



## **DUKEENGAGE IN NEW YORK CITY**

This program is organized by Duke faculty/staff in collaboration with DukeEngage.

**Program Dates:** May 28-July 22

(Dates subject to change up until the point of departure.)

### **Service Focus**

Advocating for women and girls in local or national organizations primarily focused on reproductive healthcare, education, immigration and labor rights, and gender or family violence. Service themes include:

- Womens' advocacy/empowerment
- Health/human services
- Children/youth services
- Race/ethnic relations

### **Program Leader**

- Ada Gregory, Executive Director, Duke Office of Interdisciplinary Program Management. Ada Gregory serves as the chief fiscal administrator for Duke University's signature Institutes, Initiatives and Affiliated Centers, which incubate some of Duke's most exciting interdisciplinary research and teaching initiatives and further catalyze Duke's goal of placing knowledge in service to society. Previously, Gregory worked in the government and nonprofit sectors for almost 20 years as an executive director for a crisis center and residential facility providing services to victims of violence, as an administrator for the Violence Against Women Act in North Carolina, and as a police officer who led the formation of one of North Carolina's first domestic violence units. Her teaching and research interests explore the complex relationship that race, class, gender and sexual orientation play in our systemic efforts to end violence.

### **Overview**

During their eight weeks in New York, students will be placed singly or in pairs in local, national or global nonprofit organizations serving women and girls. Some students may work on policy issues that impact gender violence survivors in the criminal justice system or support awareness of these issues through social media, other students work directly with children in a family justice center or organize communities for better conditions for domestic workers across the country or for girls in Brooklyn high schools. All of the organizations and communities with whom they may work are under-resourced and depend on the work of interns and volunteers to effectively meet needs in their communities.

Through an academic seminar each Friday and weekly reflection dinners on Sunday evenings, students will have the opportunity to consider feminist frameworks within the practice of current-day policy, develop valuable historical context for the public policy challenges facing their generation, and reflect on the ethics of sustaining political commitments and seeking social justice. This DukeEngage program grew from The Moxie Project, a pilot program sponsored by the Duke Women's Center that focused on immersive social justice leadership development.

### **Student Learning Objectives/Outcomes**

Students participate in weekly curricular seminars and co-curricular activities that complement the practical exposure to social justice work in their placements related to the status of women and girls. These experiences provide opportunities for students to:

- Learn about historical changes that have impacted women's cultural, economic, legal and health conditions;
- Observe and reflect on the strategy and theory behind contemporary social justice movements;

- Develop their own self-efficacy, voice and leadership abilities around issues that matter to them; and
- Develop mentors or observe other women role models in nonprofit or public leadership positions.

### **Service Opportunities**

Past and potential sites for placements include the following agencies:

- Bronx Family Justice Center
- Legal Momentum
- Girls for Gender Equity
- National Domestic Worker’s Alliance
- Sanctuary for Families
- Brooklyn Movement Center
- Choices Women’s Medical Center

Students will be matched to host organizations based on their personal interests, the program director’s and site coordinator’s discretion and the input of the partnering organizations. Students will be asked to rank their top three choices and will prepare cover letters and resumes to be considered for placement by the community partners. Partnering organizations will review resumes of the candidates most interested in working with them and provide rankings of their preferences. Students will be required to interview with the partner for some placements. The program director will make the final pairings based on this information as well as their knowledge of the students and the organizations.

### **Program Requirements**

**Language:** Foreign language skills can be useful in some placements, but are not required.

**Coursework:** No required courses; however, priority consideration will be given to students who have taken a course(s) in Women’s Studies, African & African-American Studies, women’s history and/or public policy using race, gender, class, etc. as a central lens of analysis. Students may also register for Women in the Public Sphere: History, Theory and Practice with Rachel Seidman.

**Other Skills:** Social media and web skills are helpful for some placements. Experience working with children is preferred for some placements. Placement with the Bronx Family Justice Center requires a background check, including fingerprints completed on-site in NYC.

**Personal Qualities:** The weekly seminar reading, blogging and other assignments, demanding enrichment schedule/pace and the nature of the work in each placement make this program particularly rigorous and personally taxing. The most successful students are therefore highly interested in the content area of the program (rather than the location), prepared to resolve conflicts and problem solve independently, open to considering other points of view on controversial issues, and eager to commit to the cohort and the experience, beyond the placements and required activities.

### **Program Details**

**Description of Community:** New York is a vibrant city with a diverse history tied to social activism on historic preservation, gender, civil rights, wages, sexual orientation and religious freedom. Students will see how that history is still very much alive in their work and in their experiences in the city. They will have the opportunity to visit four of the five boroughs and will live centrally in Lower Manhattan in an NYU dorm located in the Union Square area. Union Square is constantly busy, epitomizing the feel of a big city. Student placements will be in organizations in Midtown, the Bronx, Lower Manhattan, Brooklyn or Jamaica Queens, which each have a unique character.

**Housing and Meals:** Students will live together in centrally located, dormitory-style housing through New York University Summer Housing. The residence halls are conveniently located near public transportation, offering easy access to the

entire city. All residence halls provide access to NYU athletic facilities, the Coles Sports Center and Palladium Athletic Facility, cable television service, wireless internet connectivity, local telephone service and laundry facilities.

Kitchens are available in the residence facilities and a wide range of eateries and restaurants are steps from the dormitories. One weekly meal will be catered or purchased by the Program Director for Friday seminars, evening programming or weekend activities. Students will have a wide choice of restaurants and eateries for lunch and other dinners on their own.

If you do not eat certain types of food for cultural, religious or personal reasons, please contact the DukeEngage office, [dukeengage@duke.edu](mailto:dukeengage@duke.edu), to discuss whether or not your dietary needs can be reasonably accommodated at this program site.

**Transportation:** During the internship students will have monthly, unlimited subway passes to travel around the city as needed. Students will be within a 30-50-minute subway ride and walk from their placement. Students will typically commute to work in pairs as the goal is to place two students at each organization. Most program events will take place in the city, where public transportation can be used. If an event is taking place outside of the city, the site leaders will arrange group transportation.

**Communication:** Students will have internet access in their dormitories and are encouraged to bring a laptop. Most placements will involve time in front of the computer, and students should have some internet access while at their placement. Students are encouraged to bring their personal cell phones as the primary means of communication, but NYU basic telephone service is also provided and includes on-campus calls, local calls, voice mail, call waiting, caller ID, and three-way calling. Long-distance service can be arranged by completing an application online. Residents must supply their own telephone equipment.

**Opportunities for Reflection:** Students write weekly reflections on their placements and issues like reproductive justice, nonprofit funding/power structures, LGBTQ representation, criminalization, etc. Students share these reflections during the Sunday evening dinner discussions by the Program Director and Site Coordinator at the beginning — and by students later in the summer. On certain occasions, specific students are selected in advance to prepare discussion questions for reflection dinner. Every other week, students craft blogs from the reflection writing or other ideas that they wanted to explore in writing. Students are also expected to submit responses reflecting on the weekly readings in preparation for the Friday seminars.

**Other Opportunities:** Students will share dorm suites and will work full days on Monday-Thursday (typically 9am-5pm or 10am-6pm) and half days on Friday. Friday afternoons will be dedicated to a three-hour seminar with the group and various community partners. Students will have most weekday evenings and a couple of weekends free to explore the city. At least one weekday evening will include an enrichment activity, and five weekends will have group activities planned.

### **More Information**

Students will be asked to read book chapters and articles for pre-departure and DukeEngage Academy sessions, as well as each week throughout the course of the summer. Orientation readings include:

- Johnson, Allan, *The Gender Knot: Unraveling Our Patriarchal Legacy*, Chapters 1 and 2 (2014)
- Frye, Marilyn, "Oppression" from *Gender Basics: Feminist Perspectives on Women and Men 2<sup>nd</sup> ed.* (2000)
- Klein, Kate, "On Learning How NOT to be an Asshole Academic Feminist" from Jessica Yee's *Feminism for Real: Deconstructing the Academic Industrial Complex of Feminism* (2011)

### **Curricular Connections**

Most courses in Gender, Sexuality and Feminist Studies or AAAS and some Public Policy and History courses that use gender, race or class as a central lens for analysis would likely complement the summer experience.