



MODULE - Women's Structural Violence: Challenges and Solutions

Víctor M. Torres-Vélez, PhD | Assistant Professor | LAC Unit | Humanities | Hostos CC | CUNY

CUNY Class Information:

- **Instructor:** Víctor M. Torres-Vélez, PhD, Assistant Professor
- **CUNY campus:** Hostos CC
- **Class title:** Hispanic Migrations to the United States
- **Class Information:** LAC 132-604A (29159) | Fall 2021
- **Length of COIL Collaboration:** One semester.

International Class Information:

- **Instructor:** Professor T. Gillum
- **Partner institution/country:** The American University of Cairo
- **Class title:** Community Psychology: Community-Based Learning
- **Class Information:** PSYC 3003, Fall 2021
- **Length of COIL Collaboration:** One semester.

Mode of instruction of your course:

- In person and asynchronously

Project Description:

- This particular GSACS COIL project is a collaboration between Dr. Gillum, from The American University in Cairo and Dr. Torres-Vélez, from Hostos Community College, CUNY. In this collaboration, students from Prof. Gillum's class, Community Psychology, and Prof. Torres-Vélez's class, Hispanic Migration, will be working individually, in groups, and collaboratively on assignments seeking to address a shared inquiry-based question. The inquiry-based question will explore how structural violence affects women in Cairo, Egypt, and New York City, U.S.A. Topics to be discussed within this question are:

How does class positioning influence perceptions of gender inequality?

How does class positioning differentially affect gender inequality impacts?

What role do other intersecting hierarchical positionings, such as race and/or ethnicity, play in the uneven distribution of life chances?

In addition to readings, discussions, and presentations, both classes will address these questions through experiential learning, mainly by working with a community-based organization in their respective countries.

Student Learning Outcomes:

1. I imagine how things look from other people's perspectives to understand them better.
2. Capacity to create an internal self that openly engages challenges to one's views and beliefs and considers social identities (race, class, gender, etc.) in a global and national context.
3. Develop intercultural competence, as demonstrated by exhibiting openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.
4. Understand global systems and cultures in connection to your own identity.
5. Demonstrate increased knowledge about the Middle East and North African region and New York City.
6. Use digital technology to collaborate with international peers

Participation Policy:

- "Hostos Community College is a non-attendance taking institution.

Students are expected to participate in all class meetings in the courses for which they are registered. Classes begin at the times indicated in the official schedule of classes. Arrival in class after the scheduled starting time constitutes lateness.

The maximum number of absences is limited to 15% of the number of scheduled class hours per semester, and a student absent more than the indicated 15% is deemed excessively absent. Participation is monitored from the first official day of classes. In

the case of excessive absences or lateness, the instructor has the right to lower the grade, assign a failing grade, or assign additional written work or readings." (<https://www.hostos.cuny.edu/Administrative-Offices/Office-of-the-Registrar/Academic-Info/Attendance>).

Assessment and Grading:

- Service learning project - 40%
- Journal Entries - 30%
- Discussion - 10%
- EL Short Paper - 10%
- Video Presentations - 10%

Online Platforms:

At both institutions, each instructor will use their respective Knowledge Management Systems, in the case of Hostos the Blackboard platforms. All students have access to this by virtue of their enrollment in the class. All resources (articles, videos, etc.) and assignment submissions will be posted on this platform.

Padlet will be used by both instructors to facilitate joint students activities (i.e. introductions). This is free to students (and instructors for up to 6 Padlets per instructor) and easily accessible via any electronic device (computer, tablet, smartphone). The instructor needs to just send the link to the students for each Padlet.

Pre-exchange activities:

Attribution of the following pre reflection: GSACS.

Pre-Reflection Questions

Note to faculty: These pre-reflection questions will not only help your students start reflecting and making connections, they will also help you as the teacher know where students are coming from at the beginning of the experience.

1. **Describe the ways in which your day to day life is connected to the issue of (SDG issue).**
2. **What aspects of the country or culture in _____ are you familiar with already?** (e.g., their people, values, culture, economy, politics, society, and/or environment)
[Knowledge of other country/culture]
3. **What do you think you might have in common with students in _____, and what do you think might be the major differences?** Draw a Venn Diagram. [self-other]

overlap]

4. **Describe your sense of responsibility to your community, your city, your country, or the global world?** How does it manifest in your actions? [global citizenship/social responsibility]
5. **What would you like to learn or gain from this project?** [general]
6. **If you anticipate challenges in this upcoming experience, please describe them here.** [general]

Introduction:

- Both to introduce the COIL project and partner country/culture to the class the Professor gave a presentation explaining the project to the students.
- Additionally, to introduce the partner's country/culture/institution, the partner Professor provides a short 8 minutes video presentation which is shown to the students.

Week by week schedule:

Tentative Calendar

Week/Date	Topic/Activities	Technology Platform(s)	Instructions
Week 3 (AUC)	Introductory/icebreaker exercises	Zoom/Padlet/Discussion forum/Flipgrid	Post an introduction...
Week 3 (HCC)	Intro/Ice breakers	Zoom/Padlet/discussion forum	Students will introduce themselves using Padlet
Week 5 (HCC)	Watch: video presentation on EgyptRead: Egyptian Women and Empowerment	Zoom/discussion forum/Journal entry	Post discussion comments / Journal entry Comparative Analysis: Students will work in groups to provide a summary of the challenges facing Egyptian Women.
			Students at Hostos will also reflect on what similarities and differences between Egyptian women and immigrant women in the Bronx.
Week 6 (HCC)	Read: The Intersection of Intimate partner violence	Zoom/discussion forum/Journal entry	Post discussion comments / Journal entry Comparative Analysis: Students from Hostos will reflect on the readings to collectively produce a summary of key points.

			These points will be shared with AUC students in order to compare and contrast.
Week 6 (AUC)	Shared discussion of identified reading	Zoom/Padlet/Discussion forum/Flipgrid	Students discuss agreed upon readings
Week 7 (HCC)	Read: The manifestation of Racial, Gender and Sexual Orientation	Zoom/discussion forum/Journal entry	Post discussion comments / Journal entry Comparative Analysis: Students from Hostos will reflect on the readings to collectively produce a summary of key points.
			These points will be shared with AUC students in order to compare and contrast.
Week 8-11 (HCC)	Service Learning Project with local organization in the Bronx	Zoom	Students will work in groups to find out more about the different organizations serving women/migrants in the Bronx.
			Collaborative SLP: students from HCC and AUC will create a pool of questions that they would like to use when working with the ...

			different community organizations.
Week 12 (AUC)Week 14 (HCC)	Sharing results of project	Zoom/Padlet/Discussion forum/Flipgrid	Students share with each other the results of their respective projects designed to address the Inquiry Questions.
December 1st or 4th	Conference Presentation	Zoom/Padlet/Discussion forum/Flipgrid	Students present results of project(s)
<i>Note</i>	This template is adapted from SUNY COIL		

Exchange activities:

For the following three exchange activities refer to the Appendix:

- Icebreaker
- Comparative analysis
- Collaborative work final project]

Post-exchange activities (optional):

Attribution of the following post reflection: GSACS.

Post Reflection (Required)

Note to faculty: This is a sample set of questions and a sample intro. You can adapt any element of this, including replacing "artifacts" with "learning materials and experiences" and removing the requirement to attach them, or increasing or decreasing word count range, etc. You can remove or adapt questions that don't apply to your particular project, or choose to emphasize some elements over others.

Congratulations on completing your GSACS project! This reflective assignment is an opportunity for you to analyze multiple aspects of your learning experience. The assignment serves two purposes:

1. To help you identify and process the global knowledge and skills you've acquired.

2. To allow you to articulate how this material prepares you for your career success.

Your reflection should be written as an essay. Use the questions below to guide your thinking. Review your GSACS learning experiences and/or artifacts/materials (chats with international and domestic peers, video exchanges, reflections you produced throughout the process, formal assignments). Select 2-3 of them and specifically refer to them in your essay. Use them as evidence to support the outcomes you describe. Where possible, please attach/reference these artifacts below.

The essay should be at least 500 words and uploaded as a Word document.

General

1. What topic(s) did you explore as part of the COIL project?
 - How did your interactions with your international peers impact your understanding of this topic(s)?
 - If it's a global issue, what kinds of solutions did you generate to address it?

Knowledge of other country/culture

1. What did you learn about the culture(s), identity, and/or lifestyle of your international peers?

Knowledge about own culture/self

1. Based on this course experience, what did you learn about your own culture(s), identities, and/or lifestyles?
 - What did you learn about your own preconceptions or biases?

Perspective-taking

1. Describe a specific situation during the COIL project when you had to consider a different cultural perspective or were exposed to a different worldview. How did you react and respond?
 - OR
 - How has this experience changed your perspective on the world? Compare between past and current perspectives. What prompted these changes in perspectives (if any)?

Cross-cultural communication

1. Describe your style of communication habits when connecting with your international peers. Discuss whether/how your written, oral, body language had to be adapted to communicate successfully.

Self-Other Overlap

1. Now that you've completed the exchange, what do you think you might have in common with students in _____, and what do you think might be the major differences? What is your plan to become a better collaborator? Re-draw a Venn Diagram and compare with your earlier version.

Cross-cultural collaboration

1. Regarding the collaborative activities with international peers:
 - What was the most useful learning moment/experience for you in your collaborative activities with international peers? What made it successful, and what did you learn from it?
 - What aspect of this collaboration was challenging for you? Why do you think that is? How did you attempt to overcome this challenge?
 - If you could improve 1-2 things in the design of this learning experience, what would they be?
 - Now that you've completed the exchange, what have you wished to have learned or gained from this project, but you didn't? What changes to this experience would you propose?

Experiential Learning

1. For reflecting on the experiential learning element (the project you conducted with the community), you can use Gibbs Model of reflection (addressing each phase of Gibbs Model and its corresponding questions. When each question in each phase is addressed, you would have a thorough thoughtful reflective process).
 - **Description:** Describe what happened (what is the context? Who was there? What was happening?).
 - **Feelings/ Thoughts (self-awareness of what you were thinking and feeling):** How did you feel? How did others around you feel? How did you feel about the outcomes?
 - **Evaluation (Judgment consideration):** Consider what went well, what not so well about your experience.
 - **Analysis (making sense of the experience):** Break down the event and explore each part separately with more detailed questions?
 - **Conclusion (Synthesis):** Explore what else you could have done or done differently?

- **Action Plan:** Consider what would you do differently if you encountered this experience again? Would you act differently or do the same?

Career Success

1. How do you think that participating in this project might help you with your future academic and career goals?

Global Citizenship/Social Responsibility

1. How do you rate yourself as a global citizen? How has this experience changed the way you think about your own connection to (SDG issue) or other global issues that are related to SDGs? If the latter, describe the global issue, event, or context that you learned about through this project. How did you connect with it personally? Reflect on how to become a better global citizen based on the experience you described.
2. How do your actions affect both local and global communities? How has this experience affected your sense of personal and social responsibility?



Icebreaker: Padlet Prompt

Víctor M. Torres-Vélez, PhD | Assistant Professor | LAC Unit | Hostos | CUNY

Padlet Icebreaker Assignment for COIL Collaboration

Welcome to our first assignment in the Collaborative Online International Learning (COIL) program, where we're excited to connect with students from _____. This activity is designed to help us get to know each other better and share aspects of our diverse cultures.

Assignment Overview:

- **Introduction:** Please introduce yourself to the group. You can choose to either post a photo with a brief bio or record a one-minute video.
- **Cultural Insight:** Share something unique or important about your culture. This could be a tradition, a favorite local story, a cultural practice, or anything else you feel represents your cultural identity.
- **Visual Element:** Alongside your introduction, consider adding an image that holds personal significance or represents something about your culture. Please include a brief description of the image.

Guidelines:

- If you choose to write a bio, aim for about 100-150 words.
- For video introductions, please keep your video to approximately one minute.

- Ensure that the content you share respects the diverse backgrounds and sensibilities of our international community.

How to Submit on Padlet:

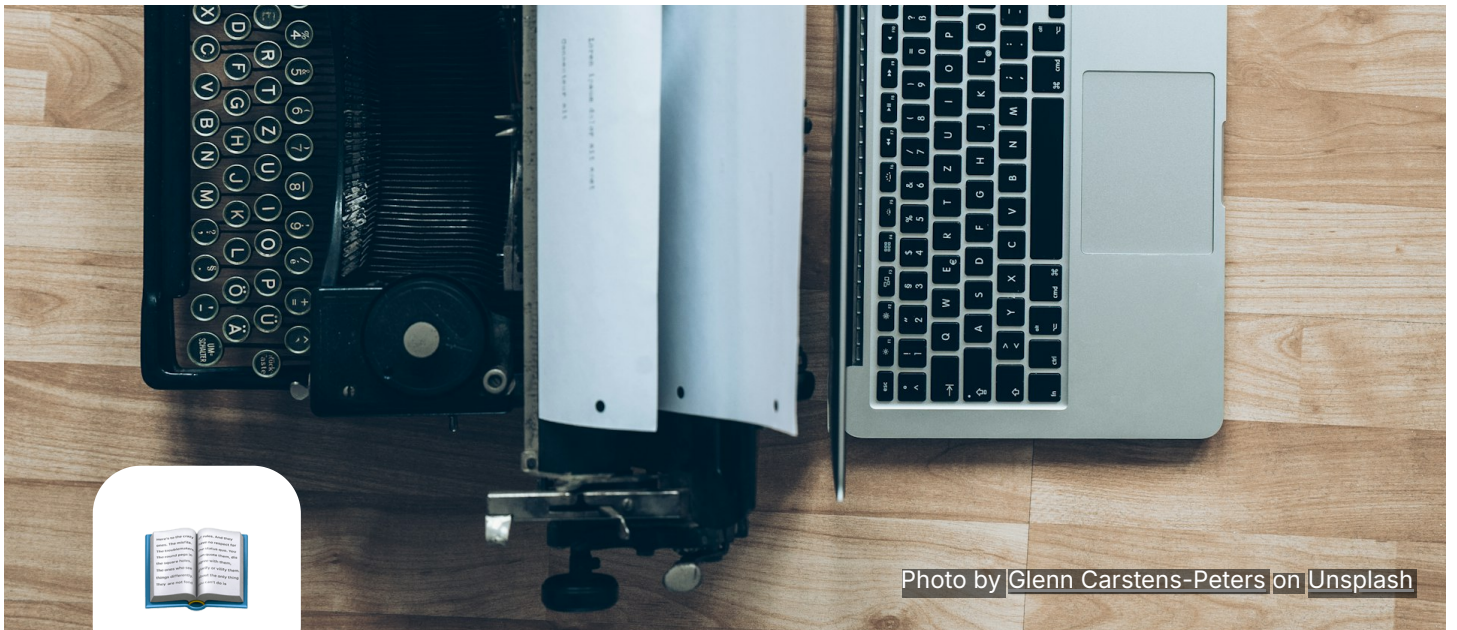
1. Access our course's Padlet wall using this link: [provide them with a link]. Click on the "+" sign or "Create a post" button to add your contribution.
2. If you're posting a bio, type your text directly into the Padlet post. To add a photo or image, click the upload button (📎 or 🖼️) and select your file.
3. For video introductions, first upload your video to a platform like YouTube or Vimeo and then paste the link into your Padlet post. Alternatively, you can directly upload your video to Padlet if it meets the platform's size requirements.
4. Add a title to your post (e.g., your name or the theme of your share) and click "Publish" or "Post" to share with the group.

Please ensure your post is visible on the Padlet wall before the deadline. If you encounter any issues, feel free to reach out for assistance.

Deadline:

- Please complete your introduction before our class tomorrow. It should take no more than 5 minutes to post your information.

We're looking forward to learning about each other and building a vibrant, interconnected community through our COIL collaboration!



Comparative Analysis Prompt

Víctor M. Torres-Vélez, PhD | Assistant Professor | LAC Unit | Hostos | CUNY

Inquiry-Based Questions Informing COIL Collaborative Exchange

1. How does class positioning influence perceptions of gender inequality?
2. How does class positioning differentially affect gender inequality impacts?
3. What role do other intersecting hierarchical positionings, such as race and/or ethnicity, play in the uneven distribution of life chances?

Individual Content Engagement

Watch the following video

- Kimberlé Crenshaw's TED Talk: The Urgency of Intersectionality (the invisibility of women):
https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en

Additional Questions for the Video:

1. How does Kimberlé Crenshaw explain the concept of intersectionality, and why is it crucial for understanding social injustices?
2. In what ways does the video illustrate the intersection of race and gender, particularly concerning the experiences of women of color?
3. How can the concept of intersectionality be applied to analyze systemic inequalities in various societal contexts?

Choose and Read one of the following articles

1. Dache, A., Haywood, J. M., & Mislán, C. (2019). A Badge of Honor not Shame: An AfroLatina Theory of Black-imiento for U.S Higher Education Research. *The Journal of Negro Education*, 88(2), 130–145. <https://doi.org/10.7709/jnegroeducation.88.2.0130>
2. [Clark, M. K., & Mnyandu, P. \(Eds.\). \(2018\). *Pan african spaces : Essays on black transnationalism*. Lexington Books/Fortress Academic.](#)
 - Chapter 18: Migration, Immigration, and Gender: Afro-Caribbean Experiences from a Bicultural Socialization Perspective
 - Chapter 22: Call Me Survivor: AfroLatina Diasporic Identity, Survival, and a Tale of Two Negritudes.

Questions for Article 1: (Answers should have a minimum of 250 words)

1. How do the authors of the article define and approach intersectionality in the context of Afro-Latina experiences in the United States?
2. What specific socioeconomic outcomes are examined in the study, and how do these outcomes reflect broader patterns of inequality?
3. How does the article suggest that policies or interventions can address the unique challenges faced by Afro-Latinas?

Questions for Article 2: (Answers should have a minimum of 250 words)

1. How does the article conceptualize the relationship between transnational feminism and Afro-Latinidad?
2. In what ways does the article explore the intersections of race, gender, and nationality in shaping the experiences of Afro-Latinas?
3. What implications does the article suggest for understanding and addressing the challenges faced by Afro-Latinas in a transnational context?

Group Content Padlet Engagement

Step 1: Individual Analysis

- Initially, read the selected article and watch the video on your own.
- Answer all the provided questions to deepen your understanding and formulate your insights.

Step 2: Sharing and Engaging on Padlet

- After completing your individual analysis, visit our course's Padlet wall: [you can see how to organize the Padlet Wall for your students here:] [<https://padlet.com/drtorresvelez/article-discussion-1-egyptian-women-empowerment-hb92bi0sp61d6f15>].

- From the following questions/prompts, choose three to write about. Ensure your answers do not exceed 130 words.
- Add a representative image or drawing to each of your posts to visually convey your thoughts or insights.
- Put your last name followed by your first name in all of your responses to ensure clarity and organization.

Step 3: Engaging with Peers

- Browse the Padlet wall to read the postings from students at the partner institution.
- Choose two of the three questions you found most insightful or compelling and post your answers to these on Padlet.
- Thoughtfully comment on another student's response to engage in a meaningful exchange of ideas, providing constructive feedback or additional insights.

Objective:

This exercise aims to promote cross-cultural understanding and collaborative learning by engaging with diverse perspectives on intersectionality, gender, and class.



Collaborative Project

Víctor M. Torres-Vélez, PhD | Assistant Professor | LAC Unit | Hostos | CUNY

Collaborative Project Prompt

Overview

In this collaborative project, you will engage directly with community-based organizations (CBOs) in our neighborhood, which work to address challenges related to our course's inquiry-based questions. This hands-on experience will deepen your understanding of the course material and provide valuable insights into community efforts to tackle these issues.

Steps for the Collaborative Project

Step 1: Identifying Community-Based Organizations

- Faculty members have identified and contacted local CBOs that address the challenges we've been exploring in class.
- You will be introduced to these organizations and their missions.

Step 2: Developing Inquiry-Based Questions

- Collectively, students within each college will brainstorm and develop a shortlist of six questions informed by our readings and class discussions.
- Post your proposed questions on the designated Padlet wall.
- Each class will review the shared questions on Padlet and contribute to refining and consolidating them into a final set.

Step 3: Volunteering and Data Gathering

- You will volunteer at one of the selected CBOs, where you will systematically use the consolidated set of questions to gather information about the organization's efforts to address the identified challenges.
- Engage actively and thoughtfully during your volunteer experience, applying the inquiry-based approach to understand the CBO's work deeply.

Step 4: Reporting Findings

- After your volunteer experience, you will report your findings on a new Padlet wall created by the professor, using the final set of questions.
- Share detailed observations, insights, and reflections on the CBO's efforts and how they relate to our course content.

Step 5: Engaging with Peers

- Review the findings posted by your peers on Padlet.
- Comment thoughtfully on at least two different postings from students in the other college, providing feedback, asking questions, or offering additional insights.

Objectives

- Apply theoretical knowledge to real-world contexts by engaging with local CBOs.
- Develop critical inquiry skills by formulating and applying targeted questions during your volunteer experience.
- Foster collaborative learning and cross-institutional engagement through shared reflections and discussions.

Expectations

- Approach this project with curiosity, respect, and a willingness to learn from community members and peers.
- Ensure your contributions to Padlet are thoughtful, respectful, and constructive, fostering a productive learning environment for all participants.

This project offers a unique opportunity to connect academic learning with community engagement, enhancing your understanding of the course themes while contributing to meaningful community efforts.

Instructions for the 5-Page Final Written Report on CBO Experience Findings

Overview

After your volunteer experience with a community-based organization (CBO), you are required to compile a 5-page report detailing your findings, reflections, and the application of class concepts to your experiential learning. This report will allow you to delve deeper into your observations and insights, connecting theoretical knowledge with practical experience.

Final Written Report Structure

1. Introduction (Approximately 1 page)

- Briefly introduce the CBO you volunteered with, outlining its mission and the specific challenges it addresses.
- State the purpose of your report and what you aim to cover in the following sections.

2. Application of Concepts and Frameworks (Approximately 1-1.5 pages)

- Discuss the key concepts and frameworks from the course that are relevant to your volunteer experience.
- Explain how these theoretical tools helped you understand and analyze the CBO's work and the issues it tackles.

3. Findings (Approximately 2 pages)

- Present the information you gathered during your volunteer experience, structured around the consolidated set of questions.
- Include specific examples, observations, and any data or anecdotes that illustrate the CBO's efforts and challenges.

4. Conclusion and Reflection (Approximately 0.5-1 page)

- Summarize your main findings and their implications for understanding the CBO's role in addressing community challenges.
- Reflect on your experience volunteering with the CBO. Discuss how this experience has influenced your understanding of the course material and your perspective on the issues at hand.

5. Bibliography

- Include a bibliography with any academic sources, course materials, or external references you have cited in your report.
- Follow the citation style recommended by your instructor or the one commonly used in your discipline.

Formatting Guidelines

- Your report should be 5 pages long, typed, double-spaced, with 1-inch margins, and in a readable 12-point font.
- Ensure your report is well-organized, with clear headings for each section.

- Proofread your report for grammar, spelling, and clarity.

Submission Instructions

- Submit your report through the designated platform or email as instructed by your professor.
- Ensure your submission is on time, adhering to the deadline provided by your instructor.

This report is an essential component of your learning experience, allowing you to articulate and analyze your observations critically. It serves as a bridge between your theoretical knowledge and practical engagement, enhancing your understanding of the course's core themes.