

Based on Beverly Hadad's description of the Scholar Activist
(First draft – M. Moorman)

Proposal for the role of the Group Mentor:

Availability during Paper #1:

The role of the mentor during the first part of this project is to be available to students as they construct their first papers. The assignment requires each student to select a scripture passage and either engage in an exegesis of the text or write a midrash in relation to the text. The mentor will be available:

1. To assist students in selecting sources (one or two short articles) that will help the students gain insight into the text from a feminist perspective.
2. To be a resource drawing upon the mentor's own wisdom and experience with the student's topic.
3. To encourage the student to draw upon the student's own experience as a source for insight.
4. To be a resource as a scholar already familiar with exegesis of biblical texts.
5. To ask questions of the students that help them develop their own constructive thoughts and proposals in relationship to the text.
6. To check that the student is using a scholarly version of the text for writing the paper – NRSV or NAB or New Jerusalem.
7. If the student is writing an exegesis, be available to direct the student in using the methodology selected.
8. To make sure the student writes from the perspective of "Women".
9. To read the papers of the students after they are turned in and offer helpful comments and direction to the students.
10. To glean wisdom for the Women in Theology group through this process.

Role during the Preparation for Group Presentation:

The role of the mentor during the second part of this project is to be available to students as they organize themselves as a group and identify for themselves a group project that can be dramatized or presented to the class. The group presentation must move into action, or directly lead to action. This is the Activist step of the project. The mentor's primary responsibility entails conscience formation. The project should ideally originate from the students' own experiences and what they identify as problems in need of change. The mentor serves as a resource in this process, suggesting questions, listening to students ideas, and helping students name their own wisdom. If a group is stuck, the mentor is available to assist. Suggestions and direction are welcome.

Criteria for the success of the project: Does this project lead to action? Does this project inform conscience?

The group should be able to demonstrate a tangible link between the scripture studied in Paper #1 and the choices made by the group in constructing the project.

Availability during Paper #2:

Ideally, the mentor will be available to assist students in constructing a synthesis paper that reflects on the process and the outcome of the project. The second paper will revisit the first paper, reflecting on any new insights learned from their group project, or learned from watching other groups' performances. Students will be asked to assess the effectiveness of the project and the potential for change. Students will be asked to identify concrete action steps. Conversations with a mentor will serve as a catalyst for thought and will help students further develop their ideas and insights.

Mentors are encouraged to read student papers when they are submitted and offer comments and ideas for the students' future research and action.