

The Sage Colleges

Bridge of Empowerment



“Empowerment today for a better tomorrow”

Curriculum Guide 2019

Dear Course Instructor,

Thank you for your interest in the Bridge of Empowerment at The Sage Colleges. We are excited to see you incorporate our program into your classroom curriculum.

This is the premiere year of the Bridge of Empowerment program at Sage, and, as such, we appreciate your support in promoting the event on campus. Our hope is that this guide allows your group to explore the positive aspects of identity, the importance of positive and holistic representation of marginalized groups, and how students can connect with and use community resources as well as become advocates for themselves and other members of the Sage community.

This curriculum guide serves as a preparation tool for instructors who are looking to have students engage in some way with the Bridge of Empowerment. This guide will discuss the basic information and format of the Bridge in addition to providing activities and resources for discussion before and after the experience.

Although the Bridge uses an experiential learning opportunity to discuss specific topics, it also highlights broader subjects that are relevant to society and the Sage community. The program is designed to illustrate the impact that scenes of positive representation can have on the worldview of both minority and majority groups.

Bridge of Empowerment at Sage will not be possible without the support of Sage faculty, staff, and students— so thank you again for taking part in what we hope will be a signature event for years to come! If you have any questions, please feel free to contact us at residencelife@sage.edu.

History of Bridge of Empowerment

Bridge of Empowerment is a re-imagining of a popular event held on campuses across the country called the Tunnel of Oppression. The Tunnel of Oppression is a social justice initiative developed at Western Illinois University that occurs on campuses nationwide. The initial efforts to develop the tunnel stemmed from a relatively homogeneous campus searching for a way to represent the realities of oppression into a full sensory experience. The creators of the tunnel wanted to give participants the opportunity to see, touch, hear and feel the realities of oppression as a stepping stone towards creating diversity awareness.

Sage's version of this experience seeks to examine the issues commonly explored in Tunnels through the lens of positive psychology by focusing on positive representations of marginalized groups flourishing. Where Tunnels focus on the reality of oppression in the lives of marginalized groups, **the Bridge acknowledges the positive lived experiences of those persons and the importance of representing (and celebrating) them.**

Partnerships

The Office of Residence Life in cooperation with the Office of Diversity and Inclusion has worked to adapt the Tunnel of Oppression model into the Bridge being presented this fall. A dedicated group of 28 Resident Assistants have worked to write room scripts, create set design pieces, and recruit actors for the program. Additionally, these staff members have designed the logo and marketing materials, arraigned the logistics of the event, and coordinated with community and campus partner to provide students with access to local resources to continue their learning and activism.



Student Life Learning Goals

S.A.G.E. is a framework designed to help in the assessment of critical areas of student development within the division of Student Life. It is loosely based on a student conduct sanctioning model out of The University of Texas at San Antonio (UTSA) which used a “holistic view” of students to inform sanctions. (Fueglein, et al. 2012) This model allowed UTSA to address student behavioral issues not only punitively but also as a way to encourage student develop in areas that, once improved, would allow the student to make better choices in the future.

S.A.G.E. takes the learning outcomes identified by John Schuh and M. Lee Upcraft in 2001, complex cognitive skills, knowledge acquisition, intrapersonal development, interpersonal development, practical competence, civic responsibility, academic achievement, and persistence, and merges them with the E.P.I.C. model, creating a Student Life assessment framework that can be applied across multiple departments. S.A.G.E. takes the eight abstract learning goals and separates them across four, easy to understand (and assess) categories: self-awareness, academic excellence, goal orientation, and engagement.

Below are the ways in which the S.A.G.E. Conceptual Framework applies to the Bridge of Empowerment:

Self Awareness

After attending the Bridge of Empowerment, participants will be able to:

- Engage in different methods of thinking about representation and privilege.
- Exhibit open-mindedness regarding topics of social justice.
- Cultivate a personal sense of self-worth.
- Examine their own behavior and choices regarding inclusion of marginalized groups.
- Feel comfortable and empowered to express their own identity.

Academic Excellence

After attending the Bridge of Empowerment, participants will be able to:

- Create and maintain an environment that values positive representation and inclusion of marginalized groups.
- Identify and seek out campus and community resources regarding the topics discussed in the program.

Goal Orientated

After attending the Bridge of Empowerment, participants will be able to:

- Understand the importance of positive representation of marginalized groups in leadership positions.
- Develop confidence in their ability to advocate for themselves and empower others.
- Exhibit the ability to critically examine their contribution to any perceived lack of representation on campus.
- Discover an intrinsic motivation to work toward a more equitable campus and world community.

Engaged

After attending the Bridge of Empowerment, participants will be able to:

- Cultivate and interest and understanding of diverse groups.
- Exhibit a desire to create a culture of civility on campuses that emphasizes compassion, integrity, and acceptance.
- Feel empowered to interrupt behavior or speech that is harmful to another member of the Sage community.
- Establish a heightened sense of community, civic engagement, and personal responsibility.
- Identify the skills needed to build and maintain healthy relationships.

Important Definitions

EMPOWERMENT: Refers to creating capacities in the individuals or groups to participate actively in their own welfare. Theoretically, empowerment should be a process that helps people to gain control over their lives through raising awareness, taking action, and working in order to exercise greater control (Verma, 2006)

POWER RESOURCES: Refers to the varied forms of resources which act as power bases or as factors of power production:

1. **ECONOMIC:** control of land, labor, or capital as well as goods and services produced therefrom.
2. **SOCIAL:** social status or standing based on social roles or on meeting socially valued criteria.
3. **POLITICAL:** a consequence of the incumbency of authority roles that entitle people to claim that they are speaking in the name of the state and can employ whatever resources state institutions possess to enforce them.
4. **INFORMATIONAL:** knowledge that is productive or beneficial, desired by others, giving rise to the adage ‘knowledge is power.’
5. **MORAL:** legitimacy accorded to decision-makers, their roles, the decision they take, or the system of governance that leads people to defer to or accept other’s decisions as right and proper.
6. **PHYSICAL:** physical force that people may be willing and able to exert against others to compel their cooperation or compliance. This is referred to as ‘coercion’ if it is done with a claim of legitimacy or as ‘violence’ if it is not accepted as legitimate. (Uphoff, 2005)

TRANSFORMATIVE REPRESENTATION: the idea that, in order to transform perceptions, we must transform our cultural landscape into one that puts forward people of color in all of their complicated humanity, rather than relying on tired stereotypes. (Perception Institute, 2019)

OBJECTIVES OF EMPOWERMENT: the main changes usually sought through the application of empowerment strategies (Wils, 2001):

Dimension	Objectives	Indicators
Social	<ul style="list-style-type: none"> • Greater equality of opportunities • Access/use of services • Higher social status 	<ul style="list-style-type: none"> • Greater choice of jobs/occupations • Shifts in division of labor/tasks • Better living conditions • Representation on prestigious committees
Economic	<ul style="list-style-type: none"> • Better economic condition • Better access to economic inputs 	<ul style="list-style-type: none"> • Higher income • Own/control more assets • Use of credit • Benefits from economic programs
Political	<ul style="list-style-type: none"> • More effective power 	<ul style="list-style-type: none"> • Vote actively • Occupy political/elective posts • Intervene with authorities (claims/protests) • Participate as citizen in governance
Cultural	<ul style="list-style-type: none"> • Identity more accepted 	<ul style="list-style-type: none"> • Voice/view sought in community • Music and language recognized

Bridge of Empowerment



Pre-Bridge Activities

Examining Representation

Time: 50 minutes

Materials: Paper/pens

Directions

In small groups, students will identify prominent figures (real or fictional) across several groupings.

As they progress through the list, they should identify whether they believe the representation is positive or negative and give reason for their decision.

Groupings:

- White people
- Black people
- Asian people
- Latinx people
- Indigenous people
- Middle-eastern people
- People with a physical disability
- People with a cognitive disability
- People with a mental health disability
- Christians
- Jewish people
- Muslims
- Hindus
- Buddhists
- Gay men
- Bisexual people
- Lesbians
- Transgender men
- Transgender women
- Gender non-conforming people

Discussion

The discussion will start with a tally of the numbers for each grouping above. Which groups showed the most positive representations? The most negative? Which groups were not mentioned at all?

Facilitator will ask the following questions:

1. What is representation?
2. Why might it be important to be represented more in the media/society?
3. What might be some downsides to being represented frequently in media?
4. What does our quick analysis of representation tell us about American culture?
5. How do we change the story?

Understanding Stereotypes

Time: 60 minutes

Directions

Participants should sit in a circle for this exercise if possible. Facilitator should hand out a list of questions for each participant to answer for the group. Possible questions could include name/nicknames, ethnic background, where they are from and where their parents were born, which generation they represent in America for their family, and one custom or tradition their family practices. Give participants time to write down some ideas for answering the questions.

Before you begin the exercise, instruct the participants to identify one of two people in the group whom they do not know, and to think about what answers they expect from those people. This part is **not** to be shared among group members, but can help people realize how they formulate ideas about people based on appearance.

It is important to tell the group that each person will be limited to about two minutes in order for everyone's voice to be heard. Once everyone has an opportunity to share their information, ask the group to discuss what they have learned from this exercise.

Discussion Notes

1. The facilitator will begin the exercise in order to model the kind of information that should be shared.
2. This activity can be emotional for certain people. The participants who find this emotional are often those who don't know about their heritage and those who have been adopted. If someone seems to be getting emotional, remind them that they only have to reveal what they feel comfortable sharing.
3. Certain themes usually emerge:
 - Even members of the same "groups" have very different backgrounds.
 - Often members of different "groups" have more similar backgrounds than they realize.
 - Cultural diversity transcends black and white.
 - Many people find out information which allows them to connect somehow with someone else in the group.
4. Ask participants why, as Sage students, this is an important activity.

Exploring Representation

Time: 65 minutes

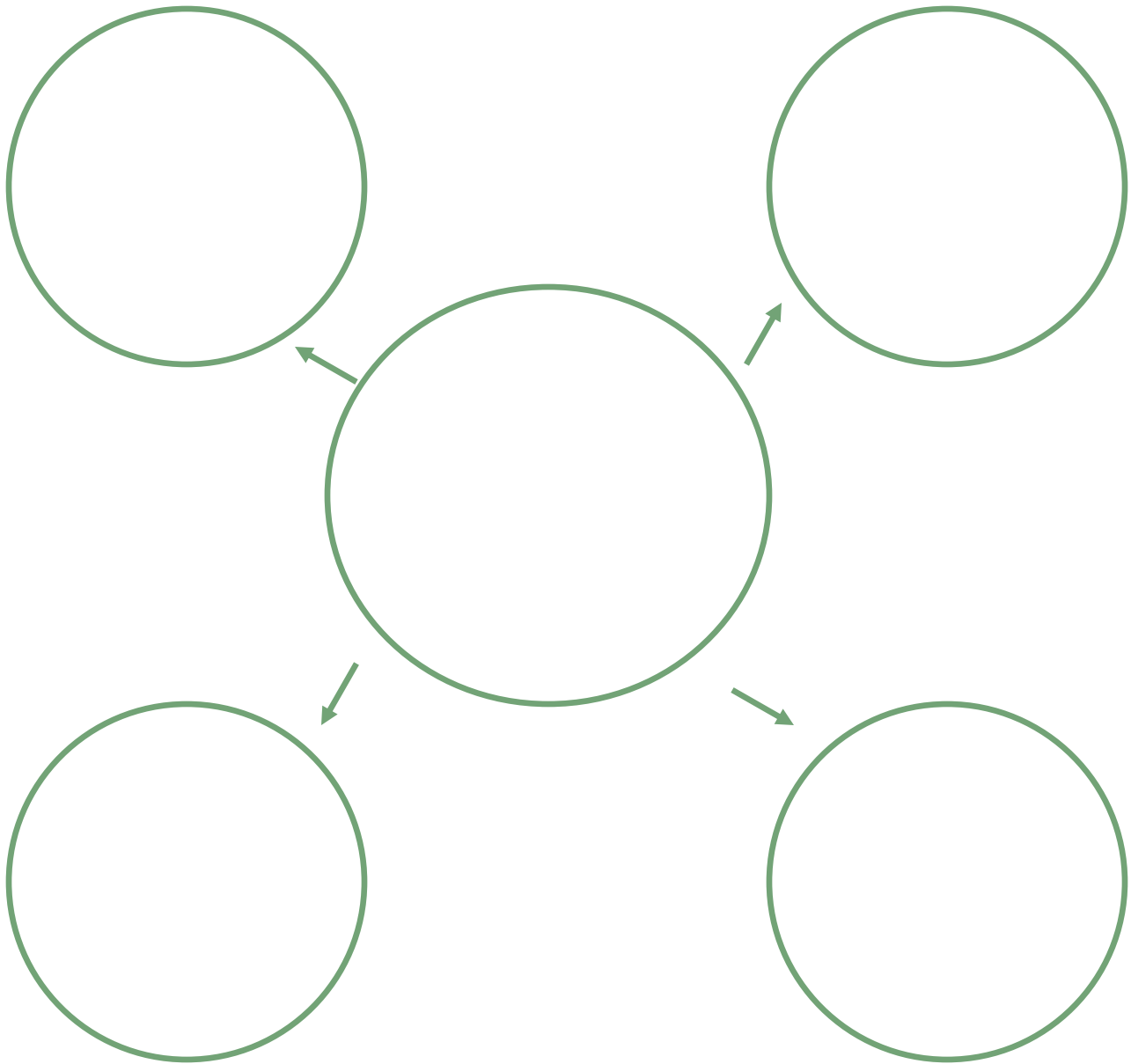
Materials Needed: Circle Handout/ pens

Directions

Ask participants to pair up with someone they do not know well and ask them to introduce themselves. Ask participants to write their names in the center circle. Ask participants to fill out the rest of the circles with aspects of their identity they consider most important in identifying themselves. Give examples of identities they could use (such as female, Latinx, Jewish). In pairs, ask participants to share two stories with each other. The first will be about a time they saw a part of their identity portrayed in the media (real or fictional) in a way that made them feel proud. The second story should be about a time they had a negative experience with a depiction of their identity in the media. Ask participants to share with their partners a stereotype they have seen portrayed in the media about one of their identities that fails to describe them accurately (have them use the handout). Read your own stereotypical representation before having each participant share their statement.

Discussion

1. How do you self-selected identities differ from the identities you see depicted in the media?
2. Did anyone challenge a stereotypical representation you once believed? If so, explain?
3. How did it feel to challenge your own stereotypical representation?
4. How do we combat stereotypes in popular culture?



1. Share a story with your partner about a time a part of your identity was portrayed in the media and it made you feel proud.
2. Share a story with your partner about a time a part of your identity was portrayed in the media and it made you feel embarrassed, ashamed, angry, or afraid.
3. Name a stereotype you have seen associated in the media with one of your identities which fails to describe you accurately. Fill in the following sentence:

I am (a/an) _____ but I am NOT (a/an) _____.

Example: I am overweight, but I am NOT lazy.

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Post-Bridge Activities

Bridge Reflections

Time: 50 minutes

Materials Needed: Paper/ pens

Directions

Each student will be given a piece of paper and a writing utensil. They will have a half hour to write down or draw their response to the Bridge of Empowerment. They can address specific scenes, an experience that resonated with their own, an issue they had with something, or a question that the Bridge of Empowerment raised in their mind. They are encouraged to jot down every thought, emotion, etc. that comes to mind when they think about the experience of the Bridge.

Discussion

After students have had time to write or draw their experience, the facilitator will go through each question:

1. In one word, everyone describe how they are feeling after the Bridge?
2. What is something you wrote down or drew?
3. Was the experience what you expected? Why/why not?
4. Did any of the scenes stick out to you?
5. In what ways do you contribute to empowerment in your life?
6. Did you learn something new from the Bridge? If so, what?
7. If you could tell on person in your class anything after going through the Bridge of Empowerment, what would it be?
8. Do you feel like you understand any of your peers better?
9. How can you carry these learning experience forward during your time here at Sage?

Bridge Reflections

Time: 50 minutes

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1. In one word, everyone describe how they are feeling after the Bridge?
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Post Bridge of Empowerment Action Plan

	What did I learn?	Where are my areas for growth?	How can I grow? (Through education, research, & involvement?)
Self			
Others			
Community			

The Importance of Storytelling

Time: N/A

Materials Needed: Laptop

Directions

During Bridge, an emerging theme is the ways in which acts of empowerment and resiliency create lasting effects on people that identify as part of marginalized groups. Have the students write a paper that touches on the following questions:

1. What is the benefit of intentional storytelling?
2. How did it feel to listen to your peers share their stories?
3. Has part of your identity or culture every been commodified? How did that feel?
4. If the answer to number three is no, why do you think that is?

Bridge of Empowerment



2019 Bridge Topics

Topic Selection

Bridge of Empowerment topics are selected from participant assessment and student input. The topics were selected, and a group of Resident Assistants under the direction of Dr. David Green, Director of Diversity and Inclusion, were tasked with exploring each theme to develop a short but empowering scene.

2019 Bridge Topics

The Bridge of Empowerment strives to highlight topics that are current and relevant to our student population. This year, the selected topics include:

- Healthy Relationships
- LGBTQI Pride
- Mental Wellness
- Sexual Empowerment / Consensual Sex
- Feminism / Women's Empowerment
- Interculture and Interfaith Relations
- Ability and Access
- Transgender Identity
- Climate Activism
- Body Image
- Natural Hair

How to Use the Resources

In this section of the Curriculum Guide, each Bridge topic is explored. The information presented includes a brief description of the topic, an annotated bibliography of the sources used to inspire the scenes, and organizations with which individuals can connect to get involved around the Capital Region. These lists are by no means exhaustive and are put together to encourage you to begin conversations with your group members regarding the topics before the Bridge of Empowerment experience and empower you and your group to explore these topics in more detail after.

Healthy Relationships

This room portrays a scene involving a couple where one partner is a survivor of a past abusive relationship. During the scene, that partner finds understanding, support, and healing from the new person in their life.

Sources Used to Inform Scene Creation

Jonas, W. (2019, November 30). How the Right Relationships Can Help You Heal. Retrieved from <https://www.psychologytoday.com/us/blog/how-healing-works/201811/how-the-right-relationships-can-help-you-heal>.

An article describing the three aspects of a healthy relationship: trust, honesty, and compassion.

myHealth Clinic for Teens and Adults. (2019). Healthy Relationships. Retrieved from <https://myhealthmn.org/healthy-relationships/>.

A web resources describing the signs you are in a healthy relationship and how to keep a healthy relationship strong.

Get Involved

Equinox <http://www.equinoxinc.org/>

Equinox is a dynamic human services agency with deep roots in the Capital Region community. We serve adolescents and adults struggling with chemical dependency; survivors of domestic violence and their children as well as elderly victims of domestic abuse; adolescents and adults, along with their families, who are living with mental illness and at-risk and homeless young people. With a staff of more than 200 dedicated employees, Equinox provides compassionate treatment, services, advocacy and support to more than 5,000 people each year at 10 different locations, including residential facilities, throughout Albany County.

Dishpaal Dhuga, Sage Title IX Coordinator <http://www.sage.edu/titleix>

The Sage Colleges takes very seriously its obligations and its commitment to provide a safe and secure environment for our students and other members of the college community. To that end, Sage is actively engaged in educating students about interpersonal and sexual violence, preventing its occurrence whenever possible, and remedying its effects.

Sage Wellness Center, <https://www.sage.edu/student-life/wellness-center/>

The Wellness Center offers a variety of medical and counseling services for students. Our staff includes nurse practitioners and licensed mental health professionals. The goal of the Wellness Center is to assist students in reaching their optimal level of health and wellness through direct treatment and prevention.

LGBTQI Pride

This room portrays a supportive relationship between two drag queens, emphasizing the beauty of choosing your own family from those who accept and encourage your truest self.

Sources Used to Inform Scene Creation

Zielinski, A. (2019, June 11). Portland's Queer Community Steps Up to Protect 10-Year-Old Harassed for Performing Drag. Retrieved from <https://www.portlandmercury.com/blogtown/2019/06/11/26621803/portlands-queer-community-steps-up-to-protect-10-year-old-harassed-for-performing-drag>.

This article describes how, after a ten year old queer child was attacked by extremists for a picture of him in drag, the Portland LGBTQI community mobilized to support him and fight the hate.

Get Involved

Pride Center of the Capital Region , <https://www.capitalpridecenter.org/>

As the oldest continuously-operating LGBTQ community center in the country, the Pride Center has worked to build a welcoming and empowering community for all people.

Our programs, both at the Center (332 Hudson Ave in Albany) as well as held throughout the region, meet the health and human service needs of the LGBTQ community as well as educate and advocate for those needs in the broader Capital Region.

In Our Own Voices, Inc., <http://www.inourownvoices.org/>

In Our Own Voices grew from the efforts of three social action groups: the Feminist Action Network (FAN), Sisters and Brothers in the Life (SABIL), and the Gay Men of Color Alliance (GMOCA). Later, they were joined by the Social Justice Center. These organizations came together initially to encourage other human and civil rights groups to broaden their agendas to include the issues that affect LGBT people of color. Today, In Our Own Voices is an autonomous organization dedicated to addressing the many needs of the LGBT community.

Dr. David Green, Director of Diversity and Inclusion, <https://www.sage.edu/student-life/cultural-enrichment-diversity/>

The Office of Diversity & Inclusion is responsible for working with all members of the Sage Community to: explore perceptions and challenge stereotypes, encourage collaborative efforts, empower students, faculty, administrators and staff to participate in ongoing diversity efforts, advise all International Students, offer global education through study abroad opportunities, enrich The Sage Colleges experience, support members of all minority groups (ethnic, racial, gender, gender identity, sexual orientation, and religious).

Mental Wellness

In this scene, a person struggling with their mental health sees a counselor. They are not 100%, but they are learning new coping strategies and getting better everyday.

Sources Used to Inform Scene Creation

9 Ways To Fight Mental Health Stigma. (2017, October 11). Retrieved from <https://www.nami.org/blogs/nami-blog/october-2017/9-ways-to-fight-mental-health-stigma>.

An article that talks about how people can work toward destigmatizing mental healthcare

Get Involved

Time to Change, <https://www.time-to-change.org.uk/>

Time to Change is a growing social movement working to change the way we all think and act about mental health problems. We've already reached millions of people and begun to improve attitudes and behavior.

Despite the progress we've made, we know that many people still don't consider mental health relevant to them. They don't believe mental health problems are likely to affect them or people they know.

But the reality is that mental health can affect anyone. Statistically, 1 in 4 of us will experience a mental health problem in any given year. That's why our work is so important. No one should have to fear being treated differently because of a mental health problem.

Mental Health Wellness Meetup, Albany Public Library, <https://albanypubliclibrary.libcal.com/calendar/events/?cid=7663&t=d&d=0000-00-00&cal=7663>

This free Mental Wellness Meetup gathers every first Wednesday of the month, from 6:30-7:30. Each meeting focuses on a different topic aimed at mental health awareness, coping strategies, networking opportunities and educational information. We are always seeking suggestions and guest speakers to volunteer to empower, connect and educate our community members who attend this support group.

Sponsored by Noteworthy Resources of Albany <<https://www.nwralbany.org/about>>, and facilitated by CEO Tatiana Gjergji

Sage Wellness Center, <https://www.sage.edu/student-life/wellness-center/>

The Wellness Center offers a variety of medical and counseling services for students. Our staff includes nurse practitioners and licensed mental health professionals. The goal of the Wellness Center is to assist students in reaching their optimal level of health and wellness through direct treatment and prevention.

Sexual Empowerment/ Consensual Sex

In this scene, adapted from a viral twitter thread, a woman talks about three times she was not raped—illustrating how consent has nothing to do with her behaviors or dress, but everything to do with her partner’s willingness to respect her boundaries (both verbally and nonverbally communicated).

Sources Used to Inform Scene Creation

Zatat, N. (2018, October 4). Woman tweets viral thread about all the times men did not rape her. Retrieved from <https://www.indy100.com/article/women-viral-twitter-thread-consent-rape-8568361>.

This article covers a viral twitter thread in which a woman describes three times she was not raped, each incident debunking the common women-shaming/women-blaming tropes commonly used to assign some form of culpability to the victim.

Get Involved

Albany Crime Victim and Sexual Violence Center, <http://www.albanycounty.com/Government/Departments/CrimeVictimandSexualViolenceCenter.aspx>

Albany County Crime Victim and Sexual Violence Center provides a comprehensive range of services to emotionally and physically injured crime victims in Albany County. Services are available to anyone of any age who has experienced a sexual assault or other interpersonal crime at any time in their life, or who has been affected by someone else’s assault.

New York State Coalition Against Sexual Assault, [www.http://nyscasa.org/](http://nyscasa.org/)

NYSCASA’s mission is to end all forms of sexual violence and exploitation, and to address the impacts of sexual assault.

Dishpaul Dhuga, Sage Title IX Coordinator <http://www.sage.edu/titleix>

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Feminism/Women's Empowerment

This scene is a reading of part of the speech made by Angela Davis at the 2016 Women's March in Washington DC .

Sources Used to Inform Scene Creation

Davis, A. (2017, January 22). Angela Davis' Women's March speech: 'this country's history cannot be deleted'. Retrieved from <https://www.theguardian.com/commentisfree/2017/jan/22/angela-davis-womens-march-speech-countrys-history-cannot-be-deleted>.

The full transcript of Angela Davis' powerful address from the Women's March 2016.

Get Involved

The Women's Club of Albany, <https://www.womansclubofalbany.com/>

The mission of the Woman's Club of Albany is to provide a center where Capital District women can pool their time, expertise and energy in activities which support the well-being and cultural enrichment of women and children in the region. Our club serves as a magnet for women of diverse backgrounds to lead and participate in community projects while enjoying camaraderie with fellow members. Preservation of our historic clubhouse unites us as we honor our history and embrace the future.

Upper Hudson Planned Parenthood, <https://www.plannedparenthood.org/planned-parenthood-upper-hudson>

Upper Hudson Planned Parenthood offers a wide variety of services to women, men and teens in Albany, Hudson and Troy. UHPP welcomes patients regardless of their ability to pay, their immigration status and/or their country of origin. All genders are welcome.

Women's Empowerment Conference and March, <https://www.weconferenceandmarch.com/>

The Women's Empowerment Conference and March, or what we like to call "WE," take their inspiration from the historic Women's Marches. Our vision for WE is to strengthen the coalition between a diverse intersectional community of women, men, gender non-binary individuals, within the Capital District of New York.

The overall goal is to provide a space for individuals to be inspired, motivated, and activated to engage, and change for the better, their communities.

Whether it is our keynote speakers, workshops, or performers, we remain committed to staying true to our vision of inclusivity and giving voice to those marginalized within our communities.

Transgender Identity

This scene depicts a “gender reveal party” thrown in support of a trans-person in acknowledgement of their coming out and their identity.

Sources Used to Inform Scene Creation

Dockray, H. (2019, April 6). Gender reveals are awful. (Trans)gender reveals are a different story. Retrieved from <https://mashable.com/article/transgender-reveal-party/>.

An article about a gender reveal party that Heather Ludwig Green threw for her son, Adrian Brown, after he came out to her as trans.

Get Involved

Trans*Pride, <https://www.capitalpridecenter.org/programs-services/trans-pride/>

Promoting the well-being of the transgender, gender queer, gender fluid, agender, gender nonconforming, non-binary, and questioning community in a safe, empowering space. Trans Pride is dedicated to empowering transgender and gender non-conforming people, and their allies through social opportunities, community building, resource sharing, and advocacy.

In Our Own Voices, Inc., <http://www.inourownvoices.org/>

In Our Own Voices grew from the efforts of three social action groups: the Feminist Action Network (FAN), Sisters and Brothers in the Life (SABIL), and the Gay Men of Color Alliance (GMOCA). Later, they were joined by the Social Justice Center. These organizations came together initially to encourage other human and civil rights groups to broaden their agendas to include the issues that affect LGBT people of color. Today, In Our Own Voices is an autonomous organization dedicated to addressing the many needs of the LGBT community.

Dr. David Green, Director of Diversity and Inclusion, <https://www.sage.edu/student-life/cultural-enrichment-diversity/>

The Office of Diversity & Inclusion is responsible for working with all members of the Sage Community to: explore perceptions and challenge stereotypes, encourage collaborative efforts, empower students, faculty, administrators and staff to participate in ongoing diversity efforts, advise all International Students, offer global education through study abroad opportunities, enrich The Sage Colleges experience, support members of all minority groups (ethnic, racial, gender, gender identity, sexual orientation, and religious).

Interculture and Interfaith Relations

This scene depicts and intercultural and interfaith wedding between an Indian groom and a Jewish Bride.

Sources Used to Inform Scene Creation

Cinnamon, K. (2015, March 3). Nirmala & Ian | Indo-Trini Jewish Barn Wedding at Full Moon Resort, Big Indian, New York, USA. Retrieved from <https://www.smashingtheglass.com/>.

A blog post describing and inter-cultural wedding ceremony between a Jewish-Hindu couple, including the traditions included from both religions.

Get Involved

City of Albany Department of Cultural Affairs, <https://www.albanyny.gov/Government/Departments/CulturalAffairs.aspx>

The Department of Cultural Affairs (DECA) is dedicated to improving Albany's quality of life and economic growth by elevating the city's unique character, its artistic resources, and its world class cultural heritage. DECA engages with and supports our most talented artistic, cultural and historic community organizations. It showcases our remarkable public spaces for free and inclusive, city-wide special events.

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Spirituality Center at Sage, <https://www.sage.edu/student-life/spirituality-center/>

The Spirituality Center nurtures community, embraces diversity, encourages dialogue and supports students to learn from each other, grow together and work to make a difference in our society.

Natural Hair

This scene depicts an African American father soothing his daughter's worries about her natural hair by reading to her.

Sources Used to Inform Scene Creation

Cherry, M. A., & Harrison, V. (2019). Hair love. New York: Kokila.

It's up to Daddy to give his daughter an extra-special hair style in this ode to self-confidence and the love between fathers and daughters, from former NFL wide receiver Matthew A. Cherry and New York Times bestselling illustrator Vashti Harrison.

Get Involved

The Natural Hair Advocate, <https://thenaturalhairadvocate.com/>

This blog shares educational resources, practical tools, articles, and opinion pieces to support the natural hair cause. The goal is to make a case for the acceptability of natural hair, by showcasing the rich history, versatility and beauty of textured hairstyles, for:

- People who do not understand all the fuss about Black hair and the Natural Hair Movement;
- Black professionals who would like to embrace their natural textures, but are afraid that “ethnic” hairstyles will not be acceptable in the workplace; and
- Men who are reluctant to accept their significant others’ decision to “go natural”.

Braiding Freedom, <http://braidingfreedom.com/>

This Initiative is just IJ's latest effort on behalf of braiders. From its beginning, IJ has represented African hair braiders and has repeatedly defeated license requirements like these to free braiders across the country to pursue their American dream. IJ's Braiding Initiative seeks to continue to increase braiding freedom and economic liberty nationwide.

Additional References

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