

The Big Picture: A *Femspec* Internship

This course was offered at Cleveland State University repeatedly for one credit. It is available as an internship on a non-credit, volunteer basis to any student who expresses a desire to apprentice at Femspec from any university. In the summer of 2003, for example, a Kenyon senior interned over the summer on projects designed with her, to help her make a career decision about entering the field of publishing.

Week One: Locate all assigned articles and readings. These include:

- The book on service learning sent on email over the break
- bell hooks. "Sisterhood: Beyond Public and Private." *Signs* 21.4 (Summer 1996): 814-29.
- Patrice Dermott. "The Risks and Responsibilities of Feminist Academic Journals." *NWSA Journal* 6.3 (Fall 1994): 373-83.
- "On the Fringes of Academe: Creating the Pathway." *Journal of Unconventional History* 4.2 (Winter 1993): 77-27.
- Maxine Baca Zinn. "The Costs of Exclusionary Practices." *NWSA Journal* 6.3 (Winter 1986): 290-303.
- Susan Hekman. "The Feminization of Epistemology: Gender and the Social Sciences." *Women and Politics* 7.3 (Fall 1989): 65-83.
- Patrice McDermott. *Politics and Scholarship: Feminist Academic Journals and the Production of Knowledge*. Urbana: U of Illinois Press, 1994.
- Hartmann, Heidi, et. al. "Bringing Together Theory and Practice: A Collective Interview." *Signs* 21.4 Summer 1.

Week Two: Turn in copies available to Prof. Select first reading. Begin to read. Turn in reading journal by the end of the week. In the journal, I am looking for:

- a record of what impressed you, your experience reading
- how you saw connections between your own life and work
- how you see this connecting to other areas of studies
- how might you use this in your work?
- what kind of conversations have you had with friends and family about what you are doing in your work on this publication?
- page numbers and quotes that struck

Be prepared regularly to read aloud from your journaled responses in our discussions. Tell how this book you are discussing relates or doesn't relate to what you are doing, to other English classes, or to the rest of your education. At least two single spaced handwritten pages per work/per week.

Week Three: Discuss Prof. Weinbaum's response to reading journal; begin to integrate observations of what is going on in the work in *Femspec* with the department, work with the interns, with the editors and authors, etc., into the journal you keep; select second reading; repeat process.

Week Four, Five, Six, Seven, Eight, Nine.

Week Ten: Going back through the reading journals kept throughout the readings, perform the operations with each reading as described for the reports or the first two readings. A report must 1) inform of the overall context of the book, or in the case of an article, of the journal or collection in which it appears; 2) summarize the argument and discussion, and 3) make connections to other readings and discussion. 3pp. Minimum per title.

Week Eleven, Twelve, Thirteen. Repeat process for remaining readings.

Week Fourteen. Work on draft of a 15 page paper using excerpts from all the writing already done to discuss working on *Femspec* as a service learning experience in Women's Studies. Complete bibliography of works cited needed.

Week Fifteen. Turn in draft for comments of Dr. Weinbaum.

Week Sixteen. Turn in both final revised and draft for final grade. MLA style must be followed for the paper; points off the possible 50 for grammar (10); typos (10); style or MLA form breaks (10); lack of contextual set up (10); and spelling (10).

Grade:

- 50 for final paper completed as assigned
- 25 for regular journals completed as assigned
- 25 for reports completed as assigned