Greetings, Division 35!

Time has marched forward and many of us have put our feet to the pavement and marched as well! At the Women’s March in Washington, DC and many other cities across the country, a sea of pink knitted hat clad young, middle-aged and older women (and some boys and men too!) showed up, held signs and raised voices to declare that we will not be silent in the midst of such a troubling time. We marched as an expression of resistance to sexism, homophobia, Islamophobia, anti-Semitism, heartbreaking immigration policies, threats to gender rights, and so much more. We marched to be clear that we are truly “woke” and plan to stay that way. We marched to show solidarity and strength, creating waves of resistance to the feelings of despair that threaten to leave us feeling helpless and hopeless. Now more than ever, we as feminist psychologists are called to be agents of change in whatever ways we are able.

Whether you are an academician, a clinician, a researcher, an organizational practitioner or working in one of the myriad other areas that exist in the realm of psychology, you can make a difference. Whether you attended an actual march or attended in spirit, we can all flex our social justice muscles within our own spheres of influence and send waves of resistance against hate, discrimination and injustice. Like you, I am finding ways to act locally, doing what I can to stay engaged, stay hopeful, and stay connected with others who are fighting for “liberty and justice for all.”

It was a pleasure to begin the New Year with the 2017 Executive Committee (EC) Mid-winter Meeting held in Portland, Oregon from Jan. 6-8, 2017! Our mid-winter meeting convened on Friday, Jan. 6 at 6:00 PM as we gathered, centered ourselves and listened to Ella’s Song by Sweet.
Honey in the Rock. Two other musical selections also added inspirational interludes at the opening and closing of our meeting day on Saturday: Are My Hands Clean? by Sweet Honey in the Rock and Rise Up (Live Acoustic) by Andra Day. These meaningful selections filled the room along with our hearts and minds. On Friday evening, Dr. Michaela Smith and Dr. Ruddy Taylor led us in the first of several mindfulness exercises that were interspersed during our meeting days. Also, on each table, adult coloring sheets and colored pencils provided a creative self-care outlet for everyone. Together, we leaned in, took on a full agenda of division business, and managed to take care of ourselves. Little did any of us know at the outset of our meeting just how patient and flexible we would all need to be! Our meeting followed the 10th Biennial National Multicultural Conference and Summit (NMCS): Looking Back to Look Forward. As in years past, this conference and summit was a multicultural, cross-generational powerhouse! In keeping with our division’s tradition of making a meaningful contribution to the local community where we hold our EC mid-winter meeting, Division 35 reached out to Rose Haven (http://rosehaven.org), a day center and community clinic for women and children. Additionally, one of my presidential initiatives (“Killing Her Softly”) includes addressing issues related to violence against women and girls, as well as self-care. In Rose Haven’s own words: “We are a sanctuary from the street, offering compassion, practical assistance and community to women and children facing loss of home, abuse and other disruptive life experiences in Portland.” Their goal is to help women and children regain stability in their lives. Serving up to 100 people per day, they provide a variety of services including, but not limited to, advocacy, hospitality, classes and groups, medical assistance (through collaboration with local medical professionals), and clothing needs.

Our division contributed to this worthy cause in several ways. Two of our members, Drs. Thema S. Bryant-Davis and Shavonne J. Moore-Lobban went to Rose Haven to conduct a 2-hour educational and interactive workshop for the staff and a small group of volunteers on Friday, January 6, 2017. The workshop was entitled "Taking Care of You as You Take Care of Others" and focused on vicarious trauma and self-care. Dr. Bryant-Davis and Dr. Moore-Lobban reported on their work with Rose Haven during our meeting on Saturday. They shared the feedback that the staff were very appreciative of their efforts and that this was the first time they had received this form of attention to their needs as caregivers. We also requested that EC members bring items to donate to Rose Haven with them to the mid-winter meeting and to donate unused toiletry items from their hotel rooms. Items specified by Rose Haven as especially needed included underwear and socks, diapers, rain gear and hand warmers.

Division 35’s efforts were wonderfully expanded by the NMCS Coordinators’ decision to ask all conference participants to join us in supporting Rose Haven! They reached out, requesting donations from the “most needed” list and their unused toiletry items! The hotel made the first donation of toiletry items by contributing full boxes of shampoo and soap! The agency also received monetary donations from individuals http://rosehaven.org/helping/donate-items/ as well as a $500 donation from Division 35. Finally, the NMCS Coordinators donated the printer...
purchased for their use during the conference and summit. An invitation was extended to representatives from Rose Haven to join us for lunch on Saturday so that we could present the donated items and thank them for the opportunity to support the important work that they are doing in the Portland community. Unfortunately, weather conditions did not permit them to join us. Nonetheless, through the overwhelming generosity of our division and many others, we were able to make a significant contribution to this worthy organization. Thank you!

Saturday’s weather forecast became highly impactful to many EC members’ travel plans, causing a steady stream of flight delays and cancellations that necessitated both early and delayed departures. Sadly, due to weather related flight issues, we were not able to experience the 4-hour retreat that was to be facilitated by Ms. Naomi Tutu on Saturday afternoon. Weather conditions disrupted Ms. Tutu’s flight plans and there were no other flights that would have gotten her to Portland before the close of our meeting. The purpose of this retreat was to allow the EC to continue to process the issues that have caused conflict, division and hurt within our Division. Ms. Tutu was prepared to utilize her extensive background in assisting groups to work through conflict as well as in truth and reconciliation work to facilitate a retreat with our EC members, continuing the commitment to addressing our need to listen to each other, to learn from each other, to heal, and to find our path forward. We are now looking forward to doing this work in a different way, utilizing some time during our August Business Meeting and during a Town Hall Meeting at the APA Annual Convention. More details about both of these planned experiences with Ms. Tutu will be forthcoming. Though disappointed to not have the retreat, we were “gifted” with four hours of time on Saturday afternoon during which we were able to have extended discussions of several business items as well as an hour of meaningful dialogue with each other. Fortunately, this additional time allowed us to complete our business by the end of Saturday, before many EC members needed to leave. The inclement weather also thwarted our plans to have dinner at a local restaurant (it closed!), but the hotel provided a delicious buffet and we greatly enjoyed both the food and our time together into the evening. Keep reading for several highlights of the business that we covered!

- A request was made by Section III that Div. 35 adopt a statement drafted by the section in reference to the protection of DACA (Dreamer Students). By a unanimous vote, the division agreed to accept the following statement: “As
members of Division 35 Section III, Concerns of Hispanic Women/Latinas, affirm our commitment to the values of inclusion, respect for the civil and human rights of all people, and social justice ideals. We commit to efforts to defend the most vulnerable in our society from attacks based on racism, sexism, nationalism, homophobia, transphobia, anti-Muslimism, and anti-Semitism. We are especially concerned for the futures of our undocumented immigrant students, those who are covered and not covered under DACA, and their families. We support the maintenance of protections for these students, their continued access to higher education and employment, and their right to live free from fear of intimidation, unwarranted investigation, violence, and deportation for themselves and their family members. Any of our own members have experienced the uncertainty and marginalization that comes from an undocumented status; they know the anxiety that comes from the everyday possibility that their families could be torn apart and they or their family members could be forcefully removed from the U.S. Mass deportation of Mexican descent people in the U.S. has happened before, including many who were U.S. citizens; thus, these fears are based in a lived historical reality. We vow to defend undocumented students, and all vulnerable populations, in a time where so many are easily scapegoated and denigrated. We uphold and advocate for the value of fairness and the dignity of all people.”

Dr. Allie Minieri and Ms. Monica Ellis are Co-Chairs of the MentorMatch.com Task Force, one of my Presidential initiatives which is meant to establish a division-wide mentoring program. So far, they have reached out to sections within Div. 35 as well as other Divisions that already have mentoring programs to both learn about their journeys and to avoid replications of what is already being offered. The next step will be to email a survey to division members to gain feedback about their needs and interests in either finding or becoming a mentor. EC members also engaged in a discussion about various aspects of what such a mentoring program could look like for our division. Suggestions included the need for a schedule, clear expectations for how the relationship will be established and maintained, using technology for visual contact and clarifying the specific area(s) of expertise that the mentor would be open to sharing and that the mentee would be receiving. Other suggestions were to offer a mentoring event in the Div. 35 hospitality suite at APA headquarters during Convention, perhaps some version of “speed mentoring.” Another suggestion was to have a “quick match” component that allows for more immediate feedback on particular situations such as resolving a conflict with an administrator, reviewing a CV, or negotiating a job offer. Discussion also included the notion of cross-generational mentoring with more senior psychologists seeking mentoring from

Cont’d on next page

FROM THE EDITOR’S DESK...

Thank you for joining us for the Winter(ish) 2017 issue of The Feminist Psychologist! In this issue you’ll find a the President’s Column, which includes a report of the SPW Executive Committee Mid-Winter Meeting. We’ve included some sights and sounds from the meeting, including a snapshot of that rare Portland snow!

This issue marks our first since the U.S. Presidential election. We find ourselves facing a new social and political climate and, for many, this has activated an increased commitment to action and advocacy. Keeping this aim in mind, we invite you to check out - award winning articles on innovative pedagogy that brings advocacy work into the classroom; a critical examination of how the current Administration may impact Title IX and the ways colleges and universities address sexual violence; and resources that might help us take good care of ourselves and each other as we engage in our work.

We are still in process of growing our Editorial Staff and welcome interest from potential Associate and Assistant Editors and regular/guest Contributors. The Society for the Psychology of Women is a community and The Feminist Psychologist is an amazing forum for giving voice to our community.

Shani Harris, PhD
Editor, The Feminist Psychologist
Associate Professor, Psychology Department, Spelman College
spw.feministpsychnews@gmail.com
graduate students and early career psychologists around skills related to technology, social media, or other issues where they may have expertise to share. Offering a Lunch Counter Conversation which explores what a feminist mentoring model would entail is also a possible next step.

- **The Lunch Counter Conversations on Social Justice (LCC) have continued this year!** These webinar based conversations are now coordinated by two Lunch Counter Coordinators: Ms. Morgan McCain and Ms. Stefanie Krasnow. Ms. McCain attended the mid-winter meeting! In December 2016, there was a LCC entitled The Trauma of Racism and Womanist Approaches to Healing presented by Dr. Themba Bryant-Davis and Dr. Shavonne J. Moore-Lobban. Stay tuned for more LCC’s in the coming months on mindfulness, women’s health, gender, and violence against women and children.

- In the coming months, three new task forces will begin important work for our division. Bylaws Revision and Handbook Revision Task Forces will be appointed to undertake the serious and much needed revising of both of these documents. Additionally, there will be a task force appointed to a recommendation as to whether Div. 35 will make a donation of $100,000 to the American Psychological Foundation (APF) to establish a fund that would be used to support the division’s strategic initiatives. This task force will carefully examine the pros and cons of this undertaking and allow us to make a well-reasoned decision about this fund.

This column began on a note of protest but will end with jubilant celebration! **At the close of voting on October 31, 2016, our own feminist sister, Dr. Jessica Henderson Daniel, was elected the next President of the American Psychological Association (APA),** a victory of truly historic proportions. Dr. Henderson Daniel will be the first African American Woman President of APA and only the second African American to be elected to this office since 1971, when Dr. Kenneth Clark was elected President. Dr. Henderson Daniel has truly exemplified strong feminist leadership in Division 35 and wherever she has served and led. Many (including myself) have been the beneficiaries of her exquisite mentoring, tireless advocacy for psychology and wise and courageous leadership.

I look forward to seeing many of you in August at the APA Convention in Washington, DC! In the meantime, let’s stay encouraged, focused and “woke.”

“Do your little bit of good where you are; it’s those little bits of good put together that overwhelm the world.”

- Desmond Tutu

**Onward……..**
I am greatly honored to have been selected for the Mary Roth Walsh Teaching of the Psychology of Women Award this year. The focus of the award is on increasing diversity in the teaching of the Psychology of Women, so I will outline how I believe I have been able to make diversity central to my course, by engaging students in activist work and encouraging them to educate others about complex, gendered societal issues. Within my Psychology of Gender course at Villanova University, I strive to make global and intersectional perspectives central to all of our lessons. However, my Psychology of Gender Activist Project specifically serves to teach students about global and intersectional feminism and also strives to transform students into teachers themselves.

The course covers various topics, such as learning gender, gendered divisions of paid work and family labor, reproductive rights, gender in the media, violence against women, LGB issues, and transgender discrimination. The Psychology of Gender Activist Project asks students, in small groups, to choose an issue that they are passionate about within the course. Students have chosen topics covering everything from racialized beauty standards to the economics of abortion to the politics of gender expression. After they choose a topic, the students are responsible for planning an activist event to educate the campus community about their selected issue.

The event can take many forms - a rally, a panel discussion, a film screening with a discussion, an educational presentation, a social media campaign or a viral video. Students are responsible for researching their chosen topic and producing a comprehensive research paper addressing why the topic is important, as well as providing scientific strategies to decrease the root causes of the issue. They then have to pair this research paper with a rationale for their event, based on their research, along with print-outs of any materials they utilized at the event. Students must also include a description of the event and a reflection on the success of the event.

Finally, in order to promote proper research methods, I ask the students to measure the impact of their event on the community and to include this data as the final component of the project. For example, students might administer a pre- and post-test to measure knowledge about domestic abuse before and after their event, as well as surveys about attitudes toward participating in domestic abuse activism. They can then measure changes in attitudes and knowledge as a result of their event.

One of the primary requirements of the project is that students have to take an intersectional approach – the content of the presentation has to be global and intersectional, bringing those who are most marginalized to the forefront of the project. For example, a small group of students last semester decided to show a series of YouTube clips about human trafficking in the US, from the perspective of women of color and from the perspective of white women, as well as clips of trafficked individuals outside of the US. They then facilitated a discussion with the community about the realities of trafficking and how students/faculty/staff might take action to decrease trafficking in the Philadelphia area. The students reflected in their paper that this project really opened their eyes to the public's lack of knowledge about this topic and also inspired

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them to continue to teach others about trafficking, after they saw that they could increase knowledge in such a short period of time. Further, they reflected on their own prior misconceptions about trafficking and their current recognition of the diversity of individuals who are trafficked in the US and abroad.

I would like to note the significance of this project within a college campus context in particular. Many students at Villanova, as is the case at a multitude of institutions, have not been exposed to diversity on the whole. Further, they are not highly civically engaged – mostly, students tell me, because they are afraid that they will lose popularity if they take a stand on political issues. So, many students enter my course wary of the topic – and even more wary after seeing this assignment on the syllabus. However, over the course of the semester, students become more comfortable engaging in dialogue with one another and become more open-minded to the intersectional oppressions that exist around them. This open-mindedness and willingness to engage in conversation is really pushed to its limits when I ask students to become activists themselves – when I ask them to share their passion with others, even if it makes them unpopular. I believe that this opportunity allows marginalized students to feel that they have a voice on campus, by requiring students to focus on intersectional oppressions for their project, and allows non-marginalized students to experience functional discomfort. Every semester, I truly look forward to seeing my students transform into budding activists, enthusiastic about creating change and equipped with the diverse, intersectional knowledge they need to make a true impact.

AWARD WINNER: HERITAGE AWARD

The Heritage Award is presented annually to a senior individual who has made distinguished and influential contributions to the field of the psychology of women in one or more of the following areas: teaching/mentoring; scholarship/research; practice/advocacy. The Heritage Award thus emphasizes contributions that “set the stage” in a particular area for those who follow.

The 2016 award went to Dr. Pam Remer for her distinguished, long-standing and substantial contributions to teaching and mentoring in the psychology of women and feminist psychology. Dr. Remer has chaired dozens of students in her career, modeling how to be a feminist practitioner while training students in trauma therapy, feminist therapy, and psychodrama therapy. Pam has also been a central figure in creating ally development trainings in her program and in promoting a focus on social justice that is integral to feminist work. Her co-edited Feminist Perspectives in Therapy: Empowering Diverse Women (1996) was a pioneering book that comprehensively delineated how to understand and work with female clients from diverse social backgrounds using a feminist perspective. As one nominator concluded, Dr. Remer “lives and breathes feminist values and it shows in everything she does, especially the way she treats her students.”

DEADLINE FOR 2017 NOMINATIONS IS MAY 15, 2017

Preference is given to individuals whose contributions and achievements have not already been recognized by other SPW career awards. Recipients of the Carolyn Wood Sheriff Award are not eligible.
The Society for the Psychology of Women (SPW) of the American Psychological Association and the Association for Women in Psychology (AWP) seek research manuscripts for the 2017 Annual Student Prize for Psychological Research on Women and Gender.

Research Topics: Manuscripts should focus on women's lives and concerns, or more generally, on gender ideologies and behavior from a feminist perspective.

Eligibility: Jointly authored papers are eligible if the first author was a student at the time the research was conducted. Entries should be of journal length and in APA style. Eligible papers include unpublished manuscripts as well as papers that have been submitted or accepted for publication. Published papers are also eligible as long as they have a publication date of 2016 or 2017. Submission Material: 1) Cover letter indicating that the first author was a student at the time the research was conducted, specifying when and from what institution the first author obtained the degree, the name of the faculty who supervised the research, and the department of the supervising faculty. 2) De-identified Manuscript. Papers should be submitted in manuscript form, not as pre-prints or prints, in MS Word, with all identifying information removed. Include the title page, with author information removed. Name the file with a short version of the title, NOT with author or publication information. Information about authors as well as submission and publication status should be in the cover letter. If identifying information is included in the manuscript, it will not be reviewed.

Evaluation: Submissions will be judged on feminist theoretical grounding, methodology, clarity, quality of writing, and the social importance of the research questions and findings for a psychology of women and gender. Research papers that address intersectionality will be given higher consideration.

Award: A $250.00 prize will be given to the author of the best paper. First Prize and Honorable Mention winners will be announced at the 2017 meeting of the American Psychological Association and receive one-year free memberships to both SPW and AWP. They are also invited to present their award-winning paper at the 2018 AWP Conference and to serve as reviewers for the prize in the upcoming year.

SUBMISSION PROCEDURE
Please email a cover letter and attach a copy of the paper (deidentified, in MS Word, short title used for the filename) to the co-chairs,

Britney Brinkman
BBrinkman@chatham.edu

NiCole T. Buchanan, Ph.D.
nbuchana@msu.edu

DUE DATE: April 15, 2017.
Please put AWP/SPW 2017 Annual Student Prize Submission in the subject line.
Secondary and Two-year Outcomes of a Sexual Assault Resistance Program for University Women
Charlene Y. Senn, Misha Eliasz-Pw, Karen L. Hobden, Ian R. Newby-Clark, Paula C. Barata, H. Lorraine Radtke, and Wilfreda E. Thurston

High rates of sexual assault on university campuses have not changed over the past 30 years and the majority of these assaults are perpetrated by male acquaintances. While there have been attempts to address this issue, no intervention program used rigorous controlled and longitudinal methods to demonstrate effective interventions. The Enhanced Assess, Acknowledge, Act (EAAA) sexual assault resistance program is based on feminist theory and research and was designed to help women detect risk, assess behavior, and resist acquaintance sexual assault. Senn and colleagues implemented a randomized control trial evaluating the implementation of the EAAA program from 2011-2013. Nearly 900 first-year female undergraduate students were randomly assigned to receive the EAAA program or an assortment of (control) brochures. Comparing several measures from baseline up to 2 years post-randomization, the authors found that the EAAA program considerably reduced between 30% and 64% of rapes (both completed and attempted), attempted coercion, and nonconsensual sexual contact. The authors call for a two-fold educational approach to sexual assault prevention: (1) change university campus culture by equipping bystanders to intervene on behalf of others, and (2) provide women with the tools and knowledge needed to intervene for themselves.

Gender Asymmetry in the Construction of American National Identity
Laura Van Berkel, Ludwin E. Molina, and Sahana Mukherjee

Dominant groups, such as White Americans, are more associated with “American national identity” than ethnic minority groups. In two studies, Berkel, Molina, and Mukherjee extend this effect to gender by examining gender differences in national. Using questionnaire data from men and women, the authors found that American national identity is considered more masculine and male, than feminine and female. Both men and women considered male-associated traits to be more American than female-associated traits and gave more men than women as examples of “exemplary Americans.” Male participants reported higher levels of nationalism, while female participants’ levels of nationalism depended on how strongly they associated American identity with masculinity.

Condom-Insistence Conflict in Women's Alcohol-Involved Sexual Encounters with a New Male Partner
Amanda E. B. Bryan, Jeanette Norris, Devon Alisa Abdallah, Tina Zawacki, Diane M. Morrison, William H. George, Kelly C. Davis, Cinnamon L. Danube, and Cynthia A. Stappenbeck

Although first-time sexual intercourse with a new male partner is associated with higher risks that women will contract sexually transmitted infections, little is known about women’s decision-making processes related to condom use during these interactions. Bryan et al. surveyed 179 women aged 18-30 about their alcohol consumption, condom use, and cognitions about deciding whether or not to use a condom in during sex with a new male partner. The authors found that a condom was less likely to be used in instances in which women who wanted to use a condom perceived their partner did not; perceived condom conflict was associated with a higher likelihood of letting the male partner decide whether to use a condom (condom decision abdication). This study provides potential explanations for previous findings that women’s condom-use preferences are not always in line with their behaviors. Bryan et al. make suggestions for programs that are aimed at improving communication around sexual consent among young men and women.
Consider Submitting to PWQ!!!

Psychology of Women Quarterly (PWQ) is a feminist, scientific, peer-reviewed journal that publishes empirical research, critical reviews, and theoretical articles that advance a field of inquiry, teaching briefs, and invited book reviews related to the psychology of women and gender.

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Steinhardt School of Culture, Education, and Human Development
New York University
246 Greene Street, Room 807W
New York, NY 10003
pwq@nyu.edu
212-998-5330

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Breaking the Cycle of Indirect Aggression

My daughter began the fifth grade this year, and so far it has been a roller-coaster ride of gossip, friendships that turn sour, and mean girl behavior via electronic communication. After a particularly rough day, she came home upset and wouldn’t tell me initially what had happened. Later she revealed that a group chat was started by someone in her class with the name “Liv is weird” but she couldn’t be sure who it was. She was crushed and we started our usual discussion about rising above it and how girls can be mean during this phase of life. After talking with her and thinking a bit more on my own, I continued to be troubled by this exchange. Though I have done research on indirect aggression during my training, and despite the fact that I knew the time was coming for Liv, this particular experience bothered me. It got me thinking about my own professional life and experiences with indirect aggression. Though I typically tell my daughter that this time will pass and that women will be kinder and work together more as adults, is that really true?

The problem that I see is that explaining the behavior away is not enough. We have to continue to openly acknowledge the behavior as it happens and confront the behavior so that we can model open communication for our children. I was recently confronted on a problem at work through email communication that should not have been sent to an entire faculty. The person never approached me or others directly. I chose not to confront the issue and instead tried to move forward. I don’t think I have really moved forward though; I never expressed how it made me feel. It certainly hasn’t changed the behavior of others at work.

Evidence clearly shows that females exhibit indirect aggression early on in development and continue to be more indirectly aggressive than males through adolescence (Archer, 2004). In adulthood, since direct physical aggression is less socially acceptable, the sex differences wane in the workplace. However, one area that is still consistently different is displaced hostility (Archer, 2004). Women may take out their anger they feel towards one person on another person or object around them. To that end, they are unable to resolve the conflict and may hold onto the anger longer. While this makes sense that it is more acceptable to take your anger out on someone else (like possibly a spouse), it is still an indirect means of coping with conflict or anger. The person is not able to resolve their feelings by expressing them outright. These actions have consequences; they hurt the person and their unintended target.

In the end, my suggestion to my daughter was to leave the group chat; she doesn’t need to communicate electronically at this age when she can chat with friends in person at school. I also told her it was okay to let her friends know how she was feeling directly; instead of talking to other friends about the problem. In an effort to model this behavior myself, I am raising this issue here today. I think many of us can recall times recently where we resorted or, or were the victims of, indirect aggression. We need to acknowledge that this behavior still occurs and we need to address it. DIRECTLY. We need to work on more clear communication each other. We need to support each other and build each other up. There are others out there who will try to tear us down. Let’s try to prevent our daughters from experiencing this type of behavior in the future. We CAN break the cycle.

Sara Martino, Ph.D., LPC, NCC
sara.martino@stockton.edu

We're all in this together: Teaching Undergraduates to be Public Policy Advocates

by Sara McClelland, PhD,
University of Michigan, Departments of Psychology and Women's Studies

I designed the course “Sex, Sexuality & Public Policy” in 2009 a way for undergraduates to learn about the world of law, legislation, often-invisible infrastructures that shape all of our lives. The course includes a close examination of six policy areas: the HPV vaccine, sex education, LGBTQ bullying in schools, same-sex marriage, contraception, and abortion. The course examines a wide range of public debates, relevant social science research, media treatments, and legislative decisions concerning these issues – often in real time. For example, relevant Supreme Court decisions are often being argued during the semester and we have used our time together to understand the history and contexts of ongoing court decisions and their implications for individuals.

The aim of this course is to have students understand the stakes of public policies, to be engaged participants in the world, and to consistently ask for whom laws are protective and for whom they are punishing.

With this in mind, I developed an assignment that offers students the opportunity to engage in advocacy efforts and build their skills in argumentation, persuasion, and communication. In the “Advocacy Assignment,” each student is asked to imagine they are a direct action organizer working for an advocacy organization of their choice. They choose an issue they feel strongly about and produce a set of materials to convince an audience to take a specific action. Students must decide what the issue is, who they are interested in persuading, and the action they think is necessary to take to make change.

For the assignment, they create two sets of materials: first, a “brochure” (it can be paper, video, audio, or live), and second, a cover letter that explains the choices and decisions they made in

REACH OUT!
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All with membership in Division 35 are added; limited to division news
Ask to join, for discussion (share information and questions)
Division 35 Executive Committee
Division 35 Student Affiliates
Section 1, Psychology of Black Women
Section 1 Executive Committee
Section 1 Student Affiliates
Section 3, Concerns of Hispanic Women, Latinas
Section 5, Psychology of Asian Pacific American Women
Section 6, Alaska Native/American Indian/Indigenous Women

Cont’d on next page
We're all in this together (cont'd)

Students have produced extremely sophisticated “brochures” in this course. In fact, some have also led to developing advocacy efforts on campus, including work within the sorority system to encourage “rainbow parties” where queer students can bring romantic partners to parties, videos that teach students a variety of ways to talk with peers and potential sexual partners about consent, as well as efforts to partner with local advocacy organizations in Detroit to develop access to dental services for trans youth who have been kicked out of their homes and are without basic services. Many students are committed and enthusiastic about understanding politics and advocacy — be it at their local university, hometown, or federal courts.

The Advocacy Assignment offers students the opportunity to focus on developing strategies to communicate with an audience effectively, use research to make an argument, and understand competing perspectives. By identifying the specific audience they are trying to reach (whose mind are you trying to change?) and the actions that are needed (what do you want them to do and why?), students move from vague notions of “change” to ideas of what steps are necessary to make change in the world.
The AWP/SPW 2017 Annual Student Prize for Psychological Research on Women and Gender

The Society for the Psychology of Women (SPW) of the American Psychological Association and the Association for Women in Psychology (AWP) seek research manuscripts for the 2017 Annual Student Prize for Psychological Research on Women and Gender.

Research Topics: Manuscripts should focus on women's lives and concerns, or more generally, on gender ideologies and behavior from a feminist perspective.

Eligibility: Jointly authored papers are eligible if the first author was a student at the time the research was conducted. Entries should be of journal length and in APA style. Eligible papers include unpublished manuscripts as well as papers that have been submitted or accepted for publication.

Published papers are also eligible as long as they have a publication date of 2016 or 2017.

Submission Material: 1) Cover letter indicating that the first author was a student at the time the research was conducted, specifying when and from what institution the first author obtained the degree, the name of the faculty who supervised the research, and the department of the supervising faculty. 2) De-identified Manuscript. Papers should be submitted in manuscript form, not as pre-prints or prints, in MS Word, with all identifying information removed. Include the title page, with author information removed. Name the file with a short version of the title, NOT with author or publication information. Information about authors as well as submission and publication status should be in the cover letter. If identifying information is included in the manuscript, it will not be reviewed.

Evaluation: Submissions will be judged on feminist theoretical grounding, methodology, clarity, quality of writing, and the social importance of the research questions and findings for a psychology of women and gender. Research papers that address intersectionality will be given higher consideration.

Award: A $250.00 prize will be given to the author of the best paper. First Prize and Honorable Mention winners will be announced at the 2017 meeting of the American Psychological Association and receive one-year free memberships to both SPW and AWP. They are also invited to present their award-winning paper at the 2018 AWP Conference and to serve as reviewers for the prize in the upcoming year.

Submission Procedure: Please email a cover letter and attach a copy of the paper (deidentified, in MS Word, short title used for the filename) to the co-chairs, Britney Brinkman (BBrinkman@chatham.edu) and NiCole T. Buchanan, Ph.D. (nbuchana@msu.edu), by April 15, 2017. Please put AWP/SPW 2017 Annual Student Prize Submission in the subject line.

Submission Deadline: April 15, 2017
ACTIVISM RESOURCES & POST-ELECTION FEMINIST SUPPORT GROUP
Community Action Resources for Division 35 Members

- 10 actions in 100 days Women’s March Community Action Program
  https://www.womensmarch.com/100

- Girls feminist training group curriculum: sparkmovement.org
  For curriculum, email dana@sparksummit.com

- "Indivisible" NPR podcast
  http://www.wnyc.org/shows/indivisible

- INDIVISIBLE: A Practical Guide to Resisting the Trump Agenda
  https://www.indivisibleguide.com/download-the-guide

- Find an Indivisible-related group:
  https://www.indivisibleguide.com/local-action-groups

- “Evaluating the Ally Role” Mizock and Page (2016)
  http://www.psyr.org/jsacp/Mizock-v8n1_17-33.pdf

Post-Election Feminist Support Group
May 15th, 2017, 12pm-1pm EST

Join from PC, Mac, Linux, iOS or Android:
https://zoom.us/j/302726974

Or iPhone one-tap (US Toll):
+14086380968,302726974# or
+16465588656,302726974#

SPW MEMBER SERVICES

Join Division 35 at www.apa.org/divapp.
New memberships are free. Membership is for January-December. If you apply during August-December, your membership will be for the following January-December.


Website: www.apadivisions.org/division-35/

Journal: Subscription to the journal Psychology of Women Quarterly is included with membership. The journal may be accessed at pwq.sagepub.com

Newsletter: The Feminist Psychologist is sent out as hard copy via US mail, is posted on the Division website, and is shared on the Division’s announce listserv.

Email lists: Keep up with the latest Division 35 news through its email listservs. They are listed at lists.apa.org (scroll down to the ones that begin with "DIV35")


For help with membership issues, contact the Division office at division@apa.org or (202) 336-6013.
A tremendous article about the danger Donald Trump poses to Title IX Policies:

The best article you will ever read

by Tiffany Marcantonio & Jill Swirsky

When we decided to write a commentary on President Donald Trump’s potential impact on women, he had yet to take his oath of office. America waited with bated breath to see what would happen once the man who spent his campaign avoiding direct answers, except to justify his “locker room talk,” was sworn into the highest office in our country. On January 20th, President Obama and his feminist ideals left the White House to be replaced by “the Donald.” On January 21st, millions of women and men from around the world took to the streets to protest the new administration in one of the largest and most peaceful demonstrations in history. Imagine the alternative universe we could be living in if Trump had chosen to listen to the collective voices of those gathered outside. Instead, he went into his office on Monday and signed a bill that would prohibit federal funding from being given to any non-governmental organization worldwide that provides family planning which includes information about abortion services (referred to as a global gag-rule; Change, 2017). In addition, US government funds will be withheld from organizations attempting to use their own money to fund family planning if it includes information on abortion. Interestingly, the Helms Amendment already prohibits federal funding form being used to support foreign services that provide or refer for abortion, so US tax dollars were never funding this option (Change, 2017a).

This seems to be only the beginning; Donald Trump and his cabinet (comprised of primarily white, heterosexual, male baby boomers) seem to have “waged war” against women and minorities. In addition to attempts to prohibit access to safe and legal abortions, and removing funding from grants meant to help women who survive domestic and sexual violence, we must also be prepared for the possibility of Trump’s administration scaling back the Obama Administrations’ efforts to combat sexual violence on college campuses. Although Trump has not officially stated his intention to change the interpretation of Title IX, the fact that it is being bandied around is worthy of discussion. Title IX is a civil rights law and part of the Education Amendments of 1972 that prohibits discrimination based on sex in education programs that are federally funded (US Department of Education, 2015). With the issuing of the “Dear Colleague” letter (DCL) in 2011, college campuses were informed that Title IX included protecting students against sexual violence, as this is a unique form of sex-based discrimination that can interfere with the ability to receive an equal education. Using this clarified definition, some colleges and universities were investigated for their handling of sexual assault; and it quickly became apparent that many were not handling these cases in appropriate fashion. However, the GOP (and Trump by extension) believe the federal government should not hold a university responsible for handling sexual assault investigations (New, 2016). As part of their 2016 platform it was stated, “Whenever reported [sexual assault], it must

Cont’d next page
be promptly investigated by civil authorities and prosecuted in a courtroom, not a faculty lounge. Questions of guilt or innocence must be decided by a judge and jury, with guilt determined beyond a reasonable doubt” (p. 35).

However, sexual assault is one of the most under reported crimes and one of the least likely to result in criminal charges for the perpetrator (RAINN, 2016). Additionally, the DCL’s interpretation of Title IX actually helped to close a loophole for colleges and universities. That is, colleges and university administrations are responsible for maintaining campus safety. If someone is known to be dangerous (e.g., they committed physical assault/battery, vandalism, or theft), it is the administrations responsibility to see that this person be removed from campus to protect the safety of the student body. For some reason (likely sexism and deeply rooted gender discrimination), sexual assault had previously fallen through the cracks. The new interpretations of Title IX actually helped to address this lapse by removing students who pose threat of sexual assault from campus.

So, what happens if the Title IX policy is adjusted and sexual assault is no longer part of the definition? Before we even speculate on such a horrific scenario, we wanted to point out that over 300 colleges are currently under investigation for improper handling of sexual misconduct cases (Kingkade, 2016). This means there is evidence to suggest these universities either inappropriately handled a case or neglected to take action when they reasonably should have. In addition, women across the country are suing colleges and universities over their improper handling of sexual assault cases processed via Title IX. There have been noted incidences in which the punishment for being found responsible does not protect the victim of sexual assault. For example, some individuals found responsible have been suspended upon graduation (so they have been kicked off campus after finishing their degree—what kind of punishment is that?), removed from on-campus housing but allowed to attend school (so the victim may still encounter them), or mandated to write a paper (since empirical evidence totally suggests writing a paper will change aggressive behaviors; Kingkade, 2014). Taken together, although Title IX is an important first step in addressing sexual assault on college campuses, there is still a long way to go. Given the vast array of issues that are occurring even with Title IX in place, we can only imagine how devastating it will be if the policy is changed to exclude sexual assault.

Some may read this commentary and say that we are over-reacting. Indeed, many people (ourselves included) have friends and family who are Trump supporters and believe in giving him a chance. As educated, self-aware women who have devoted their lives to preventing sexual assault and injustice against women, we are concerned about the ramifications of that chance. In the months and years to come it is important that women stand together. This issue transcends the individual and represents human rights, after all: women’s rights ARE human rights. We are still far from equality; and it is time to join together as one strong force. History has taught us that change comes when people speak out, protest, and let their voices be heard. It is important that we continue with academic pursuits but also realize this is a time where painting a sign and standing outside the White House might also be effective. Title IX helps survivors of sexual assault find a voice, ensures their case will be heard, and protects their right to an equal education; if our government tells colleges they do not have to be held accountable, then it is our job to stand in opposition. Together, we can.
How to Triumph in Trumpland

Video based on a talk given by Glenda Russell, PhD on how we can use the election as a springboard toward activism and individual and community growth.

A tremendous article (cont’d)

References


Questions? Want to discuss further?

Contact the authors: jill.swirsky@gmail.com and Tiff.marcan@gmail.com.
The Ethic of Self-Care

As we continue the work of feminist psychologists let us be reminded of the importance of self-care. Check out the resources below for tips, research, and even reassurance that WE matter, too!

- The Resilient Practitioner: Burnout Prevention & Self-Care Strategies for Counselors, Therapists, Teachers, & Health Professionals
- Competence & Self-care in Counseling & Psychotherapy
- Burnout Syndrome in Psychotherapists: A Comparative Analysis of Five Nations
- Mindfulness and Self-care for the Clinician
- Promoting Counselor Professional and Personal Well-Being Through Advocacy
- Simple self-care for therapists: Restorative practices to weave through your workday

See Ken Pope's website for resources on this topic (http://bit.ly/KenPopeSelfCareResourcesForClinicians). It includes citations for 35 recent (published in 2013-2016) books and peer-reviewed articles focusing on clinicians' self-care, well-being, and burnout.
The Feminist Psychologist is the quarterly newsletter of the Society for the Psychology of Women (SPW), Division 35 of the American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242.

Unless otherwise stated, the views expressed herein are those of the authors and do not necessarily reflect official policy of the Society for the Psychology of Women, the American Psychological Association, or the editors.

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Deadlines
The newsletter is published quarterly and reaches readers approximately six to eight weeks following each deadline: Fall Issue by September 1, Winter Issue by November 1, Spring Issue by May 1, Summer Issue by June 15.

Send submissions to: spw.feministpsychnews@gmail.com