

Co-Curricular Programming for Women's Center Events

Spring 2018 Calendar

Date/Time/Place	Event Description	Course/Career Connections	Projected Outcomes	Potential Discussion Questions/Activities, Suggested Readings
<p>Tuesday January 30 4:00-5:00PM Baker 403</p> <p>*This is a social, relaxing event, and is not intended to be a program offered for faculty seeking opportunities for their students to develop intercultural competence in a structured way.</p> <p>-----</p> <p>Also offered on Tuesdays, February 27, March 27, and April 24 from 4:00-</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>	<ol style="list-style-type: none"> 1. Network with others invested in providing a welcoming environment for international women on campus and in our community 2. Practice English in a supportive environment 	<p>*This is a social, relaxing event, and is not intended to be a program offered for faculty seeking opportunities for their students to develop intercultural competence in a structured way.</p>

5:00 PM, in Baker 403.				
<p>Tuesday, January 23rd</p> <p>Friends of the Library (Alden 319)</p> <p>7:00PM-8:30PM</p>	<p><i>Entangled: What my religion says about women</i></p> <p><i>A Religion and Gender Roundtable Discussion</i></p> <p>Presented in collaboration with the Comparative Religion Club.</p> <p>Join us for featured speakers Kelly Bilz, who will speak about Catholicism, Bree Becker, Director of Jewish Life at Hillel, Ansam Al Harthy, who will be speaking about her experiences with Islam, and other speakers to be confirmed.</p> <p>This session will address the ways in which religion can be both empowering and disempowering for women.</p>	<p>Diversity Studies Certificate</p> <p>Islamic Studies Certificate Program</p> <p>Women's, Gender, and Sexuality Studies</p> <p>Communication Studies</p> <p>Global Studies</p> <p>Sociology</p>	<ol style="list-style-type: none"> 1. Identify varied religious texts that have meaning for participants in how religion perceives their gender 2. Challenge stereotypes of religious women as not empowered by religion 3. Understand how women who observe particular faiths reconcile some of the limiting religious constructs about women that may be rooted in religious texts, or are a cultural interpretation of their religion 	<p>Recommended Readings:</p> <p>Riswold, Caryn D. 2009. Feminist Questions of Christianity. In: Shaw, S. and Lee, J. eds. 2015. <i>Women's Voices, Feminist Visions</i>. 6th ed. New York: McGraw Hill, pp. 673-682. Available at the Women's Center's library (Baker 403).</p> <p>An interview with Syafa Almirzanah (2009). U.S. Catholic. Available online: https://megansweas.files.wordpress.com/2011/07/interview-almirzanah.pdf</p> <p>Stanton, Elizabeth Cady (1895). <i>The Woman's Bible</i>. Available online: https://archive.org/stream/thewomansbible09880gut/wbibl10.txt</p> <p><i>The Feminist Revolution</i>. Jewish Women's Archive. Online archive: https://jwa.org/feminism</p>
<p>Thursday, February 1st</p> <p>All Day</p>	<p><i>World Hijab Day</i></p> <p>9AM-Noon, Baker Center 1st floor tables: Participate in World Hijab Day by visiting the World Hijab Day tables and learning</p>	<p>African Studies</p> <p>Diversity Studies Certificate</p>	<ol style="list-style-type: none"> 1. Expand societal consciousness around the experience of hijabi in the United States and the ways in which 	<p>World Hijab Day website. "My Story": http://worldhijabday.com/participants/my-story-participants/</p>

	<p>how to wear hijab. The first 150 individuals will be loaned a hijab for the day.</p> <p>Noon-1PM, Multipurpose Room in the Multicultural Center (Room 219): Attend a panel discussion regarding hijab and World Hijab Day.</p> <p>Co-sponsored by: International Student Union, Muslim Student Association, Office of Global Affairs and International Studies, Center for International Studies</p>	<p>Islamic Studies Certificate Program</p> <p>Women's, Gender, and Sexuality Studies</p> <p>Global Studies</p> <p>Sociology</p>	<p>they may face discrimination</p> <ol style="list-style-type: none"> Identify ways in which one can be an ally of hijabi to stand against discrimination Consider the different experiences of hijabi, and the different reasons given for choosing to wear hijab Identify locations in the world in which "choice" to wear, or not wear, hijab is not honored 	<p>Khoja-Moolji, Shenila (2017). Don't be quick to celebrate the hijab-wearing Barbie. Nov. 26. <i>Al Jazeera</i>. Available online: http://www.aljazeera.com/indepth/opinion/dont-quick-celebrate-hijab-wearing-barbie-171126114202958.html</p> <p>Busari, Stephanie. (2017). The hijab-wearing Barbie who's become an Instagram Star. May 4. CNN Style online: http://www.cnn.com/style/article/hijarbie-nigeria-student/index.html</p> <p>Hasan, Asma Gull. (2004). Why I am a Muslim: An American odyssey. Element (HarperCollins): London, England.</p> <p>Nomani, Asra Q. and Arafa, Hala (2015). As Muslim women, we actually ask you not to wear the hijab in the name of interfaith solidarity. Dec. 21. <i>The Washington Post</i>. Available online: https://www.washingtonpost.com/news/acts-of-faith/wp/2015/12/21/as-muslim-women-we-actually-ask-you-not-to-wear-the-hijab-in-the-name-of-interfaith-solidarity/?utm_term=.8e51f427a0ea</p> <p>Recommended Activity:</p> <ol style="list-style-type: none"> Rather than mandating participation, the Women's Center recommends
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				<p>encouraging participation, or offering extra credit, and asking students to write a reflection paper on the experience of wearing hijabi for the day.</p> <p>2. Have students debate the pros and cons of World Hijab Day (not hijab). This can be an opportunity to talk about respectful arguments that honor religious and cultural differences, and engage in theory like cultural appropriation, empowerment, western concepts of feminism, intersectionality, and who's voice is uplifted. Utilize the articles in recommended readings to help frame the debate.</p>
<p>Saturday, February 10th 10AM-6PM Baker Center</p> <p>Please register to get updates and to ensure your place at the conference: www.tinyurl.com/WomenGrad2018</p>	<p><i>Women in Graduate School Day Conference</i></p> <p>Co-sponsored by the Graduate College, Graduate Student Senate, the Voinovich School of Leadership and Public Affairs, the AAUW-student affiliate, and the LGBT Center.</p> <p>Join us for a series of workshops and discussions, including “graduate school mapping with Beyonce” led by CLDC’s Erin Morgenstern, “Navigating the unwritten rules within graduate school and how to apply that to</p>	<p>We encourage all graduate students, and those interested in graduate school, to attend.</p>	<ol style="list-style-type: none"> 1) Demonstrate confidence in networking skills and personal branding 2) Build skills to assist in the successful completion of graduate school 3) Identify techniques to respond to microaggressions and sexism within the classroom and workplace 4) Learn about the experiences of graduate students to determine if graduate school is right for you 	<p>Recommended Assignment:</p> <p>Have students write a reflection paper on what they learned and how they will incorporate it into their graduate school experience or applications.</p>

life” with Dr. Becky Bushey-Miller from the Graduate College, “Facing microaggressions within the classroom” with Dr. Winsome Chunnu from the Multicultural Center, “Framing Research with a Gendered Lens” with Sherri Saines from Alden Library, a panel on working in male dominated careers, and much more! For our second annual conference, we are pleased to offer co-occurring sessions as well as a featured keynote.

Keynote presenter for this program is Dr. Gloria Burgess. Dr. Gloria J. Burgess loves nothing more than inspiring others to create a bridge from what was... and what is... to what can be... and she’s dedicated her entire life to doing just that. An experienced business woman and top inspirational speaker in the US and internationally, she shares her story of overcoming extreme poverty, racism, and sexism, showing us that your life circumstances do not have to predict your destiny. Gloria engages individuals and organizations in finding the vital core of their creative genius. And she weaves together her own

	<p>personal legacy using the threads of authenticity, creativity, soulfulness, and inclusive leadership. A trusted adviser to Fortune 500 companies, her clients include Starbucks, Microsoft, Citigroup, Boeing, AT&T, the South African Embassy, and President's Office of Paraguay.</p> <p>Full details will be provided at: https://www.ohio.edu/womenscenter/womeningradschoolconference.cfm</p>			
<p>Tuesday, February 13th Noon-4:00PM* Multicultural Center, Multipurpose Room (Baker 219)</p> <p>*Participants are welcome to come and go during this time. Those who would like to use this as the intercultural knowledge component of She Leads OHIO should stay for at least one hour.</p>	<p><i>#SayHerName: Remembering Black Women and Girls Killed by Police</i></p> <p>Co-sponsored with the Multicultural Center, the LGBT Center, OMSAR, and Ebony Minds.</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. Learn the names of women of color, like Charleena Lyles, Elena "Ebbie" Mondragon, and Alteria Woods, and create an art display with the women's names so</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 Criminal Justice Criminology Journalism Journalism News and Information Media and Social Change</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 added to the display 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) 	<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>Ritchie, Andrea (2017). <i>Invisible No More: Police Violence Against Black Women and Women of Color</i>. Beacon Press: Massachusetts.</p> <p>African American Policy Forum, Inc. (2015) <i>#SayHerName Brief</i>.</p>

	<p>others can learn about them as well.</p> <p>This program will explore the intersections of police violence against women and will include descriptions of women who occupy multiple identities, including being part of the LGBTQ and immigrant communities.</p>	<p>Political Science Pre-Law Social Media certificate Sociology Women's, Gender and Sexuality Studies</p>	<p>4. Consider the success of online activism</p>	<p>African American Policy Forum, Inc. 2017. Scroll to the bottom of this link for FAQ and helpful video's resources: http://www.aapf.org/shn/</p> <p>There are a number of videos 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>Saturday, February 17th</p> <p>Convocation Center</p> <p>Reception: 11AM</p> <p>Recognition: Half-time of the 1PM game</p> <p>Nominate students online: https://tinyurl.com/CelebrateWomen2018</p>	<p>Celebrating Women Leaders on and off the court</p> <p>The Women's Center, Bobcat Athletics, and the Women's, Gender, and Sexuality Studies program invite you to join us for our 8th annual celebration of OHIO Women Leaders. Past celebrations have included over 200 women leaders across campus! This year's celebration will take place during the halftime of the 1PM Bobcat Women's Basketball game on Saturday, February 17, 2018. Nominees selected by the Celebrating Women committee</p>	<p>We encourage everyone to attend this great opportunity to support women's athletics on campus and to recognize the hard work of our female student leaders in academia and student organizations.</p> <p>Physical Education Sports Administration Sports Management</p>	<ol style="list-style-type: none"> 1. Watch amazing women's basketball (this event occurs during the half-time of OHIO's Women's Basketball game) 2. Identify and support female student leaders on campus 	<p>Suggested Activities:</p> <p>Have students write a reflection 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>

	will be invited to the court during half-time for recognition. Prior to the game, at 11AM, there will be a reception for our leaders and their guests.	Women's, Gender and Sexuality Studies		
Monday, February 19 th 5:30PM-7:00PM Baker 230 Also offered Wednesday, April 11 th , 12:00PM- 1:30PM Baker 230	<p><i>Stay out of your own way: How Gender Stereotypes Threaten Our Success</i></p> <p>This one and a half hour, interactive workshop will highlight the ways in which women have traditionally undersold their skills and provide opportunities for participants to self-reflect on their own experiences. We will discuss the social expectations put on women, which can complicate women's desire to do self-promotion. Through analyzing descriptors of women's professional accomplishments, body language, and verbal inflections, participants will be encouraged to investigate improved ways of communicating professionally.</p> <p>This program counts towards a She Leads OHIO requirement (the Women's Center's professional leadership program). For more information, please visit our website:</p>	<p>We strongly encourage participation from students who are looking for employment, internships, or are in their senior seminar. All are welcome to attend.</p> <p>Business Communications</p>	<ol style="list-style-type: none"> 1. Provide students with the skills needed to advertise themselves in the workplace 2. Understand how different presentation styles function within an interview setting 3. Instruct students how to demonstrate confidence in themselves 4. Identify common traps for women, like apologizing, etc. 5. Explore the use of "hedging" and speech inflection in communicating confidence 	<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><u>The Top 5 Mistakes Women Make in Academic Settings</u>, from The Professor is In, <u>http://theprofessorisin.com/2013/11/10/the-top-5-mistakes-women-make-in-academic-settings/</u></p> <p><u>Gender free job ads</u>: <u>http://www.futurity.org/wanted-gender-free-job-ads/</u></p> <p><u>Why It's Harder for Women to 'Brag' about Themselves at Work – And Why We Really Need To</u>: <u>https://www.huffingtonpost.com/2014/01/22/modesty-norm-women_n_4644151.html</u></p> <p>Analyze the "Not Sorry" video by Pantene: <u>https://www.youtube.com/watch?v=p73-30IE-XE</u></p>

	https://www.ohio.edu/womenscenter/sheleadsohio.cfm			Analyze the Lifetime “Ban Bossy” video: https://www.youtube.com/watch?v=6dynbzMICcw
Thursday, February 22 nd 7:00-8:30PM Walter Rotunda	<p>Featured Speaker: Stephanie Lampkin</p> <p>Program sponsored by Cutler Scholars. Co-sponsored by: the Multicultural Center, Ohio Fellows, OMSAR, Margaret Boyd Scholars, and the Women’s Center</p> <p>At the young age of 13, Stephanie Lampkin learned to code. By the time she was 15, she was fluent in computer programming. Graduating from Stanford University with an engineering degree and from MIT with an MBA, she remembers still being told her background wasn’t “technical enough” when applying for a position at a well-known tech firm in Silicon Valley. Luckily for Stephanie, she ended up landing a position at Microsoft, where she would spend five years working in a technical position. But Stephanie continued to wonder if her earlier job denial could have had something to do with the fact that she is a Black woman. With this doubt looming</p>	<p>Business</p> <p>Computer Science</p> <p>Engineering</p> <p>Diversity Studies</p> <p>Human Resource Management Track</p> <p>Sociology</p> <p>Women’s, Gender & Sexuality Studies</p>	<ol style="list-style-type: none"> 1. Become familiar with entrepreneurial innovation to improve diversity and inclusion in different disciplines 2. Identify diverse role models in computer science and business 3. Consider the role that racism and sexism plays in hiring and application reviews 	<p>O’Connor, Clare (2016). Black Woman Engineer Launches ‘Blind’ Job Match App to Take Bias Out of Tech Hiring. <i>Forbes</i>. 3 March. Available online: https://www.forbes.com/sites/clareoconnor/2016/03/03/black-woman-engineer-launches-blind-job-match-app-to-take-bias-out-of-tech-hiring/#660fe5362394</p> <p>Kang, Sonia K., Katherine A. DeCelles, Andras Tilcsik, and Sora Jun (2016). Whiteness Résumés: Race and Self-Presentation in the Labor Market. <i>Administrative Science Quarterly</i>. Vol. 61(3). PP. 469-502. Available online: http://journals.sagepub.com/doi/abs/10.1177/0001839216639577</p> <p>Recommended Activity:</p> <p>Have your students devise a plan to improve recruitment of diverse hiring pools and create strategies to train hiring committees on anti-racist practices.</p>

	<p>in the back of her mind, Lampkin decided to create a job matching tool that is aimed at removing the race and gender factor from the tech sector job hunt. The app is called Blendoor. It allows people searching for employment in the tech sector, to upload their resumes and then hides their name and photo from potential employers. Lampkin says the idea is to avoid bias by removing gender and ethnicity from the equation. During her research, Lampkin found that, according to a National Bureau of Economic Research study, a “white sounding” name can return as many job callbacks as an additional eight years of experience for someone with an “African-American sounding” name.</p>			
<p>Tuesday February 27th 11AM-1PM Baker 230</p> <p>Please register in advance at http://tinyurl.com/AAUWsalary</p>	<p><i>AAUW 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 negotiate their first salary.</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 attend.</p>	<ol style="list-style-type: none"> 1. Provide students with the skills needed to negotiate their first salary 2. Educate students on how to construct a budget and do city cost comparisons 3. Define the wage gap, and how it impacts everyone (not just women) 	<p>Recommended discussion questions:</p> <ol style="list-style-type: none"> 1. What is the gender wage gap? 2. Does the wage gap only concern women? Does it impact all women in the same way? 3. Why is salary negotiation important? 4. Why do you think there are not more discussions on salary negotiation? What can you do to try to change that? <p>Recommended Activity:</p>

<p>Also available on: March 29th, 5PM-7PM, Baker 230 AND April 18th, 11AM-1PM, Baker 230</p>			<p>4. Determine what can be done to combat the wage gap</p>	<p>1. Have students create a page justification that they can use in the negotiation of an initial salary. This should include their value statement, and research conducted on a hypothetical job posting at the business they would like to work. Have students use this to practice role playing.</p> <p>2. Have students conduct city-cost comparison research so that they can prepare a budget for moving to a new location.</p> <p>Recommended Readings: AAUW's website on career and workplace issues for women Alison Griswold, "Paid in Prestige". Institute for Women's Policy Research</p>
<p>Wednesday February 28th 5:30PM Baker Theater</p>	<p><i>Film Showing: Blood Stripe</i> Shown in partnership with the Veterans and Military Student Services Center at Ohio University. From <i>Blood Stripe's</i> press kit, available at: https://static1.squarespace.com/static/5922086915d5dbdde23aeb90/t/593ef96a440243ced8577cf4/1497299334498/Blood+Stripe+-+Electronic+Press+Kit.pdf :</p>	<p>Constituents of the Veterans and Military Student Services Center Diversity Certificate Program Global Studies – War and Peace Global Leadership Certificate Program</p>	<p>1. Identify opportunities for allyship towards veterans, including ways to support those suffering from PTSD or other mental illnesses</p> <p>2. Gain a better understanding of the causes and symptoms of PTSD</p> <p>3. Familiarize oneself with resources on campus and in the community that can help veterans, as well as</p>	<p>Recommended Discussion Questions</p> <p>1. What policies could be devised to better support female veterans returning from war?</p> <p>2. On an interpersonal level, what ways can we as individuals support those who are struggling with mental health issues?</p> <p>Recommended Assignment</p> <p>1. <i>Blood Stripe</i> uses the documentaries <i>Lioness</i> and <i>Invisible War</i> as inspiration for the film. Ask students to conduct an analysis of the effectiveness of <i>Blood Stripe</i> in comparison with either</p>

	<p>“In December 2015, the Pentagon fully lifted the ‘combat exclusion policy’, opening all combat roles to women across all branches of the military. However, in both Iraq and Afghanistan, women had for years made up a large segment of the US forces, serving in various combat designated specialties; as pilots, on patrols, driving Humvees, etc. As early as 2003 in Iraq, the Marine Corps developed the “Lioness” program, using women to “man” checkpoints in order to search female Iraqis. The program was continued and expanded in Afghanistan, where units known as Female Engagement Teams had a mission of both civilian outreach and assisting with Civil Affairs. But even those female troops not specifically serving in traditional combat roles were subject to ambushes, small arms fire, IED and mortar attacks, all of which are indiscriminate in their targeting of troops on patrol, in bases, or in convoys. The fight comes to the soldier, regardless of gender. Our mission with Blood Stripe is to bring vividly to life a new</p>	<p>Media Arts and Studies Music Therapy Psychology Sociology War and Peace Studies Certificate Program Political Communication Certificate Program Law, Justice, and Culture Certificate Women’s, Gender and Sexuality Studies Members of ROTC Film Major</p>	<p>others struggling with mental health</p> <ol style="list-style-type: none"> 4. Discuss the individual cost of war for veterans 5. Analyze the use of filmography to communicate to those unfamiliar with veterans’ issues the complex emotional responses to war and recovery 	<p>documentary or in communicating the issues female veterans are faced with.</p> <ol style="list-style-type: none"> 2. Conduct research on a policy proposal, or create a policy memo, that addresses female veteran issues. Assess the effectiveness of the proposed policy. <p>Recommended Readings</p> <p>Utilize Protect Our Defender’s website to explore readings pertinent to your class. There are a number of news articles that address policy issues, including revenge porn: http://www.protectourdefenders.com/news/</p> <p>If utilizing the assignment of writing a policy memo or analyzing one, you can also utilize the Protect Our Defender’s website for their approach on policy proposals to end sexual violence in the military: http://www.protectourdefenders.com/policy-statement/</p> <p>Casura, Lily (2017). Into the Gap: Women Veterans Describe Homelessness. <i>Huffington Post</i>. February 2. Available online: https://www.huffingtonpost.com/entry/into-the-gap-women-veterans-describe-homelessness_us_5898228ce4b02bbb1816bc76</p> <p>Chappell, Bill (2015). Pentagon Says Women Can Now Serve in Front-Line Ground Combat Positions. <i>NPR</i>. December 3. Available online: https://www.npr.org/sections/thetwo-</p>
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	<p>American character type: the female combat veteran.”</p> <p>A panel discussion will follow this film showing.</p>			<p>way/2015/12/03/458319524/pentagon-will-allow-women-in-frontline-ground-combat-positions</p> <p>Magagnini, Stephen (2017). Women Veterans Working to Get Overdue Resources, Benefits. <i>The Sacramento Bee</i>. March 26. Available online: http://www.sacbee.com/news/local/article140928713.html</p>
<p>Thursday, March 1st 9:00AM Grover Center E194</p> <p>Student participation is \$10; participation fee for non-students is \$25.</p> <p>Non-WellWorks members are welcome to attend with the participation fee.</p>	<p><i>Workout Like You’re Training for Mount Everest with Sara Safari and WellWorks</i></p> <p>Join the Women’s Center and WellWorks in this fundraiser for Empowering Nepali Girls led by mountain climber, and women’s history month keynote, Sara Safari. Sara will lead the participants in a workout session for fifty minutes.</p> <p>She climbed Mount Everest in 2015 and is currently training again to summit Everest in 2018. She has summited Aconcagua in Argentina in 2013, and both Elbrus in Russian and Kilimanjaro in Tanzania in 2017. You can view her schedule for all seven summits via her website: http://www.sarasafari.com/?p=280</p>		<p>This is a fundraiser for Empowering Nepali Girls. All funds from this workshop will go to Empowering Nepali Girls.</p>	

<p>Thursday March 1st 6:30PM Nelson Commons</p>	<p><i>Women’s History Month</i> <i>Keynote: Sara Safari</i></p> <p>Co-sponsored with the Women’s Center; Voinovich School of Leadership and Public Affairs; Electrical Engineering; International Student Union, Center for Campus and Community Engagement; College of Business; Multicultural Faculty In-Residence; Recreation and Sport Pedagogy; Middle East and North Africa Studies Certificate; Multicultural Center; BSCPB; Survivor Advocacy Program; Global Health; and the History Department.</p> <p>Sara Safari is an author, speaker, mountain climber, college professor and advocate for women's empowerment. She was born in Iran. She moved to the United States in 2002 and continued her education in electrical engineering at UCLA. She graduated summa cum lauda in 2009.</p> <p>After working in large companies such as Broadcom and Raytheon, she realized her passion lay in teaching. When she started teaching at California</p>	<p>Voinovich School of Leadership and Public Affairs Engineering College of Business Sports Management Recreation and Sport Pedagogy Middle East and North Africa Studies History Department Global Leadership War and Peace Studies Diversity Studies Women’s, Gender, and Sexuality Studies Social Work Physical Education Outdoor Recreation and Education</p>	<ol style="list-style-type: none"> 1. Through listening to Sara’s personal story, explore innovative strategies to develop and strengthen participants’ leadership skills 2. Consider ways in which personal passions and goals can also support nonprofit fundraising 3. Increased knowledge on sex trafficking in Nepal and prevention techniques through resiliency programs 	<p>Recommended Readings:</p> <p>Safari, Sara (2016). <i>Follow My Footsteps</i>. Available on Amazon.com, and will be available for purchase at her keynote address.</p> <p>American Bar Association (2011). Human Trafficking Assessment Tool Report for Nepal. July. Available online: https://www.americanbar.org/content/dam/aba/directories/roli/nepal/nepal_human_trafficking_assessment_report_2011.authcheckdam.pdf</p> <p>Brooks, Katherine (2016). This Woman Climbed the Highest Mountains on Every Continent for a Powerful Reason. September 20. Available online: https://www.huffingtonpost.com/entry/wasfia-nazreen-climbed-the-worlds-highest-mountains-to-prove-how-powerful-women-can-be_us_57d9bc31e4b08cb1409392b4</p> <p>Chambers, Delaney (2016). First Woman to Climb Everest Dies, Her Revolution Continues. <i>National Geographic</i>. 22 October. Available online: https://www.nationalgeographic.com/adventure/features/everest/first-woman-to-climb-everest-junko-tabei-dies/</p> <p>Unicef.com (2015). Nepal Earthquakes: UNICEF speeds up response to prevent child trafficking. June 19. Available online: https://www.unicef.org/media/media_82328.html</p> <p>Recommended Discussions:</p>
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	<p>State University Fullerton, she met the founder of the Empower Nepali Girls foundation. She decided to climb and summit Mt. Everest (29,000 ft) to bring funds and awareness for the girls who become victims of human trafficking or are forced into early marriage. In 2015, during the devastating 7.8 earthquake that hit Nepal, she survived the avalanches on Mt. Everest and came back down to help the victims and families of the 10,000 of whom lost their lives and 100,000 kids who lost their homes.</p> <p>She received the award for The Global Citizen from United Nations Association in 2015. She is a board member and director of development in Empower Nepali Girls. She dedicated her book “Follow My Footsteps” to ENG. She is working on her Ph.D. In leadership and change.</p> <p>Learn more about Sara Safari's work here: www.sarasafari.com/.</p>			<ol style="list-style-type: none"> 1. How do issues of sustainability and programs to combat sex trafficking intersect? How did the earthquakes in Nepal complicate programs that aim to prevent sex trafficking? <p>Recommended Activity:</p> <p>Review Empowering Nepali Girls’ website. How do they approach women’s empowerment to end child marriage, sex trafficking, and abandonment? Write a proposal of other prevention efforts that could be done.</p>
<p>Tuesday March 6th</p>	<p><i>Start By Believing</i></p> <p>This save the date is to announce that in some form, the Women’s</p>			

TBD	Center, in collaboration with the Survivor Advocacy Program and Ohio University Police Department, will work on involving others in the survivor-centered messaging of Start By Believing. More information is forthcoming.			
Wednesday March 7 th Noon-1PM Alden 319	<p><i>“She Was Caring and Helpful”: Avoid Gendered Language in Writing Letters of Recommendation</i></p> <p>In collaboration with the Career and Leadership Development Center</p> <p>Join us, with past and current examples of letters of recommendation that you’ve written, for a session on writing letters of recommendation that uses positive and strengths based language.</p>	We encourage faculty, staff, and graduate students to attend from all disciplines	<ol style="list-style-type: none"> 1. Recognize the most frequent ways in which letters of recommendation are gendered 2. Develop a toolkit of adjectives that you can refer to when writing letters of recommendation 3. Consider the types of accomplishments that should be included within a letter of recommendation 	<p>Madera, Juan M., Hebl, R. Michelle, and Martin, Randi (2009). Gender and Letters of Recommendation for Academia: Agentic and Communal Differences. <i>Journal of Applied Psychology</i>. Vol. 94(6). PP. 1591-1599. Available online: http://www.academic.umn.edu/wfc/rec%20letter%20study%202009.pdf</p> <p>University of Arizona’s flyer on avoiding gender bias in reference writing: http://csw.arizona.edu/sites/default/files/avoiding_gender_bias_in_letter_of_reference_writing.pdf</p>
Thursday March 8 th 7:30PM Glidden Hall Concert Hall	<p><i>Tres Vidas, a chamber music theater work including an actress, cello, piano, & percussion</i></p> <p><i>An International Women's Day Celebration of the lives of three women: Frida Kahlo,</i></p>	<p>Diversity Studies Program</p> <p>Global Leadership</p> <p>Law, Justice and Culture</p> <p>War and Peace Studies</p>	<ol style="list-style-type: none"> 1. Educate students about Latina women in history 2. Learn of the El Mozote Massacre in El Salvador, and the work that Rufina Amaya did to raise awareness of it 	<p>Martin, Douglas (2007). Rufina Amaya, 64, Dies: Salvador Survivor. <i>The New York Times</i>. March 9. Available online: http://www.nytimes.com/2007/03/09/world/americas/09amaya.html</p> <p>Binford, Leigh (2016). The El Mozote Massacre: Human Rights and Global</p>

	<p><i>Rufina Amaya, and Alfonsina Storni</i></p> <p>In partnership with the Office of Global Affairs and International Studies. Co-Sponsored by: School of Music, Patton College of Education, College of Engineering, College of Health Sciences and Professions, College of Arts & Sciences, University College, Office of the Vice President for Research, Scripps College of Communication, International Student Union, the LGBT Center, and more! We greatly appreciate the support of our Deans, Vice Presidents, and Vice Provosts across campus for their contributions to this program.</p>	<p>Women’s, Gender, and Sexuality Studies</p> <p>Theater</p> <p>History</p> <p>Global Studies – Latin America</p> <p>Linguistics</p> <p>Studio Art</p>	<ol style="list-style-type: none"> 3. Consider the role of Frida Kahlo’s relationship to Diego Rivera in her own work 4. Learn of Frida Kahlo’s physical pain and how that was integrated into her art 5. Identify the poetry of Alfonsina Storni 6. Examine the use of theater as a method for education 	<p>Implications Revised and Expanded Edition. Tucson, AZ: The University of Arizona Press.</p> <p>von Munk Benton, Gabriele (1950). Recurring Themes in Alfonsina Storni’s Poetry. <i>Hispania</i>. Vol 33(2). PP. 151-153. Available online: https://www.jstor.org/stable/pdf/333909.pdf</p> <p>Latimer, Joanna (2008). "Unsettling bodies: Frida Kahlo's portraits and in/dividuality." <i>The Sociological Review</i>. Vol 56(2). PP.. 46-62. OhioLINK Electronic Journal Center, doi:10.1111/J.1467-954X.2009.00815.X</p>
<p>Wednesday March 21st 6:30PM Walter Rotunda</p> <p>NOMINATIONS ARE NOW BEING ACCEPTED for faculty and staff</p>	<p><i>Women’s Appreciation Dinner</i></p> <p>Please join Sigma Lambda Gamma National Sorority, Inc., Rho Lambda and the Women’s Center in honoring and celebrating the achievements of women at Ohio University. This Appreciation Dinner is an opportunity for us to highlight the successes of women in a variety of roles, and to lift up those doing work in areas that</p>			<p>We included this program in the co-curricular guide because we want to advertise to you, our faculty and staff! Please consider nominating yourself for an award.</p> <p>NOMINATIONS ARE NOW BEING ACCEPTED for faculty and staff honors: https://orgsync.com/130803/forms/294036</p>

<p>honors: https://orgsync.com/130803/forms/294036</p>	<p>may go unrecognized as "women's work" or more feminized labor. These awards are meant to honor women on campus, broadly defined.</p>			
<p>Saturday March 24th 11-1PM 1804 Lounge (5th Floor Baker)</p>	<p><i>Using Personal Stories of Sexual Violence to Fight for Policy Change</i></p> <p>Join Andrea Neutzling, survivor of Military Sexual Trauma, the Veterans Center, the Women’s Center, Survivor Advocacy Program, and the Campus Involvement Center, for a two hour lecture and workshop on using one’s experience of sexual assault and trauma to lobby for improved policies that address and prevent sexual assault. Andrea will share her experience within the military, what happened after she reported, and how she uses her experience to advocate for change. The second hour of the workshop will be working to identify policy proposals that improve the experiences of survivors, as well as practical steps for how participants can use their experiences to lobby for change,</p>	<p>We encourage participation from survivors of sexual assault and military sexual trauma.</p>		

	<p>including in-person citizen lobbying and letter writing.</p> <p>This program has received an exemption from mandated reporting in order to allow for full-campus participation by all members of the campus community. Disclosures of incidents of sexual misconduct at this event will not be considered notice to Ohio University.</p>			
<p>Tuesday March 27th 6:30PM Seigfred 519</p>	<p><i>Difret: Film Showing and Discussion</i></p> <p>Sponsored by Alden Library and offered in collaboration with Salaam: Student Union of Ethiopian and Eritrean Heritage</p> <p>From executive producer Angelina Jolie Pitt comes the award-winning drama DIFRET, based on the inspirational true story of a young Ethiopian girl and a tenacious lawyer embroiled in a life-or-death clash between cultural traditions and their country's advancement of equal rights. When 14-year-old Hirut is abducted in her rural village's tradition of kidnapping women for marriage, she fights back,</p>	<p>African Studies Diversity Studies Women's, Gender, and Sexuality Studies Global Leadership Law, Justice, Culture Sociology Film Studies History Linguistics</p>	<ol style="list-style-type: none"> 1. Identify the ways in which cultural tradition, movements for social justice, and law intersect and/or collide 2. Recognize the harm of child brides and bride kidnapping 3. Explore the framing of bride kidnapping as a tradition 4. Analyze how cultural traditions can be imported into a legal framework 5. Consider the benefits of education for women's equality 	<p>Luz, Martin (nd). Difret: An Intimate Film of Profound Political Consequence. <i>Huffington Post</i>. Available online: https://www.huffingtonpost.com/martin-luz/difret-an-intimate-film-o_b_6311282.html</p> <p>Metcalf, Charlotte (2015). The Rape Victim Who Fought Back and Shamed a Nation. January 9. <i>Newsweek</i>. Available online: http://www.newsweek.com/2015/01/16/rape-victim-who-fought-back-and-shamed-nation-297757.html</p> <p>Olsen, Frances (2009). Critical Evaluation of Human Rights Strategies: A Case Study of CEDAW and Women's NGOs in Ethiopia. <i>Proceedings of the 16th International Conference of Ethiopian Studies</i>. Available online: http://portal.svt.ntnu.no/sites/ices16/proceedings/volume%203/frances%20olsen%20-</p>

	<p>accidentally killing her captor and intended husband. Local law demands a death sentence for Hirut, but Meaza, a tough and passionate lawyer from a women’s legal aide practice, steps in to fight for her. With both Hirut’s life and the future of the practice at stake the two women must make their case for self-defense against one of Ethiopia’s oldest and most deeply-rooted traditions. DIFRET paints a portrait of a country in a time of great transformation and the brave individuals ready to help shape it.</p>			<p>%20critical%20evaluation%20of%20human%20rights%20strategies.pdf</p> <p>Tsui, Anjali (2017). Married Young: The Fight Over Child Marriage in America. September 14. <i>PBS</i>. https://www.pbs.org/wgbh/frontline/article/married-young-the-fight-over-child-marriage-in-america/</p> <p>Tahirih Justice Center. 2017. Falling Through the Cracks: How Laws Allow Child Marriage to Happen in Today’s America. http://www.tahirih.org/pubs/falling-through-the-cracks-how-laws-allow-child-marriage-to-happen-in-todays-america/</p> <p>Suggested Discussion Questions</p> <ol style="list-style-type: none"> 1. What are the problems of a film that utilizes a true story, without crediting the inspiration of it? Why do you think the filmmakers chose not to credit Bekele? (see recommended readings) 2. What cultural traditions, laws, and social justice movements are at conflict in the United States?
<p>Wednesday April 4th Beginning at 4:00PM in Baker Center rooms 237, 239, 230, and 233,</p>	<p><i>Take Back the Night Conference</i></p> <p>Take Back the Night is an annual event to “take back the night” from sexual and domestic</p>		<p>More information forthcoming</p>	<p>More information forthcoming</p>

<p>co-occurring educational workshops will be offered until 6:45PM</p>	<p>violence. We encourage participation in this series of co-occurring workshops as a more formal educational complement to the march on the following day.</p>			
<p>Wednesday April 4th 7:30PM Walter Rotunda</p>	<p><i>Take Back the Night: Tim Mousseau, Keynote entitled “Retaking Our Story: Reframing the Sexual Assault Conversation”</i></p> <p>Presented with funding from Student Senate and the Women’s Center</p> <p>It only took one letter to redefine Tim’s life forever. With a photograph and a few accompanying words, Tim was faced with the evidence of an experience he had no memory of – he discovered he was a victim of sexual assault. Not only did he have to come to grips with this new reality, but he also had to face the nightmare of being stalked and blackmailed. The next two years of his life were a struggle of mixed emotions and coping mechanisms, but over time he came to realize something—this was his story to</p>	<p>We encourage all first year students, in particular, to attend.</p>	<p>According to Tim Mousseau’s website (http://www.campuspeak.com/speaker/mousseau/)</p> <p>As a result of attending this program, students will learn:</p> <ol style="list-style-type: none"> 1. how to recognize the emotional, physical, and psychological impacts of sexual assault, 2. how to associate the facts behind sexual assault on college campuses with stories that give a face to these figures, 3. how to understand the difference between cultures of shame and cultures of acceptance when creating safe environments for conversations about sexual assault, 4. how to empower a supportive campus culture focused on 	<ol style="list-style-type: none"> 1. How do personal stories of sexual violence help build empathy in audiences? 2. What tools of communication does Tim Mousseau use to encourage reconsiderations of how we frame the conversation of sexual assault? <p>Recommended Assignment</p> <p>Have students do an analysis of the ways in which the media has framed sexual assault conversations. Utilize any of the suggested readings listed below to help contextualize current media coverage analysis with the ways in which it has been historically discussed.</p> <p>Franiuk, Renae, Jennifer L. Seefeldt, Sandy L. Cepress, and Joseph A. Vandello. “Prevalence and Effect of Rape Myths in Journalism: The Kobe Bryant Case.” <i>Violence Against Women</i>. X.X (2008): 1-23.</p> <p>Mukhopadhyay, Samhita. "Trial by Media: Black Female Lasciviousness and the Question of Consent." <i>Yes Means Yes! Visions of Female Sexual Power & A World Without Rape</i>.</p>

	<p>tell, and by telling it, he could take ownership of it.</p> <p>After years of silence, Tim wrote about his experience, and thousands read about his secret. He wasn't prepared for the response – he heard back from hundreds. By opening up the conversation on this sensitive topic, he discovered he had the power to redefine his outlook and made it his mission to empower others to do the same.</p> <p>In this keynote, Tim leads a deep and vulnerable conversation on the delicate topic of sexual assault drawing from his experiences and countless interactions with others in support groups. Why is an underlying culture of shame implicit, and how can it be stopped? Students will leave feeling prepared to create a culture of compassion while realistically facing an issue prevalent on campuses across the country.</p>		<p>reducing sexual assault, promoting healthy prevention, and efficient use of resources, and</p> <p>5. the definition and different terms and actions involved with sexual assault, how these can impact an individual, and how to be prepared to address these issues within their community.</p>	<p>Edited by Jaclyn Friedman and Jessica Valenti. Berkeley: Seal Press. 2008. 151-161.</p> <p>Rentschler, Carrie A. "Rape Culture and the Feminist Politics of Social Media." <i>Girlhood Studies</i>. 7.1 (2014): 65-82.</p>
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<p>Thursday April 5th Baker Ballroom 6:30PM: resource tables and viewing of art displays (including submissions to The Monument Quilt) 7:00PM: survivor speakers and allies 8:00PM: March (schedule is subject to change)</p>	<p><i>Take Back the Night March</i></p> <p>Take Back the Night is an annual event to “take back the night” from sexual and domestic violence. Take Back the Night began in 1976 as “Reclaim the Night” in Belgium, as a march to end violence against women. Now often referred to as Take Back the Night, it continues to be a march, often associated with universities or in university towns, to reclaim the night from sexual violence. It’s been held in Athens, OH since 1979.</p> <p>Everyone, regardless of gender, is welcomed to participate in Take Back the Night</p> <p>This program has received an exemption from mandated reporting in order to allow for full-campus participation by all members of the campus community. Disclosures of incidents of sexual misconduct at this specified event will not be considered notice to Ohio University.</p>	<p>We encourage all first year students, in particular, to attend.</p>	<ol style="list-style-type: none"> 1. Examine how activist organizing challenges rape culture 2. Identify examples of rape culture 3. Build empathy for survivors of sexual violence 4. Empower students to support everyone’s safety on campus and in the community 5. Identify gender inequality issues that result in gendered violence 6. Connect students to resources on campus and in the community that support gender equality and healthy relationships 	<ol style="list-style-type: none"> 1) What can we, as individuals, do to end gender violence? 2) What is gendered violence? 3) What legal policies could be improved to provide better protection against gendered violence? 4) Whose voice is represented in conversations about “me too” 5) How can we have more intersectional conversations about sexual violence? 6) How have conversations about sexual violence changed since the “me too” movement has received more media attention? <p>The American Association of University Women’s Ending Campus Sexual Assault Tool Kit. https://www.aauw.org/resource/campus-sexual-assault-tool-kit/</p> <p>Gordon, Maggie (2017). ‘Me Too’ the ‘end of the beginning’ of a movement: many now wrestling with how to turn a hashtag into real-life change. <i>Houston Chronicle</i>. October 18. http://www.houstonchronicle.com/life/article/Me-Too-the-end-of-the-beginning-of-a-movement-12289190.php</p> <p>Ohlheiser, Abby (2017). The woman behind ‘Me Too’ knew the power of the phrase when she created it – 10 years ago. <i>The Washington Press</i>. October 19. Available online: https://www.washingtonpost.com/news/the-intersect/wp/2017/10/19/the-woman-behind-me-too-knew-the-power-of-the-phrase-when-she-created-it-10-years-ago/?utm_term=.92624f6a187e</p>
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Cohort-Based Programming

The following programming either requires that participants apply and/or has the expectation that participants commit to attending every session. The programming included in the co-curricular guide above can be experienced as “stand-alone” programming.

The first Friday of each month, from 3-5PM, the Women’s Center and Multicultural Center will host “Soulful Sisters”, a women of color leadership and professional development group. Spring 2018 meetings will be held in the Multicultural Center’s Multipurpose Room. We encourage students to attend every session in order to have a cohort experience, but they are welcome to join at any time. If you know a student that would benefit from this, please encourage them to attend. This program is not intended for observation, but active participation.

The Young Women Leaders Program assigns mentors to seventh and eighth grade girls at Athens Middle School. Participants interested in any facet of the program are required to take PCOE 2301C in the Fall semester.

The Women’s Mentoring Program paired 71 mentees with mentors for the 2017-2018 academic year. If you know a student that could benefit from this program, please encourage them to apply by 5PM on March 2, 2018 (applications are currently available through orgsync under the Women’s Center). If you are interested in serving as a mentor, please apply: <https://orgsync.com/130803/forms/233924>

Women Leading OHIO is a professional and leadership development program for early career faculty and staff. For more information, please visit: <https://www.ohio.edu/womenscenter/programs/women-leading-OHIO.cfm>