

POLS 402.090  
Fall 2007  
R 5:30-6:45 p.m.  
Office Hours: MW 2:30-4:00 p.m.  
TR 9-10:00 a.m. and by appointment

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### ***Field Internship***

#### ***Purpose***

This is a new course designed to accompany a Charleston-based internship completed for academic credit in Political Science. The seminar is an opportunity for you to join a community of students who are engaged in similar experiences (although placements will vary significantly) and learn from one another by sharing insights, encounters you have, as well as tap the expertise of people in the College and Charleston community who can help you make more of the internship opportunity and think about it critically. In addition, the course insures a common standard of academic engagement across internship placements and structures this important component in ways that help facilitate your success. Because this is a new course, it finally represents an opportunity for you to help structure elements over the semester in ways that can help you as well as future internship students.

#### ***Course Content***

Each of you has an established internship placement arranged in conjunction with Erin that results in you working 10-15 hours weekly for a total minimum commitment of 140 hours. This work should be carefully balanced with responsibilities you also have -- requirements for your other courses, any paying jobs you may be working, and critical aspects of your life -- in ways that insure you provide your host organization with what they expect. We will devote time in class each week to checking in with you to see how things are going and to talk through any issues you may be confronting. You will likely find that often your colleagues in the seminar are your best advisors. We will also explore some specific topics about work and leadership relevant to your experiences as interns. This will include inviting guests from College offices and the community to come talk about critically evaluating your specific sets of skills (and how to use your strengths to your best advantage), dealing with workplace dilemmas, and honing your oral presentation/public speaking abilities in ways that maximize your performance in work settings. You may suggest other topics and issues to be covered.

#### ***Reading***

Reading assignments will be made out of the following:

Roger Fisher and Alan Sharp, Getting It Done: How to Lead When You Are Not In Charge  
(New York: Harper Perennial, 1999).

You should make plans to acquire a copy for use during the semester. Copies are available at the College of Charleston and University Bookstores. E-reserve material, when assigned, can be accessed through the Library's password protected system (password distributed in class).

In addition, you should get in the habit of reading a local newspaper while you are interning because events in the community are likely to impact aspects of your work. This means not only sampling *The Post And Courier* but also other relevant local publications that serve different constituencies – including *The City Paper*, *the Charleston Regional Business Journal*, *The Charleston Mercury*, *The State*. You should also seek to stay informed about national and international events by reading the *New York Times* and/or the *Washington Post*.

### ***Method of Evaluation***

Your performance in this course will be determined by the following:

- A. Seminar Attendance and Participation (15%):** You are expected to attend all seminar sessions and participate actively in each session. Additionally, you must submit relevant internship documents in a timely fashion, including the *Internship Learning Agreement* within one week of beginning your internship and the *Student Evaluation of the Host Organization* at the conclusion of your experience (by November 29, 2007).
- B. Internship Journal (25%):** You will keep two journals over the course of your internship:
- **The Reflection Journal** is one that you use to record and reflect upon your internship experiences and note any questions, insights, issues or concerns that may emerge while working so that you can raise them in the seminar. You should plan to make entries on a daily or at a minimum twice-weekly basis. You should also use this journal to record the hours you have completed. Your writing here can be informal and personal, but it should still conform to the rules of Standard English. The journal should be maintained as a **continuous Word document**. Please date each entry. You will be asked to submit the reflection journal (in its entirety) as an email attachment prior to the weekly seminar every other week (dates listed in the course outline).
  - **The Response Journal** will be a series of occasional short papers written in “response” to specific questions I pose or activities I assign. Some of the questions and/or activities will be the same for everyone, while others might take note of the specific setting you are working in relative to larger questions about community-building, cities, politics and governance. The response papers (4) must be typed and proofread and will be handed in during class time on the days they are due (dates in the course outline).
- C. Research Paper or Comprehensive Research Design (35%):** In consultation with me, you will select a research topic and produce a research paper or comprehensive research design. The research topic you select should link your first-hand experience as an intern with academic Political Science. Your research papers will therefore integrate aspects of your observations with the research literature on whatever topic you select. You will make a short presentation based on your research during November prior to Thanksgiving Break (November 8 or 15). More information about the general parameters of the research paper follows in a separate handout and additional guidance will be included during the semester.
- D. Internship Placement (25%):** You will receive a grade based on feedback from your internship supervisor, the formal evaluation completed by your supervisor, and your successful completion of at least 140 hours at your workplace.

Grades for individual assignments and overall will be awarded according to the following scale: 93-100 A; 90-92 A-; 88-89 B+; 83-87 B; 80-82 B-; 78-79 C+; 73-77 C; 70-72 C-; 68-69 D+; 63-67 D; 62-60 D-; 0-59 F.

Tentatively on November 1, 2007, there will be a reception honoring and thanking your internship supervisors. Details will follow, as will a formal invitation to your supervisor and other colleagues you may wish to invite. Your attendance is required so plan ahead!

## COURSE SCHEDULE AND READING ASSIGNMENTS

### *August*

23: Course Introduction

30: “The Big Picture” – why lateral leadership and collaboration are essential to “Getting Things Done”

*Reading:* PART A, *Getting It Done*

**\*\*Reflection Journal due By Noon on 8/30/07 (Word document by email attachment)**

### *September*

6: The Process of Getting Things Done

*Reading:* PART B, *Getting It Done* (read quickly for understanding, not details)

**\*\* Response Journal Essay #1 due in class**

*Essay Prompt:* “Organizational Analysis” (see separate handout for details)

13: Understanding Where and How You Fit In – the Meyers Briggs Type Inventory

*Reading:* Chapter 8, *Getting It Done* (pp. 187-193)

*Activity:* Complete the Meyers Briggs Inventory Online by Tuesday, 9/11/07; the results will either be sent to you prior to class (in which case you should print them out and bring a copy to class) or they will be distributed in class.

*Guest:* Renee Patchin, College of Charleston Career Services (understanding your “type” and learning to use your strengths)

**\*\*Reflection Journal due By Noon on 9/13/07 (Word document by email attachment)**

20: Workshop on dealing with organizational diversity and uncomfortable workplace dilemmas

*Reading:* TBA

*Guest:* Todd Chas, College of Charleston Cultural Diversity Office

**\*\* Response Journal Essay #2 due in class**

*Essay Prompt:* “How Can the MBTI help me work more effectively within my organization?”  
(see separate handout for details)

27: Choosing a Research Topic and Getting Started

*Reading:* TBA

**\*\* Reflection Journal due by Noon on 9/27/07 (Word document by email attachment)**

### *October*

4: Assembling Evidence for Your Research Papers

*Reading:* TBA

11: **Annotated Bibliography due in class** (see research assignment sheet for details)  
**\*\* Reflective Journal due by Noon on 10/11/07 (Word document by email attachment)**

18: The Value of Internships – Taking Stock at the Midpoint  
*Reading: TBA*

25: Powerful Presentations:  
*Reading: TBA*  
*Guest: Dr. Deborah McGee, Director of the College of Charleston Speaking Lab (class will be held in the Speaking Lab)*  
**\*\* Reflective Journal due by Noon on 10/25/07 (Word document by email attachment)**

**Research Paper Rough Draft Due** in my office by 4:30 p.m. on Tuesday, October 23

### *November*

1: Reception for Internship Hosts (Time and Place to Be Announced)  
**\*\* Response Journal Essay #3 due in class**  
*Essay Prompt: Peer Review of research Draft (see separate handout for details)*

8: Research Presentations (in class)  
**\*\* Reflective Journal due by Noon on 11/8/07 (Word document by email attachment)**  
(for those who are not presenting this week)

15: Research Presentations (in class)  
**\*\* Reflective Journal due by Noon on 11/15/07 (Word document by email attachment)**  
(for those who are not presenting this week)

Thursday, November 22 – no class (Thanksgiving Holiday)

29: Wrap-Up and Final Thoughts  
**\*\*Response Journal Essay #4 due in class**  
*Essay Prompt: “Internship Review Essay” – in this essay, identify what you believe are the three most important insights you have developed as a result of your internship experience. Reflect on how that learning took place and describe it in your essay. In addition, consider the following questions: What can you draw on from this experience in planning your own future (ie. the choice of a post-graduate program of study, a job or career path, etc.)? What might you tell other students considering this type of internship in the future? Go back and review your expectations for the internship and your learning objectives – in what ways have you realized or exceeded these and in what ways have you not met them? How has your internship experience supported or challenged what you have learned in your Political Science coursework? What, if anything, might you do differently if you were to start your internship all over again?*

**Student Evaluation of Host Organization form due in class on November 29**

**Final Research Papers or Research Designs and Final Reflective Journal (the entire word document printed out) due in my office no later than 4:30 p.m. Tuesday, December 4, 2007.**

## Internship Research Project Assignment

Each of you will complete a research paper or a comprehensive research design (8-10 pages) related to some aspect of your internship placement. At the time when you are formulating your research ideas, each of you will meet individually with me and at that time, we can determine whether the paper or design is the more appropriate option for your particular project. Meetings will likely be scheduled September 20-28.

In all cases, you will produce an annotated bibliography (5-7 scholarly sources) to acquaint you with the scholarship surrounding your topic. You will write a rough draft of the paper which I will grade and that a class peer will review. You will also make a concise presentation on your research topic in class before submitting your final paper, which will allow you to receive more feedback on your work. These stages are spread out over a two-month timeframe so that you will have plenty of opportunity to work on the project and digest the feedback you receive along the way.

The choice of topic is yours—in consultation with your internship supervisor and me. In thinking about what you want to study, you should select a topic that allows you to integrate some aspect of your first-hand internship experience with the academic research literature in Political Science. How can you use what you know from Political Science to better understand (or explain) what you are seeing and experiencing in your internship? Alternatively, is there an area of Political Science research that you've read in a class that you think is dead wrong now that you are actually working in the field? You might take a theory and develop an empirical test using data from your internship placement or you might develop a theory on your own based on empirical observations at your workplace to better explain a set of relationships, observed phenomenon or processes. You might decide to analyze a policy or set of public policies that govern the sector you are working in—are they effective in practice? Are there unintended consequences that you see first-hand? Talk with your supervisor as there may be topics that he or she can recommend or that the office has wanted to do for a long time.

In all cases, you must be sure that your choice of topic 1.) draws on some aspect of your internship; 2.) draws on the scholarship in Political Science; and 3.) allows for sensible and manageable integration of the two.

The structure of the paper will be roughly similar for everyone, regardless of topic or approach:

- An **Introduction and statement of the research question (or puzzle)**: briefly explain why this topic is substantively and/or theoretically important for you to explore, raise the research question or describe the puzzle (e.g. two theories seemingly in conflict) and state your working thesis or hypothesis (what is the argument you will test?)
- **Literature Review**: What do we already know about the question you are posing? Draw on the existing scholarship in Political Science (and potentially other disciplines) to provide a context for your own exploration. This should be an integrated narrative rather than an article-by-article review, similar to what you often encounter when you read the opening portions of Political Science scholarship. You will first produce an annotated bibliography and then you can use this in writing your literature review.
- **Presentation of Evidence/Data and Analysis**: This is where you explicate your argument drawing on evidence and/or data that you have collected. In some cases, you may have empirical data while others have conducted interviews with co-workers or experts in the field. How does this evidence support or fail to support your argument (hypothesis)? Are there weaknesses exposed in your argument or analysis? How might they be dealt with in the future?
- **Conclusion**: What conclusions can you draw from the evidence you've presented and the analysis you've conducted? What new questions are raised as a result of your work? What are the practical implications of your findings? Are there normative considerations that flow from your work? What is the primary contribution you have made in your research?
- **Bibliography**: Your bibliography should include all of the sources you consulted and used directly in your paper. The format should conform to the POLS Guide to Referencing found at [www.polisci.cofc.edu](http://www.polisci.cofc.edu).

You will produce your paper in a number of manageable steps. First you will select a topic. You should plan on either scheduling an appointment with me to talk about your topic or submit a one-page description of your topic to me by September 26. Your annotated bibliography (see description of the assignment below) is due in class on October 11. You

will produce a rough draft that I will grade and that one of your peers will also review (more on this process later). The rough draft is due in my office on Tuesday, October 23. In early November, you will each make a presentation based on your research and gain additional feedback from me and your peers. The final paper will be due at the end of the semester, no later than December 4.

### ***Annotated Bibliography Assignment***

Compiling an annotated bibliography should help you come to terms with some of the academic research you have read and provide you with a record of the core sources you plan to use when constructing your literature review.

#### **Sources**

Your entries must be scholarly in nature (peer-reviewed journals, books, and book chapters). For the bibliography, you may not include articles found in opinion journals, newspapers, encyclopedias, dictionaries or magazines – some of this kind of material may eventually have a place in your paper but not for this assignment.

#### **Format**

Your entries should be organized in alphabetical order according to the first author's last name. The citation format should be consistent with the "POLS Guide to Referencing" available in the *Handbook for Majors* or at the department's website.

#### **Annotation**

Your annotation paragraph (100-200 words) for each citation should include the following:

- A statement of the main thesis of the article, book or book chapter;
- A summary of the significant findings and/or arguments;
- A discussion of the primary evidence (data, analysis, etc.) used to support the thesis;
- A critical evaluation of the works strengths and weaknesses (in your own judgment);
- A discussion of how the source relates to your research topic and thesis, argument or hypothesis.

***An annotation is NOT lifting the abstract of a scholarly work (in part or in whole) and pasting it below your citation. That is PLAGIARISM and something you do not want to suffer the consequences from. Annotations ARE original paragraph narratives YOU author on the basis of what you have noticed, understood and concluded from having read the piece in question.***

#### **Sample Entry**

Schlozman, Kay Lehman, Nancy Burns, Sidney Verba and Jesse Donahue. 1995. "Gender and Citizen Participation: Is There a Different Voice?" *American Journal of Political Science* 39: 267-293.

The authors begin with a variation on the theory proposed by psychologist Carol Gilligan that posits gender differences in moral reasoning and choices: that men and women speak "in a different voice". This research investigates whether men and women approach political participation differently (do they engage in different activities, derive different gratifications from participation, and/or are they motivated to participate based on different policy concerns?). The data is from the 1989 Citizen Participation Study and includes telephone survey data from 15,000 respondents as well as personal interview data from a similar subset. In comparing men and women, they find more similarities than differences contrary to their initial hypotheses and expectations. The biggest difference between men and women involves policy concerns: women are more interested in education and abortion than are men. The findings about education are mediated somewhat by the observation that the presence of preschool age children in the home was a more powerful predictor of education issue concerns than gender. The theory reviewed in the literature review is drawn mainly from feminist theory and may not be directly applicable to explaining political behavior. The article is directly relevant to an examination of political engagement, particularly as it relates to gender variables as independent predictors of political behavior.

***Notice that this example contains all of the key elements of a successful annotation – it sets out the thesis and basis for the study; it summarizes the most important findings and evidence (and notes the ways in which the conclusions converge and diverge with the anticipated result; it provides some independent assessment of the work by commenting on the nature of the literature review in the piece; and it hooks the article to the larger study area underway. All this is accomplished in less than ten well-written sentences.***