

## **Gender and Sexuality: History, Culture, and Politics**

The Evergreen State College, Winter 2009

Program Website: <http://acdrupal.evergreen.edu/gensex/>

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## **Winter Quarter Internships**

### **Meeting Days/Times**

Wednesdays 10-12 in Library 1326

### **Program Description**

In order to support your work as interns in organizations, and in order to avoid the isolation and fragmentation that can undermine independent learning in internships, we will have weekly meetings on campus. These meetings will include seminars on short readings, reporting out on everyone's experiences, and support/guidance for your work.

These meetings are not required for students whose internships take them far from Olympia, or whose work requires they be at their hosting organization on Wednesday mornings. What is required is that you clarify whether or not you'll be able to attend Wednesday mornings, and to stick with that schedule all quarter long. We wish to avoid a "drop in/drop out" attitude toward this work.

**All students, whether working in Olympia or outside Olympia, are required to submit weekly reports/reflections, a synthesis essay, and a self-evaluation that will become part of your transcript. All students will also present highlights of their work in a public presentation during week ten.**

**Students in Service** is a special program for students involved in community service to earn vouchers (\$) toward your tuition. To check out requirements and enroll, see Jacob at the CCBLA (867-6866) and/or go to [www.studentsinservice.org](http://www.studentsinservice.org).

## Goals and Strategies\*

These internships provide an opportunity to:

- Gain experiences and perspectives beyond the classroom related to students' career, life-work and/or personal enrichment hopes and goals.
- Gain practical skills of community work—such as project design, implementation and evaluation; prioritization and time-management; collaboration and networking; creative problem solving; negotiating pathways through chaos, uncertainty, and/or conflict; and engaging in dialogue across significant differences in ways that lead to deeper understanding and appreciation of collaborative work.
- Broaden and deepen conceptual, factual and analytical knowledge that builds on previous studies and leads towards future life goals.
- Explore the complexities and contradictions of themes such as community, development, democracy, service, reciprocity, empowerment, sustainability, and so forth.

**Weekly Report and Reflection:** When moving into the new or uncharted territory of an internship, it can be a challenge to get a sense of what you're learning—accomplishments, new insights, challenges you're facing, how your expectations are evolving or shifting, etc. Weekly report/reflection essays are intended to help you document your work as well as step out of it briefly for reflection, analysis and critique of what you are learning. These weekly papers will provide excellent material when you write your synthesis paper and final self-evaluation at the end of the quarter.

Each week's entry should be different and unique based on the week's internship, your participation in class assignments and activities, and general evolution of your assessment of what and how you are doing—personally as well as academically. Include both documentation of what you've accomplished and reflective thinking about why and how what you're doing and experiencing is important—to yourself, your project's goals, your own learning goals, larger local/global issues or whatever broader context seems important at the moment. Try to reference prior learning through experience or academic programs—i.e. how can they be a lens with which to examine and critique your current work and learning.

Start by making some notes related to each of the following topics:

- My main activities for the week (key readings, writings, activities)
- Some important ideas, insights or questions that have come up this week
- What have I learned from the weekly assigned reading, and how does it support my learning in the internship
- How I've been challenged, surprised, disappointed or gratified
- New connections I've been making with students, faculty, staff, community partners

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\* This section and other sections of this syllabus are modified from syllabi written by Russ Fox, Lin Nelson, and Alice Nelson.

- Reflections on my writing and critical thinking
- Some areas of strength or weakness that I notice overall
- Support I need from faculty and other students
- What I need to work on next week, or as the quarter comes to a close
- Occasionally, faculty may suggest a theme or topic to fold into your weekly report based on our ongoing discussions. For example, to get a better understanding of the work of your sponsoring organization, you may be asked to consider questions such as the following: What are some of the origin stories about the founding of the organization/project for which you are working? Why did it start (the original mission statement) and for whom? Are the original founders still involved in the organization/project? Who holds this institutional memory and does the history seem important to the work? How has the organization/project changed since it began? What is the current mission statement of your organization/project? Do they feel they are accomplishing their mission? How do they measure their success? Who are the constituencies that the project(s) really desires to serve? Is it working? How many people interact with the organization/project? Who are the important players accomplishing the work? If there is a board, how do people become board members? What is their background and what are they expected to do? If there is an executive director, what are their primary duties and what background do they have? Others in the organization? Who are the crucial players that your organization/project works with beyond the organization/project to accomplish its goals? What role do boards, executive directors, local/national organizations, government officials, foundations, private funders, clients, consumers, and others have in making decisions? In other words, how is power distributed and negotiated in accomplishing the work? How exactly is the organization/project funded? What have been the frustrations and successes of fund raising? What compromises is part of their funding relationships? What are some of the internal critiques of the organization/project by its members? What do members love about the organization/project?

Then write a report of between 300-700 words that develops key issues more fully and offers a thoughtful reflection on the week's work. You should post this report on a blog in Moodle by **10 am each Tuesday (24 hours in advance of our campus meeting)**. You will produce seven reports (due weeks 2-8).

**Synthesis Essay:** The objective of this 4-6-page essay is to create a deeper understanding of your work this quarter by examining the relationship between theory and practice, with your internship as a case study of "practice." The "theory" should include a look at your work through the lenses of our readings and seminars, previous academic coursework and/or current research, and your own conceptual reflections. This essay is due Tuesday of Week 9. We will discuss each other's essays to share our learning, and you will use your essay as the raw material for your self-evaluation.

**Public Presentation of Project Work:** During week ten, we will reconvene all students in “Gender and Sexuality: History, Culture and Politics.” Internship students will learn what the research students have accomplished and vice versa. Each person will have about 10 minutes to provide an essential overview of your work.

**Final Portfolio and Self-Evaluation:** Your portfolio could exist largely on the web (if you’ve been blogging your weekly reports) or in a lightweight file folder. The portfolio must contain your weekly reports, your synthesis essay, and your self-evaluation. It may also contain photos or papers that document your work on the internship—for example, if you’ve written an oral history transcript, or produced a memo or report for an organization, include that in your portfolio. A draft of your self-evaluation is due with your portfolio Monday of week 10 at 1:00 pm.

**To earn full credit:**

The expectations for full credit are the following:

- Completion of all expectations outlined in the internship contract (specific to each student)
- Weekly Report (Due Tuesdays at 10 am: Weeks 2 to 8=7 reports)
- Synthesis Paper (Week 9)
- Presentation (Week 10) and attendance at Week 10 symposium events (NB: If your internship takes you far from Olympia, and the organization can’t release you to attend the week 10 events, you can still earn full credit)
- Final portfolio of all internship work
- Final Self-Evaluation for transcript
- Your evaluation of the faculty

### **Weekly Schedule**

**Week I: Introductions**

Wednesday, January 7: Welcome back from winter break; Orientation to winter quarter.

Finalizing Contracts (if necessary).

**Special Guest:** Ken Shulman, Evergreen Alum and Executive Director of Lambert House in Seattle, speaking on careers in LGBTQ activism

**Week II: Community Empowerment**

Tuesday, January 13: Weekly Report and Reflection posted on Moodle blog by 10 am.

Wednesday, January 14: Check-in/ Roundtable Discussion of our Learning; Please bring 3 copies of your weekly report/reflection to class.

**Read:** Paolo Freire, *Pedagogy of the Oppressed*, Chapter 3.

<http://www.marxists.org/subject/education/freire/pedagogy/index.htm>

### **Week III: Community-Based Learning and Participatory Research**

Tuesday, January 20: Weekly Report and Reflection posted on Moodle blog by 10 am.

Wednesday, January 21: Please bring 3 copies of your weekly report/reflection to class.

**Read:** (1) Bruce Hall, "Introduction" to *Voices of Change: Participatory Research in the United States and Canada*; (2) Lori Ann Thrupp, Bruce Cabarle, and Aaron Zazueta, "Participatory Methods in Planning & Political Processes: Linking the Grassroots & Policies for Sustainable Development"; (3) Lin Nelson, "On and Off Campus: Learning in the Context of Democracy and Discomfort".

### **Week IV: Fueling Change Part One**

Tuesday, January 27: Weekly Report and Reflection posted on Moodle blog by 10 am.

Wednesday, January 28: Check-in/ Roundtable Discussion of our Learning; Please bring 3 copies of your weekly report/reflection to class.

**Read:** (1) John P. Kretzman and John L. McKnight, "Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets"; (2) Selection from INCITE! Women of Color Against Violence, eds., *The Revolution will not be Funded: Beyond the Non-Profit Industrial Complex* (Cambridge, Mass: South End Press, 2007).

### **Week V: Midterm Conferences**

Tuesday, February 3: Weekly Report and Reflection posted on Moodle blog by 10 am.

Wednesday, February 4: No seminar. Midterm conferences replace seminar this week.

### **Week VI: The Local and the National in Sexual and Gender Politics**

Tuesday, February 10: Weekly Report and Reflection posted on Moodle blog by 10 am.

Wednesday, February 11: Check-in/ Roundtable Discussion of our Learning; Please bring 3 copies of your weekly report/reflection to class. Distribute guidelines for final synthesis essay.

**Explore:** Go to the website for the National Gay and Lesbian Taskforce and examine the various ways this national organization is identifying national issues and working for change. This site is extensive, so give yourself time to understand both the scope of the work and some of its specific research, policy and activist agendas.

[http://www.thetaskforce.org/our\\_work/movement\\_building](http://www.thetaskforce.org/our_work/movement_building)

**Watch:** Go to the website "Chicago Gay History" and watch several video biographies of people doing local cultural, community and/or activist work that you find interesting. We will discuss what you learned during our meeting. <http://www.chicagogayhistory.com/biographies.html>

### **Week VII: Susan Stryker**

Tuesday, February 17: Weekly Report and Reflection posted on Moodle blog by 10 am.

Instead of Wednesday, meet TWICE on Thursday for special guest Susan Stryker  
Thursday, February 19,

1-3pm Seminar with Susan Stryker, reading TBA

7pm College-wide lecture by Susan Stryker in the Com. Bldg. Recital Hall

### **Week VIII: Fueling Change Part Two**

Tuesday, February 24: Weekly Report and Reflection posted on Moodle blog by 10 am.

Wednesday, February 25: Check-in/ Roundtable Discussion of our Learning; Please bring 3 copies of your weekly report/reflection to class.

**Read:** Selection from INCITE! Women of Color Against Violence, eds., *The Revolution will not be Funded: Beyond the Non-Profit Industrial Complex* (Cambridge, Mass: South End Press, 2007).

### **Week IX: Documenting your learning**

Tuesday, March 3: Final Synthesis Essay due by 10 am to Greg and Red's offices.

Wednesday, March 4: Writing Workshop: Revising synthesis essays (bring four copies to class for group work) and discussion of common threads.

### **Week X: Presentations and Synthesis**

Monday, March 9

1:00 pm Portfolio Due (include draft self-evaluation)

1:00-3:00 Student Internship Presentations Location TBA

Tuesday, March 10

10:00-noon Student Presentations

Location TBA

1:00-3:00 Student Presentations

Sem II CI 105

3:00-5:00 Evaluation Writing

Computer Lab (GC2 Solarium)

Wednesday, March 11

10:00-noon Student Presentations

Location TBA

Early evaluation conferences

Faculty Offices

Thursday March 12

Early evaluation conferences

Faculty Offices

Equality Day Rally

State Capitol

Friday, March 13

Noon: Field supervisor evaluations due

Early evaluation conferences

Faculty Offices

Evening: Celebration

Location TBA

**Evaluation Week:** Please do not make travel plans until you have scheduled your evaluation conference.