## Co-Curricular Programming for Women’s Center Events

### Spring 2018 Calendar

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<th>Date/Time/Place</th>
<th>Event Description</th>
<th>Course/Career Connections</th>
<th>Projected Outcomes</th>
<th>Potential Discussion Questions/Activities, Suggested Readings</th>
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| Tuesday January 30 4:00-5:00PM Baker 403 | **International Women’s Coffee Hour**
There are over 100 countries represented by OHIO students, faculty, and staff. This coffee hour is an opportunity for international women, and their allies, to meet others, discuss current events, play games, practice English or other languages, and listen to music from all over the world. This program is supported by the Women’s Center and International Student and Faculty Services. | Students, faculty, staff, and community members from all fields and backgrounds are welcome to attend. | 1. Network with others invested in providing a welcoming environment for international women on campus and in our community
2. Practice English in a supportive environment | *This is a social, relaxing event, and is not intended to be a program offered for faculty seeking opportunities for their students to develop intercultural competence in a structured way.*

*Also offered on Tuesdays, **February 27, March 27, and April 24** from 4:00-
### Entangled: What my religion says about women

**A Religion and Gender Roundtable Discussion**

Presented in collaboration with the Comparative Religion Club.

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.

This session will address the ways in which religion can be both empowering and disempowering for women.

**Recommended Readings:**


### World Hijab Day

**World Hijab Day**

9AM-Noon, Baker Center 1st floor tables: Participate in World Hijab Day by visiting the World Hijab Day tables and learning

**Recommended Readings:**

how to wear hijab. The first 150 individuals will be loaned a hijab for the day.

**Noon-1PM, Multipurpose Room in the Multicultural Center (Room 219):** Attend a panel discussion regarding hijab and World Hijab Day.

Co-sponsored by: International Student Union, Muslim Student Association, Office of Global Affairs and International Studies, Center for International Studies

- Islamic Studies Certificate Program
- Women’s, Gender, and Sexuality Studies
- Global Studies Sociology
- they may face discrimination

2. Identify ways in which one can be an ally of hijabi to stand against discrimination

3. Consider the different experiences of hijabi, and the different reasons given for choosing to wear hijab

4. Identify locations in the world in which “choice” to wear, or not wear, hijab is not honored


**Recommended Activity:**

1. Rather than mandating participation, the Women’s Center recommends
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.

**Women in Graduate School Day Conference**

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.

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

| We encourage all graduate students, and those interested in graduate school, to attend. |
| 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 |

**Recommended Assignment:**

Have students write a reflection paper on what they learned and how they will incorporate it into their graduate school experience or applications.

Saturday, February 10th
10AM-6PM
Baker Center

Please register to get updates and to ensure your place at the conference:
www.tinyurl.com/WomenGrad2018
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
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.

Full details will be provided at: https://www.ohio.edu/womenscenter/womeningradschoolconference.cfm

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**Tuesday,**
**February 13th**
**Noon-4:00PM***
Multicultural Center, Multipurpose Room (Baker 219)

*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.

**#SayHerName: Remembering Black Women and Girls Killed by Police**

Co-sponsored with the Multicultural Center, the LGBT Center, OMSAR, and Ebony Minds.

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

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**We encourage all student group attendance, particularly those who focus on eradicating racism and sexism or using art to spark social change**

African American Studies
Criminal Justice
Criminology
Journalism
Journalism News and Information
Media and Social Change

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)

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**Potential Discussion Questions:**

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?

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**Suggested Readings:**


others can learn about them as well.

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.

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<tr>
<th>Political Science Pre-Law</th>
<th>Sociology</th>
<th>Women’s, Gender and Sexuality Studies</th>
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4. Consider the success of online activism

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/

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).

International Transgender Day of Remembrance.

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<tr>
<th>Saturday, February 17th Convocation Center Reception: 11AM Recognition: Half-time of the 1PM game</th>
<th>Celebrating Women Leaders on and off the court</th>
<th>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.</th>
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<tbody>
<tr>
<td>Nominate students online: <a href="https://tinyurl.com/CelebrateWomen2018">https://tinyurl.com/CelebrateWomen2018</a></td>
<td>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</td>
<td>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.</td>
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1. Watch amazing women’s basketball (this event occurs during the halftime of OHIO’s Women’s Basketball game)

2. Identify and support female student leaders on campus

Suggested Activities:

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.
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.

<table>
<thead>
<tr>
<th>Monday, February 19th</th>
<th>Stay out of your own way: How Gender Stereotypes Threaten Our Success</th>
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<tr>
<td>5:30PM-7:00PM</td>
<td>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.</td>
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<tr>
<td>Baker 230</td>
<td>This program counts towards a She Leads OHIO requirement (the Women’s Center’s professional leadership program). For more information, please visit our website:</td>
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| We strongly encourage participation from students who are looking for employment, internships, or are in their senior seminar. All are welcome to attend. Business Communications |
| 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 |

| 1. What are different gendered communication styles? |
| 2. How can you demonstrate confidence during an interview? |
| 3. What are your skills? |


**Why It’s Harder for Women to ‘Brag’ about Themselves at Work – And Why We Really Need To:** [https://www.huffingtonpost.com/2014/01/22/modesty-norm-women_n_4644151.html](https://www.huffingtonpost.com/2014/01/22/modesty-norm-women_n_4644151.html)

Analyze the “Not Sorry” video by Pantene: [https://www.youtube.com/watch?v=p73-30F-XF](https://www.youtube.com/watch?v=p73-30F-XF)
<table>
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<tr>
<th>Thursday, February 22nd</th>
<th>7:00-8:30PM</th>
<th>Walter Rotunda</th>
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### Featured Speaker: Stephanie Lampkin

Program sponsored by Cutler Scholars. Co-sponsored by: the Multicultural Center, Ohio Fellows, OMSAR, Margaret Boyd Scholars, and the Women’s Center

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 with the fact that she is a Black woman. With this doubt looming

#### Business
- Computer Science
- Engineering
- Diversity Studies
- Human Resource Management Track
- Sociology
- Women’s, Gender & Sexuality Studies

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


#### Recommended Activity:

Have your students devise a plan to improve recruitment of diverse hiring pools and create strategies to train hiring committees on anti-racist practices.
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.

<table>
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<tr>
<th>Tuesday February 27th 11AM-1PM Baker 230</th>
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<tr>
<td><strong>AAUW Start Smart Salary Negotiation Workshop</strong></td>
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<tr>
<td>Co-sponsored with the Graduate College and CLDC</td>
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<tr>
<td>This two-hour AAUW workshop provides students with the skills needed to negotiate their first salary.</td>
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We strongly encourage that all graduating seniors attend in order to be prepared for the salary negotiation process; however, all are welcome to attend.

1. Provide students with the skills needed to negotiate their first salary
2. Educate students on how to construct a budget and do city cost comparisons
3. Define the wage gap, and how it impacts everyone (not just women)

**Recommended discussion questions:**
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?

**Recommended Activity:**
Also available on:
March 29th, 5PM-7PM, Baker 230
AND
April 18th, 11AM-1PM, Baker 230

4. Determine what can be done to combat the wage gap

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.

2. Have students conduct city-cost comparison research so that they can prepare a budget for moving to a new location.

Recommended Readings:
AAUW’s website on career and workplace issues for women
Alison Griswold, “Paid in Prestige”.
Institute for Women’s Policy Research

Recommended Discussion Questions
1. What policies could be devised to better support female veterans returning from war?
2. On an interpersonal level, what ways can we as individuals support those who are struggling with mental health issues?

Recommended Assignment
1. Blood Stripe uses the documentaries Lioness and Invisible War as inspiration for the film. Ask students to conduct an analysis of the effectiveness of Blood Stripe in comparison with either

Wednesday
February 28th
5:30PM
Baker Theater

Film Showing: Blood Stripe
Shown in partnership with the Veterans and Military Student Services Center at Ohio University.

Constituents of the Veterans and Military Student Services Center
Diversity Certificate Program
Global Studies – War and Peace
Global Leadership Certificate Program

1. Identify opportunities for allyship towards veterans, including ways to support those suffering from PTSD or other mental illnesses
2. Gain a better understanding of the causes and symptoms of PTSD
3. Familiarize oneself with resources on campus and in the community that can help veterans, as well as
“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

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

others struggling with mental health
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
documentary or in communicating the issues female veterans are faced with.
2. Conduct research on a policy proposal, or create a policy memo, that addresses female veteran issues. Assess the effectiveness of the proposed policy.

Recommended Readings

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/

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/


American character type: the female combat veteran.”

A panel discussion will follow this film showing.

**Workout Like You’re Training for Mount Everest with Sara Safari and WellWorks**

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.

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](http://www.sarasafari.com/?p=280)

This is a fundraiser for Empowering Nepali Girls. All funds from this workshop will go to Empowering Nepali Girls.

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Women's History Month Keynote: Sara Safari

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; BSCP; Survivor Advocacy Program; Global Health; and the History Department.

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 laude in 2009.

After working in large companies such as Broadcom and Raytheon, she realized her passion lay in teaching. When she started teaching at California

Voinivich 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

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

Recommended Readings:
Safari, Sara (2016). Follow My Footsteps. Available on Amazon.com, and will be available for purchase at her keynote address.

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/wasfi-nazreen-climbed-the-worlds-highest-mountains-to-prove-how-powerful-women-can-be_us_57d9bc31e4b08cb1409392b4

Recommended Discussions:
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.

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.

Learn more about Sara Safari's work here: www.sarasafari.com/.

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?

**Recommended Activity:**
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.

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**Start By Believing**

This save the date is to announce that in some form, the Women's
<table>
<thead>
<tr>
<th><strong>TBD</strong></th>
<th>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.</th>
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</thead>
</table>
| **Wednesday**  
March 7th  
Noon-1PM  
Alden 319 | **“She Was Caring and Helpful”: Avoid Gendered Language in Writing Letters of Recommendation**  
In collaboration with the Career and Leadership Development Center  
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. |
| **She Was Caring and Helpful**: Avoid Gendered Language in Writing Letters of Recommendation | 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. |
| **Thursday**  
March 8th  
7:30PM  
Glidden Hall  
Concert Hall | **Tres Vidas, a chamber music theater work including an actress, cello, piano, & percussion**  
**An International Women's Day Celebration of the lives of three women: Frida Kahlo,** Diversity Studies Program  
Global Leadership Law, Justice and Culture  
War and Peace Studies  
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 |
**Women’s Appreciation Dinner**

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

**NOMINATIONS ARE NOW BEING ACCEPTED for faculty and staff**

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.

**NOMINATIONS ARE NOW BEING ACCEPTED for faculty and staff honors:**
https://orgsync.com/130803/forms/294036
| honors: | may go unrecognized as "women's work" or more feminized labor. These awards are meant to honor women on campus, broadly defined. |

| **Saturday**<br>March 24<sup>th</sup><br>11-1PM<br>1804 Lounge (5<sup>th</sup> Floor Baker) | **Using Personal Stories of Sexual Violence to Fight for Policy Change**<br>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. |

| | We encourage participation from survivors of sexual assault and military sexual trauma. |
including in-person citizen lobbying and letter writing.

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.

**Tuesday March 27th**
6:30PM
Seigfred 519

**Difret: Film Showing and Discussion**

Sponsored by Alden Library and offered in collaboration with Salaam: Student Union of Ethiopian and Eritrean Heritage

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,

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<th>Diversity Studies</th>
<th>Women’s, Gender, and Sexuality Studies</th>
<th>Global Leadership</th>
<th>Law, Justice, Culture</th>
<th>Sociology</th>
<th>Film Studies</th>
<th>History</th>
<th>Linguistics</th>
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| 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 |


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.

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<tr>
<th>Suggested Discussion Questions</th>
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<tr>
<td>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)</td>
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<tr>
<td>2. What cultural traditions, laws, and social justice movements are at conflict in the United States?</td>
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**Take Back the Night Conference**

Take Back the Night is an annual event to “take back the night” from sexual and domestic violence.

Wednesday April 4th
Beginning at 4:00PM in Baker Center rooms 237, 239, 230, and 233, More information forthcoming

More information forthcoming

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co-occurring educational workshops will be offered until 6:45PM.

We encourage participation in this series of co-occurring workshops as a more formal educational complement to the march on the following day.

<table>
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<tr>
<th>Wednesday</th>
<th>April 4th</th>
<th>7:30PM</th>
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<tr>
<td>Walter Rotunda</td>
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**Take Back the Night: Tim Mousseau, Keynote entitled “Retaking Our Story: Reframing the Sexual Assault Conversation”**

Presented with funding from Student Senate and the Women’s Center

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 be told.

We encourage all first year students, in particular, to attend.

According to Tim Mousseau’s website (http://www.campuspeak.com/speaker/mousseau/)

As a result of attending this program, students will learn:

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 creating safe environments.

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?

**Recommended Assignment**

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.


tell, and by telling it, he could take ownership of it.

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.

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.

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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)

**Take Back the Night March**
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.

Everyone, regardless of gender, is welcomed to participate in Take Back the Night.

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.

We encourage all first year students, in particular, to attend.

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

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?

The American Association of University Women’s Ending Campus Sexual Assault Tool Kit.


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