WSTU 4183/6283 Practicum in Women’s Studies  
Prof. Cynthia Deitch  
Spring, 2012

CONTACT INFORMATION:
Office Hours:  Mon. and Wed. 3:30-5:45 pm (and by arrangement)
Office: 837 22nd St. NW, room 204
Office phone: 202-994-7438  email: deitch@gwu.edu
Class meets Wed. 6:10-8 pm in the WSTU conference room

Course Description:
This course aims to give students both a hands-on service-learning experience and the analytic and academic skills to analyze that experience. Directed internship and weekly seminar meetings focus on how activists, advocacy groups, as well as more mainstream organizations contribute to social change/social justice on women’s and gender issues. Students gain experience in professional-level, field placements in public and private organizations engaged in policymaking, education, political action, direct service and research related to women's and gender issues. Through weekly discussion, reading and writing, students analyze their placement experience in a larger context, and relate theory to practice.

Learning Objectives:
As a result of completing this course, students should be able to:
• Comprehend and critique the interdisciplinary scholarly literature on feminist, women’s, and/or gender advocacy, social movement and social justice organizations.
• Apply theories and concepts to analyze one or more specific organization.
• Create a case study (research paper) analyzing one organization

CLASS POLICIES
Attendance: Students are expected to attend class regularly and come prepared to discuss the assigned readings each session. Students who miss class are responsible for whatever material or instructions they missed.

University Policy on Religious Holidays:
1. Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance;
2. Faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations;

ACADEMIC INTEGRITY
I personally support the GW Code of Academic Integrity. It states: “Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” For the remainder of the code, see: http://www.gwu.edu/~ntegrity/code.html
SUPPORT FOR STUDENTS OUTSIDE THE CLASSROOM

DISABILITY SUPPORT SERVICES (DSS)
Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in the Marvin Center, Suite 242, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: http://gwired.gwu.edu/dss/

UNIVERSITY COUNSELING CENTER (UCC) 202-994-5300
The University Counseling Center (UCC) offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include:
- crisis and emergency mental health consultations
- confidential assessment, counseling services (individual and small group), and referrals
http://gwired.gwu.edu/counsel/CounselingServices/AcademicSupportServices

SECURITY: In the case of an emergency, if at all possible, the class should shelter in place. If the building that the class is in is affected, follow the evacuation procedures for the building. After evacuation, seek shelter at a predetermined rendezvous location.

TEXTS
- The World Split Open by Ruth Rosen (Viking, 2006).
- The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex. INCITE! Women of Color Against Violence (Editors) South End Press (2009)
- Intern Nation: How to Earn Nothing and Learn Little in the Brave New Economy by Ross Perlin, Verso, 2011
- Rape Work: Victims, Gender, and Emotions in Organization and Community Context by Patricia Yancey Martin (Routledge, 2005. Selected chapters.)
- Bridging the Class Divide and Other Lessons for Grassroots Organizing by Linda Stout (Beacon Press, 1996).
- Case Study Research: Design and Methods by Robert Yin (for those doing 6 credits)
- Additional journal articles and book chapters on Blackboard

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<tr>
<th>Course Requirements Overview</th>
<th>3 Credits</th>
<th>6 Credits</th>
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<tr>
<td>Class participation, including oral &amp; email updates</td>
<td>20 %</td>
<td>10 %</td>
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<td>Topical papers (3)</td>
<td>60 %</td>
<td>30 %</td>
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<td>Very short assignments</td>
<td>5 %</td>
<td>02.5%</td>
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<td>Worksheet</td>
<td>15%</td>
<td>07.5%</td>
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<td>Case study</td>
<td>not applicable</td>
<td>50 %</td>
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<td>Total</td>
<td>100 %</td>
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### WEEKLY SCHEDULE OF TOPICS, READINGS, AND ASSIGNMENTS

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<th>Date</th>
<th>Topic</th>
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<tr>
<td>Jan 18</td>
<td><strong>Introductions</strong> to each other, your field placement interview and selection experiences, and overview of practicum activities and assignments; getting oriented to your multiple roles in the field placement practicum experience; defining your goals. All Field Placement Contracts should be signed and approved.</td>
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<td>Jan 25</td>
<td><strong>Learning from recent history</strong></td>
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<td>• <em>The World Split Open</em> by Ruth Rosen (Read the whole book with most attention to ch. 3, 4, 8, 9, epilogue)</td>
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<td>• Due Jan 25: Statement of your personal goals for your internship. Post on discussion board or submit hard copy.</td>
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<td><strong>NOTE:</strong> In the event that students do not have the Rosen book in time for Jan 25, we will do the following readings on Blackboard and push everything on the syllabus to one week later.</td>
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<td>• Susan Staggenborg and Verta Taylor, 2005. “Whatever Happened to the Women’s Movement” <em>Mobilization</em></td>
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<td>• Marian Sawer, 2010. “Premature Obituaries: How Can We Tell If the Women’s Movement is Over?” <em>Politics &amp; Gender</em></td>
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<td>• Google “Is feminism dead” and report on some of what you find.</td>
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<td>Feb 1</td>
<td><strong>Learning from women of color organizations; learning about organizational survival, structure, and strategy</strong></td>
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<td>• Siliman, et. al., <em>Undivided Rights</em></td>
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<td>• Short assignment related to the reading</td>
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<td>Feb 8</td>
<td><strong>Follow the Money: Funding and Foundations</strong></td>
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<td>• INCITE, <em>The Revolution Will Not Be Funded</em></td>
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<td>• Supplemental (not required) readings:</td>
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<td>• Susan Ostrander, The growth of donor control: Revisiting the social relations of philanthropy. <em>Nonprofit and Voluntary Sector Quarterly</em>, 2007 Bb</td>
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<td>Feb 15</td>
<td><strong>Labor of Love, Class Privilege, or Exploitation?</strong> The Current Debate on Internships in for-profit and non-profit organizations.</td>
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<td>• Perlin, <em>Intern Nation</em></td>
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<td>• Topical paper #1 is due</td>
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<td>Feb 22</td>
<td><strong>Working Across Difference: Race, Class and other Diversity within Organizations and in Coalitions</strong></td>
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• Dara Strolovitch. Do Interest Groups Represent the Disadvantaged? Advocacy at the Intersections of Race, Class, and Gender. The Journal of Politics, 2006 (Bb)
• Elizabeth R. Cole, Coalitions as a model for intersectionality: From practice to theory. Sex roles, 2008 Bb

Feb 29  Working with Grass-roots Organizations and Low Income Groups  
Bridging the Class Divide  by Linda Stout (book)

Mar 7  The Work of Direct Service Organizations
• Rape Work (2005) by Patricia Martin  (chapters on Bb)
• Topical paper #2 is due.

Mar 14  No Class, Spring Break

Mar. 21  Depending on when it is scheduled, we may attend the Yulee Lecture as a class and/or organize an event with guest speakers, or have speakers in class

Mar 28  Thinking and working globally and locally
&   Women's Movements in the Global Era: The Power of Local Feminisms
Apr 4  Amrita Basu (chapters will be selected for each week by the discussion leaders)

Apr 11  Working across generations: beyond second versus third wave
• article by Susanne Beechey (will be posted on Blackboard)
• Is It Time to Jump Ship? Historians Rethink the Waves Metaphor Feminist Formations Volume 22, Number 1, Spring 2010 (Bb)
• Open to other/alternate suggested readings on the topic

Topical paper #3 is due

Apr 18  • Presentations on the case studies
Apr 25  • Presentations on the case studies (and maybe some independent research papers)
• Wrap up
DETAILS ON REQUIREMENTS

Class Sessions: Class sessions usually will be divided into two parts: (1) Discussion of what is going on with you and your placement and what you have learned about the players, the policy making (or other relevant) process, your organization, and yourself. (2) Discussion of readings, assignments, and any outside guest speakers.

Field notes: Keep field notes or a journal recording your observations and information you gather on your organization. This is especially important for anyone doing the case study, but will also help with weekly updates and topical papers. Use the Worksheet to guide your observations and notes.

A. Class Participation and Weekly Updates

• My expectation is that every week you: attend class, are prepared to give a brief report on your internship including presentation of material of interest to the class whenever possible, and you are prepared to participate in discussion of assigned readings. Some of the updates may be by email to the class.
• One time during the semester, each student will be responsible for preparing discussion questions and leading discussion of readings.

B. Very short assignments (graded pass/fail):

a. Statement of personal goals for the internship. Length 1 p. or less. Due 1/25
b. Midcourse evaluation of your placement. 1 p. or less. OPTIONAL due date TBA
c. Written final evaluation: Due last class. (i-ii below refer to the written final evaluation)

   (i) Describe what you have learned and accomplished in a form that you might use on a resume emphasizing specific skills and accomplishments. (Suggested length: 25 words)

   (ii) Summarize the strengths and weaknesses of your field placement experience as it relates to your personal and political interests, graduate program and career goals, and course material in a form that might be useful for students doing the practicum next year. Review the goals you listed at the beginning of the semester and evaluate how well they were met and why. Submit 2 copies (if you want one returned), a copy will be kept on file for other students to read. (Suggested length, 1-2 pages)

C. Topical Papers

Topical papers ask you to apply reading assignments on topics covered to an analysis of your field placement organization. For graduate students, each paper should by 7-8 pages, double spaced. For undergraduates taking WSTU 4183: 5-6 page papers is ok. Fully cite all sources in all papers.

Topical paper due dates: Feb. 15, March 7, and April 11.

a) Critically engage with the readings for topics in that third of the course.
b) Apply or relate aspects of the readings to your organization (or any organization you have had the opportunity to observe first-hand for an extended period.)

If (b) is not feasible for one of the papers, then focus on a more thorough discussion of more of the readings for that paper. It is ok to substitute readings from another section of the course as long as you have not used them in another topical paper.
1. Paper #1, due Feb. 15 covers books by Rosen, Silliman, and INCITE. Topics include history of the US women’s movement since the 1970s, obstacles to sustaining women of color and smaller grassroots organizations, and the politics of non-profit funding. Select any slice of the above topics that interests you or fits your organization. At a minimum discuss 2 of the 3 books; because Silliman and INCITE are edited collections with short chapters, cover at least 4 chapters from either (or each).

2. Paper #2, due March 7 covers books by Perlin, Stout, and Martin, plus articles on diversity. There are a number of ways you might select and frame a topic from among these readings. Cover at least 2 books or 1 book and 3 of the articles.

3. Paper #3, due April 11 covers the Basu book and the readings on third wave, but you are welcome to include any book from the semester that you have not already covered in a previous paper. The minimum readings to be covered for this paper is 4 “pieces” (books, articles, chapters) by 4 different authors.

D. Worksheet -- Fill in throughout the semester as you gather information. Due with end of semester portfolio. The form is on Blackboard.

E. Interview Each student will conduct at least one in-depth, face-to-face interview with someone in a leadership role in your organization (or in your organization's network). Use material from the interview, where appropriate, in any or all of the topical papers, the case study, and the worksheet. A separate written summary of the interview is NOT required but you are required to discuss, quote, and draw upon the interview in detail in one or more of your topical papers and/or the case study.

F. Case Study for the WSTU 6283 six credit option (graduate students only). See details on separate handout and on Blackboard. To allow time for revisions necessary to complete the case study for a grade this semester, a complete, very solid first draft (NOT a rough draft) must be submitted by April 11 and the very final version, including comments by someone from your placement, by May 15.

Due dates, revisions, late written work, etc.: If all 3 topical papers are handed in on time (where on time includes within a grace period through 5:30 pm the following day), then you have an option of revising any of the papers to resubmit at the end of the semester (Friday, April 27). Later papers will only be accepted as part of the end-of-semester portfolio. There is no grade penalty for late topical papers as long as they are received by April 27. After that, an A may become an A-, etc. You may arrange for an IPG (in progress grade) with no grade penalty to revise and complete the case study IF all other written work is completed by April 27, and IF you have completed an acceptable first draft of the case study by May 11.

Portfolio due at end of semester: At the end of the semester (Friday April 27) at very latest, hand in a folder containing all written work – the 3 topical papers (even if you did not revise anything), short assignments, and worksheet. You will not receive a grade for the course if you do not submit the complete portfolio of your written work for the semester.