

GWS 115
Engaged Scholarship in Women and Gender
Spring 2011

Professor Minoo Moallem

Class meetings: Mondays 4-7
Location: Barrows 601
Office Hours: Wednesdays 10-12
Office: Barrow 628

Please use the sign-up sheet for the week outside my office door for appointments

Email: mmoallem@berkeley.edu

Course website: accessible via bSpace.berkeley.edu

This class provides students the opportunity to do supervised community service with an organization that relates to women and gender. Students will work with a community organization and complete an internship throughout the course of the semester. Students will also spend time reflecting on their internship experiences, connecting their service with concepts learned in gender and women's studies classes, and meeting as a group to evaluate and assess issues such as volunteer/unpaid labor, activism and the academy, and the political economy of gender and women's services.

Course Objectives

Students will:

- Articulate key civic values, attitudes, and expectations that motivate a particular community organization to engage in civic action.
- Connect community service with concepts learned in gender and women's studies classes.
- Engage with feminist critical theory to examine the community partner's mission statement, website content, posters, pamphlet, and logo.
- Discuss and deliberate gender-related and civic issues such as volunteer/unpaid labor, activism and the academy, and the political economy of gender and women's services.
- Reflect upon the internship's everyday practices through expository writing.
- Evaluate their role in civic action through writing.

Course Assignments

1. Participation in class discussions and online discussion forum.

Students will be expected to have completed the assigned readings and be prepared to discuss them in class and/or in a class-based discussion forum on bSpace.

During the online forum you are required to have one entry regarding the guest lecture of the prior week and two detailed responses addressing other students' posts (please respond to student comments that have not been addressed).

Date of online forum: February 28th. Your first online entry is due by 6pm on Monday of the online forum week. Your second and third entries are due by 6pm on Saturday March 5th of that week. No late entries will be accepted after this point.

Please note that the posting must provide notable evidence (e.g., references to the guest lecture, readings, references to the main concepts in the readings, analysis of the concepts in the readings, etc.) of careful engagement with guest lectures and course materials. The posting must be well organized, to the point and well composed/constructed.

2. Working with an NGO in the Bay Area throughout the semester and evaluations by the NGO

Students are required to work with, and reflect upon, a Bay Area NGO with local or global concerns around the issues of women, gender and sexuality. A list of relevant NGOs will be provided. Students need to work with an NGO for a **minimum of three hours a week** (you could make an arrangement to work for a bigger portion of time instead of a regular once-a-week participation). You should establish a dialogue with the organization and try to forge a theoretical connection between class readings and the activist concerns of a particular community organization. You will not be graded for this class unless you work with an NGO and get to be evaluated by them.

- I. Approximately 123 hours of total work during the semester. These hours include training at an agency of your choice, time needed to write your journal, and time needed to attend eight class meetings. Course hours are calculated according to the following breakdown:

3 hrs. of internship work x 12 weeks = 36 hours
2 hrs. of reading, reflecting, and journal writing x 12 weeks = 24 hours
3 hrs. of class sessions and online forum x 11 weeks = 33 hours
15 hrs. of paper writing per semester = 15 hours
15 hrs. of reading per semester = 15 hours

These hours are divided between training, service to the agency, internship preparation, and academic reflection. Some agencies have training programs for interns or volunteers. Students may count up to half of the internship hours in training time. Some internship will require off-site preparation time. Include this time as part of the internship.

- II. The necessary forms must be signed and turn in no later than February 3.
 - a. Memorandum of Understanding Form (contract signed by agency supervisor)
 - b. Waiver of Liability, Assumption of Risk, and Indemnity Agreement Form
 - c. Emergency Contact Medical, and Dietary Form
 - d. Safety Report Form

- III. Maintain a Time log. Completed time log must be turned in with your final paper on Friday May 6th, 2011, which includes a breakdown of hours spent on your internship.
- IV. The mid-term evaluation from your agency must be submitted online to Professor Moallem by **Monday March 7th, 2011**, and the final evaluation must be submitted online to Professor Moallem by **May 2, 2011**. Please remember these dates and remind your agency supervisor regarding them. These evaluations are an important component of your grade, so please make sure these evaluations are submitted, otherwise you will not receive a passing grade. No exceptions are permitted. Please remember these dates and remind your agency supervisor regarding them. **These evaluations are an important component of your grade, so please make sure these evaluations are sent, otherwise you will not receive a passing grade.**

Papers

- I. Maintain a Monthly Journal. At the end of each month, two entries (no more than four pages each month), each covering two weeks of work at the internship, are to be posted on bspace. Entries are due on the following dates: March 7, April 4, and May 2. Please choose a keyword or a concept describing the focus of your journal writing for each entry. Late entries will not be accepted.
- II. A final reflective paper. Reflective paper should be 6-7 double-spaced pages in which you reflect critically on your internship experience with particular attention to its relation to what you learned in your readings and class discussions. Due date: Friday May 6th.

Presentations

- I. Two short presentations. One 15-minute presentation on your community organization. One 15-minute presentation on the readings. Your presentation on the community organization should include a minimum of three slides related to your internship organization. In this presentation you are specifically asked to evaluate the usage of information technologies and cyberspace in the activities of your particular organization. Please post your power point slides on the bSpace before your presentation.

Dates to Remember

Journal entries submission: Monday March 7th, Monday April 4th, and Monday May 2.

Reflective Paper: Due Friday May 6th by 12.00 Noon

Guidelines for the written requirements will be posted online and discussed in class. *Work received after the due date will not be evaluated or credited. No incompletes* will be granted for the course except in cases of personal emergencies, subject to the discretion of the professor.

Grading

Determined on the basis of 100% consisting of:

- Class participation (10%)
- Presentation on NGO (5%)
- Online Discussion Forum (5%)
- Journal writing (30%)
- Reflective Paper (20%)
- Work with NGOs (30%)

Required Readings

Book

Courtney E. Martin, *Do it Anyway. The New Generation of Activists*. Beacon Press, 2010.

Additional Readings

Nancy Naples, "Negotiating the politics of Experiential Learning in Women's Studies: Lessons from the Community Action Project" in *Women's Studies on Its Own* by Robyn Wiegman, Duke University Press, 2002. Pages 383-415.

Cress, Christine M, et. al. "Reflection in Action" in *Learning Through Service: A Student Guidebook For Service-Learning Across the Disciplines*. Sterling, Virginia: Stylus Publishing, 2005. Pages 83-110.

Inderpal, Grewal & Caren Kaplan (Eds), "Introduction: Transnational Feminist Practices and Questions of Postmodernity". *Scattered Hegemonies*. University of Minnesota press, 1994.

Adrienne Rich, "Notes Towards A Politics of Location," *Feminist Postcolonial Theory Reader*, Routledge, 2003. Pages 29-42.

Joseph, Miranda, *Against the Romance of Community*, Chapter 3: "Not for Profit? Voluntary Associations and the Willing Subject." Minneapolis, MN: University of Minnesota Press, 2002. Pages 69-118.

Bojar, Karen, "Volunteerism and Women's Lives: A Lens for Exploring Conflicts in Contemporary Feminist Thought, Historical Importance and Socioeconomic Value of Women's Contributions as Volunteers" in *Women's Studies in Transition: The Pursuit of Interdisciplinarity* by K. Conway-Turner, S. Cherrin, J. Schiffman, and K. Doherty-Turkel. Newark: University of Delaware Press, 1998. Pages 36-56.

Kath Weston, "Theory, Theory, Who's Got the Theory? Or, Why I'm Tired of That Tired Debate," *Long Slow Burn: Sexuality and Social Science*, Routledge, 1998. Pages 143-146.

Audre Lorde, "The Master's Tools Will Never Dismantle the Master's House," *Feminist Postcolonial Theory Reader*, Routledge, 2003. Pages 25-28.

Spivak, Gayatri Chakravorty, "Welcome to Tomorrow's Helpers" UC Berkeley's Gender and Women's Studies' Commencement Speech, May 2007.

Razack, Sherene H., "Acting Morally in the New World Order: Lessons from Peacekeeping" in *Dark Threats and White Knights: The Somalia Affair, Peacekeeping, and the New Imperialism*. Toronto, Canada: University of Toronto Press, Inc, 2004. Pages 153-166.

Class Sessions

DATE: January 24 SESSION 1: Introductions and Guidelines

DATE: January 31 SESSION 2: Experiential Learning

Readings:

*Nancy Naples, "Negotiating the Politics of Experiential Learning in Women's Studies: Lessons from the Community Action Project," in Robyn Weigman edition *Women's Studies on Its Own*. Duke University Press, 2003. Pages 383-415.

*Christine Cress, "Reflection in Action" in *Learning Through Service: A Student Guidebook For Service-Learning Across the Disciplines*. Pages 83-111.

DATE: February 7. SESSION 3: The Politics of Location

Readings:

*Inderpal, Grewal & Caren Kaplan (Eds), "Introduction: Transnational Feminist Practices and Questions of Postmodernity". *Scattered Hegemonies*. University of Minnesota press, 1994.

*Adrienne Rich, "Notes Towards A Politics of Location." *Feminist Postcolonial Theory Reader*, Pages 29-42. Pages 29-42.

DATE: February 14. SESSION 4: Interrogating Community

Readings:

*Miranda Joseph, *Against the Romance of Community*: Chapter 3: "Not for Profit? Voluntary Associations and the Willing Subject."

*Karen Bojar, "Volunteerism and Women's Lives: A Lens for Exploring Conflicts in Contemporary Feminist Thought, Historical Importance and Socioeconomic Value

of Women's Contributions as Volunteers" in *Women's Studies in Transition: The Pursuit of Interdisciplinarity* by K. Conway-Turner, S. Cherrin, J. Schiffman, and K. Doherty-Turkel. Pages 36-56.

DATE: February 28 SESSION 5: Online Forum

Readings:

*Kath Weston, "Theory, Theory, Who's Got the Theory? Or, Why I'm Tired of That Tired Debate," *Long Slow Burn*. Pages 143-146.

*Audre Lorde, "The Master's Tools Will Never Dismantle the Master's House." *Feminist Postcolonial Theory Reader*. Pages 25-28.

Date: March 7 SESSION 6:

Student Presentations

DATE: March 14 SESSION 7:

One-on-One Meeting with Professor Moallem

DATE: March 21:

Spring Break

April 4 SESSION 8:

Do it Anyway. The New Generation of Activists by Courtney E. Martin, published by Beacon Press in 2010. Pages 1-90.

DATE: April 18 SESSION 9:

Do it Anyway. The New Generation of Activists by Courtney E. Martin, published by Beacon Press in 2010. Pages 90-178.

DATE: April 25 SESSION 10:

The Limits of Helping

Readings:

*Gayatri Spivak, GWS Commencement Speech: "Welcome to Tomorrow's Helpers."

*Razack, Sherene H. (2004). "Acting Morally in the New World Order: Lessons from Peacekeeping" in *Dark Threats and White Knights: The Somalia Affair, Peacekeeping, and the New Imperialism*. Toronto, Canada: University of Toronto Press, Inc. Pages 153-166.

DATE: May 2 SESSION 11:

Review and Discussion

Guidelines on Academic Integrity

Any test, paper or report submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your instructor.

In all of your assignments, including your homework or drafts of papers, you may use words or ideas written by other individuals in publications, web sites, or other sources, but only with proper attribution. "Proper attribution" means that you have fully identified the original source and extent of your use of the words or ideas of others that you reproduce in your work for this course, usually in the form of a footnote or parenthesis.

As a general rule, if you are citing from a published source or from a web site and the quotation is short (up to a sentence or two) place it in quotation marks; if you employ a longer passage from a publication or web site, please indent it and use single spacing. In both cases, be sure to cite the original source in a footnote or in parentheses.

If you are not clear about the expectations for completing an assignment or taking a test or examination, be sure to seek clarification from your instructor or GSI beforehand.

Finally, you should keep in mind that as a member of the campus community, you are expected to demonstrate integrity in all of your academic endeavors and will be evaluated on your own merits. So be proud of your academic accomplishments and help to protect and promote academic integrity at Berkeley. The consequences of cheating and academic dishonesty—including a formal discipline file, possible loss of future internship, scholarship, or employment opportunities, and denial of admission to graduate school—are simply not worth it.