

# COMMUNITY MEDIA, GENDER & DEVELOPMENT

WMS 195 • Summer 2003 • Tues/Thurs. 1:00 – 5:00 pm

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**COURSE OVERVIEW:** This course provides an opportunity for students to engage with gender studies through the practice of community development and video production. The course covers feminist activism, community development practices, and basic video production through a mixture of case studies, seminar discussions, fieldwork, and hands-on media making. Students will be introduced to the fundamentals of community fieldwork and how to produce community video, including camera and microphone operation, interviewing techniques, and editing. They will work in teams and partner with community-based organizations to explore how video can be used as a tool to address critical gender issues such as identity, power, agency, and democracy within a specific community. As a final project, students will collaborate with their organizational partners to create videos that explore how gender issues play out in communities and how local groups take on these issues in order to facilitate social transformation. Combining theory and fieldwork allows students to apply class concepts in making community centered videos that address gender issues and effect social change. This is considered a service-learning course. In addition to reading about and discussing gender, media, and community development we will also engage in direct service in surrounding communities. Our service-learning partners are the Hmong Women's Heritage Association, the Sexual Assault & Domestic Violence Center, and The Birthing Project.

**COURSE GOALS :** This course intends to build students'

- knowledge of feminist activist ethics and practices
- understanding of community development principles and methods
- skills in community media production
- capacity to collaborate on team projects for community development
- capacity to link university studies to personal and community life

**REQUIRED READING:** *WMS 195 Reader* (available at Navin's Copy Shop located at Third & B Streets). A copy of the reader is also available at the Women's Research and Resource Center, located on the first floor or North Hall.

**COURSE FORMAT:** The course meets twice each week for four hours and combines lectures, equipment demonstrations, technical exercises, small group discussions, writing activities, fieldwork assignments, video making, and student presentations.

**COURSE EXPECTATIONS:** Students are expected to:

- Attend all class sessions and arrive on time
- Come to class prepared to discuss required readings and assigned writings or videos
- Contribute ideas to class discussions and video critiques
- Work together in groups and provide suggestions, feedback, and support to one another
- Work in teams on a video project and in organizing community screenings
- Conduct weekly fieldwork on site with organizational partners (meetings, videotaping)

**ASSIGNMENTS, GRADING, & DEADLINES:**

Fieldwork & Class Activities (daily exercises, group work, oral presentations)	20%
Reflection Papers (due July 15, July 24, & Aug 21)	30 %
Video Proposal (due July 29)	5%
Video Project (due Aug. 26)	30 %
Community Screening Organizing & Presentation (on Aug. 26)	5%
Final Take-Home Exam (due in class Aug. 28)	10 %

Reflection papers, video proposal, and take home exam need to be typed and double-spaced. Papers that are not turned in on time will not receive full credit; one half of a grade will be deducted for each day the paper or video is late (e.g. a B will become a B-).

**ATTENDANCE:** In order to do well in this course, your attendance and participation is crucial. Discussion of course material (readings, video case studies) and video making assignments are central to this class. My hope is that the class will stimulate you to raise questions, add ideas to the discussions, and recognize relationships among concepts and practices. While it can be hard to speak up in front of groups, I encourage you to share your thoughts as much as possible during our classroom conversations.

**SAFE ENVIRONMENT:** Talking about ethnicity, gender, class, and representation (some key themes in this course) sometimes touches on very personal and controversial matters. We will be working together to create a learning environment where people feel safe to express different viewpoints, ask tough questions, and speak up so that everyone's voice is heard--especially the voice of shy people.

**TEACHING PHILOSOPHY:** I feel that learning is most compelling and relevant when students have the opportunity to reflect on information and apply new insights. To that end, I have crafted a curriculum that emphasizes in-class group exercises, out of class production work, reflective writing activities, and team projects. Group exercises involve teamwork and build skills in listening, presenting, and collaboration. Production work builds similar skills as well as develops leadership and job capabilities. Reflective writing promotes connections between course readings, discussions, and video projects. It is my goal that through this course students are able to develop intellectual, personal, and career capacities.

## ADDITIONAL COURSE FEATURES

**WMS 195 LISTSERV:** An "WMS 195" automated electronic mailing list has been created for members of this class to use in commenting on course readings and assignments, requesting assistance from each other or from the instructor, and otherwise communicating about the course. All students with e-mail accounts at UC Davis are automatically subscribed to this mailing list when they enroll in for the course. To send an e-mail to the "WMS 195" mailing list, address it to <wms195-su03@ucdavis.edu>. Come see me for more information about how to use this list or to obtain an e-mail account.

**DAVIS COMMUNITY TELEVISION (DCTV):** DCTV, the local public access television center, has partnered with Women and Gender Studies to offer this course. DCTV will provide equipment and facilities for this class. DCTV staff is available for technical support and production assistance to students from 2-10 p.m., Monday through Thursday, 2-8 on Saturdays, and 12-8 on Sundays. Additional support will be available for WMS 195 students from noon to 2 p.m. on Tuesdays and Thursdays for the duration of the class. DCTV's mission is to use the tools of television to promote community dialogue and development.

**UCD AV CENTER & MEYER MEDIA LAB:** These two campus units provide equipment and limited production assistance to students working on WMS 195 video projects. The AV Center provides analog field equipment while the Meyer Media Lab offers both analog and digital editing facilities. Both units allow students to use equipment but require equipment reservations in advance. For more information on equipment offered through these units, their hours of operation, and their reservation and use policies call the AV Center at 752-3553 and the Meyer Media Lab at 752-5215.

**COMMUNITY SCREENINGS:** As part of this course, students will present their work to both their organizational partners and to the public at large. The screenings will create a forum for students to present and discuss their work as well as receive public feedback on their ideas and projects. The screenings will likewise serve to encourage community dialogue regarding gender issues, local media, and community development. See course schedule for dates of these screenings.

## COURSE ASSIGNMENTS

To promote active learning and participation in class discussions and projects, you will be asked to do a series of out-of-class assignments in relation to either the course readings or the community media making process. These assignments are noted in the course schedule. For grading purposes, these assignments come under the category of *Fieldwork and Class Activities*. In addition, you will be required to complete the following work:

### REFLECTION PAPERS

These papers are designed to help you reflect on course readings, class discussions, personal experiences, and community fieldwork as well as evaluate how your video production relates to course themes and community needs. Although you are working in teams to produce videos, papers are to be written and turned in individually. Papers should be approximately 3 pages and include at least two references or citations from course readings or video case studies. Citation information can be put in parentheses (e.g., Pogrebin, p. 84) instead of attaching a "works cited" section at the end of your paper. Papers can be written in an academic or journal style—whichever you prefer.

*Paper # 1*      Action Agenda and Learning Goals. Discuss the broader social/gender issues that the organization you are working with attempts to address and how your video project might help them in dealing with those issues. Establish three personal learning goals. Comment on how your learning goals and the video project relate to the ideas sketched out in the articles we've read on community media, community development, and feminist ethics.

*Paper # 2*      Service Site & Production Experiences. Write about some aspect of the service site or a significant incident. Comment on your experiences with organizational staff or beneficiaries in light of the articles we've read on feminist ethics and community development principles. Discuss your thoughts and feelings about the video production process so far. Mention any challenges you are experiencing and how well you feel you are moving toward your learning goals.

*Paper # 3*      Production Notes. Draw upon the course readings, class discussions and video case studies to explore how your video contributes to community development, community media, or feminist activism. In your discussion, identify your goal as a producer in making this video. Describe the message(s) you intended to convey and comment on the production strategies you used to support your goal and/or message. Thoughtfully examine if you feel your production choices were successful and mention changes, if any, you might make in working on future videos. Mention your organizational partner's/beneficiaries responses to the video and anything you discovered through the rough cut screening process.

**Grading criteria for papers:**

- Ability to meet the requirements of the assignment
- Capacity to engage thoughtfully with course material (readings, videos) and discussions
- Use of clear, well-organized prose, proper grammar, and references/citations

**VIDEO PROPOSAL**

The purpose of this proposal is threefold: 1) to clarify your thinking about the video's content and structure, 2) to assist in your collaboration with organizational partners around the video's key messages, subjects, and desired outcomes, and 3) to aid you in production planning. These proposals also give me a way to provide you with additional support, relevant examples, and feedback. In generating proposals, use the *Documentary Project Proposal Helper* worksheet in Section 6 of the course reader. These proposals are to be turned in by video teams and each team member will receive the same grade.

**Grading criteria for Proposal:**

- Depth and specificity of information provided
- Substantive responses to the information requested
- Use of clear, well-organized prose, proper grammar

**VIDEO PROJECT**

Working in teams, you will be collaborating with local community-based organizations and agencies to produce short videos (approximately 12-25 minutes) that meet their educational or service needs. A large part of this collaboration will be to determine the video's content and structure. I will be handing out video project descriptions and discussing both your and your organizational partner's roles and responsibilities during the first week of class. We will workshop your project proposals, critique video footage, and screen rough cuts of the video work throughout the course. The objective of this assignment is to give you an opportunity to apply course material and concepts while providing a public service.

Because this class explores the intersection of gender, media, and community development, your videos should reflect how concepts like identity, power, agency, representation, and democracy play out in communities and how local groups interpret these concepts in order to promote social change. We will discuss various strategies to integrate these concepts and interpretations into video productions throughout the class. Video projects are to be turned in by video teams and each team member will receive the same grade for the group's work.

**Grading criteria for video:**

- Application of feminist principles and community development practices to creative project
- Capacity to use video as a means of conveying messages to promote community development
- Technical proficiency (production and post-production)
- Originality, creativity, effectiveness of production techniques and choices

**COMMUNITY SCREENING ORGANIZING & PRESENTATION**

To culminate our course work, we will hold 2 community screenings of your video productions—one on campus and one in the Davis community. As part of this screening, your team will make a short presentation on the results of the group's work. Presentations should be approximately ten minutes long, done by all team members, and cover the following areas:

- What were some of your goals in making this video (personal learning goals & video project goals)? What do you feel you have achieved through this video project?
- How do feel this video reflects the concepts discussed in class readings and discussions?
- What have you discovered through doing this project (e.g., about yourself, non-profit organizations, gender issues, media making, community work)?

The purpose of this presentation is to provide you with a forum to articulate your experiences and receive feedback. Since all members will need to participate in planning and delivering the presentation, each team member will receive the same grade for the group's work.

**Grading criteria for presentation:**

- Ability to meet the requirements of the assignment
- Substantive responses to the information requested

**TAKE-HOME FINAL EXAM**

The final exam consists of a course summary in which you reflect on your key learnings in this course. In your discussion, identify what you learned, discovered, or realized and the catalyst for these learnings (readings? teamwork? technical work? community work? public screening?). Comment on if you met your original learning goals and to what degree. Mention any other achievements that came up through this process. Describe how you might apply your learnings and experiences in future academic, community, or personal work. This exam should be approximately five pages. Exams are to be written and turned in individually.

**Grading criteria for final exam:**

- Ability to meet the requirements of the assignment
- Capacity to thoughtfully describe and examine personal goals and community work experience
- Capacity to thoughtfully engage with course material, class activities/events, and personal interests
- Use of clear, well-organized prose, and proper grammar

## WMS 195 COURSE SCHEDULE

**JUNE 24**      **INTRODUCTIONS, COURSE OVERVIEW, DCTV ORIENTATION**

**JUNE 26**      **CAMERA OPERATIONS PART 1/INTRODUCTION TO COMMUNITY TV**

*Readings:*      *WMS 195 Reader Section 1*

*Assignment:*      Bring to class a quote (written down) that you found particularly illuminating or significant from each of the articles you read. Be prepared to discuss your selected quotes.

*Turn In:*      DCTV Membership/Facility Use Form & Fee

**JULY 1**      **COMPOSITION/ ETHNICITY, CLASS, & GENDER DYNAMICS**

*Readings:*      *WMS 195 Reader Section 2*

*Assignment:*      Bring to class 2 key ideas (written down) from the Rodriguez article you read for this session. Consider which project team you would like to join.

**JULY 3**      **AUDIO / COMMUNITY DEVELOPMENT PRINCIPLES**

*Readings:*      *WMS 195 Reader Section 3*

*Assignment:*      Conduct a web search on your organization and do some preliminary issue research on the issue(s) your organization addresses and the population(s) it serves. Be prepared to report your preliminary research findings to the class. Arrange a field visit to your organization during the 7/10 class session.

**JULY 8**      **PREPRODUCTION / FEMINIST COMMUNITY WORK**

*Readings:*      *WMS 195 Reader Section 4*

*Assignment:*      Confirm your field visit to your organization during the 7/10 class session.

**JULY 10**      **ORGANIZATIONAL VISITS**

*Assignment:*      Meet with your organizational partners. Find out about the organization including its mission, services, staff member functions, and target population (you may ask your organizational contacts for informational literature and a tour). Begin discussing video project ideas (e.g., content, style, audience, desired outcomes). While on site, location scout and generate a shot list in collaboration with your organizational partners. If possible, do some videotaping to practice your composition and sound recording skills.

**JULY 15      PREPRODUCTION/ CAMERA OPERATIONS PART 2/LIGHTING**

*Readings:*      *WMS 195 Reader Section 5*

*Assignment:*      Shoot 15 to 20 images of the organization or project (site, people, clients, beneficiaries, activities). Use a variety of shot compositions, camera movements, camera angles, and shot transitions.

*Turn In:*      Reflection Paper #1

**JULY 17      DOING RESEARCH/ CASE STUDIES**

*Readings:*      *WMS 195 Reader Section 6.* In addition, find and read 1-2 articles on issues/populations that your video intends to address. Come prepared to make a brief presentation on the key points in these documents and how the information relates to your video project.

*Assignment:*      Shoot more images of the organization or project (site, people, clients, activities), this time record a few different sounds elements such as people talking, ambient sound, voice-overs, and sound effects. Work with your organizational partners to set up interviews for next week. Check in with your organizational partners about plans, processes, questions, and needs.

**JULY 22      SHOOTING SEQUENCES & INTERVIEWS/INTERVIEWING SKILLS**

*Readings:*      *WMS 195 Reader Section 7*

*Assignment:*      Meet with your teammate(s) to develop a proposal for your video and then share this draft with your organizational partner for feedback. Work with organizational partner to set up interviews and other sequence shooting.

**JULY 24      SCRIPTWRITING/CASE STUDIES**

*Readings:*      *WMS 195 Reader Section 8*

*Assignment:*      Shoot interviews & sequences. Continue to refine your video proposal. Check in with your organizational partners about plans, processes, questions, & needs.

*Turn In:*      Reflection Paper #2

**JULY 29      INTRODUCTION TO EDITING/CASE STUDIES**

*Readings:*      *WMS 195 Reader Section 9*

*Assignment:*      Shoot interview & sequences. Begin to log footage you have collected. Create a final draft of your video proposal and bring a copy to class to present to the group.

*Turn In:*      Video Proposal

**JULY 31 EDITING FUNDAMENTALS**

*Readings:* WMS 195 Reader Section 10

*Assignment:* Shoot any additional footage needed. Continue to log the rest of your footage. Get your organizational partner's approval on your video proposal.

**AUGUST 5 EDITING FUNDAMENTALS (CONTINUED)**

*Assignment:* Shoot any additional footage needed (note: you should try to have all shooting done by this date). Finish logging all footage and start a "paper edit" to establish the structure and flow of video content.

**AUGUST 7 EDITING: ADDING TEXT**

*Assignment:* Finish your paper edit and create an edit decision list. Edit your video.

**AUGUST 12 EDITING: ADDING SOUND/ SCREENING PLANNING**

*Assignment:* Edit your video

**AUGUST 14 ROUGH CUT SCREENINGS/PRESENTING WORK**

*Readings:* WMS 195 Reader Section 11

*Assignment:* Edit together your "rough cut" to screen for the class. Schedule rough cut screening with your organizational partner for before the next class session.

**AUGUST 19 RESHOOTING/EDITING WORKDAY**

*Assignment:* Re-shoot and/or re-edit parts of your video based on peer feedback. Hold rough-cut screenings with organizations to get their input and feedback.

**AUGUST 21 RESHOOTING/EDITING WORKDAY/FINAL SCREENING PLANNING**

*Assignment:* Re-shoot and/or re-edit parts of your video based on organizational feedback. Screen current rough cut (or final cut!) for class for last round of feedback.

*Turn In:* Reflection Paper #3

**AUGUST 26 COMMUNITY SCREENINGS**

*Turn In:* Video (after screenings)

**AUGUST 28 DEBRIEF SCREENINGS, WRAP UP COURSE, EVALUATE CLASS  
TAKE HOME EXAMS DUE**