Preliminary syllabus for

WGS 286  Empowering Women for Global Leadership*

Spring 2014

Instructor:
Peggy Rivage-Seul,  Coordinator of the Berea College Women’s and Gender Studies Program
Rangita de Silva de Alwis, Director of the Global Women’s Leadership Initiative at the Woodrow Wilson
International Center for Scholars

Course Description

Berea College Women’s and Gender Studies Program, in affiliation with the Women in Public Service
Project at the Woodrow Wilson International Center for Scholars, offers this special topics course to
equip students with both skills and a knowledge base for pursuing leadership opportunities at both the
local and national levels of their respective countries. Each week guest speakers from various global
institutions, e.g., World Bank, will lecture at Peanut Butter and Gender luncheons on the social and
economic realities of girls and women across the globe. Students will select a global topic pertaining to
female lives, e.g., sex trafficking, and develop that topic through analysis of case studies and feminist
action plans, including the creation of social networks. Besides lectures and discussion of course
readings, students will engage in hands-on group work and role playing to develop their leadership skills.
Course fee: $75
* This course will meet international, AAAW perspectives, and ALE.

About the Women in Public Service Project

Mission
The Women in Public Service Project is an initiative that was founded by the Seven sisters women’s
colleges—Barnard, Bryn Mawr, Mount Holyoke, Smith and Wellesley—to advance women to positions
of influence in governments and civic organization worldwide. The initiative is distinguished by the
partners’ demonstrated legacy of educating women leaders across the globe and linking them to each
other through powerful intergenerational networks.

Vision
The initiative will provide vital momentum to the next generation of women leaders who will invest in
their countries and communities, provide leadership for their governments and societies, and help
change the way global solutions are developed.

Working in alignment with other leading organizations and institutions in the U.S. and around the world,
The Women in Public Service Project creates intensive training and mentoring opportunities for
emerging and aspiring women leaders; establishes a vibrant international network of such leaders; and
generate new, cross-culturally valid insights on women’s political leadership.

The Women in Public Leadership Project envisions a world in which political and civic leadership is at
least 50 percent female by 2050. The Department of State and the Sister colleges are committed to
building the infrastructure and convening the conversations necessary to achieve this vision.
Course Readings
TBA

Course Meetings
This course meets on Wednesdays, 12:00-12:50 (for Peanut Butter and Gender) and 3:00-5:50 in Phelps Stokes 204.

Attendance Policy
Attendance is required. Unless there is a personal emergency, absences will be unexcused, and will result in the lowering of the student’s grade. Three absences results in course failure.

Disability Policy
Students who have a disability that may prevent them from fully demonstrating their abilities should contact Cindy Reed, MSW, LCSW, the Disability Services Coordinator at (859) 985-3212, or by email cynthia_reed@berea.edu, to discuss accommodations necessary to ensure full participation in this course. Upon request, this syllabus can be made available in alternative forms.

Grading Policy
Active Participation in weekly classes, including taking initiative for leadership in role plays and group work will count for 30% of the final grade. Weekly reading and writing assignments will count for 50%
Research Project: Each student will be responsible for preparing a policy brief to present to their legislators and/or respective law and policy makers on a topic of her choice, e.g., human trafficking, environmental degradation, violence against women, etc. The policy brief will count for 20% of the final grade.
Course Calendar

January 8th

The Power of Women’s Narratives/Listening to Women’s Voices

12:00-12:50       Peanut Butter and Gender

“Inauguration of the Women in Public Service Project (WPSP) at Berea College”
Ceremonial Opening
Peggy Keon Lecture: Dr. Rangita de Silva de Alwis, Director of the Women in Public Service Project at the Woodrow Wilson International Center for Scholars, will address the values, aims, and outcomes of The Women in Public Service Project, showing how these are connected to a global network of emerging women leaders.

3:00-5:50

In this session, participants will view the film “Women’s Voices,” created by the Institute on Profiles of Women in Political and Public Service. These stories will illustrate women’s role as political leaders, policy makers, and change agents. Listening to these voices from around the world, participants will identify the multiple perspectives these women bring to the table and how these women transcended barriers in order to transform public life. Through the lens of women’s narratives, participants will explore:

- Different voices of leadership and perspectives women bring to public service
- Challenges that women face in public service
- Creative strategies for transcending barriers and leading social change
- Women’s critical role in leading social change

Group Exercise: “The Power of Women’s Narratives”
Each of class participants will present a short narrative of her/his journey to community service, including hopes for the future.

January 15th

Identifying and Transcending the Challenges to Women’s Leadership in Public Service

12:00-12:50       Peanut Butter and Gender

“One Woman’s Story of Captivity in Iran”

Dr. Haleh Esfandiari, Director of the Middle East Program at the Wilson Center, and author of My Prison: My Home, will discuss her experience of captivity in Iran, and the power of transnational networks that helped to galvanize attention to her cause.
3:00-4:00
Lecture by Dr. Haleh Esfandiari: “Global Challenges to Women’s Leadership”

4:00-5:50  Group Work (refer to Session 2, 1-8)
In this session we will identify local and global challenges to women’s leadership and will brainstorm creative strategies to transcend barriers and boundaries to women’s leadership in the areas of politics, society, and culture. Although there is no single model of leadership, this conversation will help to identify a toolbox that can be used to transcend challenges to women’s public service: This “tool box” includes role models and mentors; the narrative power of women’s voices, and the redemptive power of women’s movements and networks that sustain, nurture, and empower women, especially at times of grave threat and crisis.

Group 1
Identify and present some of the challenges in your community and/or country for women’s advancement in public service or civic leadership. Present some good practices in your community and/or country to address these challenges.

Group 2
Develop a plan (that you will present to class) for a campaign to increase the number of women representatives in Congress/Parliament. Propose a strategy for partnerships/ linkages and alliances with the private sector, grassroots organizations, religious and other traditionally male dominated organizations. The focus of cooperation with your group could be 1) women’s leadership, 2) fighting violence against women including violence against women in politics, or 3) any other urgent policy.

Group 3
Organize women’s caucuses in your national assembly or parliament. Present the challenges and opportunities of working as a caucus across party or other lines. Present a strategy (including finances) for identifying women to run for office. Finally, create role play “conversation with the press “ where you identify positive images of women in public service in your community and/or country.

Group 4
Convene a local, national or transnational network to combat trafficking of women or any other trans-border issue in your region. Present how you would go about creating a potential platform of action for the network.

Group 5
Present recommendations for a training program on women’s leadership in public service in your community and/or country. What critical areas should the training program focus on?

Assignment due on January 15:
Read 10-12 articles this week from various publications that focus on international women’s issues. Write a one paragraph (10-12 sentences) response to each of these articles. Good sources for articles include Ms. Magazine, New York Times (including international issue), Economist, Guardian, Alternet,
January 22nd

Women and Negotiation

... “Future mediation processes must create spaces specifically for women to sit at the table... Women cannot be relegated to shouting from the windows because they are not allowed through the doors....” Graca Machel, a lead negotiator in the Kenyan mediation process

Women have historically been excluded from boardrooms and decision-making because of their perceived reluctance to negotiate in an arena of power differences. This session will give students powerful negotiation skills and tips that will help them negotiate in the workplace, public service, and positions of leadership.

12:00-12:50 Peanut Butter and Gender

Title: “Dare to Ask: The Art of Women’s Negotiation”

Cait Clark, Washington, D.C. attorney and leadership consultant, and co-author of Dare to Ask, discusses the social reality of women who are constantly penalized-at home, at work, in relationships- for lacking the negotiating skills to assert themselves. Cait Clark offers transformative techniques for negotiating, specially aligned with a woman’s natural emotional and social strengths.

Assignment due for Jan. 22:

January 29th

Women Negotiating Peace and Security

“Bringing women to the peace table improves the quality of agreement reached and increases the chances of successful implementation.” UN Secretary General Ban Ki Moon

Graca Machel, a lead negotiator in the Kenyan mediation process

Over a decade ago, the landmark UN Security Council passed Resolution 1325 requiring the rule of law processes must be shaped by both women and men. However, women still represent fewer than 3% of mediators and 8% of negotiators in major peace processes. One of the most important on-going constraints to women’s capacity to engage effectively in conflict mediation and peace-building is the experience of sexual and gender-based violence during conflict; in fact, this experience has an inhibiting effect on women’s ability to engage in conflict resolution, peace-building, and recovery efforts.

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This session will analyze concrete strategies to operationalize SCR 1325 which enshrines the critical importance of women’s participation in decision making. In addition, we will examine two other United Nations Security Council Resolutions, SCR 1820 the recognition of the use of sexual violence as a tactic of war, and SCR 1889 calling for women’s participation across all stages of the peace process.

12:00 – 12:50  Peanut Butter and Gender

Title: “People-to-People Peacemaking for the 21st Century”

Farah Pandith, U.S. Dept. of State Special Representative to Muslim Communities and former Senior Advisor to the Assistant Secretary of State for European and Eurasian Affairs, will discuss Muslim communities and social change in the 21st century.

3:00-5:00  Group Work  2 (1-8)

Dr. Inela Selimovic, Visiting Professor, Wellesley College will work with groups and share her personal experiences during the Balkan War and in transitional justice processes.

Group One:
Transitional Justice: Different Approaches and Models
Discuss the strengths and weaknesses of 1) Retributive Justice; 2) Restorative Justice and 3) Reparative Justice

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<tr>
<th>Retributive Justice</th>
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<tr>
<td>Retributive justice includes court proceedings and trials for crimes committed. Typically, a trial involves a person charged with the commission of a crime being brought before an arbitrator. Example: Cambodia; Extraordinary Chambers in the Courts of Cambodia established in 2001 by the Cambodian National Assembly to create a court to try serious crimes committed during the Khmer Rouge regime, 1975-1979.</td>
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<th>Restorative Justice - Truth Commissions</th>
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<td>Usual mechanisms: truth commissions, healing circles. One of the most commonly used restorative mechanisms has been truth commissions. Truth commissions are established to examine widespread human rights violations that took place during a specified period of time. Truth Commissions have been established in: Uganda, Bolivia, Argentina, Uruguay, Zimbabwe, Nepal, Chile, Chad, South Africa, Germany, El Salvador, South Africa, Sri Lanka, Haiti, Burundi, South Africa, Ecuador, Guatemala, Nigeria, Sierra Leone, Serbia, Peru, Morocco, Ghana, Timor-Leste, Liberia.</td>
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<th>Reparative Justice</th>
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<td>Goal: to repair the injury suffered by victims. Usual mechanisms; restitution, apology Example: United States: $20,000 was awarded by Congress in 1988 to each American of Japanese ancestry who had been forcibly removed and detained in internment camps located</td>
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throughout the country during the Second World War.
Restitution can be defined as a token paid in compensation for loss or injury.

Group Two

Draft a Provision of the Peace Agreement.
Create a role play that negotiates a critical part of a peace agreement or conflict resolution. This could include a provision on a parity law; increasing women at the negotiation table; transitional justice arrangement and (including addressing the role of women in conflict and post conflict); and operationalizing Security Council 1325 and other international conventions and agreements.

Examples of Peace Agreements

The 2006 Darfur Peace Agreement (DPA) recognizes the lack of representation for women in Sudanese government and society, and attempts to ensure the effective participation of women in government. The 2006 Darfur Peace Agreement (DPA) provides numerous mechanisms for the protection of women's rights, including provisions establishing women's right to participate in government institutions, provisions recognizing the role of women in the economy, and provisions guaranteeing property rights to women. The DPA also requires the Government of Sudan to engage and consult women in the reconstruction, redevelopment, and reintegration efforts in Darfur.

The DPA requires that women who are displaced persons have access to financial assistance and that the government create special programs to address the special needs of women in the reintegration process.

The Darfur Peace Agreement, art. 3, paragraph 28(a (1) the right marry; (2) maternity and healthcare for pregnant women; and (3) access to education, without discrimination as to gender. The agreement also requires parties to combat harmful customs and other activities that demean the status of women, and to protect lactating women from the death penalty.

The Rwandan Constitution’s Preamble enshrines the core human rights treaties and states:
We, the People of Rwanda,
1° In the wake of the genocide that was organized and supervised by unworthy leaders and other perpetrators and that decimated more than a million sons and daughters of Rwanda;
2° Resolved to fight the ideology of genocide and all its manifestations and to eradicate ethnic, regional and any other form of divisions;
3° Determined to fight dictatorship by putting in place democratic institutions and leaders freely elected by ourselves;

Group Three
Create a roundtable discussion between conservative Christians and Muslims about the U.S. presence in Afghanistan.

Group Four:
Role-play negotiations between two embassies on the transnational issue of cross-border trafficking.

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Group Five
Draft the Basic Elements of a Human Rights Institution.
Constitutional and legislative frameworks which reflect international human rights norms and standards;
Effective institutions to promote and protect human rights, including central and local levels
governments, central and local parliaments, administrations on both the central and local levels, the
administration of justice, constitutional courts, and an independent human rights body, such as a
national human rights institution and/or ombudsperson.
Procedures and processes ensuring effective implementation of human rights, including avenues of
redress for individuals whose rights have been violated, and open, democratic and participatory
decision-making processes.
Programs and policies for awareness-raising on human rights including women’s rights, through human
rights education in schools, universities and professional education institutions, human rights training
for public officials and other relevant professionals, as well as awareness-raising campaigns for the
public at large.
The existence of a vibrant democratic civil society with the full and equal participation of men and
women, including free, active and independent media and human rights defenders communities.

5:00-6:45 Film: “Pray the Devil Back to Hell” (pizza and salad provided)

February 5th

Women in the Media: Advancing Gender Equality

This session highlights the power of media to define women’s bodies and women’s roles and focuses on
the transformative power of the media to challenge those stereotypical paradigms.

Everyone has the right to freedom of opinion and expression. This right includes freedom to hold
opinion without interference and to seek receive and impart information and ideas through any media
and regardless of frontiers.

- Article 19 of the Universal Declaration of Human Rights

The media plays a profoundly important role in defining the role of engaged citizenship, changing
stereotypes about women and men and the way in which national and global security issues are
defined.

12:00-12:50 Peanut Butter and Gender

Title: “Misrepresentations: Gender (In)Equality in the Media”
Dr. Susan Bailey, former Executive Director of the Wellesley Centers for Women at Wellesley College,
and author of 1992 Report, “How Schools Shortchange Girls,” discusses the gender inequality in the
media and the transformative power of media to challenge gender stereotypes.

3:00-4:00 Film and discussion: “Miss Representation”
4:00-5:50  Group Work  Each group prepares a role play for the following situations:

**Group One**
*Potential Candidate:* Press conference to announce that you have decided to run for office. Define the issues you stand for.  
**Press:** What are the questions you will ask the candidate?

**Group Two:**  
Head of Civic Organization: Call a press conference to speak out against a horrific incidence of violence against women post revolution or before elections. This could include virginity testing or sexual abuse.  
**Press:** How will you report this incident?

**Group Three:**  
The Libyan Women’s Movement has called for a press conference calling for 30 percent seats for women in parliament. They argue that women form 51% in the country and protested alongside of their men in bringing about the recent change in Libya. What are the arguments you will make for more women in decision making roles.  
**Press:** What information do you need?

**Group Four:**  
You are speaking at a press conference for more women in Constitutional Drafting and Transitional Justice Processes. What arguments will you make?  
**Press:** What questions will you ask? What is your response? The press can ask hard questions in order to challenge speakers' arguments and elicit the most effective response.

**Group Five:**  
Ministry of Defense: Role play a training program for women in public service on how to use the media to bolster their message.  
**Trainers:** What are the talking points you will need to provide the media? How will you avoid reinforcing gender stereotypes? How will you draw on the impact of women in public service in political, social and economic development in your community?
February 12th

Women Shaping Development

Increasingly, the World Bank has come to see that women's leadership is not only the right thing to do but the smart thing to do. This session will highlight the evidence-based research from the *Gender Equality and Development Report 2012*.

The evidence has never been clearer in the words of the Economist Nobel Laureate, Amartya Sen that “nothing is as urgent today in the political economy of development as the recognition of political, economic and social participation and leadership of women”. The flagship World Bank Development Report, 2012 defines Women’s empowerment as the moral and economic imperative of our times. Women's agency is important for women's individual well-being; the well-being of women's families; and for the well-being of their communities. Countries that create better opportunities and conditions for women and girls can raise productivity, improve outcomes for children, make institutions more representative, and advance development prospects for all. Women’s leadership in public service cannot take place in a vacuum. Unless women have equal access to financial resources, property, land, employment, training, vocational services, credit, equal tax provisions, and private/public partnerships, the playing field for women will not be level.

The World Development Report 2012: “Gender Equality and Development,” argues that gender equality as a core development objective is not only a moral imperative but also smart economics. Greater gender equality can enhance productivity, improve development outcomes for the next generation, and make institutions more representative. The Report identifies four priority areas where gender gaps are most significant. These areas include: 1) reducing excess female mortality; 2) closing education gaps where they remain; 3) improving access to economic opportunities for women, and 4) increasing women’s voice and agency in the household and in society.

12:00 – 12:50 Peanut Butter and Gender

**Title:** “Gender Equality as Critical Development Policy”

Jeni Klugman, World Bank’s Director of Gender and Development, will discuss the 2012 World Development Report on Gender Equality and Development.

3:00-5:00 Group Work TBA

**Assignment due for February 19:** Read and respond to the 2012 World Development Report on Gender Equality and Development.

**Friday, February 14** Class field trip to Frankfort Government Center --Students will participate in “I Love Mountains Day.” Afternoon meeting with State Rep. Kathy Stein.
Women’s Human Rights

The Human Rights Framework and Violence against Women

_The human rights of women and the girl child are an inalienable, integral and indivisible part of human rights. The full and equal participation of women in political, civil, economic social and cultural life, at the national, regional and international levels, and the eradication of all forms of discrimination on grounds of sex are priority objectives of the international community._

– The Vienna Declaration and Platform of Action

When the Former First Lady Hillary Clinton reminded the world that women’s rights were human rights, the international women’s movement was reborn and revitalized. Violence against women is now defined as a human rights abuse. Rape and sexual abuse is often a tool of war and have been defined as crimes against humanity and even war crimes. On the other hand, intimate partner violence kills women and harms their security more than malaria, traffic accidents, and war. Three women in the U.S. are killed daily by intimate partners. Given this epidemic, the argument for women’s leadership becomes a most urgent challenge of our time.

Women’s access to leadership/political participation/public service cannot not take place in an environment that subordinates and disempowers women. Women’s leadership cannot be isolated from the general status of women in society. Violence against women both in the home and in public is one of the biggest impediments to women’s agency and has enormous social, political and economic ramifications on women and society. In 2005, the World Health Organization (WHO) established that violence against women caused more death and disabilities among women aged fifteen to forty-four than cancer, malaria, traffic accidents and war. In 1992, the U.N. Convention on the Elimination of Discrimination against Women (CEDAW) Committee officially noted that violence against women results in the most widespread form of injuries to women between fifteen to forty-four years of age. Unfortunately, in spite of international commitments, the lives of girl children and women around the world are often marked by gendered, discriminatory practices. However, violence against women is now a critical public policy issue of transnational character and showcases how global forces coalesced with local women’s groups and human rights movements to place it on national and transnational policy agendas.

Some Opportunities for Reform: New Developments in the Law

_The Afghanistan Domestic Violence Law, 2009 attempts to reconcile human rights with Islamic injunctions:_

The law seeks to eliminate “customs, traditions, practices that cause violence against women contrary to the religion of Islam”.

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The law makes illegal the selling and buying of women for marriage; forced marriage; child marriage; forcing women to commit self-immolation. Acknowledging that women’s rights cannot be realized in Afghanistan unless harmful practices are addressed, the law defines the denial of right to education, work, access to health services as harmful practices. Moreover, the criminalization of the prohibition of an Afghan woman’s or girl’s education is particularly salient.

*The Council of Europe Convention on preventing and Combating Violence against Women and Domestic Violence, 2011*
This Convention criminalizes Female Genital Mutilation

*Kurdistan- Fatwa Against Female Genital Mutilation*
Shortly after Human Rights Watch report on Female Genital Mutilation (FGM) was published in July 2010, the High Commission for Issuing Fatwas at the Kurdistan Islamic Scholars Union, the highest Muslim religious authority in Iraqi Kurdistan, issued a Fatwa, a religious edict or pronouncement, attesting that FGM is not an Islamic practice. Although the Fatwa did not ban FGM but left the decision to parents, this was an important Fatwa.

*Recent Legal Milestone:*
The Kurdistan Family Violence Bill to curb Female Genital Mutilation, 2011 and affirms that FGM is not an Islamic practice

*Pakistan, The Acid Control and Burn Crime Prevention Bill, 2010*
National Acid Control Councils will be established to implement the Act in every province. Moreover, the provincial Acid Control Committees are to ensure prevention of sale of acids in their relevant areas of jurisdiction. The Acid and Burn Crime Control Tribunal is to monitor the Act.

12:00-12:50  **Peanut Butter and Gender**
Speaker from the Office of Global Women’s Issues, U.S. Department of State

3:00-5:50   **Group Work**
Participants will break into groups and discuss the following role playing scenarios based on emerging challenges and creating opportunities to address those challenges:

**Group one:**
Discuss a plan of action to address state led violence and violence in politics. This can include virginity testing, threats to political candidates and disappearing of political candidates, etc.

**Group Two:**
Discuss a violence against women law. This can include acid attacks, dowry related crimes etc. Imagine you are a group of stakeholders including NGO, academics, parliamentarians, activists and victims of honor crimes discussing critical provisions to a law. How do you build a consensus; how do you build a team to work on this issue?
Group Three:
Violence against women in Conflict: Transforming UNSC 1325 into practice- this could be a law, policy, plan of action, a speech before congress or a community group

Group Four:
Crimes against women in the name of honor- Discuss changes to criminal laws to revise crimes against women as mitigating or exculpatory offence. Imagine you are a group of stakeholders including NGO, academics, parliamentarians, activists and victims of honor crimes discussing critical provisions to a law. How do you build consensus, how do you build a team to work on this issue?

Group Five:
Discuss a CEDAW State Party or Shadow report to address violence against women; you could also use this opportunity to discuss SC Resolution 1325 and what has or has not been done to implement that.

**ASSIGNMENT FOR FEBRUARY 19**

Read up on the following United Nations Policies and write one full paragraph (10-12 sentences) summarizing the content of each convention:


**February 26th**

**Work-Family Reconciliation**

In this session we will explore the ways in which work-family reconciliation policies for both men and women go to the heart of gender equality in the family and at work. New laws, policies, and practices look at the ways men can exercise their rights and duties to caregiving. These new policies attack mainstream gender stereotypes and avoid mainstream gender paradigms.

One of the most globally pervasive harmful cultural practices is the stereotyping of women exclusively as caregivers in a way that limits their opportunity to participate in public life. The assumption that women are the primary or sole caregivers of children is often used to exclude women from the public sphere, especially with regard to political life, promotions and high profile employment opportunities. Women leaders across the world have identified their dual responsibilities in the public sphere and the family life as being one of the major impediments to their advancement in public life. It is thus important to create new policies that ensure that both men and women choose caregiving responsibilities and both receive similar treatment.

The patriarchal construct of the male head of household is often carried over and replicated in politics and public service. How do we address women’s disenfranchisement as heads of household? When women are denied agency and full citizenship and decision making powers in the home how can they achieve leadership in the public sphere?
12:00-12:50 **Peanut Butter and Gender**

Today we will show the 2012 Academy Awards winner for best documentary (40 minutes), “Saving Face;” discussion led by Professor Rosanna Hertz, Professor of Sociology and Women’s and Gender Studies at Wellesley College

3:00-4:30 Discussion on Work-Family Reconciliation with Dr. Rosanna Hertz.

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<th>Issues to be discussed:</th>
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<tr>
<td>Unequal access to economic opportunities and incomes, whether in the labor market, public service, agriculture, or entrepreneurship; Equal pay for equal work; wage gaps; and productivity gaps between men and women;</td>
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<tr>
<td>Increasing decision making in the family and in the public sphere; Gender unequal child care policies including social norms around care work that perpetuate wage disparities between men and women;</td>
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<td>lack of power in households and in society and the perpetuation of gender inequality across generations;</td>
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<td>Women’s equal access to property and land including joint land titling; access to credit;</td>
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<td>Substantive gender equality in the public and private sector; Disparities in girls’ schooling across regions;</td>
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<td>Increasing women’s voices at all decision-making levels;</td>
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<td>The importance of public/private partnerships: How can governments harness the potential of the private sector to increase access, enhance quality, and improve efficiency in public services</td>
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4:30-5:50 **Midterm Exam**

March 12th

**Social Movements and Grassroots Mobilizing**

At this session, students will look at movements from Chipko to the Arab Spring and examine the role of social movements in social change, including the way in which local to global movements have transformed local communities and global norm creation.

12:00 – 12:50 Students have lunch with Rangita de Silva de Alwis to evaluate course progress.

3:00- 5:50 Film (TBA) and discussion about women’s global social movements
March 19

The Power of Mentoring

This session focuses on mentoring as one of the most powerful tools to transcend barriers and boundaries to women’s leadership. This session will explore different mentoring models and ask students to develop their own models for mentoring.

“The word has recently gained currency in the professional world, where it is thought a good idea to have a mentor, a wise and trusted counselor, guiding one’s career, preferably in the upper reaches of the organization”
- American Heritage Dictionary

One who helps the wandering traveler does, as it were, light another’s lamp by their own, and it gives no less light because it helped another.
- Gaius

Homer’s epic, The Odyssey, introduces the first mentor. Mentor advised the young Telemachus as he went looking for Odysseus, his father. A mentor can be a role model, advisor, coach, teacher, counselor, supervisor or friend. This session will examine the critical importance of a mentor/mentee relationship to women’s advancement in public service and civic engagement.

3-4:50 Group Work
Participants will break into groups and develop a local, national or transnational mentoring program. Each group will role play or discuss developing an innovative mentoring program.

Group One:
You will develop a mentoring program for young college students interested in public service. How would you nurture their interests in public service? What areas would you like to focus on? Would you arrange internship programs, one day of public service? Some examples: A dedicated day of meetings with women in public service; A forum for women in public service; Introductions to women in public policy, visits to national assembly, government offices, political parties, and leading women in public service. What skills would you like to develop? What are the questions that mentees would come with? Create a short curriculum for the program.

Group Two:
Develop a mentoring program for women’s advancement in public service. This could be a peer to peer mentoring program or a different model. What are the innovative strategies you would introduce? Example: Periodic roundtables for exchange of information, formal and informal networks (real or virtual) within the agency; guest speaker events etc.
Group Three:
Create a mentoring program for a woman in business who would like to enter public service. What would you do to create such a program? How would you create a public/private mentoring program? How can you reach out across disciplines? What are the challenges for doing so? How do you address those challenges? How do you create mutually supportive relationships?

Group Four:
Develop a model of mentoring that could be institutionalized in your agency. This could include a timetable for periodic meetings; training programs; access to networks; associations; and professional groups. It could also include creating a women in public service association. Create incentives and guidelines for mentoring.

Group Five:
Your organization is marked by an old boys’ network and a male dominated culture. Women are not being promoted, women are not being offered interesting or travel related assignments, women’s voices are not heard or solicited at high level meetings. How do you go about changing this culture by becoming a mentor yourself? How do you share experiences and information and wise counsel? How do you break change resistant attitudes? How can you evaluate the benefits of the mentoring program? Role play as an interested mentor or mentee.

Second option:
Make a presentation on a personal story of a successful mentor/mentee relationship. How did you find your mentor? What led to you finding the mentor? What is the affinity you share? What is the shared vocabulary, shared stories, shared experiences, shared passions, shared reading, shared causes? Who has influenced you? Who has encouraged you? Who looks out for you? Who writes letters of recommendations for you? Is there a quid pro quo? How do you help out the mentor? How do you enrich and enhance the work of the mentor?

BC faculty facilitate
March 26th

The Transformative Power of Social Media

Social media has increasing come to play a democratizing role in negotiating power, for building communities, and broadening communication. The dangers of social media must be addressed in thoughtful ways, while also harnessing the power of social media to transform communities and power.

Has the shift in the balance of power from nation-states to individuals and from media institutions to citizen journalists through social media had a transformative impact on women’s empowerment? Has the rise of social media led to a democratization of power and politics? There has been research done on the feminization of social media but very little on the transformative potential of social media on women’s empowerment. Social media has helped to blur the distinction between the public and private and thus has potential to make visible in the public sphere hitherto private acts of violence and subordination.

Some case studies examined in the materials include:

Harassmap Egypt is a social media project that utilizes open-source mapping technology to allow women to report incidents of sexual harassment and abuse by sending a text message marking immediately the place where the abuse is taking place.

Women 2Drive- Saudi Arabia

Social media can be a powerful space and a platform for women not only to bear witness to events but it can be an alternative space to rewrite women’s narratives. The Twitter and Facebook campaign in Saudi Arabia on Women2Drive is another critical example of how social media can literally help drive women’s empowerment.

12:00-12:50 Peanut Butter and Gender

Title: Empowering Women through Social Media

Amy Tennison, Program lead for Dell’s Social Media and Community University program, will discuss best practices of social media for social activism.

3:00-5:50 Group Work

Delegates break into groups and design the following based on a cause driven issue:

Refer to materials session 7 (1)

- Group One: Create Youtube video for the network
- Group Two: Create Facebook for the network
- Group Three: Create Twitter for the network
- Group Four: Create a blog for the Network
- Group Five: Create a Website (preliminary thoughts)
April 2  Closing in on Millenium Development Goals

As we are rapidly reaching the deadline of MDG (Millenium Development Goals) of 1915, it is important to recognize the intersections and interconnections of Goals Two and Three (see below) with all ten United Nations goals.

12:00 – 12:50  Peanut Butter and Gender

Representative from the World Bank

4:00-4:50  Group Work

Delegates will break into five groups and discuss innovative strategies that their countries need to adopt to reach the 2015 MDG deadline. Groups can focus on one or more of the MDG Goals: 1) Eradicate extreme poverty or hunger; 2) Achieve universal primary education; 3) Promote gender equality and empowerment of women; 4) Reduce child mortality; 5) Improve maternal health; 6) Combat HIV/AIDS, malaria and other disease; 7) Ensure environmental sustainability; 8) Develop a global partnership for development.

Returning from group discussions, representatives from each group will role play /simulate an address or panel discussion before the Rio +20 Conference on Sustainable Development in Brazil or at the 2015 MDG Conference in 2015 on the unfinished agenda that a post-2015 agenda should build on.

4:50-5:50  Civic Leadership, Community Service and Social Entrepreneurship (Peter Hackbert)

Women in particular have used the vehicle of social entrepreneurship as an avenue for economic and social empowerment and as a way of galvanizing communities to harness the resources and power of disenfranchised communities.

Refer Materials Session 6 (4)

“Social Entrepreneurship is about innovative leaders who provide new ideas to solve intractable social problems and who can transform societies.”

- Echoing Green

April 9

No class today. Students work on policy briefs.

April 16th

Preparing Policy Briefs

In this session, students will present on any topic of their choice (trafficking, women’s violence, environment). This would be a brief that is presented to policy makers. Students would be asked to inhabit the role of legislative aide in preparing these policy briefs.

*Invite community to student presentations
April 23rd

Creating Student Action Plans on Women’s Leadership

In this session, students will create a Berea platform of action on women’s leadership. This will help to institutionalize the WPSP at Berea. The delegates will draft an outcomes document that could be taken back to their communities as a way of follow up action to the work of the WPSP Institute. This Platform of Action should identify critical strategies, joint action, collaborative and independent initiatives to mainstream women’s leadership.

How can the pilot take a life of its own and endure and grow in the region/s? How do we ensure sustainability and multiplier impact? Can the course be replicated and mainstreamed into university or other institutional curricular? Share resource list with programs and networks on women in politics and public service around the world. We will first get the commitment of these organizations to share reports, materials, networks and other in-kind resources. How to create a platform of action to amplify voices and share ideas and strategies? How to coalesce these efforts into a network? How can these existing transnational networks support the nascent network? How to combat the accusation that women’s movements are elite or “westernized”? How to mine the common aspirations that link women which are stronger than the divisions of region, class or politics? How can we create a clearing house of information?