



Gen&WS 660: Internship in Gender and Women's Studies

Syllabus - Spring 2020

Instructor: Nina Valeo Cooke, MSW
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Office hours: Wednesdays 10am to 11:30am
Wednesdays from 1:20pm to 3:50pm
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3-credit, face-to-face/blended format, advanced level, seminar
Consent of the instructor required
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 in a blended format that will allow students to connect readings, assignments and discussion to

their internship experience, as well as their internship experience to course requirements, in both a face-to-face and online setting. **Weekly, online activities are designated in purple.**

Technology in seminar: Laptops can be used in class only as a learning tool, as needed. This may be to briefly refer to assigned readings or discussion posts, etc... However, as a seminar based in and around discussion, devices can distract us from creating and investing in community, deepening our learning, and building thoughtful conversation and dialogue. If you find that technology is beneficial to your learning in this seminar, please use it respectfully, thoughtfully, and in ways that will not distract your peers (i.e. no sound or vibrations).

Students in need of accommodations: I wish to fully include all students in this course. If you have a documented disability, 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. The University accommodation policy reads as follows:

“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.”

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:

Brown, Adrienne Maree. (2017). *Emergent Strategy*. Chico: AK Press.

The one required text is available at A Room of One's Own Bookstore at 307 W. Johnson Street, 257-7888. To order directly from A Room of One's Own online: <https://www.roomofonesown.com/gws-660-cooke-spring-2020>

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% Internship work, including 10-12 hours/week at your community agency and evaluations
10% Participation and attendance in seminar

- 10% Online weekly discussion posts
- 5% Visiting and hosting an internship exchange.
- 25% Engagement assignments
- 25% Final portfolio

Grading Scale:

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

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.

Course Requirements:

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 1st, 2020. This is *in addition* to any required training. You are expected to be working on a project at your internship site that will be described in some form in your Learning Contract. You will reflect on the impact of this project in your final Internship Portfolio.
 - Internship Learning Contract: Students are required to complete the Internship Learning Contract with their internship supervisor *before* the first day of work at their internship, ideally 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.
 - Weekly Online Internship Field Journal: Students are required to complete a field journal with, at least, weekly entries recording their work, challenges, successes, goals, and AHA! moments. The field journal is designed to help students prepare for the weekly internship check-in during seminar. This journal will be submitted via Canvas on Week 7 and included in the final portfolio.
 - 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 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 4th**
 - **Final evaluations – self and agency/site - will be due on Wednesday, April 29th**

2. Participation: Students are expected to attend 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 may negatively impact a student’s final grade.
 - Weekly Online Discussion Questions: Students will respond weekly to a posted discussion question. Questions may be on the assigned readings, internship experiences, current events, or seminar. Students are expected to respond thoughtfully in a way that is designed to engage with other students to deepen conversation and understanding, as applicable. Responses may be used as a starting point for conversation in seminar.

- 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. Shout outs will be shared with the students who received them the following week.
 - Internship Swap: Each intern will schedule to visit another intern at their internship site and host an intern exchange during week 6. Students will share highlights of the internship swap in an online discussion. **Expectations of the Internship Swap are attached to the syllabus.**
3. Engagement Assignments: Students are required to submit short assignments by the beginning of seminar via Canvas on 2/5, 2/19, 3/11, 4/8, and 4/29. Assignments are worth 5 points each. 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. **Engagement assignment descriptions are attached to the syllabus.**
 4. Internship Portfolio and Presentation: The final assessment of the course requires students to create a portfolio of their internship work, experience, and reflection. The portfolio is due during the last seminar on Wednesday, April 29th.

Throughout the semester students were asked to trust the process, to challenge themselves in order to engage in deep learning, to step outside of comfort zones, and take personal and professional risks. In one of our last seminars on April 22nd or 29th, students will present what they learned during their internship experience. **Expectations of the Internship Portfolio are attached to the syllabus.**

5. 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 22nd: Making the Most of Your Internship

Welcome to Gen&WS 660!

Week 2 – January 29th: 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 Radeloff, Cheryl. (2015). Transforming Scholarship: Why Women’s and Gender Studies Students Are Changing Themselves and the World. Chapters 5 & 7. New York: Routledge.

Online discussion

Week 3 – February 5th: 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

Gage, Beverly. "When Does a Moment Become a Movement?" The New your Times. January 17, 2019.

Goal Setting

Online discussion

Week 4 – February 12th: Feminist Activism – Why We Are Here

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

Online discussion

Week 5 – February 19th: 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.

Online discussion

Week 6 – February 26th: NO CLASS – Internship Swap

Internship exchange – visit another intern at their internship site. See details and expectations of these visits at the end of the syllabus and/or in Canvas.

This week could be a great opportunity for individual meetings with Nina: general internship check-in, upcoming assignments, thinking forward on your internship project and portfolio...

Forecasting: Mid semester evaluations are due next week!

Online discussion

Week 7 – March 4th: Emergent Strategy

Mid-semester evaluations are due electronically via Canvas

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

Forecasting: Activist Timelines are due next week!

Online discussion

Week 8 – March 11th: Yourself as Activists: Making Change

Assignment due: Your Activist Timeline and Presentations

Online discussion

March 15th – 21st: SPRING BREAK

Week 9 – March 25th: Resume writing workshop

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

Reflect and review goals

Online discussion

Week 10 – April 1st: What is it that we do?

Work on crafting and practicing elevator speeches.

Optional: Submit a polished version of your resume for review

Forecasting: Informational Interview Short Paper is due next week!

Online discussion

Week 11 – April 8th: Looking Forward

Short paper due: Informing Our Path

Online discussion

Week 12 – April 15th: Professionalization of Self

Week 13 – April 22nd: Portfolio Presentations

Online discussion

Week 14 – April 29th: Portfolio Presentations

Final semester evaluations – of self and of supervisor - are due
Short paper due: Letter to Future Interns

Closing thoughts and celebration!

Engagement Assignments

These short papers will be submitted via Canvas by the start of seminar on the date due. To earn full credit, students need to *demonstrate overall learning and understanding*. While mostly reflective in nature, these assignments require students to *think critically, engage, and make connections* with experiences at their internship site, in seminar and with readings, when applicable. Clear writing and correct grammar are expected.

Week 3 – February 5th: 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 19th: 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. A final copy of your Agency Assessment will be included in your final Internship Portfolio.*

Questions to consider:

- What is the history of the organization? When was it created? Why?
- What is the mission of the organization?
- 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? Is there an organizational chart? Where do you fit in?
- 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 double-spaced narrative form or it can be organized visually via tables, charts, sections, 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 8 – March 11th: Your Activist Timeline

Using Prezi, www.prezi.com, PowerPoint, or other presentation software, 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, politically, and professionally. Also, look forward... What are your future goals as an activist? As a professional? 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 11th.

Week 10 – April 1st: 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. If meeting in person, 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 15 – April 29th: 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 and included in your final portfolio.

Expectations of the Internship Swap

Each intern will schedule to visit another intern at their internship site and host an intern exchange during Week 6. Students will share highlights of the internship swap in an online discussion.

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 20th and before March 6th 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, share 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.

Internship Portfolio

Students are required to create a final Internship Portfolio that will integrate the experiences, reflections, artifacts, and process of Gen&WS 660: Internship in Gender and Women’s Studies. Students will be expected to reflect thoughtfully, think critically, and create a portfolio that reflects their internship and seminar experience.

Final portfolios are expected to be clearly organized as a professional document including a title page and headings. Documents should be combined as a single PDF before submitting. Portfolios will be submitted via Canvas by Wednesday, April 29th.

Internship Portfolios should include:

Orientation to Internship Experience:

- Include agency, supervisor, contact information, position title, and any other relevant details.

Agency Assessment:

- Consider the feedback you have received and what you have learned since you first submitted this assignment in February. Include an updated and revised Agency Assessment.

Reflection on Learning Outcomes and Goals:

- How did you meet each of the LOs set out in the syllabus via your internship work and/or in seminar?
- How did you meet each of your own personal goals that you submitted in Week 3?

Internship Work & Responsibilities:

- Revise your position description from your Learning Contract to reflect the work you actually did this semester.
- What professional development opportunities did you have access to in your internship? (Trainings, conferences, webinars, board meetings, hearings, press conferences, etc...)
- How did you work contribute to the agency’s mission? To social change? To feminist activism?
- What was your greatest challenge in your internship work? What was your greatest success? Additional highlights? Refer to your field journal.

Internship Project:

- Summarize your internship project.
- How does this project contribute to the agency’s mission? To social change? To feminist activism?

Career Development Clarity

- How do you think differently about your career path as a result of your internship and/or seminar experience? Be specific and share any AHA! moments you have had.
- Reflect upon your experience conducting an Informational Interview. How might this inform your career path?
- Include a polished sample cover letter and resume.

Letter to a Future Intern

- Include a copy of your last engagement assignment.

Assessment and Evaluation:

- Summary of your experience in the evaluation process.
- What was it like to engage in a performance review/evaluation/assessment process with your supervisor?
- What was it like to evaluate your own performance?
- Include copies of the mid-semester and final evaluations from self and supervisor.
- Include copy of the site and supervisor evaluation.