

**Women's Studies Internship Course 988:425**  
**Spring 2001**  
**Thursdays 5 p.m.-7:30 p.m.**  
**RDJC 005**

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**Office hours: By arrangement**

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The Women's Studies Internship Course provides students with the opportunity to combine theory and practice and get hands-on experience with women's issues in a workplace setting.

#### Classroom component

The internship course meets once each week. Students are required to prepare readings that are theoretical and practical, and provide a framework to think about the internship experience. Class discussions offer an opportunity to reflect on the pragmatic and political issues arising from women's participation in organizations.

#### Internship component

Students complete 10-12 hours per week at their placement in accordance with the internship contract. Students are encouraged to contact the instructor as soon as possible if problems or difficulties arise at the placement.

#### Course expectations

All readings should be completed prior to the class meeting. The amount of reading for the class is far from overwhelming, therefore students are expected to read each article *at least* once with close attention to detail and argument. Students are required to complete three papers and one presentation in class. Class discussion is integral to the success of the seminar and students are encouraged to participate often and with enthusiasm.

Most importantly, students should approach their work at the internship from a thoughtful and critical position, reflect on those experiences, and share information with the class. A journal is not required but students are strongly encouraged to keep one.

While student input is essential in planning course modules for the second half of the semester, constructive feedback and suggestions about course content are welcome at any point throughout the semester.

#### Grading

Internship and classroom work count equally toward the final grade. The grade for the classroom component will be averaged with the grade for the internship component to result in one final grade for the course. Student work will contribute to the classroom grade as follows:

Paper #1: 15%

Paper #2: 30%

Paper #3: 30%

Class presentation: 15%

Participation: 10%

#### Assignments

Basic information about each of the course assignments is provided below. Assignments will be discussed in class as well.

All assignments are to be handed in at the beginning of class on the day due. Late assignments will be graded down ½ grade per day late. Handing in the paper after class counts as one day late. All assignments should be typed; margins should be no more than 1" on all sides; font should be 10-12 point size. Students may use any standard professional format for bibliographies. References should be in-text citations with the simple (Author Year p. #) format.

#### **Paper #1—Due February 15**

##### **5-6 pages**

The first paper requires you to do some library research. You should examine what kinds of articles are written about your placement in three different types of media outlets: popular media (newspapers, magazines, TV shows intended for the general public), professional journals (published for people working in that particular field/issue), and academic journals (peer-reviewed publications intended primarily for an university-level audience). You may choose to focus on some particular aspect of your internship if you are overwhelmed by search results.

Develop a list of 8-10 articles that include these different outlets and which cover a time span of at least ten years. Obtain these articles and SKIM them. For the paper, describe the themes of the articles, and see if you can make some generalizations about them. Pay particular attention to the subjects of the articles, the treatment of those subjects, and the language used to talk about them. Tell me what issues seem most important in each of the categories.

You can and should refer to specific articles when necessary. Be sure to include a bibliography (which does not count toward the page requirement) of all the articles you researched.

**Class Presentations—Due March 8****approx. 10-15 minutes**

For your in-class presentation, I would like you to choose one article you have read that pertains in some manner to your internship. This could be an article you read in this or a previous class, or something you found when doing your research paper.

Prepare an oral summary of the article to share with the class. You should then speak about how the article has *or has not* helped you to understand your internship experience. Try to identify the specific characteristics of the article that made it insightful, misleading, or inapplicable.

You will turn in a written copy of the presentation, including the article you summarized, at the end of class.

**Paper #2—Due March 22****5-6 pages**

We recently read Joan Pennell's article about ideology and mission statements. For your second paper, I want you to gather some materials developed by your placement organization. These could be mission statements as well as brochures, fund raising letters, public statements, press releases, annual reports, and so on. They can take any format, but they should describe several of the fundamental (public) principles of the organization.

Using Pennell's process as a model, "deconstruct" these statements based on your experiences as an intern. Assess whether they accurately reflect the organization's "private" face. Analyze whether these formal statements conflict or agree with the organization's day-to-day behavior and beliefs as evidenced by staff. Try to get at some of the underlying reasons of *how* and *why* the organization works in this way. Provide some suggestions about what the organization could do to better align its public and private reflections (if necessary).

**Paper #3—First Draft Due April 12; Final draft Due April 26****5-6 pages**

For paper #3, you will develop a paper that responds to at least two related articles you identified in your research for paper #1. Choose at least two articles from different kinds of publications (popular, professional, academic). Using the different kinds of knowledge you have—academic and experiential—analyze these articles closely. Develop an argument about why these articles present particular issues and what their perspective highlights and what it obscures. Think about how a writer from the other two mediums would critique the articles you choose.

A working draft of paper #3 is due in class on 4/12. We will work on these in class, so come prepared with at least three copies of your paper. The final draft is due in class on 4/26.

**Responses**

Several responses will be due during the semester. These should be prepared before class, but will not be handed in. These responses count toward the grade for participation.

**CLASS SCHEDULE IS SUBJECT TO CHANGE**

**Jan 18 Introduction**

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**Jan 25 Why Women's Studies?**

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Charlotte Bunch, "Not By Degrees," from *Passionate Politics*

Mary Evans, "In Praise of Theory: The Case for Women's Studies" in Bowles & Duelli Klein, *Theories of Women's Studies*

**Feb 1 Critiques of Women's Studies**

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Barbara Smith, "Racism and Women's Studies," in Anzaldúa, *Haciendo Caras*

Daphne Patai & Noretta Koertge, "On Airing Dirty Linen," "Introduction to the World of Women's Studies," and "Training the Cadres" from *Professing Feminism*

Heidi Hartmann et. al., "Bringing Together Feminist Theory and Practice: A Collective Interview" in *Signs*

Response due: Drawing on your experiences in Women's Studies classes, prepare specific responses to at least two of the critiques presented in this week's readings. Be ready to share these with the class.

**Feb 8 Lecture by Uma Narayan**

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Attend talk by Professor Narayan on "Women's Agency, Cultural Practices, and Coercive State Intervention: The Case of Veiling" at 4:30 p.m., RDJC Building in lieu of class

**Feb 15 Women's Studies & the World**

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**Paper #1 due**

Discuss Narayan talk and student papers

**Feb 22 Getting Experience in Women's Studies**

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Dorothy Smith, "A Sociology for Women" from *The Everyday World as Problematic*

Maria Mies, "Towards a Methodology for Feminist Research" in Bowles & Duelli Klein, *Theories of Women's Studies*

Response due: Be prepared to discuss one or two issues that you believe need to be explored or theorized more thoroughly in academic research. Draw on your own life experience and/or experiences from your internship.

**Mar 1 Getting Experience in Women's Studies—Part 2**

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Joan Scott, "Experience" in Butler & Scott, *Feminists Theorize the Political*  
excerpts from *The Courage to Heal*

**Mar 8 Class Presentations**

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see Assignments for more information on presentations

**Mar 15 SPRING BREAK—NO CLASS**

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**Mar 22 What We Say, What We Do**

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**Paper #2 due**

Joan Pennell, "Ideology at a Canadian Shelter for Battered Women" in *Women's Studies International Forum*

**Mar 29 Integrating Theory & Practice: Gay Rights**

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Iris Marion Young, "The Ideal of Community and the Politics of Difference" in *Social Theory & Practice*  
Suzanne Pharr, "Community Organizing and the Religious Right" in *Radical America*  
*Ballot Measure 9* (in-class film)

**Apr 5 Integrating Theory & Practice: Abortion**

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Wendy Brown, "Reproductive Freedom and the Right to Privacy"  
Wendy Simonds, selections from *Abortion at Work*  
Laura Kaplan, *The Story of Jane*

**Apr 12 TBD**

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**Paper # 3 draft due**

Draft of paper #3 due in class

**Apr 19 TBD**

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**Apr 26 Looking Backward, Looking Forward**

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**Paper #3 due**

Last day of classes

Pennell, Joan T.  
Ideology at a Canadian Shelter for Battered Women: A Reconstruction.  
Women's Studies International Forum, 1987, 10, 2, 113-123