

**Course information:**

Gen&WS 660: Internship in Gender and Women's Studies (Gender, Activisms, and Work)
Thursdays, 2:30 – 5pm, 2319 Sterling Hall
UW-Madison, spring 2022
3-credit, advanced community-based learning seminar

Canvas link: <https://canvas.wisc.edu/courses/291989>

Gen&WS 660 requires 45 hours of learning activities per credit. This includes time in seminar, time spent completing readings and assignments, and 10 hours of internship work each week.

Instructor information:

Susan Nelson, Ph.D.
Schedule in-person and Zoom office hours in Starfish

The Gen&WS 660 seminar will meet in-person this spring. Internship sites offer different work modalities. Please be flexible and patient as we navigate another semester of learning in a global pandemic.

Course Description:

In the Gender and Women's Studies Internship program, students work in local government and non-profit organizations. Students apply their coursework in gender studies to specific topics in community-based settings and put theory into practice as they work with staff at their internship sites;. In the Internship program, students think critically about occupying professional roles as feminists in activism. The weekly seminar offers a framework to examine and reflect on the relationships between theory, experience, and practice. This course encourages students to learn from one another about the Dane County organizations engaged in work on gender, social change, and social justice. As they participate in the Internship Program, students develop their feminist/activist/professional skills to advance their personal goals. *Gen&WS 660 is offered every spring through an application and interview process.*

Learning Outcomes:

1. Engage in professional activities related to feminist activism and social justice work in Dane County.
2. Develop a professional network.
3. Gain discipline-specific, professional skills to advance personal goals.
4. Investigate the relationship between feminist activism and community resilience through community-based learning.
5. Apply gender studies concepts to local professional experiences and career development.

Required Texts:

- adrienne maree brown, *Emergent Strategy*, Chico: AK Press, 2017.
- Derecka Purnell, *Becoming Abolitionists: Police, Protests, and the Pursuit of Freedom*, NY: Astra House, 2021.
- Gabby Rivera and Joe Quinones, *America*, Vol 1: *The Life and Times of America Chavez*, NY: Marvel, 2017, and Vol 2: *Fast and Furious*, NY: Marvel 2018.
- Additional short articles, podcasts, and materials

All course readings and materials are available in Canvas.

Assignments, Papers, and Presentations

1. Internship

- Learning contract
- Mid-semester evaluation
- End-of-semester evaluation

2. Seminar

- Participation in weekly internship check-ins and seminar activities
- Peer informational interview or site visit
- Engagement essays:
 - Agency Assessment
 - Feminist Activism and Community Resiliency
 - Letter to a Future Intern
- Internship project presentation

Grading and Evaluation (find more information about course assignments in Canvas)

- 30% Site-specific internship work
- 20% Participation in seminar discussions and pre-class activities in Canvas
- 20% 3 Engagement essays
- 10% Peer informational interview or internship site visit
- 20% Internship project/portfolio presentation

Participation

Participation in course readings, activities, and discussions is vital to the development of a meaningful learning space in seminar. Participation includes accessing the course materials each week, responding to the short Canvas discussion thread ahead of class, and coming to class ready to listen and share your thoughts. GWS 660 does not have an attendance requirement. If you need to miss a class, please let me know, and I will share a makeup discussion with you in Canvas. This seminar is a dynamic, co-created learning experience, and our collective learning will be more significant when you are present in class.

Policy for Late Work

Generally, I am very understanding about students turning in work past the due date. I benefited from instructor generosity many times as a student. Please talk with me if you think you need extra time to complete an assignment.

Course Policies

Diversity, Inclusion, and Belonging

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Academic Integrity Statement

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Disability Accommodations

I want to create a classroom environment that accommodates your learning needs. If you have suggestions to improve the learning environment or you have an undocumented disability, please talk with me so that we can build a learning plan. If you have McBurney accommodations, please share this information with me early in the semester.

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

Course Evaluations

Students are with the opportunity to evaluate your learning experience in this course. Student participation is an integral component of this course, and your confidential feedback is important to me and to the Department of Gender and Women's Studies.

UW-Madison uses a digital course evaluation survey tool called [AEFIS](#). For this course, you will receive an official email two weeks prior to the end of the semester, notifying you that your course evaluation is available. In the email you will receive a link to log into the course evaluation with your NetID. Evaluations are anonymous. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

Students' Rules, [Rights & Responsibilities](#)

[Academic Calendar & Religious Observances](#)

Weekly Course Topics, Readings, and Assignments:

WEEK 1 (January 27): Introduction (Considering Place-Based Learning and Our Shared Future)

Read: Robert Lee and Tristan Ahtone, "Land-Grab Universities," *High Country News*, March 30, 2020.

Review: Our Shared Future Materials.

WEEK 2 (February 3): Connecting the GWS Classroom to Activist/Professional Communities

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

Jake Malooley, "Milwaukee's Angela Lang is Organizing for the Apocalypse Now," *Milwaukee Magazine*, June/July 2020.

Listen: Lilada Gee, *Defending Black Girlhood*, selected episodes from Season 1 or 2.

Browse: [BLOC website](#)

Internship Assignment: Learning Contracts due Friday, February 4.

WEEK 3 (February 10): Defining Feminist Activisms

Read: adrienne maree brown, *Emergent Strategy*, Chico: AK Press, 2017, pp. 1-66.

Seminar Assignment: Engagement Essay 1, Agency Assessment, due Friday, February 11.

WEEK 4 (February 17): Pausing to Reflect on Community-Based Learning - A Conversation with

José Luis Ramirez, Jr., Assistant Director for Civic Engagement, Morgridge Center for Public Service

Read: Local media options in Canvas.

Internship Assignment: Peer Informational Interview/Site Visit, due Friday, February 18.

WEEK 5 (February 24): Feminist Activisms in Community Context

Read: adrienne maree brown, *Emergent Strategy*, Chico: AK Press, 2017, pp. 67-150.

WEEK 6 (March 3): Super Heroes and Community Resilience, Part 1

Read: Gabby Rivera, *America Vol. 1: The Life and Times of America Chavez*. New York:

Marvel, 2017.

Listen: Brené Brown, *Unlocking Us*, “Brené with Gabby Rivera on Superheroes, Storytelling, and Joy as Resistance,” November 11, 2020.

Seminar Assignment: Engagement Essay 2, Feminist Activisms and Community Resiliency, due Friday, March 4

WEEK 7 (March 10): Super Heroes and Community Resilience, Part 2

Read: Gabby Rivera, *America Vol. 2: America: Fast and Fuettona*. New York: Marvel, 2018.

Listen: Gabby Rivera. *Joy Revolution*. “Why I Needed a Joy Revolution.” March 30, 2020.

Internship Assignment: Mid-semester evaluations are due Thursday, March 10.

Spring Break (March 12 – 20)

WEEK 8 (March 24): Repairing Communities, Part 1

Read: Derecka Purnell, *Becoming Abolitionists*, Introduction and Chapter 8.

WEEK 9 (March 31): The Politics of Self-Care: A Conversation with Dr. Jina B. Kim, Assistant Professor of English at Smith College and a Halls Visiting Scholar this semester.

Read: Jina B. Kim and Sami Schalk, “Reclaiming the Radical Politics of Self-Care: A Crip of Color Critique,” *The South Atlantic Quarterly* 120:2 April 2021, pp. 325 – 342.

Seminar Assignment: Submit reading selections for week 11.

WEEK 10 (April 7): UW System Women’s and Gender Studies Consortium

Hitting the pause button on the 660 reading for this week. Let’s learn in different formats 😊

Seminar Assignment: Submit your reflections on the WGSC conference.

WEEK 11 (April 14): Repairing Communities, Part 2

Read: Derecka Purnell, *Becoming Abolitionists*, Chapter 8 and Conclusion.

Seminar Assignment: Engagement Essay 3, Letter to a Future Intern, due Friday, April 15.

WEEK 12 (April 21): Chazen Visit + Resume and Cover Letter Workshop

Review: Resources in Canvas related to cover letters, resumes, and the professional use of

social media

Seminar Assignment: Share your resume and cover letter drafts for peer review.

WEEK 13 (April 28): Digital Media, Professional Life, and Clothes for Work Places: Avatars, Skins,
and Digital Fashion

Read: TBA

WEEK 14 (May 5): Wrapping up GWS 660 with final presentations

Seminar Assignment: Internship Portfolio Presentations due Thursday, May 5.

Internship Assignment: End-of-semester evaluations due Friday, May 13.