Gender and Women’s Studies 660: Internship in Gender and Women’s Studies
Spring 2012 – Mondays from 2:30pm to 5:00pm, 3304 Sterling Hall

Instructor: Nina Valeo Cooke, MSW
afvaleo@wisc.edu, 608-263-1785, Office: 3318 Sterling Hall

Office hours: Tuesdays from 9:30 to 11:30am and 1:00 to 3:00pm
Wednesdays from 9:30 to 11:30am and 1:00 to 3:00pm
Thursdays from 9:30 to 11:30am
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: 702 West Johnson, Suite 2104, 263-2741, or www.mcburney.wisc.edu.

Required texts:
The four 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.
10 pts. Weekly 1 to 2-page analysis papers ten of the 15 weeks of semester
10 pts. Facilitating class discussion on week of assigned readings
10 pts. Practice and Activism presentation
15 pts. Final project or paper: Due Monday, May 7th
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 Judy Houck, 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 23rd.
2. Attend, prepare, engage with the course materials and actively participate in the weekly seminar.
3. Complete ten analysis papers (see specific assignment organized by week attached to the syllabus).
4. Facilitate class discussion on assigned readings during one week of the semester
5. Visit another internship site AND host an intern at your agency.
6. Present and facilitate learning through your *Practice and Activism Presentation* on April 9th, 16th, 23rd or 30th.
7. Complete the final project or paper due on Monday, May 7th.
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 12th and final evaluations, due May 7th.

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 23rd and ending May 11th. 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 seminar for 10 of the 15 weeks of class. Of the ten required analysis papers, five of those papers are assigned to certain weeks/topics as outlined in the attachment to this syllabus. Electronic papers will NOT be accepted. Papers will earn full credit or no credit. To earn full credit, students need to demonstrate overall learning and understanding, as well as answer all components of the assignment. 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 analysis paper assignments attached to this syllabus.

4. Discussion Leader: All students will sign up for one week during the semester to facilitate learning and discussion on that week’s topic and readings with 1-2 other students. 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 week of facilitation. Students will have the last hour of class to lead discussion. 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 5th. A reflection paper on this experience will be due on March 12th.

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 5th 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 12th.

6. Practice as Activism Presentation: Students will facilitate a 30-minute presentation that includes both teaching content related to your activism and facilitating relevant discussion that will engage your peers on an issue(s) related to your agency’s work and activism as it relates to gender and women’s studies and your final project or paper. Presentations will be on April 9th, 16th, 23rd or 30th.

This is an opportunity to teach about the activism that you have been engaged in with your agency and encourage others to become inspired on the issue.
It is expected that presenters will clearly illustrate how the work at your internship is a form of activism. In your presentation, you will need to 1) prepare your classmates at least one week in advance through readings or activities, 2) illustrate the need for action on this issue, 3) engage the group in thoughtful, creative ways that will further our understanding on the issues related to your activism and agency.

Students will assign at least 2 academic 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 Monday, May 7th.

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 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 Monday, March 12th. Final evaluations will be due on Monday, May 7th at the beginning of class.
## Week 1 – January 23rd: 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 30th: Our Classroom, Our Community: Connecting the Theory to Our Practice


## Week 3 – February 6th: Community Service Learning – What we need to consider

**STUDENT LED DISCUSSION**


**Week 4 – February 13th: Feminist Activism**

*STUDENT LED DISCUSSION*

Clark, J. (April 18, 2005). An Activism of One’s Own. *In These Times*. (10).


**Week 5 – February 20th: Feminist Activism in Practice**

*STUDENT LED DISCUSSION*

Required analysis paper due: Your Activist Timeline


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


### Week 6 – February 27th: Being the Change We Want to See

**STUDENT LED DISCUSSION**

*Required 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.**


### Week 7 – March 5th: *** 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 12th: The New Generation of Activists – The Change Agents

**STUDENT LED DISCUSSION**

*Mid-semester evaluations are due*

*Required analysis paper due: Internship Exchange*


### Week 9 – March 19th: Creative Community Organizing


### Week 10 – March 26th: Social Change, Social Justice in 2012 – What you can do


### April 2nd: SPRING BREAK

### Week 11 – April 9th: Student Presentations

Presentations 1 & 2

**Students who sign up to present this week will receive 5 extra credit points.**
<table>
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<th>Week 12 – April 16th: Student Presentations</th>
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<td><em>Required analysis paper due: Portrait of an Activist</em></td>
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<td>Presentation 3, 4 &amp; 5</td>
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<th>Week 13 – April 23rd: Student Presentations</th>
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<th>Week 14 – April 30th: Student Presentations</th>
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<td><em>Required analysis paper due: Letter to Future Interns</em></td>
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<td>Presentation 9, 10 &amp; 11</td>
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<th>Week 15 – May 7th: What Comes Next?</th>
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<td><em>Final semester evaluations are due</em></td>
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<tr>
<td>Internship project OR research paper due at 2:30pm</td>
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<td>Closing thoughts</td>
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Analysis Paper Assignments:

Students are required to submit a typed, double-spaced, 1 to 2-page analysis paper at the beginning of each seminar **10 out of the 15 weeks** of the semester. Each week has a specific analysis paper. You are only allowed to submit the analysis paper on the week listed below. Of the 10 analysis papers, 5 specific weeks/analysis papers are required for all students. The other 5 you can choose from weeks below.

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 response paper assigned for the week.

**Week 2 – January 30th: The Interview Process**
Reflect back to your experiences during the internship fair and the interview process. What was the interview process like for you? How did your interview style change and/or develop from one to another? Did you have to negotiate between personal interests and agency mission? What do you wish you that you now know, that you would’ve known at the beginning of the interview process?

**Week 3 – February 6th: Service Learning, Personally**
In your first weeks as an intern, what are your first impressions? What does it mean to be an intern at your agency? How do see the politics of service learning, nationally and individually, impacting your experience? How do you issues of service learning identified in the readings connect to your experience thus far? *Engage with the readings* to reflect on these points of consideration.

**Week 4 – February 13th: What is Feminist Activism?**
Thinking critically, engage with *Grassroots: A Field Guide for Feminist Action* to answer the question, what is/is not feminist activism? How do your definitions of feminist activism relate to your internship site? How do your past and present experiences inform your practice of feminist activism today? Do these experience change how you see feminist activism as a part of your future?

**Week 5 – February 20th: Your Activist Timeline → REQUIRED**
Create a timeline, beginning with your birthday and ending with today’s date. Reflecting back on your life, what are the key moments that have shaped how you look at social justice work? Think about your timeline personally, culturally, and politically. Also, look forward... What are your future goals as an activist?

**Week 6 – February 27th: Agency Assessment → REQUIRED**
Research your agency collecting data (brochures, reports, clients served, funding sources, organizational charts, interview agency members) to further your understanding of who they are and what they do. Write a summary of your agency. Include as much detail as possible to briefly describe to someone your agency. *This will be a visiting intern’s orientation to your agency.* Questions to consider: Who do they serve? What need are they filling? How do clients learn about services? Who financial supports these services? What is the organizational structure – hierarchy, collective? Geographically, is their location of services important? What do you perceive as the agency’s strengths? Challenges? Most importantly, how is what your agency does a form of feminist activism?

*Please submit TWO copies of this analysis paper. One copy will be shared with the intern that will be visiting your agency as an introduction to your agency’s work.*
Week 7 – March 5th: NO analysis paper due → NO class → INTERNSHIP SWAP

Week 8 – March 12th: Internship Swap → REQUIRED
Write an analysis of what you learned by visiting another internship site. Reflecting on your visit, what did you notice as similarities and differences to your own internship? Engage with course readings to identify how feminist activism is similar and different between your agency and the agency you visited.

Week 9 – March 19th: Community Impact – Why Our Work Matters
How does the work of your agency impact the community? In what ways does it make a difference? How is it recognized? Who would be impacted if the work no longer existed? What can be done to ensure longevity of the work?

Week 10 – March 26th: What Does Social Change and Social Justice Look Like Today?
Engaging with the week’s readings and the current political climate, discuss what social change and social justice look like today. How does this current state relate to the work at your agency? What does this mean for your education and/or career paths after graduation? What does this mean for feminist activism? What does this mean being a feminist activist?

April 2nd: SPRING BREAK

Week 11 – April 9th: Informing Our Practice
Reflecting on your semester’s work thus far, how has your academic background in gender and women’s studies informed your practice at your agency? How has your personal background informed your practice? In what ways have you used your knowledge in practice?

Week 12 – April 16th: Portrait of an Activist → REQUIRED
Think of the activists in your life. Set up a time for an informal interview to learn about their activist experience. Write a profile of this activist in your community. Rather than focusing on what he or she does, focus on why he or she does it. What did you learn?

Week 13 – April 23rd: Letter to the Editor OR Letter to an Elected Official
Write a letter to the editor OR a letter to an elected official on an issue related to the work you are doing at your agency as if you were to submit it. You are encouraged, but not required, to submit this letter to a local newspaper/publication or your elected official. What issue do you wish to bring attention to? Why is this an issue that people need to know more about? What is your call for action?

Week 14 – April 30th: Letter to Future Interns → REQUIRED
Reflecting on your experience in the internship program, write a one-page letter to future students who are considering applying for the internship program. What words of wisdom do you wish you had as you started this venture? What can you share to help students maximize their experience as an intern?

Week 15 – May 7th: Continuing Feminist Activism – What comes next?
After a semester interning at an agency and learning about many others, what comes next for you? How did your internship inform how you hope to practice feminist activism? Personally? Professionally? What do you walk away with from this experience?