out of your own way: How Gender Stereotypes Threaten Our Success</i></p> <p>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</p>	<p>We strongly encourage participation from students who are looking for employment or in their senior seminar. All are welcome to attend.</p> <p>Business Communications Entrepreneurship Certificate</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 	<ol style="list-style-type: none"> 1. What are different gendered communication styles? 2. How can you demonstrate confidence during an interview? 3. What are your skills? <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>website.</p>	<p>language, and verbal inflections, participants will be encouraged to investigate improved ways of communicating professionally.</p>			<p>The Top 5 Mistakes Women Make in Academic Settings, from The Professor is In.</p> <p>Gender free job ads</p> <p>Women Urged to stop underselling themselves</p> <p>Why It's Harder for Women to 'Brag' about Themselves at Work – And Why We Really Need To</p> <p>Not Sorry video</p> <p>Ban Bossy video</p>
<p>Wednesday April 13th 4-5pm Women's Center</p>	<p><i>International Women's Coffee Hour</i></p> <p>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.</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> <p>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</p>	<ol style="list-style-type: none"> 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 	<p>Recommended Reading:</p> <p>Andrade, Maureen Snow. "International students in English-speaking universities: Adjustment factors." <i>Journal of Research in International Education</i>. 2006, 5(2): 131-154.</p> <p>Suggested Activity:</p> <p>Develop a plan to promote adjustment for international students.</p>

		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	<i>Brown Bag Lunch and Learn: WGSS Capstone Projects</i> 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!	Women's, Gender and Sexuality Studies	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.
Thursday	<i>Race, Gender and Culture</i>	Global Studies	1. Discuss whether or not feminism translates	Recommended Reading:

<p>April 14th 4-6pm Tupper 107</p>	<p><i>Film Series</i> <i>Screen and Discuss “The Light in Her Eyes”</i> 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, <i>The Light in Her Eyes</i> offers an extraordinary portrait of a leader who challenges the women of her community to live according to Islam, without giving up their dreams.</p>	<p>History Journalism News and Information Political Science Sociology Women’s, Gender and Sexuality Studies</p>	<p>neatly into non-Western cultural contexts</p> <ol style="list-style-type: none"> 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. 	<p>There is a discussion guide for <i>The Light in Her Eyes</i> that we encourage you to read and investigate with your students. “The Prophets Daughters.” 2009. A U.S. Catholic interview with Syafa Almirzanah. McManus, Anne-Marie. 2013. “The Light in Her Eyes.” <i>Journal of Middle East Women’s Studies</i>. 9(1). 137-139</p>
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