COURSE OVERVIEW AND OBJECTIVES: This course will provide students with an opportunity for experiential learning, career exploration, and professional skill development within the context of political and policymaking organizations. This class will offer students an opportunity to reflect on their past or on-going internship experience, and guide student through thinking about their next steps. In this course, we will talk about different types of organizations in the political and policymaking world and discuss different pathways into these fields. Each student will conduct several presentations in class, conduct informational interviews with two individuals in their field, work on their resume and cover letter writing skills, and develop other important professional skills.

Within the Politics department, this course is an elective and meets the university's oral communications requirement.

As with all courses in the Politics Department, this class requires an average of 12 hours of work each week. However, because of the nature of this course, most of the time that you spend for this class will be working at your internship. Consequently, our class time together and the time you spend completing assignments for this course will be much less than a traditional Politics course.

PREREQUISITES: While there are no formal prerequisites for this course, however, students must either a) have done a relevant internship during the summer or semester before the course or b) be doing an internship contemporaneously.

_Importantly, you need to provide me with the name, title and contact information for your internship supervisor so that I can be in touch with that person to confirm that you have met the hours requirement for this course (ie. ~80 hours)._ 

LEARNING GOALS: In line with the learning goals for the Politics Department, we will work together to do the following:

- Allow students the opportunity to work in a political or policy setting that is of interest to them.
- Enhance student’s knowledge of the organization in which they are working and the political context in which it operates
- Develop the skills that are relevant to professional life. Students will create a resume, engage in public speaking, and sharpen their professional writing skills.
- Provide students an opportunity to reflect on their professional goals and interests.
- Learn more about the professional paths of individuals who work in your field.
Help students make connections between the study of institutions in political science and the practice of politics and policymaking.

ASSIGNMENTS AND GRADING: Much of the work of this course will be experiential and done independently through your internship. However, we will meet every other week in person throughout the semester. We will learn together discussions, written work, and presentations. You are responsible for completing all the assigned work (readings, assignments, and presentations) for the course, in addition to completing your internship.

The final grade will be based on the following:

1) Presentation 1 10pts
2) Short paper 1 10pts
3) Short paper 2 10pts
4) Presentation 2 10pts
5) Presentation 3 10pts
6) Short paper 3 10pts
7) Short paper 4 10pts
8) Attendance 12pts
9) Participation 12pts
10) Journal and folder 6 pts

Of note, these presentations are informal but will require preparation. These are opportunities to imagine you are speaking to a group in your office; you should be relaxed but prepared. You do not need slides but may want to have an outline of the points that you’d like to make. In order to meet the university’s oral communication requirement, we will have instruction on public speaking, which should help you feel confident in your classroom presentations.

**Presentation 1:** Introduce yourself. Where are you working and what kind of work are you doing? What are you hoping to get out of this internship experience (or what did you get out of your internship experience?)

**Paper 1:** Write 1-2 pages on the history of your organization and its objectives.

**Paper 2:** Write 1-2 pages describing the organizational ecosphere that your organization operates in. What groups does it collaborate with? What groups does it oppose? What institutions does it try to change?

**Presentation 2:** Present for 5 minutes on the history of your organization and its current goals or priorities. How does the work that you are doing fit into these goals?

**Presentation 3:** Who works at your organization or in an organization within your office’s ecosystem? What was their professional path to their current role? To complete this presentation, you should do two informational interviews with individuals in your office or in another related organization. This presentation will be more conversational in nature and will be 5 minutes.

**Paper 3:** Write a 2-3 page reflection paper on the conversations you had with people in your organization. What did you learn from them? What ideas did that conversation spark? What were the most interesting things you learned from these individuals? How might you follow up on what you learned from these conversations?

**Paper 4:** Write 1-2 pages on: a) what you liked (and didn’t like) about your internship, b) your career goals and c) your next steps in identifying or advancing your professional interests.
Attendance: Because we meet so infrequently in this class, I ask that you not miss any of our meetings. If there are extenuating circumstances, please speak to me.

Participation: You should participate in each class discussion. This includes listening attentively to your colleagues and asking questions when they are presenting.

**Journal and folder:** During each week your internship, write some notes to yourself in an electronic journal about what you were doing in the office, observations as to what is happening in the organization, and other reflections that will help you work on your assignments for this class. These entries can be as short or as long as would be useful to you. Also, you should keep a folder of any work that you “produce” during your internship. This could be a memo, a draft of a letter, a spreadsheet, or any item that you are create during your internship. This again will be used to remind yourself of the work that you have done during the internship. Please make sure that you have permission from your supervisor to keep a copy of this work. If there is nothing that you can keep for your own records, please let me know. You will keep this journal and your work products in a Box folder that I create and share with you. You and I will be the only individuals with access to these items.

STUDENT SUPPORT: Brandeis seeks to welcome and include all students. If you are a student who needs accommodations as outlined in an accommodations letter, please talk with me and present your letter of accommodation as soon as you can. I want to support you. In order to provide test accommodations, I need the letter more than 48 hours in advance. I want to provide your accommodations but cannot do so retroactively. If you have questions about documenting a specific learning need or requesting accommodations, please contact Student Accessibility Support (SAS) at 781.736.3470 or access@brandeis.edu.

If you face any challenges to participating in class because of your current time zone, please contact me to discuss them.

In this course, the minimal set of hardware, software and course supplies needed to be successful in this course are: a computer, internet access, Latte, and Zoom. If you need assistance learning how to use Latte or Zoom, please look at on LTS website (linked above) or reach out to the LTS Help desk at 781-736-HELP (x64357).

Undergraduate students from SAS with financial need should contact Student Financial Services to discuss options available to purchase equipment and other technology and supply needs. GSAS students should contact Monique Howell in GSAS.

LATE POLICY: I typically do not grant extensions (unless there are extenuating circumstances). However, please speak to me if you do not think you will turn your work in by the deadline established in the syllabus.

REQUIREMENT TO PASS THIS COURSE: To pass this course, you must complete all of the assignments.

ACADEMIC INTEGRITY: Academic dishonesty is defined as cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process. Scholastic dishonesty also includes, but is not limited to, providing false or misleading information to receive a postponement or extension on a test or assignment, and submission of essentially the same written assignment for two different courses without the prior permission of faculty members. You are expected to be honest in all of your academic work. Please consult Brandeis University Rights and Responsibilities for all policies and procedures related to academic integrity. Students may be required to submit work to TurnItIn.com software
to verify originality. Allegations of alleged academic dishonesty will be forwarded to the Director of Academic Integrity. Sanctions for academic dishonesty can include failing grades and/or suspension from the university. Citation and research assistance can be found at LTS - Library guides.

COMMUNICATION: I am accessible via email and will try to respond to all messages within 24 hours. If you have a simple question, email is a fine way to communicate. For lengthier discussions, you should come to my office hours or email me to set up a time to talk. For all changes in the venue for class (i.e. in person or Zoom), I will send an email to you via LATTE to let you know how to attend class.

OFFICE HOURS: My office hours will be Thursdays from 1:30-3:30 in my office (205 Olin Sang). I can also meet over Zoom by appointment.

HEALTH AND SAFETY: All students in this class are required to observe the university’s policies on physical distancing and mask-wearing to support the health and safety of all classroom participants. Face coverings must be worn by all students and instructors in classes with in-person meetings. Students and faculty must also maintain the appropriate 6 feet of physical distance from one another when entering, exiting, or being in the classroom and continue to sit in seats assigned by the professor to assist the university in its contract-tracing efforts. All faculty and students must also clean their work areas before and after each class session, using the sanitizing wipes provided by the University. (All classrooms will also be professionally cleaned by Brandeis custodial staff multiple times per day.)

CLASS CODE OF CONDUCT: In addition to coming to each class fully prepared to participate (i.e. having done all the readings), I ask that you:

1. Come to class ready to listen, engage, and share.
2. Be respectful. Please arrive at class on time, participate, listen, and stay engaged. Put your cell phone away and turn the ringer off.
3. Think of this course as an opportunity. In college, we are often so wrapped up in coursework that we do not have a chance to reflect on our professional goals. Engage in our in-class exercises with sincerity. Your experience in the course will be positively correlated with your level of engagement and willingness to engage in self-reflection.

COURSE TEXTS: All of your readings and other assigned materials for this course can be found on Latte.

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<thead>
<tr>
<th>Class 1: Introductions</th>
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<td>Tuesday, August 31</td>
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Reading:
None

Class Goals:
In this class we will review the structure of the course, introduce ourselves, and reflect a bit on our professional goals. We will also discuss types of public speaking and tips for strong communication in professional settings.
Class 2: The Internships
Tuesday, September 14

Readings:
Clark, Maya. Lessons Learned as a Remote Intern. Congressional Management Foundation.


Class Goals:
In this class we will begin to learn more about your internships through student presentations. Each student will present and get constructive feedback on their presentation. We will also learn more types of organizations that operate in the political and policy world.

*Presentation 1:* Tell us about your internship. Where are you working and what kind of work are you doing? What are you hoping to get out of this internship experience (or what did you get out of your internship experience?)

*Paper 1 Due in class:* Please turn in a hard copy of your paper to be at the beginning of the class.

Class 3: The Organizations
Tuesday, September 27

Readings:


Class Goals:
In this class we will hear about the history and work of each organization where students are interning.

*Presentation 2:* Each student will offer a short presentation on the history of their organization and discuss its current political or policy objectives. Discuss how your work as an intern fits in with those goals.
Class 4: The Informational Interview  
Tuesday, October 12

Readings:
de Boer, March 17, 2015, “What are Think Tanks Good for?” United Nations University, Centre for Policy Research.


Class Goals:
We’ll discuss informational interviews (aka prottype conversations): their value, how to set them up, and what to learn from them.

Paper 2 due today.

Class 5: What’s Behind the Resume  
Tuesday, October 26

Readings:

Class Goals:
In this class we will learn about the professional paths of all the individuals who we interviewed for this course. We’ll find out some of the stories behind people’s resumes. We’ll also talk about CV development. Please bring a copy of your current resume with you to class.

Presentation 3: Each student will present for 5 minutes on their informational interviews with people in their office or in a related organization.

Class 6: Cover Letters and Recommendations  
Tuesday, November 9

Readings:

Class Goals:
We will talk a bit about networking. Then we’ll discuss cover letters and letters of recommendation/references.

Paper 3 due today.
Class 7: How Hiatt Can Help  
Tuesday, November 23

Readings:  
Look at the Hiatt website!

Class Goals:  
In this class we'll meet with Jon Schlesinger, Director of Hiatt, to learn about how to conduct a job or internship search with the support of Hiatt. We'll also talk more about resumes and cover letters, so please bring copies of these.

Class 8: Reflecting on Your Internship and Thinking About Next Steps  
Tuesday, December 7

Readings:  
None!

Class Goals:  
In this class we will discuss what you gained personally and professionally from your internship and talk about your next steps.

*Paper 4 due today.*