

POLI 402 FIELD INTERNSHIP

Spring 2017

Professor: Philip H. Jos

Internship Coordinator: Kristin Wichmann

Monday 5:30-6:45 Maybank 119

**Off. Hrs: Office Hours: Off. Hrs: M 2:30-4:00 W 11:00-12:00 & TH 11-1200 & by appointment.
14 Coming Rm 101/ 953-6697 (ph); josp@cofc.edu**

COURSE DESCRIPTION

This course is designed to enhance your internship by giving you the opportunity to reflect on that experience in light of your class mates experience, a modest set of readings, and your academic and career plans. The 140 hours of internship work is the central focus of the course—readings, discussions, and assignments are all designed to explore ideas, issues, challenges, and self-knowledge that can emerge from the workplace.

COURSE OBJECTIVES

Students who successfully complete this course will be able to 1) conduct qualitative research in an organizational setting; 2) demonstrate an understanding of the history, organizational mission, and political environment of the internship organization, 3) reflect on your own talents and interests in light of your internship experience

LEARNING OBJECTIVES

An internship experience can serve many purposes, among the most important objectives are:

- Apply academic knowledge in a professional setting
- Develop professional contacts in field of interest
- Clarify career, personal, professional and academic goals
- Communicate professionally, orally, and in writing, in a professional setting
- Enhance understanding of the structure and workings of an organization and management styles
- Experience or observe at least one professional role in an organizational setting
- Develop a sense of professionalism
- Develop an appreciation for workplace ethics
- Enhance problem-solving abilities
- Enhance critical thinking skills
- Develop a professional portfolio

REQUIRED READINGS

Barry Schwartz (2015) *Why We Work*, Simon & Schuster.

Katherine Brooks (2009) *You Majored in What? Mapping Your Path From Chaos to Career*. Plume Books.

John Bowe, Marisa Bowe, Sabin Streeter eds (2001) *Gig: Americans Talk about their Jobs*. Three Rivers Press.

Additional readings will be available on the OAKS page.

COURSE ASSIGNMENTS AND GRADES

Internship Placement	50%
Journal Entries (8).	25%
Organizational Profile and Ethnography	15%
Attendance and Participation	10%

Internship Placement

This grade is based on successful completion of 140 hours of work and on the feedback provided by your supervisor.

Journal Entries (8)

Throughout the semester you will keep a personal journal that includes your reflections on your internship experience (tasks you are assigned, your thoughts and feelings about those tasks, your impression of how the organization's work gets done, how authority is exercised, the motivations of those who work there, patterns of cooperation or conflict, observations about how the experience compares to your expectations, connections between the material we read and discuss in class or materials and discussions from other classes, and pretty much anything else). On eight occasions, you will submit a journal entry in response to specific questions posed in the course outline. Appropriate length varies but most will be between one or two paragraphs and one or two pages.

Organizational Profile and Ethnography

From your very first journal entry you will be building an understanding of the organization your work for. This will culminate in a 5-7 page paper and presentation to the class that will explore the organization's history, goals and relationships to other organizations and sources of accountability. Equally important, you will be able to construct an account of the organization "from the inside out" through direct observation and collecting the stories, ideas, and perspectives of those you work for and with.

Attendance and Participation

Active participation is essential to the overall success of the class. Completion of the student interest survey is included in the attendance and participation grade.

EXPECTATIONS AND GROUND RULES

Late Work. Late work will be penalized 5 points per day.

Academic Honesty. If you are found to have plagiarized any of your written work, you will fail this course and be turned over to the Honor Board for further disciplinary action. If you have any doubts about what constitutes plagiarism, ask before you act.

Special Circumstances. If you are in the SNAPS program, or if you have travel obligations related to an athletic team or other campus organization let me know right away.

Courtesy and Tolerance. Respect for the views of others, and a commitment to reasoned discussion, is essential to any class and even more so in a class that will sometimes ask you to share some of your personal aspirations, plans and values. This kind of talk carries with it special obligations to be supportive and respectful of your classmates. And, don't forget to turn those cell phones off!

Grading Scale. 92 and above =A, 90-91=A minus, 88-89=B plus, 83-87=B, 80-82=B minus, 78-79=C plus, 73-77=C, 70-72=C minus, 68-69=D plus, 63-67=D, 60-62=D minus, 59 and below=F. Deadlines and expectations are subject to change but adequate notice of such changes will be given.

Honor Code and Academic Integrity. Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student's actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of

Students and placed in the student's file. Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the XX to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others' exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor. Students can find the complete Honor Code and all related processes in the *Student Handbook* at <http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php>

COURSE OUTLINE AND READING ASSIGNMENTS

1/23 Introduction

I. WHY WE WORK

1/30 (10 am) Journal Entry #1 due

1/30 On Work

Read/Prepare: Introduction to *Gig*.

Journal Entry #1

Once you have read the introduction to *Gig*, read and take notes on three additional interviews in the book of your own choosing. Identify and describe at least one job you would love to have, one job you can't imagine yourself ever doing, and one that seems intriguing. Briefly indicate why.

2/6 On Why We Work

Read/Prepare: Read Introduction and chapter 1 and 2 of *Why We Work*.
Bring a copy of your organization's mission statement to class.

II. THE WORLD OF DIRECT EXPERIENCE

The most immediate way we experience work is through the daily tasks we carry out, interactions with co-workers, and the ways in which our activities are supervised.

2/13 (10 am) Journal Entry #2 due.

2/13 Tasks

Read/Prepare: "Personal Injury Trail Lawyer," *Gig*, 497-505.
"Ford Auto Worker," *Gig*, 43-47.

Journal Entry #2 Tasks

What are doing at your host organization? What specific tasks are you engaged in? Do you find these tasks difficult? Easy? Challenging? Boring? Are you switching back and forth across many tasks, or mostly just one? Do you have a sense of why the tasks are important to the organization and what it is trying to accomplish? In *Why We Work* Schwartz notes that it is hard to find meaning and satisfaction in some jobs than others. How would you assess your job, or the jobs of people in the office where you are interning?

2/20 (10 am) Journal Entry #3 due.

2/20 Expectations

Read/Prepare: “Town Manager,” *Gig*, 599-592.
“Flight Attendant,” *Gig*, 193-199.

Journal Entry #3

In carrying out your daily tasks you are contributing to a larger organization. Are you and others in the organization serving customers? Communities? Clients? The general public? Whose expectations must the organization meet and how do your co-workers interpret these expectations?

2/27 (10 am) Journal Entry #4 due.

2/27 Supervision

Read/Prepare: Chapter 3 and 5 *Why We Work*
“Temp,” *Gig*, 58-62.

Journal Entry #4 Supervisors

How closely is your work monitored? Do you take direction from one person or more than one? Are the directions clear? Do you find yourself wanting more direction and guidance, or less? What do you think you would enjoy about your supervisor’s job? What aspects would you find difficult or distasteful? To what extent does the work in your office require discretionary judgment rather than “scripts and rules” (see *Why We Work*, ch 3).

Assigned: *Organizational Profile and Ethnography*

3/6 NO CLASS SPRING BREAK

3/13 (10 am) Journal Entry #5 due.

3/13 Co-workers

Read/Prepare: “US Congressman,” *Gig*, 598-606.

Journal Entry #5 Coworkers

Do you work with others or are you working by yourself a lot? To the extent that you work with others, how is that going? Smoothly or not so smoothly? Are you part of large or small work group? Do you find your co-workers friendly? Hardworking? What sort of impressions do you have about your co-workers? What kind of impression do you think they have of you? Are there ways in which you want to project a different impression? Now that you have been there for a while, to what extent do you think you and your fellow workers are satisfied with their work (satisfied in the way that Schwartz describes on in the Introduction to *Why We Work*)?

III. The Organizational Landscape

Organizations are complex entities that include and combine many tasks and seek multiple and sometimes conflicting goals. They have unique histories, their objectives can be more or less controversial and the external political environment exerts a powerful influence on organizational resources and culture.

3/20 Exploring Your Organization

Read/Prepare: “On Qualitative & Ethnographic Methods”, pp. 130-137 Gina O’Leary, *The Essential Guide to Doing Your Research Project*, 2014) (OAKS)

3/27 (10 am) Organizational Profile and Ethnography due

3/27 Organizational Profile Presentations

Read: None.

IV. Career Paths and “Wise Wanderings”

We explore ways of addressing the dreaded question of “what are you going to do after college” (and its companion “what can you do with a political science major”). Your decisions and activities to this point in your life (many unplanned) have much to teach you and we will conclude with strategies to link your academic experience to career pursuits.

3/31 (Friday) Complete the Student Interest Survey by this date.

NOTE: Between April 1 and April 14 you must complete your assessment of your internship experience and provide that to Kristin Wichmann. You also may want to meet with your internship supervisor, since he/she will be completing an evaluation of your work that will be due sometime during the third week of April.

4/3 (10 am) Journal Entry #6 due

4/3 Linear and Non-Linear Paths

Read/Prepare: Brooks, *You Majored in What?* Chapter 1.

Journal Entry #6

Respond to the questions on page 17 and 18 of Brooks (Describe at least two butterfly moments and respond to the questions regarding more “linear” ways of thinking about your academic work).

3/10 (10 am) Journal Entry #7 due

4/10/Mining Your Past

Read/Prepare: Brooks, *You Majored in What?* Chapter 2 and 3.

Journal Entry #7

- 1) Begin construction of a “wandering map” as described by Brooks. See steps 1 through 4 on pp. 23-24.
- 2) Brooks identifies 10 “mindsets” important to success. Which of these do you feel come easiest to you, which are more difficult?

4/17 Strong Interest Survey Results and Discussion

Guest: Meredith Gerber

4/24 (10 am) Journal Entry #8 due

4/24 Minds and Majors

Read/Prepare: Brooks, *You Majored in What?* Chapter 4 and 5.

Journal Entry #8

- 1) Identify the college courses that have made the greatest impression on you. What was it that made the class interesting and valuable? What skills and perspectives did you gain? Be as specific as possible.
- 2) Construct a “possible lives” map (see pp. 117-118).

