

# MCGS 389

## Informed Activism & Internship

*formerly MCGS 489*

A seminar designed to complement the 120-hour fieldwork portion of your service/advocacy/activism internship in the area of multicultural, gender and/or sexuality studies. Learn and practice the kinds of thinking, researching, and skill building that enhances any service and activism work you may choose to do in the future, as well as what you are engaged in during your internship. Offered for 2.0-3.0 units. You must get permission from the instructor of record prior to registration. In order to pass this course, you must receive a review of at least "satisfactory" from your fieldwork supervisor. No more than 3 units may be counted toward the major or minor. You may take this course more than once for a maximum of 15.0 units.

# Internship Packet

### Contact Information

Meriam Library 171

530-898-4774

[mcsstudent@csuchico.edu](mailto:mcsstudent@csuchico.edu)



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# MCGS 389 Internship Packet

# MCGS Internship Checklist

## **Step 1** Inquire about MCGS 389

- Contact MCGS 389 instructor, MCGS Chair/Director, or the MCGS office to inquire about MCGS 389.
- Download the MCGS 389 Packet, which contains a list of pre-approved internship sites and information about the internship process.
  - *Students may also check Handshake for internship opportunities.*
  - *Students may discuss with MCGS 389 instructor or MCGS Chair/Director the potential of additional internship sites not on the pre-approved list.*
  - *Internships may be unpaid or paid*
  - *Seek out an internship related to something you care about.*

## **Step 2** Seek Out and Confirm Internship Placement

- Students are responsible for communicating with internship sites directly to find out about internship interview and selection process.
- Students are suggested to investigate various potential placements, to ensure success in landing an internship.
- Once accepted as an intern, set up meeting with site/agency supervisor to complete paperwork.

## **Step 3** Submit MCGS 389 Internship Agreement

- Complete MCGS 389 Internship Agreement with site/agency supervisor [online](#) or complete and drop off paper copy to the MCGS office.

## **Step 4** Enrollment

- The MCGS office will enroll students into the class within the first two weeks of the semester.
- Students must attend class every week starting week one, regardless of enrollment status.

## **ABOUT MULTICULTURAL AND GENDER STUDIES 389—INFORMED ACTIVISM & INTERNSHIP**

*Internships Coordinator: Molly Heck, MSW*

*Office: Tehama 225 Phone: (530) 518-6685*

*Email: mheck@csuchico.edu*

All MCGS majors and minors are required to complete a three-unit service/advocacy/activism internship. MCGS 389 is designed to be part of your culminating major/minor experience. Through the internship you bring together your academic knowledge about diversity and systems of power with actual work in community organizations working to address human needs and concerns. In your internship, you must be able to practice service, advocacy and/or activism related to at least one underserved/underrepresented population. There are two primary versions of the internship:

- a) Basic: 120 fieldwork hours and simultaneous participation in weekly class/seminar. Written requirements are tied to the seminar. All majors and minors, as well as first-time GSEC interns and MCGS department interns, are required to take the 3 unit version.
- b) After passing MCGS 389 previously, as is the case for students interning for a second (or third) time at the GSEC or other placements: 135 hours of fieldwork with no seminar. One individual conference meeting with me mid-semester. Weekly written assignments, as well as reflective term paper, are detailed in this syllabus.

### **Students cannot enroll themselves through the Portal for MCGS 389**

To be admitted to MCGS 389—no matter which version—you first must be accepted for a service/advocacy/activism internship, then complete the MCGS “Internship Agreement” with your fieldwork supervisor. The fieldwork supervisor is the person to whom you are responsible at the agency/organization where you do your interning. This is the person who will, at the semester’s end, turn in a written assessment verifying your satisfactory completion of your fieldwork. This form requires the signatures of your fieldwork supervisor, your instructor, and the academic supervisor (in most cases, me). The agreement form and a list of pre-approved internship sites are available in the MCGS office in MLIB 171. Once your paperwork is completed, submitted, and approved, the MCGS Business Manager/ASC will hand-enroll you into MCGS 389 at the end of the second week of classes.

NOTE: If you do your fieldwork at an agency/organization that hasn’t already been pre-approved, there will be additional paperwork to complete. Please turn in your agreement early, to allow for extra processing time.

### **MCGS 389 COURSE REQUIREMENTS AND GRADING**

MCGS has designed its internships on a service-learning model, emphasizing the connection between academic work in MCGS and application of that knowledge in service/advocacy/activism. Because of the substantial writing component and how important MCGS feels this work is, we offer only letter graded internships. Grades are determined by a combination of fieldwork supervisor’s report and written work turned in during the course of the semester.

### **FIELDWORK PORTION**

Most fieldwork supervisors are not faculty and therefore not legally able to assign grades; instead, at the semester’s end they complete and return to your instructor a MCGS 389 Final Fieldwork Report. They will evaluate the quality of your work and that it was completed at least satisfactorily. Satisfactory means that you perform your fieldwork assignments to the satisfaction of your fieldwork supervisor(s) and that you complete the required number of hours. Their evaluation of the quality of your work will be considered in assigning your final grade. No matter how well you do in the academic portion of MCGS 389, you cannot

pass unless your fieldwork supervisor evaluates your work as satisfactory.

I will contact your fieldwork supervisor at least once during the semester to get an hours count and find out if your work is going well from their perspective. I will let you know both the hours recorded and the general evaluation from your supervisor when you and I meet in my office for mid-semester evaluation. You will also be reporting to me weekly via class with written assignments on how your fieldwork is going, but I also encourage you to drop by during my office hours to talk over your experiences, especially any problems.

### **ACADEMIC PORTION**

MCGS internships include a reflective and analytical component because the internships themselves are part of your college education, not just on-the-job-training for future careers. The academic portion of the course is the primary source of the letter grade. Specific assignments depend on which version of 389 you take. No matter how well you do in the fieldwork portion of MCGS 389, you cannot pass unless you complete 70% of the written work satisfactorily.

*There is also another internship option (with a different section number) that involves your working with a specific MCGS faculty member on a service or activism project. That option also involves 135 fieldwork hours plus written requirements determined by the faculty member.*

# Campus Internship Sites

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## **Cross-Cultural Leadership Center**

Krystle Tonga

Phone: (530) 898-4101

Email: ktonga@csuchico.edu

Mission: The Cross-Cultural Leadership Center values and respects the richness and understanding that diversity brings. The Center exists to create an environment in which all students, regardless of their ethnicity, culture, or differences, feel respected, connected and affirmed. Through a holistic approach of leadership development, cultural awareness, community education, and the creation of a constructive social change, we aspire to create transformational opportunities between and for all people that fosters community engagement.

Services: Events, programs, summits, retreats

## **Gender & Sexuality Equity Coalition**

Phone: (530) 898-5724

Email: gsec.inclusivity@csuchico.edu

Mission: The Gender & Sexuality Equity Coalition (GSEC) is a student-run activist organization that strives to empower all students through its four programs: the Women's Program, the Queer Program, the Trans Program, and the Outreach Program. The GSEC challenges societal norms that have been used to oppress and marginalize by providing opportunities for leadership, personal development, and referral services. We offer a safe and inclusive space where the campus and community can effectively support the academic mission of the university.

Services: Conferences, events, programs, referral services, safe space

## **Office of Tribal Relations**

Rachel McBride Praetorius, Director

Email: rmcbride@csuchico.edu

Phone: (530) 898-6241

Mission: The overall goal of the OTR is to increase the number of Native American students on campus by enhancing, developing and creating progressive and enriched relationships between the University and tribal communities. The program strives to make CSU, Chico visible and available, such as at educational events, sending the message that if the tribes send their student here, there's someone here they can go to and the University will support them in pursuing their college education. The Office of Tribal Relations is an on-campus hub for students and other members of the American Indian community. The OTR also supports campus-based events like the annual Women of Wisdom: An Evening of Intercultural Storytelling, Learning and Hospitality.

## **UMatter**

Jess Magallanes-Evans, Director/Counseling Center

Phone: (530) 898-6345

Email: jmagallanes4@csuchico.edu, umatter@csuchico.edu

Mission: UMatter comprises a team of psychologists, staff, and interns from all grade levels and various majors. Contributing expertise ranges from psychology to business, to biology, and everything in between. Program services include presentations on mental health topics to classes and other groups, contributing to events with an array of tabling and activities, and partnering with other on-campus organizations to promote and social justice among all of California State University, Chico. UMatter staff and interns actively work on expanding our background of research and program development.

Services: Events, programs, presentations

## **S.T.O.P.**

Kate Transchel, Faculty Advisor

Phone: (530) 898-6417

Email: ktranschel@csuchico.edu chicostophumantrafficking@gmail.com

Mission: We the S.T.O.P! Club, aim to spread human trafficking awareness in our local community by holding weekly meetings on campus, where we discuss the various forms of modern-day slavery. We also sponsor numerous events, such as film nights, concerts, guest speakers, activist walks, etc., throughout the school year, open to both students and the community where attendees are educated on the issues. We even provide free human trafficking training. So join the movement! Services: Events, presentations, education, trainings

## **Department of Multicultural & Gender Studies**

Dr. Sara Cooper, Department Chair

Phone: (530) 898-5158

Email: scooper@csuchico.edu

Mission: Multicultural and Gender Studies is the academic face of diversity and inclusion at CSU Chico, ever striving to embody, inculcate, promote and celebrate the values of multicultural respect, awareness and understanding as fundamental to the socially and environmentally responsible democratic citizen. We offer two majors and eight minors.

Services: Events, programs, education, research, public relations/outreach

## **Office of Diversity & Inclusion**

Tray Robinson, Director

Phone: (530) 898-4764

Email: trobinson@csuchico.edu

Mission: The Office of Diversity and Inclusion is committed to cultivating a culturally inclusive environment where diversity of thought and expression are valued, respected, appreciated and celebrated. It serves as a resource to our campus community by providing information, referrals, advocacy, coordination and support for diversity-related events, activities, initiatives and discussions.

Services: Events, programs, presentations, education, discussions

## **MCGS Teaching Assistant**

Phone: (530) 898-4774

Information: Students who are interested in being a teaching assistant with a faculty member in MCGS are encouraged to talk to that faculty member about any upcoming opportunities. In order to be eligible and appropriate to the learning objectives for MCGS 389, Teaching Assistant positions must be more than grading papers. It must include, but are not limited to; learning activities such as individual or group mentoring opportunities, the development and implementation of curriculum/class activities, and/or planning additional activities outside of class that enhance the classroom experience.

## **Safe Place**

Alix McDonald, Advocate/Director

Phone: (530) 898-3030

Email: aemacdonald@csuchico.edu

Mission: The mission of Safe Place is to support and advocate for victims and survivors of sexual assault, intimate partner violence, and stalking through crisis intervention, prevention education, resources and referrals.

Services: Events, programs, education, crisis intervention, referrals

## **Chico Hillel Jewish Student Union**

Kristy Collins, Executive Director

Email: chicohilleldir@gmail.com

Phone: (530) 879-0870

Mission: The primary purpose of Chico Hillel/Jewish Student Union is to foster an on-campus social and cultural student organization that promotes, educates and develops Jewish literacy among a diverse student population through events, holiday celebrations and activities shaped by Jewish values and a love of Israel. The interns will work under the direct supervision of the director to bring their experience with diversity and inclusion to the Chico Hillel Team.

## **Academic Advising Programs**

Anna Flores, Academic Advisor STAR Center or Angela Bautista, Lead Academic Advising Intern

Email: aflores40@csuchico.edu, abautista16@csuchico.edu

Phone: (530) 898-5712

Mission: Academic Advising Programs (AAP) at CSU, Chico serves the entire undergraduate student population. It is typically a fast paced work environment with the opportunity for interns to make a difference everyday. The mission of AAP is to provide an integrated array of effective academic advising services as well as resources and planning tools for students. We are also committed to the professional development of our advising intern team. *Request a diversity and inclusion focused internship. \*paid internship*



# Community Internship Sites

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## **Stonewall Alliance Center**

Marin Hambley, Advocacy & Education Coordinator

Phone: (530) 893-3336

Email: [marin@stonewallchico.org](mailto:marin@stonewallchico.org)

Mission: Stonewall Alliance is committed to cultivating a safe, open, inclusive environment for all members of the gender and sexual minority (GSM) and ally community. Stonewall Alliance unites, strengthens, and affirms the community through support, resources, education, advocacy, and celebration. Services: Events, programs, presentations, education, resources.

## **Catalyst Domestic Violence Services**

Max Zachai, Volunteer Program Coordinator

Phone: (530) 343-7711

Email: [max@catalystdvservices.org](mailto:max@catalystdvservices.org)

Aidee Orejel, Bilingual Community Educator

Phone: (530) 343-7845

Email: [aidee@catalystdvservices.org](mailto:aidee@catalystdvservices.org)

Mission: The mission of Catalyst is to reduce the incidence of intimate partner violence through crisis intervention services, community education and the promotion of healthy relationships.

Services: Crisis intervention, advocacy, safe housing, counseling, outreach to Latinx/Chicanx and Spanish speaking communities.

## **Rape Crisis Intervention and Prevention**

Rocky Cruz, Associate Director

Phone: (530) 342-7273

Email: [info@rapecrisis.org](mailto:info@rapecrisis.org)

Mission: Since 1974, Rape Crisis Intervention and Prevention has been serving survivors of sexual assault and their significant others.

Services: Counseling, support groups, resources, education, trainings

## **Chico Peace and Justice Center**

Aramenta Hawkins, Executive Director

Phone: (530) 893-9087

Email: [a.hawkins@chicopeace.org](mailto:a.hawkins@chicopeace.org)

Mission: The Chico Peace & Justice Center works for social change through education, community building, and direct action, and is dedicated to ending violent conflict among nations and individuals. Services: Events, programs, community organizing.

## **Girls on the Run**

Emerald Carroll, Program Coordinator

Phone: (530) 636-2264

Email: emerald.carroll@girlsontherun.org

Mission: Girls on the Run of the North State is a non-profit, community-based program that uses the power of running to educate and inspire girls for a lifetime of self-respect and healthy living. In spring 2018 we anticipate more than 100 volunteer coaches will mentor 400-450 girls (ages 8-14) at 35 sites throughout the North State in after-school sessions that combine training for a 5k running event with self-esteem enhancing, uplifting lessons. Girls on the Run sessions integrate specific life-skills training such as healthy decision-making, dealing with bullies, contributing to the community, leadership and teamwork.

Services: Events, programs, philanthropy.

## **Center for Healthy Communities**

Dr. Stephanie Bianco

Phone: (530) 898-4022

Email: sbianco@csuchico.edu

Mission: Chico State's Center for Healthy Communities (CHC) is a leader in research-based nutrition, physical activity, and policy changes to help reverse the world's obesity epidemic.

Services: Outreach, programs, educational trainings, policy

## **Four Winds of Indian Education Center**

Irma Amaro, Interim Executive Director

Phone: (530) 895-4212 x 110

Email: irma.4winds@gmail.com

Mission: The goals of Four Winds are to improve the academic achievement of American Indian students with particular emphasis on reading and mathematics, and to improve self- concepts of American Indian students and adults.

Services: Tutoring services, supplemental educational services, parent education

## **Women's Health Specialists**

Marikathryn Hendrix, Regional Clinic Manager

Email: adoptionchoices@cawhs.org

Mission: We give women the tools to evaluate their authentic health care needs - images of women not based on a societal myth, but based on women's reality and experience. We provide women with health information so they can become knowledgeable about their normal life stages. Our goal is to empower women through support, education, self-help and services so that they can make the best health care decisions for themselves.

Services: Health testing, health services, procedures, adoptions

## **Queer Resource Center**

Quinsea Pratt Program Coordinator, Safe Place and Wellness Program & Queer Resource Center

Email: [prattqu@butte.edu](mailto:prattqu@butte.edu)

Mission: The mission of the Queer Resource Center (QRC) is to provide a safe space for Butte College LGBTQ+ students. This is a new resource center whose goal is to bring awareness about LGBTQ+ issues locally, nationally and globally. The QRC will provide events and trainings specific to LGBTQ+ students and work with campus and community partners to ensure Butte College students are receiving visibility, security and equity.

Services: Events, programs, education, crisis intervention, referrals

## **Berry Creek Rancheria of Maidu Indians**

Irene Jimenez, Tribal Education Director

Phone: (530) 534-3859, ext. 1233

Email: [ijimenez@berrycreekrancheria.com](mailto:ijimenez@berrycreekrancheria.com)

Services: After-School Program, Elder Program, Language preservation, office of tribal relations, college preparation courses, outreach.

## **African American Family and Cultural Center**

Bobby Jones Sr., Executive Director

Email: [bjones@aafcc-oroville.org](mailto:bjones@aafcc-oroville.org)

Phone: (530) 532-1205

Mission: The AAFCC's mission is to empower and embrace African American families and communities by reclaiming, restoring and revitalizing our cultural heritage, values and identity. The AAFCC is a place where people convene, connect and celebrate the essence of our community in order to bring about healing to create prosperous, vibrant lives.

Services: Coordination support programs, fundraising efforts, community engagement

## **Butte College**

Yvette Zúñiga

Email: [zunigayv@butte.edu](mailto:zunigayv@butte.edu)

Mission: The Student Equity and Achievement Internship prepares students for career opportunities in student services at the postsecondary level. This program provides students with an opportunity to develop firsthand knowledge of the student affairs profession in a community college environment and gain hands-on experience working with areas such Student Equity and Cultural Centers Services: coordination support programs, fundraising efforts, community engagement. *\*paid internship*

Services: Assist in developing a programming calendar of activities and events for students throughout the semester, research current trends and practices for Community College students and make recommendations for program development, assist in the implementation of the student success factors

## DEPARTMENT OF MULTICULTURAL & GENDER STUDIES – SUMMER 2018

### MCGS 389: INFORMED ACTIVISM & INTERNSHIP

#### SECTION 01

TIME:

INSTRUCTOR:

OFFICE:

EMAIL:

**Catalog description:** A seminar designed to complement the 120-hour fieldwork portion of your service/advocacy/activism internship in the area of multicultural, gender and/or sexuality studies. Learn and practice the kinds of thinking, researching, and skill building that enhances any service and activism work you may choose to do in the future, as well as what you are engaged in during your internship. Offered for 1.0-3.0 units. You must get permission from the instructor of record prior to registration. In order to pass this course, you must receive a review of at least “satisfactory” from your fieldwork supervisor. No more than 3 units may be counted toward the major or minor. You may take this course more than once for a maximum of 15.0 units.

MCGS 389 (course + 120 hour internship) fulfills the internship requirement for all MCGS major options and minors. The seminar itself was developed to complement the 120-hour fieldwork portion of your service/activism internship. In addition to weekly seminar-style meetings, interns also meet individually with me once during the semester to discuss their fieldwork. The seminar readings, discussions, and writing assignments are designed to help you to contextualize and analyze the service/activist work you are doing through the lenses of feminist, LGBTQ, and multicultural theories. The seminar is also designed to help provide—and help you develop—useful strategies for thinking about, planning, designing, and implementing your internship projects more effectively. The writing assignments themselves are additionally intended to provide you with a record of your experience from which to draw ideas, guidance, inspiration, cautions, etc.

#### **Program/Student Learning Outcomes**

- MCGS PLO #3 students will be able to interpret the concept of intersectionality, as well as the interlocking systems of power including racism, ethnocentrism, classism, ableism, sexism, and heterosexism. (Practice level)
- MCGS PLO #7 students will be able to demonstrate capacity for leadership and work effectively in teams with a diverse range of individuals. (Mastery level)
- MCGS PLO #8 students will be able to apply their knowledge of women, gender, U.S. race and ethnicity, sexuality, socioeconomic class, and ability to an organization or community effort. (Mastery level)

#### **CSU Chico General Education SLO:**

- Personal and Social Responsibility: Demonstrates knowledge and skills necessary to take responsibility for one’s own life and actions, and to recognize opportunities and responsibilities to become engaged in our various local, regional, national, and international communities.

#### **CONFIDENTIALITY**

While the importance of sharing experiences in your internship will enrich the learning environment, it is of utmost importance that we maintain the confidentiality of clients of the agencies that you may come into contact with, and use professional, ethical and appropriate tone and approach to discussions involving peers and other campus or organization staff. You may be working in an environment in which you may come into contact with people who are seeking services for private and sometimes, traumatic experiences, as well as working with peers on campus who others may know in various capacities. We will not use actual names of people that we have encountered or worked with in our organizations as clients and instead will use pseudonyms (Jill, Joe, etc). The confidentiality policies of the agencies that you are working with will apply during class time. Lastly, it is imperative that all such specific information, examples and experiences as information that does not leave the classroom.

## **REQUIRED TEXTS AND OTHER MATERIALS**

Course Readings-available through BbLearn  
Access to email and You Tube

## **CONTACTING ME**

All electronic mail should be sent to xxxxxxx@csuchico.edu. Email is the primary way to get a hold of me. The phone number listed above, and the number I give you in class, is to be used as a secondary contact or if you have something that you consider is more time sensitive as I may not check my email every day. I will generally respond to email within 48 hours, with some exceptions on weekends. I encourage you to come by office hours, whether it is to discuss a certain topic from the course, workshop a draft of a paper, or to process an experience at your internship.

## **ACCOMMODATION**

If you have a documented disability that may require reasonable accommodations, please speak with me and contact Accessibility Services (x5959) so that we can coordinate needed accommodations.

## **LATE & MAKE-UP POLICY**

The internship that you will be involved in is treated as a job in many respects. As such, absences, tardiness and late assignments are strongly discouraged except under VERY serious and compelling circumstances (as defined by University policy). No late work is accepted, as all assignments are built upon the accumulation of experiences in your internship.

## **SPECIFIC REQUIREMENTS AND GRADING**

To pass you must complete BOTH the 120 fieldwork hours and at least 70% of the seminar assignments satisfactorily. An incomplete is not an option for MCGS 389 unless you have a serious or compelling reason as defined by the university.

### **FIELDWORK:**

First and foremost, as noted above, in order to pass you must receive a grade of at least "satisfactory" or "C" grade from your fieldwork supervisor. In accordance with University policy, s/he will not be assigning a letter grade but will recommend one. The work you do in the seminar portion combined with your performance in your internship determines your final letter grade in MCGS 389. The quality of the fieldwork will affect your grade. For example, if your seminar work is C-level but your fieldwork supervisor says your work has been absolutely outstanding, I may boost your grade to a B. Such boosts are never more than one grade's worth. Similarly, if your seminar work has been all A-level, but your fieldwork supervisor's report says that while you did complete all your hours, your work was only barely satisfactory, I may lower your grade from an A to a B or even to a C as the fieldwork is a significant portion of the course. I will contact your internship supervisor for a mid-semester check in and your supervisor will complete an end of semester evaluation of your time spent in the internship. I will use both of these, as well as any additional communication, to evaluate your fieldwork hours.

For those of you completing 120 hours for 3 units, you should average about 9-10 fieldwork hours per week. By mid-semester, you should have completed about 60 hours. It is your responsibility to see that you complete the 120 hours of fieldwork—not your supervisor's. You should keep your own timesheet of hours you have completed on a weekly basis. If you feel that you are not able to complete 9-10 hours per week of meaningful work, you should talk with your field supervisor about projects and activities that you can be involved with. If you need support, I can also talk to supervisors about additional projects and activities after you have already done so.

### **SEMINAR ASSIGNMENTS, REQUIREMENTS, AND GRADING (100 POINTS TOTAL):**

As noted above, the seminar portion of the course is a significant source of the final letter grade you'll receive (assuming you receive "Satisfactory/suggested C grade" on the fieldwork), though fieldwork performance does affect this letter grade. All seminar work is graded on the basis of three things: critical & analytical thought, specificity (connecting readings and internship fieldwork experiences), and fluency. All the writing is expected to be "reasonably fluent" as defined in the "About Fluency" page (attached). For final grades, I use straight percentages (90%+ = A-range, 80%+ = B-range, etc.).

## **ASSIGNMENTS**

100 POINTS TOTAL

### **ENGAGED PARTICIPATION IN SEMINAR- 10 POINTS**

Engaged participation in seminar means that you come to each class prepared to discuss readings and concepts. Engaged means that you are present and attentive to your classmates and the topic being discussed. Missing a class will be a reduction of 3 points. Cell phones should not be used during class unless we are doing an activity in which they are required.

### **5 JOURNALS (THROUGH BLACKBOARD) - 5 POINTS EACH ( 25 POINTS TOTAL)**

On the weeks that Journals are assigned, you will send me a 500-600 word reflection journal through Blackboard in the posted journal assignments for our class by Thursdays at 4:00pm. Your journal will include the following information:

- The number of hours you spent in your internship for the weeks that you are writing about and a cumulative number of hours for the semester to that point
- A brief description of the activities that you participated in during your internship for the time frame and your thoughts about successes, challenges and strategies of these activities
- At least one thoughtful, text-specific connection to a course reading (this means using a direct quote from a reading with author and page number citation) and your experiences and/or observations that week in your internship. For example, if you encountered behavior that you experienced as homophobic during a tabling event, make a connection to a reading about heterosexism, privilege, anger or intersectionality as it relates to your experience.

\*I DO NOT NEED YOUR TIMECARD THAT YOU KEEP AND/OR SEND TO YOUR INTERNSHIP SUPERVISOR EACH WEEK. I ONLY WANT YOUR HOURS LISTED AT THE TOP OF EACH JOURNAL.

### **2 REFLECTION ESSAYS- 15 POINTS EACH (30 POINTS TOTAL)**

2-3 pages/750-1000 words (typed single spaced, 1 inch margins), submitted through Blackboard. The second Reflection Essay will serve as a final reflection for the semester.

- The first Reflection Essay should begin with a brief description of the mission/purpose of the agency. The second does not need this as I'll know your agency. But both essays should begin with an opening/intro paragraph that explains what you will discuss.
- Thoughtful analyses of the work you are doing at your placement agency is the core of these papers. You will do this by making connections to concepts discussed in seminar and in the readings to your experiences in your internship.
- At least three text specific connections to course readings are required in each essay.
- Papers should provide your own observations and analysis of several of the following topics\*:
  - o Discussion on how you have applied your understanding of race, class, gender, sexuality and other oppressions to your internship (*for Reflection Paper #2 this topic is required to be discussed*).
  - o The structure of the agency, including leadership qualities, or use of volunteers/interns
  - o How your tasks relate to service, advocacy, and/or activism connected to an underserved, underrepresented, and/or historically oppressed group
  - o The use or existence of power and privilege between coworkers or between staff and clients
  - o Ways in which you were challenged, frustrated, angry, impassioned, excited during the internship and how you handled these emotions
  - o Observations of staff burn out and/or self care
  - o The needs of clients/customers/consumers from your agency and how their race, class & gender intersects with those needs
  - o Your own situatedness in relation to the work you are doing
  - o Policy work being done at local, state or national level, or policy work you think should be done
  - o Practical skills you have learned in the internship

\*These are in no particular order and some may not relate to your experience this semester. Choose 3 or 4 to focus your paper on.

**MID-TERM DISCUSSION & NOTES\*- 10 POINTS. MEET WITH INSTRUCTOR.**

This will be an individual meeting scheduled with me during weeks 8-10. Your responsibility will be to come prepared with reflection notes (typed) to discuss. These notes will include:

- What you have identified as your strengths in the internship
- What areas that you would like to strengthen/learn more about in the internship
- Identification of the strengths of the agency and what the agency does well
- Identification of barriers in the agency. (communication, organization, leadership, etc.)
- Analysis of how your tasks relate to the mission of the organization
- Analysis of how your specific tasks relate to service, advocacy, and/or activism connected to an underserved, underrepresented, and/or historically oppressed group
- Thoughtful connections to at least 3 course concepts from seminar to the work that you are participating in
- An update on your Activist/Advocacy Project Proposal

\*A copy of these typed notes must be provided to me at the start of our meeting.

**ANALYZE ACTIVIST STRATEGIES- 25 POINTS**

Documentaries & Discussions (3)

- 1.) She's Beautiful When She's Angry
- 2.) Vessel
- 3.) Baltimore Rising

**ATTENDANCE AND PARTICIPATION IN THE SEMINAR SESSIONS**

Satisfactory attendance means that you DO NOT MISS CLASS. Satisfactory participation means a) doing the assigned reading before the session and preparing for in class discussion; and b) contributing informed, thoughtful discussion to the seminar sessions, writings and activities. **A missed seminar session will result in a loss of 3 points. I take attendance each class.**

<b>SEMINAR DATE &amp; WEEKLY READING TOPICS</b>	<b>READINGS</b> *BRING YOUR READING PACKET TO EACH CLASS
<b>JUNE 1</b> <b>BUSINESS AND INTRO</b>	<ul style="list-style-type: none"> <li>• "Silence/Silencing/Silenced Voices" Elizabeth Renfro</li> <li>• "Feminist Objectivity &amp; Situated Knowledge" Elizabeth Renfro</li> <li>• "Obama Says: This is What a Feminist Looks Like"</li> </ul>
<b>JUNE 8</b> <b>COMPLICATING ACTIVISM- PRIVILEGE, POWER AND INTERSECTIONALITY</b>  <b>JOURNAL 1 DUE</b> <b>-MOVIE #1 DUE IN TIME FOR WEEKLY CHECK-IN</b>	<ul style="list-style-type: none"> <li>• "Glossary", Elizabeth Renfro</li> <li>• "White Privilege: Unpacking the Invisible Knapsack" Peggy McIntosh</li> <li>• "Intersectionality and Feminism" Anna Carastathis</li> </ul>
<b>JUNE 15</b> <b>COMPLICATING SOLIDARITY &amp; ACTIVIST STRATEGIES</b>  <b>JOURNAL 2 DUE</b>	<ul style="list-style-type: none"> <li>• "Safe Spaces for People of Color" listserv</li> <li>• "Solidarity not Charity" Molly McClure</li> <li>• "Two Views on Slutwalk" T. Lomax and I. Beyerstein</li> <li>• "Resist Ch 6 Activist Tactics" exerpt. G. Kimball (on Blackboard)</li> </ul>

<p><b>JUNE 21<sup>ST</sup></b></p> <p><b>MIDTERM FACETIME CALL (DURING WEEKLY CHECK-IN: THURSDAY, JUNE 21<sup>ST</sup>)</b></p> <p><b>JOURNAL 3 DUE -FRIDAY, JUNE 22<sup>ND</sup></b></p>	<p><b>**Midterm** meeting with Dr. Cooper</b></p>
<p><b>JULY 6</b></p> <p><b>ORGANIZATIONAL CULTURE &amp; COMMUNICATIONS</b></p> <p><b>-MOVIE #2 DUE IN TIME FOR WEEKLY CHECK-IN</b></p> <p><b>1<sup>ST</sup> REFLECTION PAPER DUE</b></p>	<ul style="list-style-type: none"> <li>• "Feminist Principle of Joy and Celebration" DAWN Ontario</li> <li>• "Humanizing the Organization" R. Brody</li> <li>• "Cultural Humility" Tervalon and Garcia</li> <li>• "Resist: Ch 7 Communication Techniques" excerpt G. Kimball. (on Blackboard)</li> </ul>
<p><b>JULY 13</b></p> <p><b>POLICY</b></p> <p><b>JOURNAL 4 DUE</b></p>	<ul style="list-style-type: none"> <li>• "A Feminist Approach to Social Policy" Ruth Brandwein</li> <li>• "Services are Bad for People" McKnight</li> <li>• "Street Sweepers" Katie Haegele</li> </ul>
<p><b>JULY 20</b></p> <p><b>ANGER INTO ACTION</b></p> <p><b>-MOVIE #3 DUE IN TIME FOR WEEKLY CHECK-IN</b></p> <p><b>JOURNAL 5 DUE</b></p>	<ul style="list-style-type: none"> <li>• "Uses of Anger" Audre Lorde</li> <li>• "A Just Anger" Marge Piercy</li> <li>• "Seduced by Violence No More" bell hooks</li> <li>• "My Angry Vagina" Eve Ensler</li> </ul>
<p><b>AUGUST 3<sup>RD</sup></b></p> <p><b>LEADERSHIP &amp; COMMUNITY ORGANIZING</b></p> <p><b>2<sup>ND</sup> REFLECTION PAPER DUE</b></p>	<ul style="list-style-type: none"> <li>• "An Alternative Administrative Style", Nancy Hooyman &amp; Cunningham</li> <li>• "The Case for Latinx" Scharron-del Rio &amp; Aja</li> <li>• "Community Organizing for Social Change" Asherah Cinnamon</li> <li>• "A Herstory of the #BlackLivesMatter Movement" Alicia Garza</li> </ul>



# DEPARTMENT OF MULTICULTURAL AND GENDER STUDIES

## Internship Agreement—MCGS 389

Complete this form before the end of the second week of classes. Signature of the fieldwork supervisor must be obtained before form is returned to the MCGS Internship Coordinator, Molly Heck, in Tehama 225 for final approval. Once signed and approved, and forms are turned in, you will be hand-enrolled into the course within the first 2 weeks of classes.

Please print clearly

**Full Name** \_\_\_\_\_ **Student I.D. #** \_\_\_\_\_

**Address** \_\_\_\_\_

**Email** \_\_\_\_\_ **Phone** \_\_\_\_\_

**Major/Minor** \_\_\_\_\_ **Class Level:** \_\_\_\_\_

**Semester:** Fall or Spring **Year:** \_\_\_\_\_

**Preferred MCGS 389 Section (see Class Schedule for options):** \_\_\_\_\_

Circle one: (If you have not taken MCGS 489 in the past, you must choose an option WITH seminar)

- 3 Unit: (a) 120 hours fieldwork plus weekly seminar
- (b) 135 hours fieldwork plus written requirements; no seminar
- 2 Unit: (a) 80 hours fieldwork plus weekly seminar
- (b) 90 hours fieldwork plus written requirements; no seminar

### Fill out this section with your fieldwork supervisor

Organization/Company Name \_\_\_\_\_

On site/Immediate Supervisor \_\_\_\_\_

Supervisor's Title \_\_\_\_\_

Supervisor's Email \_\_\_\_\_ Supervisor's Phone \_\_\_\_\_

Organization/Company Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Underserved/underrepresented population(s) served: \_\_\_\_\_

Description of Internship Project/Duties (must include service/advocacy/activism components) \_\_\_\_\_

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[continue on back or attach separate page if necessary]

### SIGNATURES – Must be obtained in order listed.

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Organization/Company Supervisor** \_\_\_\_\_ **Date** \_\_\_\_\_

**Faculty Supervisor** \_\_\_\_\_ **Date** \_\_\_\_\_

Upon completion, this form will be filed in the MCGS Office.  
Copies provided to the student, Fieldwork Supervisor, and MCGS Internships Coordinator.  
Evaluation Procedures (filled out by MCGS Faculty Supervisor &/or MCGS Internships Coordinator):  
Seminar Participation \_\_\_\_\_ Writing Component \_\_\_\_\_ Fieldwork Supervisor's Report \_\_\_\_\_

## MCGS 389 Informed Activism & Internship: Final Fieldwork Report

To be completed by the fieldwork supervisor and student upon completion of internship. This form must be turned in to the MCGS internship coordinator no later than the week before finals week.

Name of Intern \_\_\_\_\_

Internship Site: \_\_\_\_\_

Period of internship: From \_\_\_\_\_ to \_\_\_\_\_  
month/day/year month/day/year

### Evaluation

1. Number of hours worked:

weekly (if applicable) \_\_\_\_\_

total hours \_\_\_\_\_

2. Learning activities, duties, projects, tasks performed by the intern:

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3. Ability to relate tasks to mission of organization and to service/advocacy/activism.

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4. Description of strengths and skills demonstrated:

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5. Description of challenges and areas for growth:

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6. Ability of the student to identify and analyze dynamics of race, class, gender, sexuality and other oppressions as it relates to the internship.

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7. Please rate the intern's work and professionalism in the following categories (check appropriate boxes):

	Excellent	Good	Fair	Poor
<i>attendance</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>initiative</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>follow through on projects assigned</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>respect for co-workers &amp; clientele</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>ability to connect complexities of race, class, gender, sexuality, and any other applicable identity elements</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>self awareness</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>ability to work collaboratively</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you assigned this student a letter grade, what would you assign? Include pluses (+) and minuses (-).  
Letter grade suggested: \_\_\_\_\_

Supervisor's name (please print): \_\_\_\_\_

Supervisor Signature \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Thank you for providing this student with the opportunity to serve the community and to put into action their educational experiences and interests.