

Sample Syllabus and Instructor Approval Form

POL89a: Political Science Internship

Instructor: Ryan LaRochelle

Spring 2015

COURSE OBJECTIVES AND SCOPE

The political science internship provides the opportunity for a structured learning experience in a supportive and collaborative environment. Internships allow students to gain practical experience in a desired field while reinforcing and supplementing academic coursework. Course assignments and your field experiences will help you to develop your analytical thinking, oral presentation, and writing skills. In particular, the course pays special attention to developing students' oral communication skills and completion of course will satisfy the university's oral communications requirement. It is critical for students to be able to communicate effectively with co-workers and supervisors at their internship placements. In an effort to build students' oral presentation skills, the course includes several opportunities for students to make presentations and receive feedback from the instructor and their peers. In addition, we will spend portions of several class sessions during Section I focusing on strategies and tips for creating effective oral presentations, overcoming presentation anxiety, and developing active listening skills. These skills are vital as you leave Brandeis and enter the workforce post-graduation.

The course is designed to combine experiences working in fields such as government, law, media, and interest advocacy among others, with coursework that ties your internship back to the broader study of politics. Course readings and assignments, combined with students' work in the field, will allow students to examine and evaluate a serious tension in the discipline: Is academic political science overly theoretical and thus divorced from the real-world practice of politics? The seminar will examine the role that political science research plays in a democratic society. What responsibilities do political scientists have to the broader public? Can political scientists do a better job of informing citizens and serving democracy? In what ways might social science research help your organizations perform more effectively? The course examines the scholarly literature on a number of political institutions and organizations that often serve as internship sites for students in the Politics Department: public policy organizations; political campaigns; national, state, and local governments; non-profits and advocacy groups; and the news media. Course readings and discussion will consider how your internship experiences relate to scholarly conceptions of citizenship, governance, and democracy.

LEARNING GOALS

The purpose of this course is to integrate academic and experiential learning. After completing this course you will gain the experience of working in a field related to political science and a greater appreciation and understanding of the relevant academic material. Specifically, by the end of your internship experience and this course you should:

1. Demonstrate a reflective and critical understanding of the day-to-day operations at your internship site;

2. Build a set of professional skills and awareness of the marketplace, and explore possible postgraduate employment or graduate study;
3. Develop an understanding of the role that political science research plays in a democratic society and evaluate whether contemporary scholars fulfill their duties;
4. Evaluate the similarities and differences between political science scholarship and the real-life practice of politics.
5. Develop your analytical, writing, and oral communication skills through experiences at your internship placement and course assignments.

COURSE REQUIREMENTS¹

1. Internship Placement: You must intern between 8-10 hours per week over the course of 10-12 weeks. These requirements do not include transportation time and should be completed at the selected internship site. At the end of all internships, a completed evaluation form from the supervisor at the site is required; this evaluation will contribute to student's final grade for this course, (see course grading below).
2. Daily Log: While at the internship site, students are required to keep a log of your activities, a brief report of the work you completed on a specific date.
3. Class Participation and Attendance: Full class participation and attendance are required. Regular and thoughtful participation from students in class is central to the course's success. Please notify the instructor if you expect to be absent. You may miss one class without penalty, but additional absences will negatively affect your participation and attendance grade. Setting up an office-hours visit with the instructor is also appropriate if in doubt about any of the material. Not completing the readings will result in a loss of participation points.
4. Assigned Readings: Students are expected to read all of the assigned readings for each class. This course does not use a textbook, but pulls from a variety of articles and book chapters. All readings for this course will be posted on Latte
5. Three short, 2-3 page papers: You must submit one paper during Section I, one during Section II, and one during Section III. The papers will be due on Feb. 24; March 17; and April 21. These papers should summarize key arguments from the readings, identify and evaluate areas of disagreement across readings, and assess how the readings relate to experiences at their internship sites. I will distribute prompts for each of these papers approximately one week before the due date.
6. Final Strategy Guide/Handbook: This 8-12 page handbook will outline a set of strategies and practices that you believe would help your internship site/organization better achieve its goals moving forward, based on our course materials and discussions. Your goal is to concisely synthesize and evaluate the practical utility of social scientific analysis for your

¹ Students who have completed their internships prior to this semester will have a slightly modified set of assignments.

internship sites. Papers should be uploaded to LATTE before 5:00 pm on May 5. Late submissions will only be accepted under exceptional circumstances and with prior notification. Detailed instructions will be posted to LATTE and handed out in class.

7. Presentations: Students will make two short (5-10 minutes) and one longer (12-15 minutes) oral presentations throughout the term:
 1. On February 24, students will prepare a short presentation of the organizational structure and mission of your internship site.
 2. Each student will make a short presentation and lead the class discussion during the Section III week that corresponds with your internship site (e.g. if you are interning at a non-profit, you will present on April 14). This short presentation will give you a chance to analyze how the course readings for that week challenge or affirm your experiences at your internship placement.
 3. You will prepare a 12-15 minute presentation of your final paper to be presented during the final seminar meeting on April 21.

In an effort to develop students oral communication skills, the instructor and your classmates will provide feedback on your two short presentations to help you improve your skills and prepare for your final presentation. Detailed instructions for each presentation will be posted to LATTE and handed out in class.

GRADE FACTORS

Daily internship log	5%
Internship supervisor's evaluation	10%
Two short presentations	10% (5% each)
Three short papers	30% (10% each)
Final Strategy Guide/Handbook	25%
Presentation of final paper	10%
Attendance and participation	10%

DISABILITIES AND ACADEMIC INTEGRITY

If you are a student who needs academic accommodations because of a documented disability, please contact me and present your letter of accommodation as soon as possible. If you have questions about documenting a disability or requesting academic accommodations, you should contact Beth Rodgers-Kay in Academic Services (x6-3470 or brodgers@brandeis.edu.) Letters of accommodation should be presented at the start of the semester to ensure provision of accommodations, and absolutely before the day of an exam or test. Accommodations cannot be granted retroactively.

You are expected to be familiar with and to follow the University's policies on academic integrity (see <http://www.brandeis.edu/studentlife/sdc/ai>). Academic integrity is central to the mission of educational excellence at Brandeis University. Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. It is acceptable to use the words or ideas of another person provided the source is properly acknowledged. This means that you must use citations and quotation marks to indicate the source

of any phrases, sentences, paragraphs or ideas found in published volumes, on the internet, or created by any student. Violations of University policy on academic integrity, described in Section 3 of Rights and Responsibilities, may result in failure in the course or on the assignment, and could end in suspension from the University. Please note you are required to properly cite sources in all assignments for this class. If you are in doubt about the instructions for any assignment in this course, it is your responsibility to ask for clarification. Any suspected instances of alleged dishonesty will be referred to the Office of Student Development and Conduct. Instances of academic dishonesty may result in sanctions including but not limited to, failing grades being issued, educational programs, and suspension.

A NOTE ON LAPTOPS, TABLETS, SMARTPHONES, AND OTHER TECHNOLOGICAL DEVICES

In class meetings, you may not use a laptop, tablet, cell phone, or any other similar device for purposes other than note taking and reviewing course readings. When people use these devices to check e-mail, play games, etc., they distract not only themselves, but also the instructor and others around them. If repeated violations occur, I reserve the right to ban the use of laptops and other devices in class.

COURSE SCHEDULE AND READING ASSIGNMENTS²

SECTION I: ORGANIZATIONAL THEORY AND CULTURE

MEETING DATE	READING ASSIGNMENT
JANUARY 13	<p>COURSE INTRODUCTIONS AND ETHICAL CONSIDERATIONS</p> <ol style="list-style-type: none"> Beth Braccio Hering, “Why are internships so important?” <i>CNN</i>, April 10, 2010: http://www.cnn.com/2010/LIVING/worklife/04/14/cb.why.internships.important/ <p><i>Skim for reference:</i></p> <ol style="list-style-type: none"> H. Frederick Sweitzer and Mary A. King, <i>The Successful Internship: Transformation and Empowerment in Experiential Learning</i> (Belmont, CA: Brooks/Cole Cengage, 2003), Chapter 13 (“Considering the Issues: Professional, Ethical, and Legal”).
JANUARY 20	<p>INTERACTING WITH SUPERVISORS, COLLEAGUES, AND THE COMMUNITY</p> <ol style="list-style-type: none"> H. Frederick Sweitzer and Mary A. King, <i>The Successful Internship: Transformation and Empowerment in Experiential Learning</i> (Belmont, CA: Brooks/Cole Cengage, 2003), Chapters 7 (“Getting to Know Your Colleagues”) and 9 (“Getting to Know the Community”).
JANUARY 27	CLASS CANCELLED - WEATHER
FEBRUARY 3	<p>ORGANIZATIONS: GOALS, RULES, AND TASKS</p> <ol style="list-style-type: none"> H. Frederick Sweitzer and Mary A. King, <i>The Successful Internship: Transformation and Empowerment in Experiential Learning</i> (Belmont, CA: Brooks/Cole Cengage, 2003), Chapter 8 (“Getting to Know the Your Placement Site”). James Q. Wilson, <i>Bureaucracy: What Government Agencies Do and Why They Do It</i> (New York, NY: Basic Books, 2000), Chapter 3 (“Circumstances”).
FEBRUARY 10	<p>ORGANIZATIONAL CULTURE AND MANAGEMENT STYLES GUEST SPEAKER: LIORA NORWICH, SCHUSTERMAN CENTER FOR ISRAEL STUDIES</p> <ol style="list-style-type: none"> Ken Blanchard, <i>Leading at a Higher Level</i> (Upper Saddle River, NJ: Prentice Hall, 2006), Chapter 5. Edgar H. Schein, <i>Organizational Culture and Leadership</i> (San

² The topics outlined in Section III may be changed depending on students’ internship sites in a given semester.

	Francisco, CA: Jossey-Bass, 2010), Introduction and Chapter 1.
FEBRUARY 17	NO CLASS
FEBRUARY 24	<p>WORKING IN GROUPS</p> <p>1. Charles Handy, <i>Understanding Organizations</i> (New York, NY: Oxford University Press, 1993), Chapters 1 (skim) and 6.</p> <p>STUDENT PRESENTATIONS ON INTERNSHIP SITES <i>FIRST SHORT PAPER DUE IN CLASS</i></p>

SECTION II: POLITICAL SCIENCE AND PRACTICAL POLITICS

MEETING DATE	READING ASSIGNMENT
MARCH 3	<p>POLITICAL SCIENCE AND PRACTICAL POLITICS</p> <ol style="list-style-type: none"> 1. Rogers M. Smith, “Should We Make Political Science More of a Science or More about Politics?” <i>PS: Political Science and Politics</i>, Vol. 35, No. 2 (Jun., 2002): pp. 199-201. 2. Rogan Kersh, “Political Science and Practical Politics,” <i>The Forum</i>, Vol. 8, No. 3 (2010), Article 9.
MARCH 10	<p>POLITICAL SCIENTISTS’ DUTIES AND CONTRIBUTIONS</p> <ol style="list-style-type: none"> 1. Nicholas Kristof, “Professors, We Need You!” <i>New York Times</i>, February 15, 2014: http://www.nytimes.com/2014/02/16/opinion/sunday/kristof-professors-we-need-you.html?_r=0 2. Seth Masket, “What an Academic Wants, What Kristof Needs...” <i>Mischiefs of Faction</i>, February 16, 2014: http://www.mischiefsoffaction.com/2014/02/what-academic-wants-what-kristof-needs.html 3. Hans Noel, “Kristof Still Doesn’t Get It,” <i>Mischiefs of Faction</i>, February 17, 2014: http://www.mischiefsoffaction.com/2014/02/kristof-still-doesnt-get-it.html

**SECTION III: POLITICAL SCIENCE IN THEORY AND PRACTICE:
APPLYING SCHOLARLY ANALYSIS TO THE LIVED EXPERIENCE**

Note: I have included a short list of additional readings related to each topic. These readings are not required, but they may be of use as you prepare your final strategy guide/handbook.

MEETING DATE	READING ASSIGNMENT
<p>MARCH 17</p> <p><i>SECOND SHORT PAPER DUE IN CLASS</i></p>	<p>THE POLICY PROCESS & THINK TANKS</p> <ol style="list-style-type: none"> 1. John W. Kingdon, <i>Agendas, Alternatives, and Public Policy</i> (New York, NY: Harper Collins, 1984), Chapter 9. 2. Diane Stone, <i>Capturing the Political Imagination: Think Tanks and the Policy Process</i> (New York, NY: Routledge, 1996), Introduction, Chs. 1-3. <p><i>For further reading:</i></p> <ol style="list-style-type: none"> 1. Frank R. Baumgartner and Bryan D. Jones, <i>Agendas and Instability in American Politics</i> (Chicago, IL: University of Chicago Press, 1993) 2. James A. Smith, <i>The Idea Brokers: Think Tanks and the Rise of the New Policy Elite</i> (Free Press, 1990). 3. Andrew Rich, <i>Think Tanks, Public Policy, and the Politics of Expertise</i> (New York, NY: Cambridge University Press, 2005).
<p>MARCH 24</p>	<p>STATE LEGISLATIVE BODIES AND PUBLIC OPINION</p> <ol style="list-style-type: none"> 1. Richard F. Fenno, Jr., "U.S. House Members and Their Constituencies: An Exploration," <i>American Political Science Review</i>, Vol. 71, No. 3 (Sep., 1977): pp. 883-917. 2. Susan Herbst, "How State-Level Policy Managers 'Read' Public Opinion," in Jeff Manza, Fay Lomax Cook, and Benjamin I. Page, eds., <i>Navigating Public Opinion: Polls, Policy, and the Future of American Democracy</i> (New York, NY: Oxford University Press, 2002). <p><i>For further reading:</i></p> <ol style="list-style-type: none"> 1. Robert S. Erikson, Gerald C. Wright, and John P. McIver, <i>Statehouse Democracy: Public Opinion and Policy in the American States</i> (New York, NY: Cambridge University Press, 1993), 2. Keith E. Hamm and Gary F. Moncrief, "Legislative Politics in the States," in Virginia Gray, Russell L. Hanson, and Thad Kousser, eds., <i>Politics in the American States: A Comparative Analysis</i> (Washington, D.C.: CQ Press, 2012). 3. Shaun Bowler and Todd Donovan, "The Initiative Process," in Virginia Gray, Russell L. Hanson, and Thad Kousser, eds., <i>Politics in the American States: A Comparative Analysis</i> (Washington, D.C.: CQ Press, 2012).
<p>MARCH 31</p>	<p>INSTITUTIONAL COLLABORATION AND POLICY IMPLEMENTATION</p>

	<ol style="list-style-type: none"> 1. John M. Bryson, Barbara C. Crosby, and Melissa Middleton Stone, "The Design and Implementation of Cross-Sector Collaborations: Propositions from the Literature," <i>Public Administration Review</i>, Vol. 66 (Dec., 2006): pp. 44-55. <p><i>For further reading:</i></p> <ol style="list-style-type: none"> 1. Eugene Bardach, <i>Getting Agencies to Work Together</i> (Washington, D.C.: Brookings, 1998). 2. Jeffrey L. Pressman and Aaron Wildavsky, <i>Implementation</i> (Berkeley, CA: University of California Press, 1984). <p>COMPLIANCE AND ENFORCEMENT OF INTERNATIONAL LAW</p> <ol style="list-style-type: none"> 1. Ian Hurd, "Legitimacy and Authority in International Politics," <i>International Organization</i> 53, no. 2 (April 1, 1999): pp. 379-408. <p><i>For further reading:</i></p> <ol style="list-style-type: none"> 1. Beth A. Simmons, "Compliance with International Agreements," <i>Annual Review of Political Science</i> (1998): pp. 75-93. 2. Kenneth W. Abbott and Duncan Snidal. "Why States Act Through Formal International Organizations." <i>Journal of Conflict Resolution</i>, Vol. 42, No. 1 (1998): pp. 3-32. 3. John J. Mearsheimer, "The False Promise of International Institutions," <i>International Security</i>, Vol. 19, no. 3 (1994): pp. 5-49.
APRIL 7	NO CLASS
APRIL 14	<p>ADVOCACY ORGANIZATIONS, SOCIAL MOVEMENTS, AND COMMUNITY ORGANIZING</p> <ol style="list-style-type: none"> 1. Gary D. Bass, Alan J. Abramson, and Emily Dewey, "Effective Advocacy: Lessons for Nonprofit Leaders from Research and Practice," in Robert J. Pekkanen, Steven Rathgeb Smith, and Yutaka Tsujinaka, eds., <i>Nonprofits & Advocacy: Engaging Community and Government in an Era of Retrenchment</i> (Baltimore, MD: Johns Hopkins University Press, 2014). 2. Lee Staples, <i>Roots to Power: A Manual for Grassroots Organizing</i> (Westport, CT: Praeger, 2004), Chapter 1. <p><i>For further reading:</i></p> <ol style="list-style-type: none"> 1. Kenneth T. Andrews and Bob Edwards, "Advocacy Organizations in the U.S. Political Process," <i>Annual Review of Sociology</i>, Vol. 30 (2004): pp. 479-506. 2. Frank R. Baumgartner and Christine Mahoney, "Social Movements, the Rise of New Issues, and the Public Agenda," in David S. Meyer, Valerie Jenness, and Helen Ingram, eds., <i>Routing the Opposition: Social Movements, Public Policy, and Democracy</i> (Minneapolis, MN: University of Minnesota Press, 2005). 3. Judith R. Sidel, "Nonprofit Organizations, Political Engagement, and Public Policy," in Elizabeth J. Reid and Maria D. Montilla, eds., <i>Exploring Organizations</i>

	<p><i>and Advocacy: Governance and Accountability</i> (Washington, D.C.: The Urban Institute, 2002).</p> <p>4. Walter W. Powell and Richard Steinberg, eds., <i>The Nonprofit Sector: A Research Handbook</i> (New Haven, CT: Yale Univeristy Press, 2006), especially chapters 9, 10, 13. Available online.</p> <p>5. David S. Meyer, Valerie Jenness, and Helen Ingram, eds., <i>Routing the Opposition: Social Movements, Public Policy, and Democracy</i> (Minneapolis, MN: University of Minnesota Press, 2005).</p> <p>6. Paul W. Speer and Joseph Hughey, "Community Organizing: An Ecological Route to Empowerment and Power," <i>American Journal of community Psychology</i>, Vol. 23, No. 5 (Oct., 1995): pp. 729-748.</p>
<p>APRIL 21</p> <p><i>THIRD SHORT PAPER DUE IN CLASS</i></p>	<p>FINAL PRESENTATIONS</p>
<p>APRIL 28</p>	<p>NO CLASS (BRANDEIS FRIDAY)</p>
<p>MAY 5</p>	<p>FINAL PAPER DUE, 5:00 PM – UPLOAD TO LATTE</p>

**POL89A: Political Science Internship
Instructor Approval Form**

Please return this form to **Rosanne Colocouris in the Politics Department Office (Olin-Sang 204)** or scan and e-mail to colocour@brandeis.edu

Student Information:

Name: _____

E-mail: _____

Phone number: _____

Brandeis mailbox or local address: _____

Major(s) and Class Year: _____

Internship Site Information:

Organization name: _____

Brief description of organization (e.g. mission, size, activities, scope of work): _____

Organization address: _____

Expected start and end dates: _____ to _____

Expected hours per week (include proposed days and time slots): _____

Supervisor's name and title: _____

Supervisor's e-mail: _____

Supervisor's phone number: _____

Description of supervisor's position: _____

Brief description of internship responsibilities, activities, and the department or division will you be assigned to: _____

Student's signature: _____

Date: _____

Instructor's signature: _____

Date: _____