



Gender & Women's Studies

UNIVERSITY OF WISCONSIN-MADISON

Internship in Gender and Women's Studies GWS 660 Spring 2025

Stephanie Rytilahti

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Office: 3323 Sterling Hall

Class: Wednesdays 4:00-6:30pm, 3425 Sterling Hall

Office hours: Wednesdays 3:00-4:00pm in 3323 Sterling or by appointment

Canvas link: <https://canvas.wisc.edu/courses/443989>

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.

GWS 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.

The GWS 660 seminar will meet in-person this spring. Internship sites offer different work modalities.

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.

Course Readings

Required Books

Ruha Benjamin (2024). *Imagination A Manifesto*. W.W. Norton & Company.

All other course readings, from podcasts, journal articles to book chapters, are available on the course CANVAS page.

Assignments, Papers, and Presentations

1. Internship (400 points)
 - Learning contract (50 points)
 - Mid-semester evaluation (150 points)
 - End-of-semester evaluation (150 points)
 - Peer informational interview or site visit (50 points)
2. Seminar (600 points)
 - Participation in weekly internship check-ins and seminar activities (200 points)

Engagement essays:

- Agency Assessment (100)
- Imagining the Otherwise Essay (100)
- Letter to a Future Intern (100)
- Internship project/presentation (final project options will be posted in Canvas) (100 points)

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

40% Site-specific internship

20% Participation in seminar discussions and discussion question posts in Canvas

30% 3 Engagement essays

10% Internship project/portfolio presentation

Final Grades

Final grades will be determined according to the following official UW grading scale:

A 93-100

AB 88-92

B 83-87

BC 78-82

C 70-77

D 60-69

F below 60

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 assignment related to the week's reading 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.

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 and let me know if something isn't working so we can make adjustments.

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](#))

Academic Integrity

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.

[Student Rules, Rights & Responsibilities](#)
[Academic Calendar & Religious Observances](#)

Course Schedule

WEEK 1 (January 22): Introduction and Considering Place-Based Learning and Our Shared Future

Readings:

Jenny Peek, "This Land is their Land: UW-Madison grapples with Wisconsin's Ugly Treatment of the Ho-chunk," *Isthmus*, September 5, 2019.

Kathleen Du Val, "Enough with the Land Acknowledgements," *The New York Times*, January 5, 2025.

Listening:

L&S Elevate podcast, "Reimagining Native Representation at UW," November 21, 2022.

Review:

UW-Madison's Land Acknowledgement/Our Shared Future

WEEK 2 (January 29): GWS and Place-Based Learning

Readings:

Hallie Clafin, "Ten years later, extreme racial disparities exist in Dane County, highlighting need for state policy change," *Madison Commons*, February 5, 2024.

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

Luhman, et. al, "Learning Elsewhere? Critical Reflections on University-Community Engagement as Feminist Praxis," from *Feminist Praxis Revisited*, pp. 1-20.

Listening: (Optional)

L&S Elevate podcast, "The Wisconsin Idea: Through the Lens of Black History," February 27, 2024.

Choose one example from selected Madison-based media (details in Canvas)

WEEK 3 (February 5): Feminists Talk Whiteness

Readings:

Bailey, "On White Privilege and Anesthesia: Why does Peggy McIntosh's Knapsack Feel Weightless?" from *Feminists Talk Whiteness*, pp. 132-144.

Yareliz Mendez-Zamora, "Surviving institutions that weren't created for you," *HuffPost*, August 2, 2017.

Russo, "Feminists Talk Whiteness: Disrupting the Grip of White Supremacist Culture on Feminist Movement Building," from *Feminists Talk Whiteness*, pp. 187-201.

****Internship Assignment: Learning Contracts due Friday, February 7****

WEEK 4 (February 12): Imagining the Otherwise

Readings:

Benjamin, *Imagination: A Manifesto*, chap. 1-3.

WEEK 5 (February 19): Imagining the Otherwise Continued

Readings:

Benjamin, *Imagination: A Manifesto*, chap 4-6.

*****Seminar Assignment: Internship Site Assessment due Friday, February 21*****

WEEK 6 (February 26): Abolitionist Frameworks

Readings:

Purnell, *Becoming Abolitionists*, selected chapters in Canvas.

WEEK 7 (March 5): No Class! Internship Site Visits!

*****Internship Assignment: Mid-semester internship evaluations are due Friday, March 7.*****

WEEK 8 (March 12): Feminist Resistance(s)

Review:

Statements from ACLU and UW-Madison's CORE on CANVAS

Listening:

On the Issues with Michele Goodwin Podcast, "Fierce Feminist Resistance: The Fight to Save Public Health," January 2025.

*****Seminar Assignment: *Imagining the Otherwise* Essay due Friday, March 14*****

Week 9 (March 19): Self Care in School, at Work

Readings:

Khúc, *dear elia*, selected chapters in Canvas.

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.

Spring Break (March 24 – 28)

WEEK 10 (April 2): Workplace Identities and Resume and Cover Letter Workshop

Guest Speaker: Jen Cole, previous director of the Wisconsin Women's Council

Readings:

Ana Cristina Marques, "Displaying Gender: Transgender People's Strategies in Everyday Life," *Symbolic Interaction*, January 2019.

Emily Withnall, "The Snack Shack Blues: On the Illusions of Class Mobility," *Gay Mag* March 31, 2020.

Review:

Resources related to cover letters, resumes, and social media use in professional contexts. Share your resume and cover letter drafts for peer review

*****Internship Assignment: *Peer informational interview/site visit report* due April 4*****

WEEK 11 (April 9): No Class! Attend UW System Women's and Gender Studies Consortium Conference at the Pyle Center

Hitting the pause button on the 660 reading for this week. Learn in a different format.

WEEK 12 (April 16): Career Pathways and Next Steps

Guest Speaker: Dr. Jodi Vandenberg-Daves, CEO and Founder of JVD Consulting

Readings:

Berger and Radeloff, "So, What CAN You Do Your Degree? Explaining Various Employment and Career Pathways," from *Transforming Scholarship: Why Women's and Gender Studies Students are Changing Themselves and the World*, pp. 200-236.

Listening:

Radio CherryBombe, "'Coldwater Kitchen' Exec Producer Desiré Vincent Levy and Chef Jimmy Lee Hill," Episode 432, November 2022.

Review:

JVD website (on CANVAS)

****Seminar Assignment: Letter to a Future Intern due Friday, April 18****

WEEK 13 (April 23): Internship Presentations

Final Presentations Group 1

Readings:

Berger and Radeloff, "Transform Your World: Preparing to Graduate and Living Your Feminist Life," from *Transforming Scholarship: Why Women's and Gender Studies Students are Changing Themselves and the World*, pp. 292-332.

WEEK 14 (April 30): Internship Presentations Continued

Final Presentations Group 2

Readings:

Lee Boggs, "We are the Leaders We've Been Looking For," from *The Next American Revolution*, pp. 159-178.

*****Final Internship Assignment: End-of-Semester Evaluations due by Friday, May 2*****