

Co-Curricular Programming for Women's Center Events

Spring 2020 Calendar

Date/Time/Place	Event Description	Course/Career Connections	Projected Outcomes	Potential Discussion Questions/Activities, Suggested Readings
<p>January 21 7:00PM Athena Cinema 20 South Court Street</p>	<p>FREE Film Showing and Discussion: <i>Selma</i></p> <p>Brought to you by the Athena Cinema and sponsored by Ohio University Libraries, School of Film, Multicultural Center, Black Student Cultural Programming Board, English Department, History Department, Women's Center, and Arts for Ohio.</p> <p>SELMA is the story of a movement. The film chronicles the tumultuous three-month period in 1965, when Dr. Martin Luther King, Jr. led a dangerous campaign to secure equal voting rights in the face of violent opposition. The epic march from Selma to Montgomery culminated in President Johnson (Tom Wilkinson) signing the Voting Rights Act of 1965, one of the most significant victories for the civil rights movement.</p> <p>Free admission, as part of Athena Cinema's Women Pioneers Series.</p>	<p>African American Studies Diversity Studies Film History Law, Justice & Culture Media Arts and Studies Political Science Pre-Law Social Work Sociology Wealth and Poverty Women's, Gender, and Sexuality Studies</p>	<p>This special Women Pioneers Series is a celebration of the centennial of Women's Suffrage. As such, attendees can expect to create connections between various social movements, forms of protest, power and privilege, and intersections of oppression.</p> <p>Projected outcomes below are directly from the Tolerance.org viewer guide for <i>Selma</i></p> <p>1) Students will be able to describe the legal and extra-legal obstacles black citizens faced in attempting to vote.</p> <p>2) Students will be able to explain the significance of the right to vote.</p>	<p>Resources for Discussion Guides:</p> <p>A free film guide is provided by Into Film and can be retrieved from: https://www.intofilm.org/resources/187. In order to access the guide, you must create an account.</p> <p>A free discussion guide, which includes a timeline, list of important figures, discussion questions, and activities, is available through Tolerance.org at: http://www.tolerance.org/sites/default/files/kits/Selma-The%20Bridge%20to%20the%20Ballot%20Viewers%20Guide.pdf</p> <p>Recommended Reading:</p> <p>Dean, Michelle (2015). <i>Selma</i> Puts Women At The Center Of The Civil Rights Movement. January 5. <i>Refinery29</i>. https://www.refinery29.com/en-us/selma-ava-duvernay-movie-review</p> <p>Von Tunzelmann, Alex (2015). Is Selma historically accurate? 12 Feb. <i>The Guardian</i>. https://www.theguardian.com/film/2015/feb/12/reel-history-selma-film-</p>

			<p>3) Students will be able to identify the organized efforts used to achieve passage of the Voting Rights Act of 1965.</p> <p>4) Students will be able to describe elements used in nonviolent movements.</p> <p>5) Students will understand that even young people have the power to make a difference in the world.</p>	<p>historically-accurate-martin-luther-king-lyndon-johnson.</p>
<p>January 27 4:00PM-6:00PM Baker Atrium, 3rd Floor</p>	<p>Don't Tell Me to Smile: Wheat Pasting a Protest Movement</p> <p>Brought to you by the Women's Center. Co-Sponsored by Counseling and Psychological Services and Survivor Advocacy Program.</p> <p>This workshop will provide a historical overview of various protests to end street harassment, paying particular homage to Tatyana Fazlalizadeh's Stop Telling Women to Smile series. Ultimately, participants will be guided in creating their own anti-street harassment campaign that may be wheat pasted on the graffiti wall in April 2020 and shown as part of the International Women's Art Installation (April 13, 2020).</p>	<p>African American Studies</p> <p>Communication Studies</p> <p>Diversity Studies</p> <p>History</p> <p>Law, Justice & Culture</p> <p>LGBTQ Studies</p> <p>Marketing</p> <p>Media Arts and Studies</p> <p>Pre-Law</p> <p>Screenwriting and Digital Storytelling</p> <p>Social Work</p> <p>Sociology</p> <p>Studio Art</p>	<p>1) Increase awareness of street harassment as part of a continuum of rape culture</p> <p>2) Identify resources on campus and community for oneself and one's peers</p> <p>3) Develop empathy for those who endure street harassment</p> <p>4) Recognize the personal stories behind the statistics that represent the expansive problem of street harassment</p> <p>5) Examine intersectional experiences of street harassment</p>	<p>In-Class Discussion or Writing Prompt:</p> <p>1) Have students watch and respond to the viral 2014 video 10 Hours of Walking in NYC as a Woman (https://www.youtube.com/watch?v=b1XGPvbWn0A). Following their initial responses, (re)introduce the concept of intersectionality and have them critically analyze the video from an intersectional perspective. You may find the following resources helpful in the discussion of intersectionality and street harassment:</p> <p>Bahadur, Nina (2014). Women of Color React To That Viral Catcalling Video. November 7. <i>Huffington Post</i>. https://www.huffpost.com/entry/women-of-color-respond-viral-catcalling-video_n_6123800?guccounter=1</p>

		<p>Wealth and Poverty Women's, Gender, and Sexuality Studies</p>	<p>6) Create an anti-street harassment poster campaign</p>	<p>Cox, Laverne. Speech at University of Albany. Keppler Speakers. https://www.keplerspeakers.com/speakers/laverne-cox/videos/5103693031001</p> <p>For the final part of the assignment/discussion, ask students to propose an anti-street harassment campaign, or other social justice movement, that recognizes the intersectional experiences of marginalized communities and the intersections of oppression.</p> <p>2) Have students explore street harassment that has been document on the interactive Hollaback map: https://www.ihollaback.org/read-stories/</p> <p>3) Discuss bystander intervention strategies (contact Better Bystanders to arrange a training)</p> <p>Recommended Readings:</p> <p>Dwyer, Liz (2015). Street Artist Wants the World to Fight Catcalls, One Poster at a Time. April 15. <i>Takepart</i>. http://www.takepart.com/article/2015/04/14/stop-telling-women-smile-goes-global-through-street-art-campaign</p> <p>Winberg, Michaela (2019). Gritty becomes the (unofficial) face of stopping street harassment. April 9. <i>BILLYPENN</i>. https://billypenn.com/2019/04/09/whea</p>
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January 28 4PM-5PM Baker 403	International Women’s Coffee Hour Join us for an open discussion about the start of the new academic year and settling into Athens. 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. We are sharing it in the co-curricular guide so that you can share with students who would benefit from a program of this nature.
January 28 6:30PM Glidden Music Hall	FREE Performance of A Thousand Hands A Million Stars, followed by a panel on sex trafficking Sponsored by: College of Fine Arts, Health Promotion, Survivor Advocacy Program, and the Women’s Center. A performance piece of survivor stories that tells of their journeys in, through, and out of human trafficking. The artists of <i>A Thousand Hands</i> have taken inspiration through survivors’ experiences and stories, contributing to personal narratives of their journey in, through and out of human sex trafficking in hopes of providing visibility to the invisible victims and the power of recovery and healing.	Child and Family Studies Criminology Education English International Studies Journalism Law, Justice, & Culture Learning Communities Media Arts and Studies Medical Students Music Nursing Political Science Psychology	1) Improved awareness of sex trafficking 2) Increased empathy for survivors and victims of sex trafficking 3) Commit to steps that individuals can take to prevent trafficking, or to identify and respond to trafficking when witnessed 4) Recognize the personal stories behind the statistics of sex trafficking 5) Recognize the emotional, physical and	Recommended Assignment: 1) Prior to attending the performance, have students submit a few sentences about what they think they know about sex trafficking. Following the performance, have students write a response paper to the performance and panel documenting how their ideas about trafficking were confirmed or challenged. 2) Ask students to draft a policy proposal or program with the goal of preventing sex trafficking. Utilize the CDC’s Stop SV: A Technical Package to Prevent Sexual Violence to provide background and framework information that can guide their proposal. Recommended In-Class Activity: Choose one or more videos from the Office for Victims of Crime “Faces of Human Trafficking” video series. Utilize

	<p>Panelist Bios</p> <p><u>Jackline Awino Otieno</u> is currently pursuing her MA in International Studies with a specialization in African studies. In the year 2013, together with her husband, she founded MACT Kenya, which is an organization that works to prevent and protect children from trafficking and sexual exploitation. Jackie also holds a Bachelor of Arts degree in Development Studies from Management University of Africa in Kenya. Her research interests are broadly focused on child protection, maternal and child health, and gender development. As a student of African Studies, Jacky aims at refining her skills in policy advocacy and promotion of both children and women's rights in Africa.</p> <p><u>Heather Mitchell</u> earned her BSW from Harding University and her Masters in Social Work from Monmouth University. She has been traveling, farming, and raising 3 kids with her husband for the last 6 years. She is committed to making a difference in her community and being a strong advocate for survivors of sexual violence everywhere.</p>	<p>Social Work Sociology Visual Communication - Multimedia Voice War and Peace Studies Women's, Gender, & Sexuality Studies</p>	<p>psychological impacts of sex trafficking</p> <p>6) Draw connections, and understand the culture differences, of sex trafficking in different countries and cultures</p> <p>7) Examine the intersections of poverty, race, and gender and sex trafficking</p>	<p>the discussion guide for in-class discussion, and as a facilitation guide (definitions and other important information is included in this guide).</p> <p>Videos are available online at: https://ovc.ncjrs.gov/humantrafficking/publicawareness.html</p> <p>The Office for Victims of Crime's discussion guide is available at: https://ovc.ncjrs.gov/humantrafficking/Public_Awareness_Folder/DGV/Faces_of_Human_Trafficking_Discussion_Guide-508.pdf</p> <p>Recommended Readings:</p> <p>Cole, Diane (2019). Human Trafficking Reaches 'Horrific' New Heights, Declares U.N. Report. January 14. <i>NPR</i>. https://www.npr.org/sections/goatsand Soda/2019/01/14/684414187/human-trafficking-reaches-horrific-new-heights-declares-u-n-report</p> <p>Pfleger, Paige (2019). A Pioneering Ohio Courtroom Helps Trafficking Victims Find Hope. Oct 7. <i>NPR</i>. https://www.npr.org/2019/10/07/767850332/a-pioneering-columbus-courtroom-helps-trafficking-victims-find-hope</p>
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	<p><u>Denise Ritter</u> is Associate Professor of Voice and Opera at the University of Radford in Radford, Virginia. Denise appears on both the concert, musical theater and opera stage in music of many periods. She is known for her ability to sing a variety of styles, her brilliant high notes, pure tone, communicative warmth and musical intelligence. She has been a performer internationally and throughout the US with extensive Oratorio experience. Denise is currently involved in the featured performance tonight A THOUSAND HANDS A MILLION STARTS, focused on bringing awareness to human trafficking. This is an all-female artists collaboration and involves poetry, music, dance and art.</p>			
<p>February 6 11AM-2PM Baker 240/242</p>	<p>Thirsting for Knowledge Thursday: Women of Color Who Paved the Way (International Changemakers)</p> <p>Join us to create art inspired by women of color who paved the way. This artwork may then be displayed in the International Women's Art Installation on April 13, 2020.</p> <p>We will provide pictures and biographies of women of color who have paved the way, including the Gulabi Gang, Lú Hsiu-lien, Frida Kahlo, Wilma Mankiller, Fe Villanueva</p>	<p>Asian Studies Diversity Studies Certificate East Asian Studies English-Creative Writing Global Studies History Islamic Studies Certificate Program Journalism LGBTQ Studies</p>	<p>1) Identify women of color role models in a variety of fields and movements for equality</p> <p>2) Consider the intersectional experiences of women of color who paved the way</p> <p>3) Engage in an arts-based practice to honor the experiences of women of color who paved the way,</p>	<p>Recommended Discussion:</p> <p>Have students present on the women who inspired their art and connect it to the learning outcomes of your course.</p> <p>Recommended Reading:</p> <p>Butler, C. H., & Mark, L. G. (2007). WACK!: art and the feminist revolution. Los Angeles: Museum of Contemporary Art; Cambridge, Mass.: MIT Press,</p>

	<p>del Mundo, Shirin Neshat, Funmilayo Ransome-Kuti, Malala Yousafzai, Melati and Isabel Wijsen, and more! We know that this list is not comprehensive and encourage participants to bring their own inspiration as well. Art supplies will be provided, but if you have a particular vision in mind, please bring supplies specific to your vision.</p>	<p>Media Arts and Studies Sociology Southeast Asian Studies Studio Art War and Peace Studies Women's, Gender, and Sexuality Studies Women in STEM (and allies)</p>	<p>connecting their contributions to current lived experience</p> <p>4) Learn about an experience that is different from one's own, contributing to a fuller understanding of different world views</p> <p>5) Develop an original art piece informed by women's experiences around the world</p> <p>6) Visually communicate issues of social justice</p>	<p>c2007. Available in Alden Library: N72.F45 W33 2007</p> <p>Davis, Jessica Stafford (2016). 10 Female Artists of Color on the Rise. March 22. The Root. https://www.theroot.com/10-female-artists-of-color-on-the-rise-1790854732</p> <p>Gardiner, Susannah (2017). Why Making a Portrait of a Black Woman Was a Form of Protest. 13 November. Smithsonian.com. https://www.smithsonianmag.com/smithsonian-institution/why-making-portrait-black-woman-was-form-protest-180967158/</p> <p>Keller, Yelena (2017). The Overlooked, Radical History of Black Women in Art. April 28. Artsy.net. https://www.artsy.net/article/artsy-editorial-overlooked-black-women-altered-course-feminist-art</p> <p>Lage, Ayana (2018). 17 Black Women in History You Probably Didn't See in Your History Textbook. February 9. Bustle. https://www.bustle.com/p/17-black-women-in-history-you-probably-didnt-see-in-your-history-textbook-8092603</p>
<p>February 6 11AM-2:30PM</p>	<p>World Hijab Day</p>	<p>This program is useful for any area of study that requires cultural</p>	<p>1) Expand societal consciousness around the experience of hijabi in</p>	<p>Recommended Readings:</p>

<p>1st floor Baker tables (lobby)</p>	<p>Sponsored by the International Student Union, the Office of Global Affairs, and the Women's Center.</p> <p>We encourage you to stop by our tables in the lobby of Baker Center to explore the following topics: World Hijab Day, including the pros and cons of participation; locations in the world in which "choice" to wear, or not wear, hijab is not honored and the resulting discrimination one may face; and allyship.</p> <p>Scarves will be available (for loan) on the day for those interested in participating in World Hijab Day and would like to wear a hijab in solidarity with those who are discriminated against for wearing the hijab. Hijabs should be returned to the Women's Center.</p>	<p>humility or investigating various methods of allyship.</p>	<p>the United States and the ways in which they may face discrimination</p> <p>2) Identify ways in which one can be an ally of hijabi to stand against discrimination</p> <p>3) Consider the different experiences of hijabi, and the different reasons given for choosing to wear hijab</p> <p>4) Identify locations in the world in which "choice" to wear, or not wear, hijab is not honored</p> <p>5) Have an increased understanding of one's own identity as it relates to the concepts of power, privilege, and oppression</p> <p>6) Evaluate the impact that current events related to Western understandings of Islam may have on communities</p> <p>7) Provides an opportunity to proactively participate in an experience providing exposure to a culturally unfamiliar situation</p>	<p>Abu-Lughod, Lila (2008). Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and its Others. <i>American Anthropologist</i>. Vol 104 (3). PP. 783-790.</p> <p>World Hijab Day website. "My Story": http://worldhijabday.com/participants/my-story-participants/</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 Activities:</p> <p>1) Rather than mandating participation in wearing the hijab, the Women's Center recommends encouraging participation, or offering extra credit, to review the informational tables as part of World Hijab Day. Decisions to</p>
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				<p>participate in wearing the Hijab should be left solely to the discretion of your students. You may consider asking students to write a reflection paper on their process of deciding whether or not to wear hijabi, which may align with the second recommended activity.</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>February 8 1PM Women's Basketball Game (11:30AM reception for honorees and their families) Convocation Center Nominations will be accepted through January 25 at 5PM! Fill out the nomination form here:</p>	<p>Celebrate 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 annual celebration of OHIO Women Leaders. Past celebrations have included over 200 women leaders across campus!</p> <p>Nominees selected by the Celebrating Women committee will be invited to the court during half-time for recognition. Free admission</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</p>	<p>1) Watch amazing women's basketball (this event occurs during the half-time of OHIO's Women's Basketball game)</p> <p>2) Identify and support female student leaders on campus</p>	<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>

<p>https://ohio.campuslabs.com/engage/submitter/form/start/367954</p>	<p>will be given to recognized nominees if they register their attendance at least two weeks in advance of the game. More information will be provided in the email that we send to nominees.</p> <p>In order to be considered for this honor, nominees must:</p> <ol style="list-style-type: none"> 1) Identify as a woman 2) Be a current, enrolled (graduate or undergraduate) student at Ohio University (including regional campuses) 3) Demonstrate leadership on campus or in the community. This could include: holding a leadership position in a student organization or group; demonstrated leadership in community groups or community/university projects; academic scholars (examples include: Margaret Boyd Scholars, Cutler Scholars, or Pepsi Scholars, etc.); female athletes. 4) A completed application/nomination 	<p>Sports Management Women's, Gender and Sexuality Studies</p>		
<p>February 14 & 15 Please join us for an evening reception on February 14th and a full day on February 15</p>	<p>Women in Graduate School Day Conference Registration is now open at: https://tinyurl.com/WGSDC20 Join us for this conference with co-occurring presentations and workshops to support your personal</p>	<p>We encourage all graduate students, and those interested in graduate school, to attend. There are four tracks: undergraduate, professional/</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 	<p>Recommended Assignment: 1) Have students write a reflection paper on what they learned and how they will incorporate it into their graduate school experience or applications.</p>

	<p>and professional development. Whether you are a current graduate student, alumni, an undergraduate, staff, faculty, or a community member, we have programming to support you!</p> <p>We are excited to expand our day conference to include an evening reception the night prior. This year's reception is sponsored by the Alumni Association. The conference itself is supported by the Women's Center, the Graduate College, Graduate Student Senate, Alumni Association, the AAUW-student affiliate, the Office of Instructional Innovation, and the LGBT Center.</p> <p>Early Bird Registration (currently enrolled Ohio University students) is available at \$20 (closes 1/17/2020). Last chance registration closes on February 1, 2020.</p>	<p>personal development, teaching, and job market.</p>	<ol style="list-style-type: none"> 3) Learn about the experiences of graduate students to determine if graduate school is right for you 4) Identify potential outcomes of graduate school, including academic jobs and entrepreneurship opportunities 5) Consider barriers to women's leadership and how to navigate those barriers 6) Practice specific skills that one can use for effective bystander intervention (4 Ds: direct, delegate, distract, and delay AND/OR Identify additional bystander intervention techniques, including: I statements, silent stare, humor, group intervention, distraction, "bring it home", "we're friends, right?", and information seeking 	<p>2) Have students provide an elevator pitch or a summary of what they see as their personal brand.</p>
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			7) Improve networking and personal branding awareness and skills	
February 25 4PM-5PM Baker 403	International Women's Coffee Hour Please join the Women's Center for our International Women's Coffee Hour , an opportunity for international women and their allies to meet others, discuss current events, play games, practice English and 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.
February 25 7:00PM-9:00PM Athena Cinema (20 South Court Street)	FREE Film Showing of <i>Mankiller</i> and Discussion with Valerie Red-Horse Mohl, Director and Producer Sponsored by the Women's Center, Multicultural Center, Black Student Cultural Programming Board, Cutler Scholars, Margaret Boyd Scholars, OHIO Honors, and Athena Cinema. This program is also part of the Women Pioneers Series with Athena Cinema; partners for that series include Ohio University Libraries, School of Film, Multicultural Center, Black Student Cultural Programming Board, English Department, History	Diversity Studies Film History Indigenous Studies Law, Justice & Culture Media Arts and Studies Political Science Pre-Law Sociology Women's, Gender, and Sexuality Studies	This special Women Pioneers Series is a celebration of the centennial of Women's Suffrage. As such, attendees can expect to create connections between various social movements, forms of protest, power and privilege, and intersections of oppression. The film <i>Mankiller</i> in particular will provide audiences with:	Recommended Discussion Questions: Utilize the Viewer Discussion and Education Guide made available by Vision Maker Media: https://www.visionmakermedia.org/sites/default/files/MANKILLER_5-24-17_FINAL.pdf . It includes background information, learning outcomes, and discussion questions. Recommended Reading: Hightower-Langston, D. (2003). American Indian Women's Activism in the 1960s and 1970s. <i>Hypatia</i> 18(2), 114-132.

	<p>Department, Women’s Center, and Arts for Ohio.</p> <p>Valerie Red-Horse Mohl, Director and Producer of MANKILLER, is of Cherokee ancestry and the owner/founder of Red-Horse Native Productions, Inc. Red-Horse Mohl and her company have become the preeminent collaborator with American Indian tribal nations to bring important Native stories accurately and respectfully to the screen.</p> <p>When history fails to preserve stories from our past and present, it’s up to us to correct the record. Wilma Mankiller, the first woman elected Principal Chief of the Cherokee Nation, is omitted from most history books despite ranking among revolutionary leaders like Harriet Tubman or Eleanor Roosevelt. She was an activist and a champion to a nation – and it’s time the world remembers her name. MANKILLER is a documentary celebrating a leader who defied all odds to make a difference for her people. During a time when American Indians found themselves disenfranchised and undervalued by the United States at large, Wilma emerged as a champion of the Cherokee Nation and became its first female Principal Chief in 1985.</p>		<p>1) Improved knowledge regarding the relationship between the Cherokee Nation and the United States government</p> <p>2) Ability to define self-determination, assimilation, and leadership</p> <p>3) Increased awareness of Wilma Mankiller’s leadership, activism, and successes</p>	<p>MacSweeney, Eva (2018). Why <i>Mankiller</i> is March’s Must-See Documentary. <i>Vogue</i>. March 3. https://www.vogue.com/article/mankiller-documentary-pbs-review</p> <p>Strange, Carolyn, and Michael Kempa (2003). Shades of dark tourism: Alcatraz and Robben Island. <i>Annals of Tourism Research</i>. Vol 30 (2). PP. 386-405.</p> <p>Recommended Activity:</p> <p>Ask students to research the goals of the Occupation of Alcatraz, the involvement of women in the protest, and analyze how Alcatraz, as a tourist location, has reconciled its history as an important moment in the history of Indigenous protest. Utilize the recommended readings to assist students in their research.</p>
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	<p>This program counts towards the intercultural knowledge component of the She Leads OHIO requirement (the Women’s Center’s professional leadership program).</p>			
<p>February 27 Noon-1PM Baker 403</p>	<p>Thirsting for Knowledge Thursday: Let’s Talk about Failure!</p> <p>Presented by Joy Cobb (Allen Advising Center). In this interactive workshop, participants will discover not only the normalcy of failure, but also the productive nature of failure as an opportunity to grow and succeed.</p>	<p>Our Thirsting for Knowledge series this semester is focused on career development and gendered issues across fields. As such, we hope that students, faculty, staff, and community members from all fields and backgrounds will attend.</p>	<ol style="list-style-type: none"> 1) Identify the means to “fail productively” 2) Normalize failure 3) Consider gendered issues in how one reacts to personal failure 4) Review tools that can be utilized in working with or supporting children to assist them in reframing failure and success 5) Define stereotype threat 	<p>Recommended Activity:</p> <p>Ask students to complete a reflection paper on the workshop, with a particular focus on healthy responses to failure and how they will apply what they learned moving forward.</p> <p>Recommended Reading:</p> <p>Babur, O. (2018, Aug 19). Talking about failure is crucial for growth: Money and Business/Financial desk]. <i>New York Times</i> Retrieved from https://proxy.library.ohio.edu/login?url=https://search-proquest-com.proxy.library.ohio.edu/docview/2090404300?accountid=12954</p> <p>Saujani, Reshma (2019). <i>Brave, Not Perfect: Fear Less, Fail More, and Live Bolder</i>. Penguin Random House.</p> <p>Simmons, R. (2018). <i>Enough as she is : how to help girls move beyond impossible standards of success to live healthy, happy, and fulfilling lives</i>. Harper, an imprint of HarperCollinsPublishers.</p> <p>Recommended Viewing:</p> <p>Saujani, Reshma (2016). Teach girls bravery, not perfect. <i>TED2016</i>. https://www.ted.com/talks/reshma_sau</p>

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<p>March 3 10:00AM-4:00PM</p> <p>Voinovich Room (Alden Library, 5th Floor)</p> <p>This event is designed so that participants may come and go as they are able.</p>	<p>Suffrage Transcription-a-thon: Making History Accessible</p> <p>Sponsored by the Women’s Center and Ohio University Libraries.</p> <p>This program is a response to a call to action from By the People and the Library of Congress, to transcribe documents from throughout the women’s suffrage movement so that documents may be easily searched and accessed by contemporary readers.</p>	<p>African American Studies</p> <p>Diversity Studies</p> <p>History</p> <p>Law, Justice & Culture</p> <p>Political Science</p> <p>Pre-Law</p> <p>Women’s, Gender and Sexuality Studies</p>	<p>1) Identify the tools and tactics of suffragists, including lobbying, pageantry, and cartoons</p> <p>2) Improved knowledge of the diversity of suffragists</p> <p>3) Critically analyze suffrage papers for inclusivity and whether or not their rationale in supporting suffrage was inclusive of all women</p>	<p>Recommended Activity:</p> <p>Have students present on what they learned from the papers that they transcribed.</p> <p>Recommended Reading:</p> <p>Katz, Brigit (2019). The Library of Congress Needs Your Help Transcribing Suffragist Papers. July 30. <i>Smithsonian.com</i> https://www.smithsonianmag.com/smart-news/library-congress-needs-your-help-transcribing-suffragist-papers-1-180972677/</p>
<p>March 18</p> <p>11AM-3PM at Alden Library 319 (Friends of the Library)</p> <p>5PM-8PM at Athens County Public Library</p> <p>This event is designed so that participants may come and go as they are able.</p>	<p>Art + Feminism Wikipedia Edit-a-thon</p> <p>Sponsored by Ohio University Libraries and the Women’s Center.</p> <p>Want to see greater representation of women and to help uncover women throughout history that we don’t talk enough about? Join the wonderful folk at Alden Library who will provide materials and training for you to successfully join the Art + Feminism international Wikipedia Edit-a-thon! No prior Wikipedia editing experience is required, and Alden Library staff will be available to assist.</p>	<p>We hope people from all fields can join us so that this event can represent the breadth of the impact that women have had in all fields and communities.</p> <p>African American Studies</p> <p>College of Fine Arts</p> <p>Diversity Studies</p> <p>English</p> <p>Journalism</p>	<p>1) Explore the process of editing and writing for Wikipedia</p> <p>2) Gain confidence in research skills</p> <p>3) Improve knowledge of notable women</p> <p>4) Practice writing biographies</p>	<p>Recommended Viewing:</p> <p>Panel with 2019 Wikipedia Edit-a-thon: Art+Feminism at the MoMA. https://youtu.be/sLbmVmLrblw (the panel begins at 19.20)</p> <p>Recommended Reading:</p> <p>Maher, Katherine (2018). Op-Ed: Wikipedia mirrors the world’s gender biases, it doesn’t cause them. Oct. 18. <i>Los Angeles Times</i>. https://www.latimes.com/opinion/op-ed/la-oe-maher-wikipedia-gender-bias-20181018-story.html</p> <p>Paling, Emma (2015). Wikipedia’s Hostility to Women. Oct 21. <i>The Atlantic</i>. https://www.theatlantic.com/technolog</p>

	<p>According to Art+Feminism: “Wikipedia’s gender trouble is well documented. In a 2011 survey, the Wikimedia Foundation found that less than 10% of its contributors identify as female; more recent research points to 16% globally and 23% in the United States. Further, data analysis tools and computational linguistics studies have concluded that Wikipedia has fewer and less extensive articles on women and the existence of gender biases in biographical articles.</p> <p>This is a problem.</p> <p>Because when women, non-binary, people of color, and Indigenous communities are not represented in the writing and editing on the tenth most visited site in the world, information of people like us, gets skewed and misrepresented. The stories get mistold. We lose out on the real history. That’s why we’re here: to change it.” Learn more at: http://www.artandfeminism.org/</p>	LGBTQ Studies Women’s, Gender and Sexuality Studies		y/archive/2015/10/how-wikipedia-is-hostile-to-women/411619/
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<p>March 19 4PM-6PM Baker 239</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>AAUW Start Smart Salary Negotiation Workshop</p> <p>Co-sponsored with the Graduate College and supported by the Career and Leadership Development Program</p> <p>This two-hour AAUW workshop provides students with the skills needed to negotiate their first salary.</p>	<p>We strongly encourage all graduating seniors to 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) 4) Determine what can be done to combat the wage gap 	<ol style="list-style-type: none"> 1) What is the gender wage gap? 2) Does the wage gap only concern women? 3) How will you articulate your worth in a job interview or salary negotiation? <p>Recommended Readings:</p> <p>AAUW’s website on career and workplace issues for women</p> <p>Alison Griswold, “Paid in Prestige”.</p> <p>Institute for Women’s Policy Research</p>
<p>March 24 4:00-6:00PM Baker 403</p>	<p>Modernizing Your Suffrage Sash</p> <p>Co-Sponsored by the Women’s Center and Ohio University Libraries</p> <p>Suffragists, and particularly those associated with the National Woman’s Party (in the U.S.) or the Pankhurst’s (in the U.K.) were known for pageantry. Suffragists utilized suffrage sashes to identify their organizations, states, and as method of delivery for their colors, which symbolized reasons as to why</p>	<p>We encourage student and community activists to attend.</p> <p>Diversity Studies History Law, Justice & Culture LGBTQ Studies Political Science Pre-Law</p>	<ol style="list-style-type: none"> 1) Identify tactics of the American suffrage movement and consider how they could be (or are being) applied to modern movements 2) Consider political and social movements that are important to attendees 3) Draw parallels between the suffrage movement 	<p>Recommended Activity:</p> <p>Ask students to review photographs of suffragists, signs and sashes using the National Woman’s Party’s online collection (https://nationalwomansparty.pastperfectonline.com/) and the Library of Congress’s online collection (https://www.loc.gov/). Then have students research the tactics of suffragists and consider how they may still be used, or could be used, for a modern-day movement of their choice.</p>

	<p>women should have the vote and/or their organization affiliation. In this session, participants may modernize a suffrage sash to represent their affiliation with current political or social movements. We encourage you to wear your new sash to our film showing later in the evening of <i>Suffragette!</i></p>	<p>Women's, Gender and Sexuality Studies</p>	<p>and current political and social movements</p>	<p>Recommended Reading: Consider the modernized suffrage sashes that were worn at the March4Women rally in the UK and detailed in the following article: Osborne, S. (2018, March 4). March4Women rally: Thousands of protesters call for gender equality - Activists, politicians and stars wore sashes highlighting the 100th year of women's suffrage in the UK, during the march ahead of International Women's Day. <i>Independent, The/The Independent on Sunday: Web Edition Articles (London, England)</i>. Available from NewsBank: Access World News: https://infoweb-newsbank-com.proxy.library.ohio.edu/apps/news/document-view?p=AWNB&docref=news/16A742F263D078E8.</p>
<p>March 24 7:00PM Athena Cinema</p>	<p>FREE film showing and discussion: <i>Suffragette</i>, with discussion led by Dr. Carey Snyder.</p> <p>This program is also part of the Women Pioneers Series with Athena Cinema; partners for that series include Ohio University Libraries, School of Film, Multicultural Center, Black Student Cultural Programming Board, English Department, History</p>	<p>Diversity Studies Film History Indigenous Studies Law, Justice & Culture Media Arts and Studies Political Science Pre-Law Sociology</p>	<ol style="list-style-type: none"> 1) Consider the intersection between women's suffrage, labor movements, and poverty 2) Identify experiences and trauma that women faced within the workplace that suffragists believed having the vote would end 3) List the repercussions suffragists faced, within 	<p>Utilize the classroom guide from Focus Films for readings, activities, and discussion questions: http://ymiclassroom.com/wp-content/uploads/2015/10/suffragette_kit.pdf</p> <p>Recommended Reading: Gray, Eliza (2015). How British Suffragettes Radicalized American Women. Oct 23. <i>Time</i>. https://time.com/4084759/how-british-</p>

	<p>Department, Women’s Center, and Arts for Ohio.</p> <p>Maud (Carey Mulligan) is a working wife and mother whose life is forever changed when she is secretly recruited to join the U.K.’s growing suffragette movement. Galvanized by the outlaw fugitive Emmeline Pankhurst (Meryl Streep), Maud becomes an activist for the cause alongside women from all walks of life.</p>	<p>Women’s, Gender, and Sexuality Studies</p>	<p>their families and workplaces</p>	<p>suffragettes-radicalized-american-women/</p> <p>Lewis, Helen, Tessa Hadley, Jacqueline Rosé, Sarah Crompton, Bridget Christie, Rachel Holmes (2015). Why the suffragettes still matter: ‘they dared to act as the equals of men’. Sept 19. <i>The Guardian</i>.</p> <p>https://www.theguardian.com/books/2015/sep/19/suffragettes-why-still-matter-abi-morgan-film-writers-reflect</p>
<p>March 26 Noon–1PM Baker 403</p>	<p>Thirsting for Knowledge Thursday: “That’s a Great Question”: Responding to Bias in Interview Questions</p> <p>Workshop Facilitators: Cat Russell, HR Liaison for Strategic HR Programs, Dr. M. Geneva Murray, Director of Women’s Center, and Tamika Williams, Career and Leadership Development Center</p> <p>This one-hour interactive workshop is designed to engage participants through activities that will build confidence and skill responding to both overtly and covertly discriminatory, biased, and even illegal questions as a candidate during an interview without negatively impacting chances of a job offer. As part of Women’s History Month, this workshop will also</p>	<p>Our Thirsting for Knowledge series this semester is focused on career development and gendered issues across fields. As such, we hope that students, faculty, staff, and community members from all fields and backgrounds will attend.</p>	<ol style="list-style-type: none"> 1) Recognize both covert and overt illegal and discriminatory interview questions 2) Strategize and practice responses to illegal and discriminatory interview questions 3) Identify ways in which discrimination can occur within the workplace, and review resources available if facing discrimination 	<p>Faculty and staff interested in attending this session may also be interested in completing the search committee training offered through Ohio University’s Human Resources. More information is available online at: https://www.ohio.edu/hr/hire-manage/search-committee-training-and-tools</p> <p>Recommended Activity:</p> <p>Contact the Women’s Center at womenscenter@ohio.edu to access a hiring committee activity that helps participants understand implicit bias in application review. This activity was used in past SIDE trainings.</p>

	provide a brief context for sex segregation in jobs.			
<p>March 31 4-6PM Passion Works Art Studio</p>	<p>International Women’s Coffee Hour Please join us for this open art session as we create art for the International Women’s Art Installation! 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>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>	<p>*This is a social, relaxing event, and is not intended to be a program offered for faculty seeking opportunities for their students to develop intercultural competence in a structured way.</p>
<p>Thursday April 2nd Athens First United Methodist Church 6:00PM: resource tables and viewing of art displays 7:00PM: survivor speakers and allies 8:00PM: March 9:00PM: Burning Ceremony (schedule is subject to change)</p>	<p>Take Back the Night March Take Back the Night is funded by Ohio University’s Student Senate and the Women’s Center. It is co-sponsored by My Sister’s Place and Survivor Advocacy Outreach Program, as well as the following Ohio University offices: the Survivor Advocacy Program, Health Promotion, Counseling and Psychological Services, Graduate Student Senate, and Housing and Residence Life. 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</p>	<p>This event is open to all community and campus members.</p>	<p>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</p>	<p>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. https://www.aauw.org/resource/campus-sexual-assault-tool-kit/</p>

	<p>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>Please notify us by March 20, 2020 if you require an American Sign Language interpreter for the event. You may notify us via email at womenscenter@ohio.edu or via phone at 740-593-9625. The Take Back the Night march will follow a route with accessible sidewalks. A street legal golf cart will be provided for those who require it. To reserve a space on the golf cart, please email womenscenter@ohio.edu.</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. Houston Chronicle. 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. The Washington Post. 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>
<p>April 4 11AM-3PM</p>	<p>Modernizing Your Suffrage Sash Co-Sponsored by the Women's Center and Ohio University Libraries</p>	<p>We encourage student and community activists to attend.</p>	<p>1) Identify tactics of the American suffrage movement and consider how they could be (or are</p>	<p>Recommended Activity: Ask students to review photographs of suffragists, signs, and sashes using the National Woman's Party's online</p>

<p>Alden Library 319 (Friends of the Library Room)</p>	<p>Suffragists, and particularly those associated with the National Woman's Party (in the U.S.) or the Pankhurst's (in the U.K.) were known for pageantry. Suffragists utilized suffrage sashes to identify their organizations, states, and as method of delivery for their colors, which symbolized reasons as to why women should have the vote and/or their organization affiliation. In this session, participants may modernize a suffrage sash to represent their affiliation with current political or social movements.</p>	<p>Diversity Studies History Law, Justice & Culture LGBTQ Studies Political Science Pre-Law Women's, Gender and Sexuality Studies</p>	<p>being) applied to modern movements 2) Consider political and social movements that are important to attendees 3) Draw parallels between the suffrage movement and current political and social movements</p>	<p>collection (https://nationalwomansparty.pastperfectonline.com/) and the Library of Congress's online collection (https://www.loc.gov/). Then have students research the tactics of suffragists and consider how they may still be used, or could be used, for a modern-day movement of their choice.</p> <p>Recommended Reading: Consider the modernized suffrage sashes that were worn at the March4Women rally in the UK and detailed in the following article: Osborne, S. (2018, March 4). March4Women rally: Thousands of protesters call for gender equality - Activists, politicians and stars wore sashes highlighting the 100th year of women's suffrage in the UK, during the march ahead of International Women's Day. <i>Independent, The/The Independent on Sunday: Web Edition Articles</i> (London, England). Available from NewsBank: Access World News: https://infoweb-newsbank-com.proxy.library.ohio.edu/apps/news/document-view?p=AWNB&docref=news/16A742F263D078E8</p>
<p>April 7 5:00PM-6:30PM Baker 237</p>	<p>Stay out of your own way: How Gender Stereotypes Threaten Our Success</p>	<p>We strongly encourage participation from students who are</p>	<p>1) Provide students with the skills needed to</p>	<p>Recommended Readings: Tyler, James M. and Jennifer Dane McCullough (2009), "Violating Prescriptive Stereotypes on Job</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>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>looking for employment, internships, or are in their senior seminar. All are welcome to attend. College of Business Communications Women's Gender, and Sexuality Studies All STEM fields</p>	<p>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</p>	<p>Resumes: A self-Presentational Perspective" in <i>Management Communication</i>, pp. 272-287. Kelsky, Karen (2013). The Top 5 Mistakes Women Make in Academic Settings. 10 November. The Professor is In. http://theprofessorisin.com/2013/11/10/the-top-5-mistakes-women-make-in-academic-settings/ Privett-Duke, Chris (2011). Wanted: Gender-free Job Ads. 18 May. <i>Futurity.org</i>. https://www.futurity.org/wanted-gender-free-job-ads/ Kay, Katty and Claire Shipman (2014). The Confidence Gap. May. <i>The Atlantic</i>. https://www.theatlantic.com/magazine/archive/2014/05/the-confidence-gap/359815/</p>
<p>April 13 10AM-7PM Baker Ballroom</p>	<p>International Women's Art Installation Co-sponsors are stilling being confirmed for 2020. 2019 cosponsors included: the Women's Center, Office of Global Affairs, International Student Union, Intersectional Feminist Alliance, the Multicultural Center, Black Student Cultural Programming Board. We invite you to include the creation of an artwork for</p>	<p>African American Studies Diversity Certificate Fine Art Geography, globalization and development Global Studies History Journalism LGBTQ Studies Certificate</p>	<p>1) Utilize art to communicate complex social issues, such as: Violence against women, women in protest movements, the intersection of gender with LGBTQ and racial/ethnic identities, and embodiment 2) Increased empathy, e.g. as research has shown that the use of Art and the Humanities with</p>	<p>Recommended Readings: Butler, C. H., & Mark, L. G. (2007). WACK!: art and the feminist revolution. Los Angeles : Museum of Contemporary Art ; Cambridge, Mass. : MIT Press, c2007. Available in Alden Library: N72.F45 W33 2007 Consider: The International Women's Art Installation will host more than art in the traditional sense. Have students engage with protest media online, like the Iranian women fighting the hijab</p>

	<p>submission to the installation as part of your syllabus. The art that they create should reflect what you are teaching in the course, as well as connect with our mission of the exhibit (highlighting women's diverse experiences). The deadline to submit statements of interest is February 28, 2020. Please submit your interest in being included in the exhibit via https://ohio.campuslabs.com/engage/submitter/form/start/277816. Completed art will need to be submitted to the Women's Center by April 6, 2020.</p> <p>Please contact the Women's Center at womenscenter@ohio.edu if you would like a sample lecture and assessment that can be used with your class. We are happy to work with faculty individually to support the creation of their own assessments, or to speak with their class about this program.</p>	<p>Political Science Sociology Women's, Gender and Sexuality Studies</p>	<p>medical students at the University of California Irvine has been beneficial in increasing empathy between patient and doctor (Shapiro & Rucker, 2003)</p> <p>3) Consider how one's own identity, as it relates to power, privilege, and oppression, connects with the themes of the exhibits</p> <p>4) Exposure to new world views</p> <p>5) This hands-on learning experience will provide students with the ability to research potentially sensitive topics, plan how to communicate it in a creative manner, and execute a plan to communicate gendered issues in a manner that will help those outside of academia and the classroom understand.</p>	<p>mandate by taking photos of themselves without hijab, and discuss visual communication and its uses in the fight for women's equality. Women's Center staff would be happy to work with you to tailor this "consideration" to your class subject and desired outcomes, as it connects to the International Women's Art Installation.</p>
<p>April 16 Noon-1PM Baker 230</p>	<p>Thirsting for Knowledge Thursday: Women and Career Development Series, Crushing Imposter Syndrome</p>	<p>Our Thirsting for Knowledge series this semester is focused on career development and gendered issues</p>	<p>1) Define imposter syndrome and consider its applications in one's own life</p>	<p>Young, Valerie (2011). <i>The Secret Thoughts of Successful Women: Why Capable People Suffer from the Imposter Syndrome and How to Thrive in Spite of It</i>. Crown Business: New York</p>

	<p>Brought to you by the Women's Center. Co-Sponsored by CLDC.</p> <p>This interactive workshop will help participants identify the different types of imposter syndrome, how it can emerge within their work, and tools to prevent imposter syndrome from hindering one's success.</p>	<p>across fields. As such, we hope that students, faculty, staff, and community members from all fields and backgrounds will attend.</p>	<p>2) Practice tools so that imposter syndrome does not act as a hindrance to one's successes</p>	
<p>April 21 4PM – 5PM Women's Center Baker 403</p>	<p>International Women's Coffee Hour</p> <p>Join us for an open discussion about the start of the new academic year and settling into Athens.</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>1) Network with others invested in providing a welcoming environment for international women on campus and in our community</p> <p>2) Practice English in a supportive environment</p>	<p>*This is a social, relaxing event, and is <i>no</i> intended to be a program offered for faculty seeking opportunities for their students to develop intercultural competence in a structured way. We are sharing it in the co-curricular guide so that you can share with students who would benefit from a program of this nature.</p>
<p>April 14 (Please note that previously this date was listed incorrectly - April 14th is the correct date) 7PM Athena Cinema</p>	<p>FREE film showing and discussion: <i>Iron Jawed Angels</i></p> <p>Brought to you by the Athena Cinema and sponsored by Ohio University Libraries, School of Film, Multicultural Center, Black Student Cultural Programming Board, English Department, History Department, Women's Center, and Arts for Ohio.</p> <p>Free admission, as part of Athena Cinema's Women Pioneers Series.</p>	<p>African American Studies</p> <p>Diversity Studies</p> <p>Film</p> <p>History</p> <p>Law, Justice & Culture</p> <p>Media Arts and Studies</p> <p>Political Science</p> <p>Pre-Law</p> <p>Social Work</p>	<p>1) Identify leaders of the National Woman's Party</p> <p>2) Consider the intersection between suffrage and worker's rights</p> <p>3) Analyze the portrayal of race, racism, and heteronormativity within the film</p> <p>4) Debate the merits of the approaches to suffrage from both the</p>	<p>Recommended Discussion Questions:</p> <p>Utilize the discussion questions prepared by the National Council of Jewish Women: https://www.ncjw.org/wp-content/uploads/2017/08/Iron-Jawed-Angels-Reading-Guide.pdf</p> <p>Recommended Reading:</p> <p>Keith, S. (2014), The Pinkwashing of Alice Paul in HBO's <i>Iron Jawed Angels</i>. J Pop Cult, 47: 1283-1295. doi:10.1111/jpcu.12212</p>

	<p>Alice Paul (Hilary Swank) was an American feminist who risked her life to fight for women’s citizenship and the right to vote. She founded the separatist National Woman’s Party and wrote the first equal rights amendment to be presented before Congress. Together with social reformer Lucy Burns (Frances O’Connor), Paul struggled against conservative forces to pass the 19th amendment and led a well-publicized hunger strike, earning her activists the moniker, “the iron-jawed angels.”</p>	<p>Sociology Women’s, Gender, and Sexuality Studies</p>	<p>National Woman’s Party and the National American Women’s Suffrage Association</p>	<p>Recommended Activity: Ask students to research the historical accuracy of the film and present their findings.</p>
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<p>April 23 11AM-1PM 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 website.</p>	<p>AAUW Start Smart Salary Negotiation Workshop</p> <p>Co-sponsored with the Graduate College and supported by the Career and Leadership Development Program</p> <p>This two-hour AAUW workshop provides students with the skills needed to negotiate their first salary.</p>	<p>We strongly encourage all graduating seniors to 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) 4) Determine what can be done to combat the wage gap 	<ol style="list-style-type: none"> 1) What is the gender wage gap? 2) Does the wage gap only concern women? 3) How will you articulate your worth in a job interview or salary negotiation? <p>Recommended Readings:</p> <p>AAUW’s website on career and workplace issues for women</p> <p>Alison Griswold, “Paid in Prestige”.</p> <p>Institute for Women’s Policy Research</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 ALAANA+ Leadership Cohort (ALAANA+, in this context, stands for African American/African/Black, Latina/Latinx, Asian American/Asian, Arab/Middle Eastern, Native American, and all multicultural folks) is a cohort leadership opportunity geared towards first- and second-year multicultural women providing them with a community to: cultivate community and establish connections within the Cohort and throughout the OHIO community; discover their leadership potential; identify their own personal, professional, and leadership goals; and, create action plans to achieve those goals.

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

The Women's Mentoring Program has cohort events for all mentors and mentees, as well as socials for participants. Applications for 2020-2021 will be due in February. Please encourage students that you think would benefit from this program to apply. More information can be found online at: <https://www.ohio.edu/womens-center/womens-mentoring-program>.

Women Leading OHIO is a professional and leadership development program for early career faculty and staff that meets every Friday from 11:00AM-1:00PM. Applications are due at the beginning of August. For more information, please visit: <https://www.ohio.edu/womenscenter/programs/women-leading-OHIO.cfm>