

Gender and Women's Studies 660: Internship in Gender and Women's Studies

Spring 2018 – 3315 Sterling Hall

Instructor: Nina Valeo Cooke, MSW
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Office hours: By appointment through WiscCal.

3-credit seminar on Wednesdays from 1:20pm to 3:50pm
10-12 hours of internship work/week

Overview: GWS 660: Internship in Gender and Women's Studies is a course open to 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 internship 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, while gaining invaluable professional experience. The seminar component will provide a framework to think critically, through discussion, readings and assignments, about how the classroom connects to practice and professional settings. 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.

Students will:

1. Apply knowledge of gender and women's studies to practical and professional experiences outside of the classroom.
2. Develop a professional feminist network.
3. Engage in feminist social change and social justice.
4. Gain discipline specific, professional experiences and skills to further personal and professional goals.
5. Further understanding of gender & women's studies application in professional settings and career development.

Format: The format of this course includes a weekly, advanced seminar and a concurrent internship placement requiring 10-12 hours per week (at least 140 hours/semester) 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 persons with disabilities in this course. Please let me know by the end of the third week of class 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. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. 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 two required texts are available at A Room of One's Own Bookstore at 307 W. Johnson Street, 257-7888.

- Adichie, Chimamanda Ngozi. (2017). *Dear Ijeawele, or A Feminist Manifesto in Fifteen Suggestions*. New York: Alfred A. Knopf.
- Brown, Adrienne Maree. (2017). *Emergent Strategy*. Chico: AK Press.

Additional required course readings are available electronically via Canvas.

Academic Integrity:

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to <https://conduct.students.wisc.edu/academic-integrity/>

Course Evaluation:

- 25% Participation and attendance – evidence of preparing for class, thoughtful contributions, actively participating in the feminist learning community, and visiting/hosting an internship exchange.
- 25% Engagement assignments
- 25% Final poster and presentation (due Wednesday, April 25th)
- 25% 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 Aili Tripp, Chair of Gender and Women's Studies, or Chris Garlough, Associate Chair of Gender and Women's Studies.

Grading Scale:

A	93-100	B	83-87	C	70-77	F	Below 60
AB	88-92	BC	78-82	D	60-69		

Course Expectations:

1. **Internship:** Each intern is required to complete 10-12 hours of work per week throughout the 14 weeks of the semester *for a total of at least 140 hours*, beginning January 22nd and ending May 4th. 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.

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.
 - **Discussion Questions:** Students will submit at least three thoughtful questions on the readings on an assigned week of seminar. Each student is responsible for submitting questions by midnight on the

Tuesday before our seminar for one week of the semester. Students are expected to demonstrate your thorough understand of the material. Think critically. Think creatively. The questions submitted may be used in seminar discussion.

- **Shout Outs:** At the end of every seminar students will submit the names of at least two other students who they thought made a particularly valuable contribution to discussion that day that furthered your learning. These 'shout outs' will be considered when calculating the participation grade.

3. **Engagement Assignments:** Students are required to submit short assignments by the beginning of seminar via Canvas on 2/7, 2/21, 3/7, 4/4, 4/18, and 5/2. Assignments will earn full credit or no credit. To earn full credit, students need to demonstrate overall application, learning and understanding, as well as addressing *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 assignment for the week. Please see engagement assignment descriptions attached to this syllabus.
4. **Internship Swap:** Each intern will schedule to visit another intern at her internship site and host an intern exchange during week 6. Students will share highlights of the internship swap in class on Wednesday, March 14th during check in.

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 their agency's work during the swap.

The host intern should:

- Choose a time between seminars after February 28th and before March 13th 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.

5. **Poster, Presentation, and Peer Review:**

Poster: Students are required to create a final poster that will serve as a summary of your internship project. Your poster will illustrate what the need is for activism in the content area you have been working on (sexual health, domestic violence, policy impact, etc.), how your project addresses that

need, and engage audience in discussion on what the anticipated impact will be. **A slide of your poster will be due by 8am April 25th and submitted via Canvas. These slides will be compiled for our lightening presentations that afternoon.**

The poster serves as a:

- visual reference for your work
- concise source of information
- conversation starter
- advertisement of your work
- summary of your work

Questions your poster should address:

- What is the issue that you are working on?
- What is the need for activism?
- How does your project address this need for activism?
- How does it fit within a broader context of social justice and feminist activism?
- Who will be served as a result of your project?
- How successful was your project? Anticipated success?
- What is the call to action?

Mechanics:

- Using PowerPoint, create a single slide. Review the slide layout to ensure you maximize the limited amount of space on a single slide. If you intend to print your poster, the minimum dimensions should be at least 43" x 32.25".
- Utilize the Design Lab in College Library for consultation on the layout, graphics and content of your posters. Make an appointment at: www.designlab.wisc.edu.
- Include references and footnotes as applicable.

For more information: <https://writing.wisc.edu/Handbook/PosterPresentations.html>

Presentation: Students will facilitate a 12-15 minute poster presentation on your final project. Presentations will be on Wednesday, April 25th from 1:30 to 3:50pm, location TBD. *Intern supervisors, community partners, prospective interns, and faculty members will be invited to attend and learn more about all of the projects in the course.*

This is an opportunity to briefly teach others about the activism that you have been engaged in with your agency and encourage others to become inspired on the issue. Further, this is a chance for you to summarize and present your work for your final project to your peers, supervisor, community partners, and faculty.

Students are encouraged to meet with me to discuss your project, poster, and lightening presentation at any time. Think critically about what you want your audience to leave with. Seize the opportunity to teach and facilitate accordingly. **Be creative and have fun!**

Peer Review: Students will be randomly assigned three posters and lightening presentations to peer review. Students will provide thoughtful feedback on the clarity, organization, and impact of the project, poster, and presentation.

6. Internship 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.

Students will complete a non-graded final self-evaluation and a non-graded evaluation of the internship site and supervisor. Supervisors complete a final evaluation of the student's performance. Final evaluations are 25% of the student's final grade.

All evaluations are available now on Canvas with the following due dates:

- **Mid-semester evaluations will be due on Wednesday, March 14th**
- **Final evaluations – self and agency/site - will be due on Wednesday, May 2nd**

7. Meet individually with Nina, as needed, to discuss internship progress, 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.*

Seminar Topics, Readings, & Deadlines

Week 1 – January 24th: Making the Most of Your Internship

A panel GWS 660 Alums 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 31st: Our Classroom, Our Community: Connecting the Theory to Our Practice

hooks, bell. (July/August, 1992). Out of the Academy and Into the Streets. *Ms. Magazine*. 80-82.

Ayanna, N. (Spring, 2007). Transform the World: What You Can Do With a Degree in Women's Studies. *Ms. Magazine*. 65-66.

Zernike, K. (2010, January 3). Making College 'Relevant.' *The New York Times*.

Berger, Tracy and Radloff, Cheryl. (2015). Transforming Scholarship: Why Women's and Gender Studies Students Are Changing Themselves and the world. Chapters 5 & 7. New York: Routledge.

Thompson, Derek. "In Defense of Unpaid Internships." *The Atlantic*. Atlantic Media Company, 10 May 2012.

Thompson, Derek. "Unpaid Internships: Bad for Students, Bad for Workers, Bad for Society." *The Atlantic*. Atlantic Media Company, 10 May 2012.

Week 3 – February 7th: Feminist Activism – Past, Present, and... Future?

Short paper due: Social (Feminist) Movements and the Impact They Make

Hass, Amanda. "How a Factitious Women's Movement Came to Lead the Left." The New York Times Magazine. February 7, 2017.

Stockman, Farah. "One Year After the Women's March, More Activism but Less Unity." The New York Times. January 15, 2018.

Tolentino, Jia. "The Radical Possibility of the March." The New Yorker. January 22, 2017.

Ramanathan, Lavanya. "Was the Women's March just another display of white privilege? Some think so." The Washington Post. January 24, 2017

Week 4 – February 14th: Feminist Activism – Why We Are Here

Guest lecture: Lachrista Greco, founder of Guerilla Feminism

Brown, Adrienne Maree. (2017). Emergent Strategy. Chico: AK Press. Pages 1-82.

Week 5 – February 21st: Feminist Activism in Practice

Short paper due: Agency Assessment ** Please be prepared to share a copy of your agency assessment with the intern that will be visiting your agency.

Brown, Adrienne Maree. (2017). Emergent Strategy. Chico: AK Press. Pages 83-165.

Week 6 – February 28th: NO CLASS – Internship Swap

Internship exchange – visit another intern at their internship site [see syllabus for details and expectations.]

Great opportunity for individual meetings with Nina: Check-in and thinking forward on project and poster presentation.

Forecasting: Activist Timelines and mid semester evaluations are due next week!

Week 7 – March 7th: Yourselves as Activists: Making Change

Mid-semester evaluations are due
Assignment due: Your Activist Timeline and Presentation

Week 8 – March 14th: Emergent Strategy

Brown, Adrienne Maree. (2017). Emergent Strategy. Chico: AK Press. Pages 167-274.

Week 9 – March 21st: Making Your Work Meaningful

Guest lecture: Sara Eskrich, GWS alum, City of Madison Alder, and Consultant

Bromley, Victoria. (2012). *Feminism Matter: Debates, Theories, Activism*. Chapter 10. "The Strategies That Empower Us: Feminist Activism." University of Toronto Press Incorporated.

Bromley, Victoria. (2012). *Feminism Matter: Debates, Theories, Activism*. Chapter 11. "Still Struggling: Making Change." University of Toronto Press Incorporated.

Forecasting: Informational Interview Write Up is due after spring break!

March 28th: SPRING BREAK

Week 10 – April 4th: Leaning In

Short paper due: Informing Our Path

Chittal, Nisha. (March 13, 2013). *Is Sheryl Sandberg's Lean In the Next Great Feminist Manifesto?* Ms. Magazine.

hooks, bell. (October 28, 2013). *Dig Deep: Beyond Lean In*. The Feminist Wire.

Kantor, Jodi. (February 21, 2013). *A Titan's How-To on Breaking the Glass Ceiling*. New York Times.

Slaughter, Anne-Marie. (June 13, 2013). *Why Women Still Can't Have It All*. The Atlantic.

Week 11 – April 11th: Looking Forward

Workshopping your resume: Bring a copy of your resume to class to be peer reviewed.

Adichie, Chimamanda Ngozi. (2017). *Dear Ijeawele, or A Feminist Manifesto in Fifteen Suggestions*. New York: Alfred A. Knopf.

Ahmed, Sara. (2017). *Living a Feminist Life*. "Conclusion 2: A Killjoy Manifesto." Durham: Duke University Press.

Week 12 – April 18th: Professionalization of Self

Submit a polished version of your resume for review

Short paper due: My Activist Manifesto

Week 13 – April 25th: Flash Poster Presentations

Students will present their posters in 10-12 minute presentations. *Location TBD*.

Week 14 – May 2nd: What Comes Next?

Final semester evaluations – of self and of supervisor - are due

Short paper due: Letter to Future Interns

Closing thoughts

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Engagement Assignments:

Submitted via DropBox at Learn@UW by the start of seminar on date due. To earn full credit, students need to *demonstrate overall learning and understanding*. This requires students to *think critically, engage, and make connections* with experiences at their internship site, in seminar and with readings, when applicable.

Week 3 – February 7th: Social (Feminist) Movements and the Impact They Make

Social movements and feminist activism are happening all around us. Some may argue more so today than ever before. Others may argue that the presence and accessibility of the movements via social media are responsible for the increased feeling of activism.

Reflect on a recent/current social movement or moment that reflects feminist activism. Write a 2-page, double-spaced reflection on the movement/activism. What is the call to action? What are the strategies used to create change? Has there been a backlash to the movement or activism? Does the gift of hindsight help us understand the effectiveness of the movement? What would you like to see happen differently?

Week 5 –February 21st: Agency Assessment

Research your agency. Collect data (brochures, annual reports, clients served, funding sources, organizational charts, interview agency members) to further your understanding of who they are and what they do. In your own words, write a **fact-based 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 does your agency serve? Who is considered to be the 'client'? What need does the organization fulfill? How do clients learn about services? Who financially supports these services? Does the funding influence the work performed? What is the organizational structure – hierarchy, collective? Geographically, is their location of services important? What do you perceive as the agency's strengths? Challenges? How is success measured? Most importantly, how is what your agency does a form of feminist activism?

Final document may be in a 2-page, double-spaced narrative form or it can be organized visually via tables and/or infographics. Please be prepared to share this document electronically with the intern that will be visiting your agency as an introduction to your agency's work.

Week 7 – March 7th: Your Activist Timeline

Using Prezi, www.prezi.com, or PowerPoint create a timeline, beginning with your birth 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? We will share the timelines in seminar. Students may opt out of presenting their timeline by having a conversation with the instructor prior to March 1st.

Week 11 – April 4th: Informing Our Path

An informational interview helps to clarify and define career goals and strategies, gain insight on specific skill areas necessary, convey motivation and interest to an employer, expand your professional network and gain visibility, and find out about next steps may be to lead you to this area of work.

Schedule an informational interview with someone in a desired area of work. Prepare for the meeting by drafting questions that you would like to learn more about. Dress appropriately – first impressions matter. Bring a copy of your resume in case it is requested. Initiate and keep the conversation going. Thank them for their time.

In at least 2-typed, double spaced pages, write a summary of what you learned during your information interview. Who did you interview? What did you learn? What was your overall reaction? Was your interest in this area of work confirmed? What was your take away? If this is, in fact, an area you would like to pursue, what are your next steps?

[For more information: A Guide to Informational Interviewing](#)

Week 12 – April 18th: My Activist Manifesto

After a semester of reading, discussion, and participation in feminist activism, what is your activist manifesto? What are your truths and intentions when you think of the activism you are engaged and hope to be living? How will you, as a feminist activist, change your world? What are *your* guiding principles to living a meaningful life?

***Manifesto:** a written statement that describes the policies, goals, and opinions of a person or group; a written statement declaring publicly the intentions, motives, or views of its issuer – Merriam Webster's Dictionary*

Week 14 – May 2nd: Letter to Future Interns

Reflecting on your experience in the internship program, write a one-page, single spaced 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?

This assignment should be submitted in letter form.