

HIDDEN
ROSES:

EXPLORING
MISOGYNOIR
AGAINST
BLACK GIRLS
FROM THE
HOOD

JAMELIA N. HARRIS
PHD CANDIDATE
UCLA GSE & IS





AAUW Fund Luncheon

October 10, 2020



Presentation materials:

- Download the presentation from the AAUW California website home page.
- The meeting recording, a summary Q&A document and example documents will be posted following the meeting.

Questions:

- Use the Q&A function to pose a question. We'll stop periodically to answer general questions.
- Chat has been disabled.

The screenshot shows a Zoom 'Question and Answer' window. At the top, there are two tabs: 'All questions (1)' and 'My questions (1)'. A red dashed arrow points from the text 'Check here for answers to all questions.' to the 'All questions (1)' tab. Another red dashed arrow points from the text 'Check here for answers to your questions' to the 'My questions (1)' tab. Below the tabs, a question is listed: 'You 09:45 AM' followed by 'Where can I download the presentation?'. Below this, there is a 'Collapse all (1)' link and a user entry for 'AAUW California' with a timestamp of '09:46 AM'. At the bottom of the window, there is a text input field with the placeholder 'Type your question here...'. A red dashed arrow points from the text 'Type your question here.' to this input field. In the bottom left corner of the Zoom interface, there are two circular buttons: 'Chat' and 'Q&A'. The 'Q&A' button is circled in red. A text box on the left side of the window states 'Chat has been disabled. Use the Q&A function'. In the bottom right corner, there is a red 'Leave' button.



Welcome and Introductions



Judy Cavin Brown
Chair, AAUW California Fund Committee




Dianne Owens
AAUW California President



Heather Miller
AAUW Advancement Director, Planned Giving



AAUW National Update



OUR PRIORITIES



Removing Bias from Education

Startling inequalities persist in American education. Gender, economics, race and ethnicity should not limit our opportunities.



Fighting for Fair Pay & Economic Equity

It's time to close the pay gap and for the work world to embrace diversity, equity and inclusion so we can all thrive.



Advancing Women in Leadership

Women make up more than half of college graduates and half of the labor force. But we're still not represented at the upper levels. We need equal representation.



Fundraising

How to Support AAUW's Mission

Thank you for promoting equity for women and girls by supporting AAUW's critical work! When supporting the following funds you give AAUW the ability to carry out its bold, strategic vision for the future.



AAUW Greatest Needs Fund (9110)

Allows AAUW the flexibility to respond rapidly to new and emerging challenges facing women and girls and to utilize your gift where it's needed most. This fund ensures the strength, relevance, and viability of AAUW into the future.

Fundraising

How to Support AAUW's Mission



Education and Training Fund (4450)

Addresses the barriers and implicit biases that hinder the advancement of women by championing equal access to education and ensuring that education at every level is free from sex discrimination.

STEM Title IX Pathways to Jobs

Examples of programs include:
Fellowships Alumnae Initiatives
Fellowships and Grants
Public Policy
Research



Economic Security Fund (4449)

Ensures livelihoods for women through achieving pay equity for women, providing training in salary negotiation, and deepening women's retirement security and quality of life.

Pay Equity Title VII Retirement Security

Examples of programs include:
Start Smart
Work Smart
Work Smart Online
Legal Advocacy Fund



Leadership Fund (4452)

Supports the effort to close the gender gap in leadership opportunities by bolstering the participation of and increasing the number of girls and women in leadership roles, particularly in education and nonprofit organizations.

Career Workplace Training

Examples of programs include:
Campus Action Projects
Empower
NCCWSL



Thank you!

Heather Miller, Director of Advancement
202-785-7766

Jamelia Harris



Project Name

**‘Hidden Roses’: Navigating, Resisting,
and Reclaiming Geographies of
Misogynoir Violence Among Black
Girls at Desert Rose High School**

*UC Los Angeles, Ph.D.,
Black Girlhood Studies*



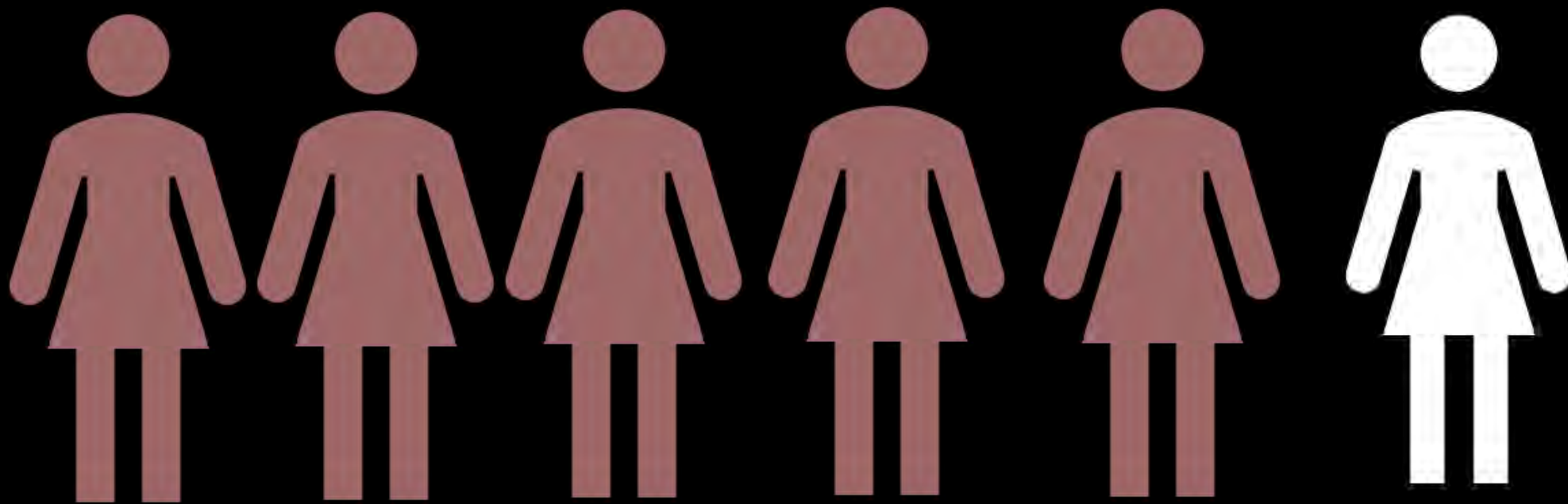
Alleged strip search of 4 black middle school girls prompts third-party investigation

The four 12-year-old students and their parents say the girls were questioned and forced to disrobe at school on suspicion of drug possession because they were acting "giddy."



WHY WE CAN'T WAIT.

BLACK GIRLS ARE SUSPENDED 5X MORE OFTEN THAN WHITE GIRLS



RQ: How do Black girls describe & understand discipline & punishment?

RQ: How can Black girls' engagement in the Concrete Rose Project further our understandings of the structural and institutional factors that contribute to their disproportionate punishment?



**SOCIAL INSTITUTIONS ORGANIZE BLACK GIRLS' & WOMEN'S
OPPRESSION AROUND **FOUR DOMAINS OF POWER**: STRUCTURAL,
CULTURAL, INTERPERSONAL, AND DISCIPLINARY.**

– PATRICIA HILL COLLINS (2000)



Context

- Desert Rose High School
- *Southern California*
- 98 % SED
- 35 % Black Students ; 55 % Latinx; 3% white
- Economically and Racially Segregated



Recruitment

- Purposive Sampling
- 13 Self- Identified Black Girls at DRHS
- Suspended on one or more Occasion
- Grades Range from 9-12
- Academic Tracking



Methods & Data

- Multi-Method Critical Case Study
- Black Feminist Group Storytelling Session (n=6)
- Individual Interviews (n=15)
- Artifacts (poems, art; n= 50)

METHODS OVERVIEW.

ROOT CAUSE SESSION

- 1) The Zero Tolerance Policy is unjust because obviously it only attacks Black girls.
- 2) No one really takes the time to understand us. Nobody really likes... understands why we're mad or why we're angry. Instead, they assume we're just being bitter.
- 3) Nobody nowadays, unless they were really bold, nobody's going to be direct with their racism. Racism has evolved because like it's all going to be undercover. But **they still look at us differently cause they stereotype us.** They're going to do little things like suspensions, but they're not going to say, "Oh it's because you're a Black girl." They're going to say, "Oh it's because you were disrespecting the teacher."
- 4) It's another form of oppression.

- Reigan



Stereotyping & Biases.

“ I just feel like we need more personal connections with adults at our school. It doesn't have to be too personal but I feel like they should try to get to know us a little bit more. Communicate and talk to us, and don't just assume that we're acting up, because something might be actually happening and going on in our lives that they don't even know about, and we don't know how to express it, or something like that. I just feel like being more personal would make me more comfortable to speak up... and also if I'm having a bad day then maybe my teachers would be more understanding. ”

-Teiara, 12th grade student

Implications: *Power of Ideology*



A Collective Letter Written by the Black girls of the Concrete Rose Project.

We want teachers and other adults to know:

We are more than just ghetto Black girls.

You need to know your students, their background, and where they come from before judging them.

Some of us are loud and love to laugh; some are shy; some get distracted.

But not everyone's the same, and not everyone comes from the same place, so don't assume you know us.

There are things in life that can cause Black girls to act in a certain way. We might have an attitude and not express what we're feeling. We are human, and sometimes we do get upset.

Be a mentor, leader, or someone to comfort us. Be there when we need you.

Ask us why our homework didn't get turned in before you yell at us and assume we have no potential.

We try hard in your classes, even when we don't understand, we always try.

Take consideration of what you say because it truly matters and affects us.

We are intelligent, beautiful, inspirational, devoted, independent, creative, loving, and *too real*.

We are destined to become doctors, multibillionaires, entrepreneurs, cosmetologists, artists, and lawyers.

We are determined to be greater than what society expects us to be because we are strengthened and empowered by our ancestors, mothers, future children, and ourselves.

We are full of purpose and possibilities.

We are Hidden Roses



Questions?

Contact: Jamelia94@ucla.edu

Website: jameliaharris.com

Elizabeth Kopacz



Project Name

Molecular Longing: Adopted Koreans
and the Navigation of Absence through
DNA

*UC Riverside, Ph.D.,
Ethnic Studies*

Arrivals

[Chicago, IL | June 14, 1989]



Arrivals

“But this telling is also a failure to tell these stories in their entirety, because there are too many uncertainties, and the very act of telling them in a way that makes sense would involve smoothing over the gaps. Rather than filling in these gaps, I am compelled to enter these empty spaces to find out what emerges, what one can learn from listening to silence.”

Grace Cho, “Haunting the Korean Diaspora,” p. 17





Molecular Longing: Adopted Koreans and the Navigation of Absence through DNA

How are genetic technologies being utilized by adult Korean adoptees to address absences in personal histories and desires for kinship?

How do we determine “truth” from multiple conflicting sources?

- Interdisciplinary project incorporating archival research, interviews, and discursive analysis
- Paperwork, popular genetic testing, “KAD cousins,” databases, and DNA

Holly Okonkwo



Project Name

Liberatory Code: Black women and the
Politics of Computing

*Claremont Graduate University, Post Doc.,
Gender Studies*

Cultural + Applied Anthropologist

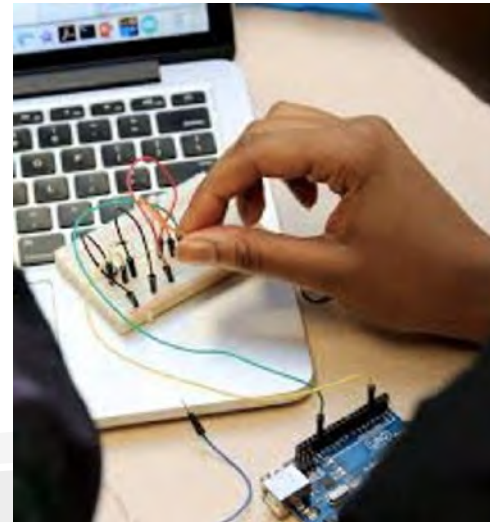
- Feminist Science and Technology Studies + African/African American Studies
- User-experience Researcher
- Ghana, Nigeria & U.S.A



Liberatory Code: Black women and the Politics of Computing

Explores the ways African American women:

- Critique dominant narratives about science and technology
- Techno-social innovations
- Negotiate race, gender, community and marginalization





Maro Youssef



Project Name

Women's Activism During Democratic
Transitions: The Case of Tunisia

*University of Texas, Austin, Ph. D., Political
Sociology*

I am an Arab woman, I study Arab women, and I advocate for Arab women.



Organization: Tounissiet (Tunisian Women):
2011- Present

Ideology: moderate Islamist
issues: women's political rights; transitional
justice; violence against women

Funding: USAID; National Endowment for
Democracy; European Union

Organization: La Ligue des electrices
Tunisiennes (League of Tunisian
Women Voters): 2011- Present

Ideology: secular feminist

Issues: women's political rights;
inheritance equality

Funding: European Union;
Scandanavian countries



Rachel Zhuojun Huang



Project Name

Polymer, Energy Materials, battery

*Stanford University, Ph.D.,
Polymer, Energy Materials*

Renewable energy is the future

ENVIRONMENT

California Governor Signs Order Banning Sales Of New Gasoline Cars By 2035

September 23, 2020 · 5:44 PM ET



California Lawmakers Set Goal for Carbon-Free Energy by 2045

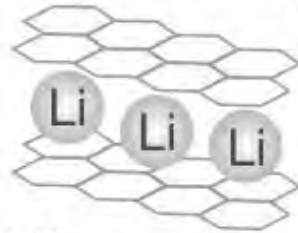
The New York Times

We need safer battery that last longer



From lithium ion to lithium metal batteries

Lithium ion battery



Graphite



Lithium Metal battery

Close to gasoline



Polymer to the rescue

Polymer coating protects Li metal



Polymer science is also food science

MAY 7, 2020

Stanford | News

Here's how Stanford students are tackling COVID-19

From helping develop medical equipment to creating art, Stanford students from across departments and academic disciplines are finding ways to support their communities during the COVID-19 pandemic.



Students launch food-science blog for sheltering in place

Engineering PhD student Rachel Huang is among the students in the Stanford Polymer Collective who created the food science blog *The Big Nano*. The blog features fun food science activities and experiments that readers can do at home while sheltering-in-place. Past blogs by Huang and fellow grad students Vivian Feig, Yuelang Chen, Chunzi Liu and Abby Grosskopf, have demonstrated how to make chocolates, boba and foamy coffee.

Overcook COVID 19: What makes sticky rice sticky?



Overcooked COVID-19: The rice and chopstick challenge



Overcooked COVID 19 Edition: When Ginger Meet Milk



Overcooked COVID-19 Edition: Olive Oil Fraudulence!



Allison Huynh

*Career
Development
Grant*



Discipline
Psychology - Clinical

Degree and Specialization:
M.A., Marriage and Family Therapy

*Allison Huynh—Chapman University,
M.A., Marriage /Family Therapy*



Tracey Quezada

*Career
Development
Grant*



**Discipline
Journalism**

**Degree and Specialization:
M.J., Journalism**

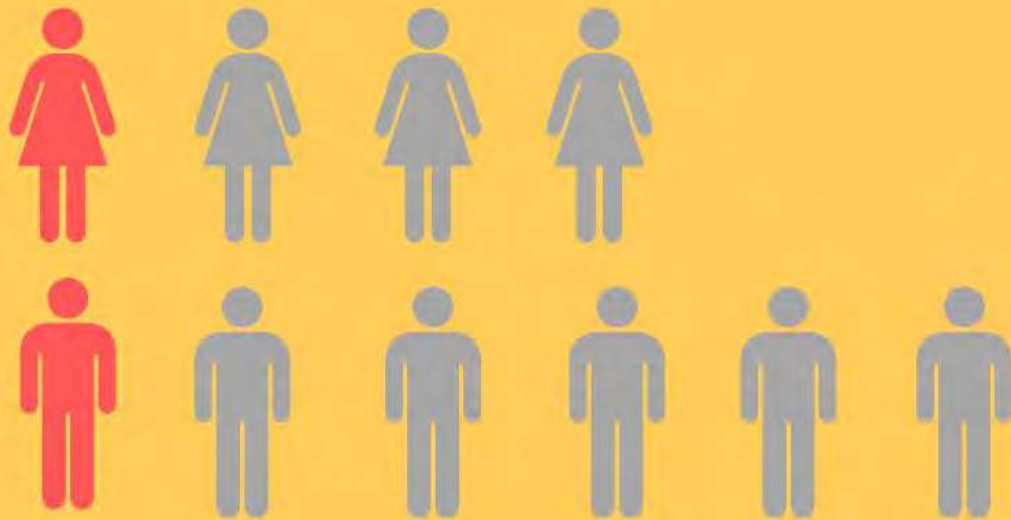
*UC Berkeley,
M.J., Journalism*

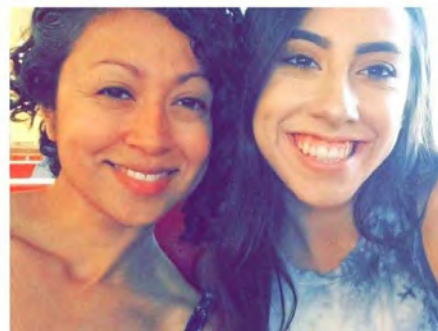
A woman with dark, curly hair is shown in profile, looking towards the left. She is wearing a white ruffled collar and a necklace. The background is a blurred outdoor scene with a wooden fence, a car, and trees. The text "WHEN YOU WERE YOUNG" is overlaid in large, bold, white capital letters.

WHEN YOU WERE YOUNG

IMPACT CAMPAIGN & FILM

**1 out of 4 girls & 1 out of 6 boys
are sexually abused before the
age of 18**





MULTI-PRONGED APPROACH

HOW THE CAMPAIGN WORKS

Traditional distribution marketing with a cause spin is used to create mass awareness of the film and the issue in the lead up to a theatrical release.



PARTNERSHIP ORGANIZATIONS



THE TEAM



Tracey Quezada

Director

Over 15 years of experience directing long and short documentaries.



Katie Galloway

Impact Campaign Producer

Peabody & Emmy Award winning Producer.
30 years of experience producing successful documentary films & impact campaigns.



Dawn Valadez

Impact Campaign Producer | Director

20 years of experience producing successful documentary film impact campaigns.



Sara Dosa

Consulting Producer

Peabody award-winning & Academy nominated producer of social justice films.



Staci K. Haines

Co-Founder of Gen 5

Gen5's mission is to end CSA through transformative justice, community organizing and social change.



Jennifer Crystal Chien

Outreach Engagement Strategist

15 years of experience producing & distributing film campaigns.

TIMELINE

WHEN YOU WERE YOUNG IMPACT CAMPAIGN

Tracey Quezada Productions

FALL 2020-MARCH 2021

COMPLETE PRODUCTION

FALL 2020-FEBRUARY
2021

COMPLETE EDUCATIONAL
CURRICULUM & EDUCATIONAL
MODULES

JANUARY 2021-APRIL 2021

EXECUTE IMPACT CAMPAIGN &
DISTRIBUTION

LAUNCH CURRICULUM IN 15
SCHOOLS

DECEMBER 2020-MARCH
2021

CONTINUE WORKING WITH
ADVISORS TO BUILD
CAMPAIGN

MAY 2021- OCTOBER
2021

THEATRICAL RELEASE

OCTOBER 2021-MARCH
2022

CURRICULUM REACHES 100
UNIVERSITIES

CONTACT: INFO@TRACEYQUEZADAPRODUCTIONS.COM

FUNDRAISING STRATEGY

In July of this year we received a grant from the prestigious Berkeley Film Foundation! Who have come on as partners.

To date we have received a total of \$68,500 from Open Meadows Foundation, Columbia Foundation, Atlassian Foundation, The Eva and Lucius Eastman Foundation, the Berkeley Film Foundation, Big Ideas and individual donors. We are actively requesting funds from philanthropic and documentary organizations, social justice and arts grants, private foundations, individuals, and corporate donors. We are submitting applications to the Ford Foundation/Just Films, Chicken and Egg Pictures, ITVS, Firelight Media, Sundance Documentary Fund and Cinereach, and will apply to SFFILM, Kaiser Permanente Foundation, Cal Endowment, Cal Wellness, Alameda County, the Times Up Foundation, and more. We plan to approach corporate partners in a creative way, including Dove Soap, which promotes the idea that we need to “love the skin” we are in, an idea this film validates strongly. We will only partner with those who share our values and who can be trusted to properly represent the subject of the film and the people who are affected by these issues. To complete the film and fund its distribution, we will also return to the community of supporters who helped us achieve this milestone, along with new individual prospects who can be reached through the growing community network supporting the film. We will also contact any funders who have gotten behind the *#MeToo Movement* and see if they would support the film. We will continue to apply to organizations that are focused on underrepresented filmmakers and audiences, and that have a track record of funding projects about important social issues.

Frances Rozner


*Community
Action
Grant*



Project Name

Energizing Potential: The Effectiveness
of the AAUW Long Beach STEM
Career Conference on LBUSD Middle
School Girls

AAUW Long Beach Branch



Energizing Potential: The Effectiveness of the AAUW Long Beach STEM Career Conference on LBUSD Middle School Girls

Presented by: Frances Rozner

Research project conducted by AAUW Long Beach
Co-Chairs: Frances Rozner, Mary Lamo, Raquel Sanchez





Energizing Potential

STEM Career Conference:

- 7th & 8th grade girls
- Since 2003: 2690+ girls
- A keynote speaker
- 2 hands-on STEM workshops
- Last Friday in February – 4:30pm to 7:00pm
- 6 to 7 schools with designated Champions
- Long Beach City College
- 2020 Budget: \$9905

Energizing Potential



Thank you so
much for
all this
inspiration!

It made me
feel so proud
to be a
NERD!



Energizing Potential

The Research Journey:

2014: Research explored

2015: Approvals and Permission forms

2016: Permission forms

2016-2020: LBUSD data provided

2018: CSULB input, MissionQuest hired

2019/2020: Surveys of seniors, AAUW Grant

2021: Analysis, Results publication



Energizing Potential

A Few Project Details:

- 2015: 128 aggregate; 96 to track; 63 to survey
- 2016: 116 aggregate; 109 to track; 97 to survey
- Senior surveys response: 36%, 43/119
- Survey mirrors *Igniting the Spark* research
- Research Budget: \$17,334 (49% in-kind)



Energizing Potential

Questions to be Answered:

1. How does this experience impact the attendee?
(Value Aspect)
2. If inspired toward STEM or college attendance, what aspects of the conference contributed most?
(Improvement Aspect)



Questions?



Upcoming Webinars

Increasing Gender Diversity on the Boards of Nonprofit Organizations

10/12/2020

There is a serious gender gap, particularly for women of color, on the governing boards of higher education and healthcare institutions (“eds and meds”), which are among the most powerful and consequential of our nonprofits. Explore the story behind the numbers, discuss why we should care, and consider what you and other stakeholders can do to effect change. Our speakers co-authored a recently published national study on this subject and are members of the Philadelphia-based Women’s Nonprofit Leadership Initiative, which has been working since 2012 to change the numbers in their area.

AAUW Fund Luncheon

10/24/2020

Meet our 2020-21 AAUW California Fellows/Grant recipients at a virtual “luncheon” which will showcase their studies and goals for the year! There is no lunch included this year and no charge to join the webinar.

Why Public Policy Matters

10/28/2020

This workshop is for branches whose members are doing no or little public policy work; who do not have a public policy chair or committee; and who want to learn how to encourage members to engage in public policy projects, how to garner ideas for projects, and how to use PP to attract new members.