

# GIRLPOWER FALL 2012

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## PROJECT DESCRIPTION:

In this course, we will be working with our community partner, the local non-profit feminist bookstore **IN OTHER WORDS** and their sister organization, **The Women's Community Education Project**. Our project this term is to coordinate a series of \*rap sessions\* with local teen girls about current issues in their lives. We will use these group conversations to encourage the girls to become a part of our ZINE project -- where they will write, edit, and publish a grassroots, mini-magazine with our class. Please take a look at the enclosed outreach plan for more detailed objectives. In preparation for this project, we will read **feminist** scholarship about teenage girls as well as focus groups and zine publishing methodologies.

## COURSE STRUCTURE & OBJECTIVES:

This CAPSTONE course is designed as an **advocacy project-in-progress**: We are building a bridge between women's studies scholarship in the academy and praxis in our community. As an interdisciplinary research team, we will design our project with the following objectives in mind:

- 1) A TEAM APPROACH: To work together as a collaborative research team -- learning to value, respect, and incorporate our different standpoints.
- 2) FROM THEORY TO PRAXIS: To apply women's studies scholarship (and the expertise you bring from your own discipline) to contemporary women's issues in our community.
- 3) A BRIDGE TO THE COMMUNITY: To become an active member of your community by meeting a network of women involved in grassroots organizing, feminist community building, and women's educational resources.
- 4) A CRITICAL PIECE OF THE PIE: To enhance your ability to think experientially, analytically, and critically about girl's/women's everyday lives as they are experienced in **your** community.
- 5) FINDING A VOICE: To reflect on and interpret the complexities of girl's/women's experiences, resulting in a variety of opportunities for oral, written, and graphic communication.

## REQUIRED TEXTS:

Lipkin. Girls' Studies.

Pipher. Reviving Ophelia.

GirlPOWER! Capstone Workbook. Available at SmartCopy.

Selected research articles can be found in the back of your workbook.

## REQUIREMENTS

### **Scholarly & Personal Reflections: 170 points**

A portion of your grade will be based on your reflective VOICE in this course -- evidenced in a written response journal due each week. The following are required:

**(1) Portfolio Assignment** (not graded, but required: **15 points** see handout)

**(2) Research Reflection Journal** (see handout)

15 points per journal x 8 weeks = **120 points** total

Each journal will be read with your colleagues and mentor during the second class meeting of each week. Please come prepared. The first journal is due during the first week of class.

\*Late journals will lose a point for each day that they are late, including weekends. You must submit at least half of the total journals in order to receive a passing grade.

**(3) Identity Narrative Assignment** (not graded, but required: **15 points**)

**(4) Final Synthesis Paper** (see handout): **20 points**

### **Community Work: 100 points**

A portion of your grade in this course will be based on your **informed community** work as part of our research team. This work will take place both in and outside of the classroom and is dependent on the design of our project. This portion of your grade includes both PRIMARY and SECONDARY TASKS.

**(1) PRIMARY TASK: Rap Sessions & Publishing a Teen Zine (75 Points)**

Your primary task for this course is to make contacts with teen advocates in the Portland area and to conduct several rap sessions with teen girls, encourage them to participate in our project, solicit submissions, and design our zine. Your rap session work may include the following:

Background Reading

Rap Session Design

Recorded Groups (rap sessions)

Legal Release Forms

Transcript (**NOTE: 1 hour interview = about 10 hours transcribing-- plan ahead!**)

Editing Transcripts

Editing Zine Submissions

Writing Zine Article(s)/ Creating Zine Pages

Research on books, movies, scholarship, internet sites related to Zine topics

Presentation to In Other Words and to the teens

**Final Products:** At the end of the term you will be responsible for depositing the following materials in the Women's Studies Program Oral Narratives Archives: CDs, transcript (on paper and disk), legal release forms & final papers. These materials will be a valuable source for future capstone courses.

**(2) SECONDARY TASK: Of Your Own Design (25 Points):**

You will negotiate a secondary task applicable to our project that you will be responsible for completing on your own. This task is your opportunity to use skills specific to your major and should reflect your personal interest in an issue related to teen girls **or** the bookstore. It may or may not be directly related to the ZINE. This project should take a total of **approximately 20 hours**. You will submit a proposal during the second week of our class. We encourage these projects to be completed in small groups, but individual projects are also a possibility.

## **Team Work -- Socially Responsible Learning: 120 points**

A portion of your grade is based on evidence of your **acting responsibly to each other and our community partner**.

We are working as a group: We will move through this course together setting goals, designing projects, brainstorming, delegating tasks, negotiating expectations and setting deadlines. It is important that each of you is present and takes part in the decision-making process. The syllabus is here as a guide, but each of you has a voice in this agenda and may advocate changes as the course evolves. We are interdependent on one another to make our project work. Your BEING here is critical!

We are working with each other: Each of you will work closely with each other, your mentor, community partners, and the instructor. Each of us is **responsible** to the other members of our research team in meeting the expectations of the group. As members of both a research community AND a social community we need to appreciate the life choices of all of those involved in this project (from the person sitting next to you to the teen girls you will work with). I hope that this work will help us to practice our own capacities to engage in collective, ethical, interactive, and organizational challenges that mirror those in our local women's community.

**POINTS:** You will earn **5 points** for each working class session in which you:

- (a) are in attendance in the classroom (or participate by a service/research task in the community during class time);
- (b) show evidence of careful preparation for our working session (including notes on readings, drafts, notes from research, etc. -- you may be asked to turn these in);
- (c) contribute to class discussions, planning sessions, and small group work; and
- (d) confirm that you have carried out assignments on time and volunteer for additional research tasks when appropriate.

**PLEASE NOTE:** You earn five points for each regular class session and **TWENTY Points** for your participation and planning of the final celebration.

**MISS A WORKING SESSION?** If you miss a working class session, a community meeting, or other capstone-associated event it is **up to YOU** (not your instructor) to get notes from class, check on deadlines, retrieve materials passed out in class, and get up to speed with the project. If you know in advance that you will be missing class (an emergency, another priority, etc.) you should contact me as soon as possible **before** the class and/or drop off material related to that working session. If you miss a class unexpectedly you should contact me as soon as possible **after** the class session to explain your absence and arrange to pick up materials from the session. We understand that life is full of surprises and understand that everyday life may make demands on you that conflict with our work. If you keep us informed of unexpected events and make arrangements to complete your work, meet deadlines, and/or participate in some other agreed upon way, we will work with you. *My policy is usually to EXCUSE TWO absences during the term: use them wisely.*

### **GRADING:**

Your final grade for this course will be based on:

- (1) the completeness of the above requirements, as well as
- (2) the quality of your analytical thinking, reflection, writing, and oral presentation.

**Please NOTE:** You will NOT receive a grade for this course until you have returned all loaned equipment and turned in the final products listed above.