

POLS 402.090 ~ Field Internship Seminar

Tuesdays 5-6:15p in Room 111 Maybank

Office Hours: MW 10-12 and always by appointment

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This course is designed to accompany a Charleston-based internship completed for academic credit in political science. I recognize that you are committed to your internship placement for 10-15 hours per week for a total of 140 hours. Furthermore, I know that this significant new time commitment must also be balanced with the demands of your other courses, work, and life. This seminar is an opportunity for you to join a community of students who are all in the same boat! We will devote time each week to checking in with everybody to see how things are going and to talk through any issues you may confront. I think you will quickly find that your colleagues in the seminar are your best advisors. You will be expected to submit the relevant paperwork on a timely basis, 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 April 15, 2008). Seminar attendance and active participation in our discussions will constitute 15% of your grade.

Additionally, each of you will keep two journals. Together, these journal writing assignments will constitute 25% of your grade:

- The reflection journal is one that you use to record and reflect upon your experiences and note any questions that may arise while working so that you can raise them in seminar. You should plan to make entries on a daily, or at a bare minimum, a 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 should still conform to the rules of Standard English. The reflection journal should be maintained as a continuous Word document. Please date each entry and plan to make entries regularly. You will submit the reflection journal eight times as an email attachment on Monday by noon prior to the weekly Tuesday seminar every other week (see dates on syllabus)
- 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 will 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 in all) must be typed and well-proofed. These are due in class on the dates noted on the syllabus.

In consultation with me, each of you will select a research topic and produce a research paper or comprehensive research design. The research topic should link your first-hand experience as an intern with academic political science. Your research papers will therefore integrate your observations with the research literature on whatever topic you select. Each of you will make a short presentation based on your research in April (April 8 and 15). The research paper and all of its individual parts including the presentation will contribute 40% of your grade.

The remaining 20% of your grade will be based on feedback from your internship supervisor, the formal evaluation completed by your supervisor, and the successful completion of 140 hours at your workplace.

Grading scale: Grades for individual assignments and the final grade in the course will be based on 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; 60-62 D-; below 60 F.

On April 1, 2008 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!

Our common readings will primarily come from the following books, and you should make plans to acquire a copy of each for use during the semester.

Hall, Marcia. 2007. *Navigating Newbie-ism: 12 Simple Ways to Thrive in Your First Job and Career*. Severna Park, Maryland: Parker Stanton Publishing.

Zukin, Cliff, Scott Keeter, Molly Andolina, Krista Jenkins, and Michael X. Delli Carpini. 2006. *A New Engagement? Political Participation, Civic Life, and the Changing American Citizen*. New York: Oxford University Press.

The first book is very short, easy-to-read, and largely common sense by orientation, but it points to critical things to keep in mind when establishing yourself in a professional workplace. Since for most of you this will be your first professional workplace experience, this will be a good way to start our work together. The second book is a new study on civic and political “engagement” and will be used to facilitate our discussion about how you might begin to think about how you will engage with the community and with politics on a regular basis once you have graduated and entered the workplace full-time. In addition, this is a relatively straight-forward empirical study of engagement and we will make use of their methodology and analysis in talking about your own research project ideas.

In addition you should get into the habit of reading the local newspaper, *The Post and Courier*, as well as sampling from other local publications as appropriate--*The City Paper*, *The Charleston Regional Business Journal*, *The State*, *The Chronicle*, etc. As always, I encourage you to stay informed about national and international news by reading *The New York Times* or *Washington Post*. E-reserve material, when assigned, can be accessed with the PW: Intern.

COURSE SCHEDULE AND READING ASSIGNMENTS

January

15: Getting organized as a Seminar—Bring your Completed/Signed Internship Learning Agreement

****We will meet at 4:00pm instead of 5:00p on this date only****

22: Getting Established in your New Workplace—Essential Steps for Success

Reading: *Navigating Newbie-ism* (ENTIRE)

****Reflective Journal due by Noon on Monday, 1/21/08 (by email attachment)**

29: The Civic-Political Divide and your Generation—Will it Matter?

Reading: Chapters 1 – 4 in *A New Engagement?*

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

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

February

5: Understanding where and how you fit in—Meyers Briggs Type Inventory

Activity: Complete the Meyers Briggs Inventory Online no later than 2/1/08 (instructions attached)

Guest: Renee’ Patchin, Career Services (understanding your “type” and learning to use your strengths)

****Reflective Journal due by Noon on Monday, 2/4/08 (by email attachment)**

12: Individual Action and Organizational Capacity—How do Problems Get Solved?

Reading: as assigned in *Not for Sale: The Return of the Global Slave Trade—and How We can Fight It* (ER)

Chapters 5 – 7 in *A New Engagement?*

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

Essay Prompt: “How can the MBTI help me work more effectively within my organization?” (handout)

ATTENDANCE REQUIRED:

Wednesday, February 13, 2008 Political Science Convocation of Majors “Human Trafficking: the Politics and Geography of Modern Slavery.” Speaker: David Batstone, author of *Not for Sale*

19: Choosing a Research Topic and Getting Started (schedule a meeting or submit a proposal by this class)

Reading: review *A New Engagement?*

**Reflective Journal due by Noon on Monday, 2/18/08 (by email attachment)

26: **Annotated Bibliography Due in class** (see research assignment sheet for details)

**Reflective Journal due by Noon on Monday, 2/25/08 (by email attachment)

March

4: Spring Break, no class (be sure to remind your site supervisors that you will not be working this week)

11: Help! What do I do now? Workshop on Dealing with Uncomfortable Workplace Dilemmas

Guest: Linda McClenaghan, Human Resources, College of Charleston

**Reflective Journal due by Noon on Monday, 3/10/08 (by email attachment)

18: How to make Powerful Presentations

Guest: Dr. Deborah McGee, Director of the College of Charleston Speaking Lab

Meet in the Speaking Lab (Addlestone Library) at 5:00pm

**Reflective Journal due by Noon on 3/28/07

25: **RESEARCH PAPER ROUGH DRAFT DUE** in class

April

1: Reception for Internship Hosts (5:30-7:00p in the Halsey Gallery)

meet at 5:00p in classroom to hand in Peer Reviews

****Response Journal Essay # 3 due in class**

Essay Prompt: Peer Review of Research Draft (See separate Handout for details)

8: Research Presentations in class (five people)

**Reflective Journal due by Noon on 4/7/08 (by email attachment)

15: Research Presentations in class (five people)

**Reflective Journal due by Noon on 4/14/08 (by email attachment)

Student Evaluation of Host Organization form due in class on April 15.

Site Supervisor’s “Evaluation of Student Intern” form due back to Erin by April 15.

22: Wrap up, Final Thoughts, Next Steps

****Response Journal Essay #4 due in class**

Essay Prompt: “Internship Review Essay”

Final Research Papers (or research design) and Final Reflective Journal due to the main office no later than 4:00p on Tuesday, April 29, 2008.

Internship Research Project Assignment

Each of you will complete a research paper or a comprehensive research design (10-12 pages) related to some aspect of your internship placement. If you prefer to produce a comprehensive research design rather than a research paper, you should schedule a meeting with me in advance of starting your work.

In all cases, you will first produce an annotated bibliography (5-7 sources) to acquaint you with the scholarship surrounding your topic, write a rough draft of the paper that I will grade and that a peer will critically review, and then you will make a brief presentation on your research in class before submitting the final paper. These stages are spread out over two month's time so that you will have plenty of time to work on the project, digest the feedback you receive along the way, and make appropriate revisions to your work.

The choice of topic is yours--in consultation with your internship supervisor and with 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. Alternatively, you might develop a theory of your own based on empirical observations at your workplace to better explain how a set of relationships or 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, there may be something 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 to 1) draw on some aspect of your internship and 2) draw on the scholarship in political science and 3) join the two.

The structure of the paper should be roughly similar for everyone, regardless of topic or approach.

- *Introduction and statement of the Research Question* (or puzzle). Briefly explain why this topic is substantively 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 this question? Draw on the existing published scholarship in political science (and potentially other social science disciplines) to provide a context for your own exploration. This should be an integrated narrative rather than an article-by-article review. You will first produce an annotated bibliography and then you can use this in writing your literature review.
- *Presentation of the Evidence/Data and Analysis*. This is where you explicate your argument drawing on evidence and/or data. In some cases you may have empirical data while in others you will 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 this research?
- *Bibliography*. Your bibliography should include all of the sources you consulted for and used directly in your paper. The format should conform to the POLS Guide to Referencing found online at www.polisci.cofc.edu.

You will produce this paper in a number of small steps. First you will select a topic. You should plan on either scheduling an appointment with me to talk about your topic or submitting a one-page description of your topic to me no later than February 19. Your annotated bibliography (see description of the assignment below) is due in class on February 26. You will each 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 on March 25. In early April, you will each make a presentation based on your research and gain additional feedback from the seminar (April 8 or 15). Dr. Deb McGee will come to the seminar prior to the presentations to talk about the elements of a strong presentation, etc. The final paper will be due at the end of the semester, no later than Tuesday, April 29, 2008 by 4:00pm.

Annotated Bibliography Assignment

Compiling an annotated bibliography should help you keep track of the academic research you read and provide you with a record of the sources you've read thoroughly for use in writing your literature review. For this assignment, you should plan to include between 5 and 7 entries (a minimum of 5).

Sources

Your entries must be scholarly in nature (peer-reviewed journals, books and book chapters). You may NOT include articles found in opinion journals, newspapers, encyclopedias, dictionaries, or magazines in the annotated bibliography – some of that literature may well be relevant and appear in the paper itself, but for this assignment, you must use scholarly sources exclusively.

Format

Your entries should be presented in alphabetical order according to the first author's last name. The format of the citation should be consistent with the "POLS Guide to Referencing" available in the *Handbook for Majors* or on the departmental website (<http://www.polisci.cofc.edu>). If you use direct quotes from the article or book chapter, include the page number(s) in parentheses.

Annotation

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

- a statement of the main thesis of the article 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 main hypothesis or thesis;
- a critical evaluation of the work's strengths and weaknesses; and
- a discussion of how the book, chapter or article relates to your research topic and thesis, argument or hypothesis.

Sample entry

Schlozman, Lay 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 in fact 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 smaller 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 finding 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 related to an examination of political engagement, particularly related to gender variables as independent predictors of political behavior.

POLS 402 Field Internship Seminar: Research Design Paper Option

For some of you, given the time constraints of the semester, a research design may be a better option than a full research paper. This handout will give you some direction in constructing a research design. Although there is an outline below, you may choose to modify the structure of the paper to fit your particular topic and focus. The research design emulates a research paper in style and length, the only exception being that there will be no “results” section. Instead, the feasibility of the proposed design will figure prominently in the assessment of your paper. Be certain that your in-text citations and bibliography conform to the *POLS Guide to Referencing* (found on the department website or in the *Handbook for Majors*).

I. Abstract (approximately 150 words) Describe the theory, methods, and the major contribution of this research.

II. Introduction

- Introduce and clearly state the research question. Be certain that your research question is framed as a how/why question.
- State your hypothesis or thesis (the most likely answer to your why question).
- Explain the significance of the research question—why is it an important question to investigate? Why now?
- How will this research clarify an important concept or relationship, generate a new theoretical idea, or have a major policy implication?

III. Literature Review

- What scholarly research has been done in this area before?
- What are the major findings and/or shortcomings of the previous research?
- What gap in this literature will your research fill?
- How are the findings in the literature related to your specific question/hypothesis?

IV. Hypothesis and Measurement

- What is the guiding theory behind this investigation?
- What are your testable hypotheses drawn from the theory and literature?
- Are there any feasible alternative hypotheses? If so, how is yours more appropriate?
- What concepts will be used in testing the hypothesis and how is each concept operationalized? In other words, what are your variables and how will they be measured?
- How will the hypotheses be tested?

V. Data and Methods

- What data will be used and how will it be collected?
- What type of analysis will be performed?

VI. Conclusions

- Include a brief restatement of the goals of your research
- Include a brief statement on the likely outcomes of your research
- Include a discussion of future areas of research beyond your question based on what you are likely to find here.