Gender and Women’s Studies 660: Internship in Gender and Women’s Studies
Spring 2011 – Wednesdays from 2:30pm to 5:00pm, 3304 Sterling Hall

Instructor: Nina Valeo Cooke, MSW
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Office hours: Tuesdays from 9:30 to 11:30am and 1:00 to 3:00pm
Wednesdays from 9:30 to 11:30am
Thursdays from 9:30 to 11:30am and 1:00 to 3:00pm
Also, by appointment.

Overview: GWS 660: Internship in Women’s Studies is a course open to graduating Gender and Women’s Studies students through an application and interview process. This course is designed to provide students with opportunities for learning and working in organizations in ways that connect their coursework in gender and women’s studies to specific issues in community settings. The internship program provides a venue for students to put theory into practice, to participate in community-based organizations, to engage in a service-learning course and to think critically about participating as feminists in activism.

The service portion of the course allows students to work in a community setting sharing creativity, their academic background in gender and women’s studies, as well as unique and practical skills sets with agencies. The seminar component will provide a framework to think critically, through discussion, readings and assignments, about how practice can be informed by theory and experience, as well as how theory informs our practice. The seminar allows for students to learn about a wide range of organizations in our community working on issues related to gender and social change, as well as activism around social justice and feminism. In addition, the internship program will allow the opportunity for students to develop and enhance skills directly transferrable to a professional setting.

Format: The format of the six-credit service-learning course includes a 3-credit academic seminar, plus a 3-credit internship placement requiring 10-12 hours per week at their internship site. The seminar is designed for students to connect readings, assignments and discussion to their internship experience, as well as their internship experience to course requirements.

Students with special needs: I wish to fully include any students with special needs in this course. Please let me know if you need any special accommodations in the curriculum, instruction or evaluation procedures in order for you to participate fully in the internship program and course. The McBurney Center provides useful assistance and documentation regarding physical, learning, sensory or psychological disabilities: 1305 Linden Avenue, 263-2741, or www.mcburney.wisc.edu.

Required texts: The following required texts are available at A Room of One’s Own Bookstore at 307 W. Johnson Street, 257-7888.


E-Reserve Course Readings: Required course readings are available electronically at Learn@UW.

**Evaluation:**

- 20 pts. Participation and attendance – evidence of preparing for class, thoughtful contributions, actively participating in the feminist learning community, and visiting/hosting an internship exchange.
- 15 pts. Weekly 1 to 2-page analysis papers
- 5 pts. Facilitating class discussion on assigned chapter in a selected text
- 10 pts. Theory, Practice and Activism presentation
- 15 pts. Final project or paper: Due Wednesday, May 4\(^{th}\)
- 35 pts. Internship work, including 10-12 hours/week at your community agency and evaluations

If you have questions or concerns about the course or evaluation, please speak with me first. If the issue is still not resolved, please speak with Jane Collins, Chair of Gender and Women’s Studies, or Christina Ewig, Associate Chair of Gender and Women’s Studies.

**Course Requirements:**

1. Complete 10-12 hours per week at your internship site during the 15 weeks of the semester in compliance with the Internship Learning Contract. In addition, students will complete a record sheet detailing activities and time logged. You are expected to begin your internship the first week of classes beginning on January 18\(^{th}\).
2. Attend, prepare, engage with the course materials and actively participate in the weekly seminar.
3. Complete weekly analysis papers (see specific assignment by week attached to the syllabus).
4. Facilitate class discussion on February 9\(^{th}\) or February 23\(^{rd}\) on an assigned chapter in course text.
5. Visit another internship site AND host an intern at your agency.
6. Facilitate *Theory, Practice and Activism Presentation* on April 6\(^{th}\), 13\(^{th}\), 20\(^{th}\) or 27\(^{th}\).
7. Complete the final project or paper due on Wednesday, May 4\(^{th}\).
8. Meet with me, individually, as needed throughout the semester. Students are responsible to set the agenda and drop-in/make appointment(s) as necessary.
9. Complete mid-semester evaluations, due March 15\(^{th}\) and final evaluations, due May 4\(^{th}\).

1. **Internship:** Each intern is required to complete 10-12 hours of work per week throughout the 15 weeks of the semester *for a total of at least 150 hours*, beginning January 18\(^{th}\) and ending May 6\(^{th}\). This is *in addition* to any required training.

   **Internship Learning Contract:** Students are required to complete the Internship Learning Contract with their internship supervisor before the semester begins. This contract is designed to identify and clarify the position description, the educational objectives, learning activities, as well as define the expectations supervision, evaluation and anticipated challenges. This contract serves to clarify the intern’s role between the student, supervisor and instructor.

   **Record Sheets:** Interns are required to complete an accurate record sheet detailing hours worked and activities. The internship supervisor, at mid-semester and final evaluations, reviews and signs off on this record sheet. An example of a record sheet will be provided electronically.

2. **Participation:** Students are expected to attend every class, actively participate, as well as be an active listener. Students are expected to come to class prepared to engage in discussion, including readings, assignments and relevant internship experiences. Doing otherwise will negatively impact a student’s final grade.
3. **Analysis Papers**: Students are required to submit a typed, double-spaced, 1 to 2-page analysis paper at the beginning of each seminar beginning January 26\(^{th}\). Electronic papers will NOT be accepted. To earn full credit, students need to demonstrate overall learning and understanding. This requires students to *think critically and engage* with the assigned readings, as applicable, as well as *make connections* to experiences at their internship site in the analysis paper assigned for the week. Please see Learn@UW or handout for analysis paper assignments.

4. **Discussion Leader**: During the week of February 9\(^{th}\) or February 23\(^{rd}\) students will lead discussion on an assigned chapter in one of two selected books, *Grassroots* OR *Do It Anyway*. Facilitating class discussion will require a thorough understanding of the material, as well as creative and unique ways to engage the class in the material. *Students will be expected to submit their notes/outline/discussion questions from their chapter. Think critically. Be creative.*

5. **Internship Swap**: Each intern will schedule to visit another intern at her internship site and host an intern exchange during the week of March 2\(^{nd}\). A reflection paper on this experience will be due on March 9\(^{th}\).

   Students are encouraged to visit a site different from their own. Ideally, interns will host another intern at their site. It may not be appropriate for interns to visit some confidential location or places where confidentiality is crucial. In this case, the host intern should think creatively of other ways to introduce an intern to her agency’s work during the swap.

   The host intern should:
   - Choose a time during the week of March 2\(^{nd}\) for the visiting intern that will be interesting for the visit, but not disruptive to other agency members, projects, or confidentiality.
   - Confirm visit with your supervisor.
   - Prepare for the visit – compile relevant agency brochures, a copy of your “Agency Assessment” paper, plan ways to help the visiting intern get a feel for the agency and your work in your internship.
   - Provide tips on getting to the agency, transportation, checking in, what time to be expected, etc...

   The visiting intern should:
   - Confirm how to get to the agency and what time you are expected
   - Demonstrate inquiry and curiosity in the agency, supervisor, and agency’s work. Thank anyone who helped coordinate the visit.
   - Compile a list of questions to further your understanding of the agency.
   - Think of way that you can be supportive to the intern at this agency now and throughout the semester.
   - Complete analysis paper reflecting on the visit due on March 9\(^{th}\).

6. **Theory, Practice and Activism Presentation**: Students will facilitate a 20-minute presentation that includes both instruction and facilitating discussion that will engage your peers on an issue related to your agency’s work and activism as it relates to gender and women’s studies on April 6\(^{th}\), 13\(^{th}\), 20\(^{th}\) or 27\(^{th}\). This is an opportunity to teach about the activism that you have been working on at your agency and encourage others to become inspired on the issue.

   It is expected that presenters will connect theory and practice as it relates to your internship work. In your presentation, you will need to 1) prepare your classmates in advance through readings or activities, 2) illustrate the need for action on this issue, 3) teach a skill or concept, which will further understanding issues related to your agency and 3) facilitate discussion which effectively engages your audience.

   Students will assign 1-2 readings to prepare the class for their presentation. Readings are due to me at least one week BEFORE your presentation.
Students are encouraged to meet with me to discuss your presentation at any time. Think critically about what you want your audience to leave with; teach and facilitate accordingly. Be creative and have fun!

7. **Final Project or Paper:** Students can choose between completing a final project or paper for their final assessment. Students are encouraged to meet with me to discuss their ideas for their project or paper. The final project or paper is due at the beginning of class on Wednesday, May 4th.

   The project requires that students create a project in partnership with their agency. While there is much flexibility in the project, the project should 1) serve the agency in some way and 2) be motivated by social change and/or social justice and 3) demonstrate feminist activism. Examples could include: organizing and implementing an event or fundraiser, designing a website, creating and facilitating a presentation or workshop, creating a newsletter or pamphlet...

   If students choose this option, they will need to write a 5 to 7-page analysis of the project. References are not required, but encouraged where applicable. Issues to be addressed would include: how was the project identified, what need does the project serve, how will the agency and/or their clients be served, how successful was the implementation of the project, how this projects contributes to feminist activism, etc...

   The research paper requires that students write a 10 to 15-page comprehensive research paper addressing an issue from a social justice perspective core to the work that the intern is doing at their community-based site. In addition, this paper must address how activism can help address this issue. The research paper must be typed, double-spaced, with at least 5 academic sources and include a bibliography.

8. **Meet individually with me at least once** during the semester, more frequently as needed, to discuss internship progress, theory, practice and activism presentation, direction for the final project or research paper, as well as other issues as they may arise. Students are responsible for setting the agenda and “running” the meeting. I am very open and available to discussion. *It is your responsibility to seize this opportunity as you see fit to maximize your learning and approach challenges in a proactive, solution-focused way.*

9. **Evaluation:** Students and supervisors will complete evaluations at mid-semester and at the end of the semester. Students will evaluate their own performance. Supervisors will evaluate the intern’s performance. Students and supervisors will review and compare the mid-semester evaluations. **Mid-semester evaluations will be due on Wednesday, March 9th. Final evaluations will be due on Wednesday, May 4th at the beginning of class.**
Week 1 – January 19th: Coming Together and Diving In

Introductions

Making the Most of Your Internship – A panel of former Gender and Women’s Studies interns will join us to share their experiences as interns, what they learned, how the internship shaped their education and/or career paths, how their internship experience informs what they do now.

Week 2 – January 26th: Our Classroom, Our Community: Connecting the Theory to Our Practice

Analysis paper due: The Interview Process


Week 3 – February 2nd: Community Service Learning – What we need to consider

Analysis paper due: Service Learning, Personally


   Introduction (xi-xvi)
   Prologue: Portrait of an Activist (xvii-xxv)
   Chapter 1: Why the World Needs Another Advice Book (3-24)

**Week 4 – February 9th: Feminist Activism**
*Analysis paper due: What is Feminist Activism?*


   *Chapter 2: Of Minor Importance
   *Chapter 3: Rebels With Causes
   *Chapter 4: The Real World
   *Chapter 5: The Activist at Work
   *Chapter 6: Creating Activism
   *Chapter 7: The Revolutionary Next Door
   Epilogue: A Day in the Life of An Activist
   Appendix A: A Glossary of the Most Common Forms of Activism
   Appendix B: Chapter-by-Chapter Resource Guide

*Student led discussion: Students will facilitate discussion on these chapters.*

**Week 5 – February 16th: Feminist Activism in Practice**
*Analysis paper due: Your Activist Timeline*


Mendieta, E. (February 2006). Angela Davis’ Advice to the Movement. From In These Times. 60.


**Week 6 – February 23rd: The New Generation of Activists**

*Analysis paper due: Agency Assessment*

** Please submit TWO copies of this analysis paper. One copy will be shared with the intern that will be visiting your agency.


*Introduction*

*Chapter 1: “I Am Hungry for One Good Thing I Can Do”*

*Chapter 2: An Altar Boy With a Gun*

*Chapter 3: Recovery Mission*

*Chapter 4: The Boxer*

*Chapter 5: It Ain’t Easy Being Green*

*Chapter 6: Class Action*

*Chapter 7: Power Becomes Her*

*Chapter 8: Born to Teach*

*Conclusion: Good Failure*

*Student led discussion: Students will facilitate discussion on these chapters.*

**Week 7 – March 2nd: *** NO class this week. ***

Internship exchange – visit another intern at her internship site

Individual meetings with Nina: Check-in and thinking forward on final project/paper.

NO analysis paper is due this week.

**Week 8 – March 9th: Women Organizing, Women’s Organizations and Organizing on Women’s Issues**

*Mid-semester evaluations are due*

*Analysis paper due: Internship Exchange*


*** SPRING BREAK ***
Week 9 – March 23rd: Organizing and Activism – Diverse and Global Perspectives  
Analysis paper due: Community Impact – Why Our Work Matters


Week 10 – March 30th: Social Change, Social Justice in 2009 – What you can do  
Analysis paper due: Outside Looking In, Inside Looking Out


Week 11 – April 6th: Student Presentations  
Analysis paper due: What Does Social Change and Social Justice Look Like Today?  
Presentations 1 – 4

Week 12 – April 13th: Student Presentations  
Analysis paper due: Informing Our Practice  
Presentation 5 – 8

Week 13 – April 20th: Student Presentations  
Analysis paper due: Continuing Feminist Activism – What Comes Next?  
Presentations 9 – 12

Week 14 – April 27th: Student Presentations  
Analysis paper due: Letter to Future Interns  
Presentations 12 – 16

Week 15 – May 4th: What Comes Next?  
Final semester evaluations are due  
Internship project OR research paper due at 2:30pm  
Project summaries  
Closing thoughts