

Student Internship in Political Science

Political Science 3191

Spring 2017

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**“Tell me and I will forget. Show me and I will remember.
Involve me and I will understand.”-- Benjamin Franklin**

PURPOSE

Internships can serve a variety of purposes. They might serve as stepping stones to a vocation, a chance to “try out” employment in a particular field, as well as an opportunity to gain the kind of experience that can help lead to a career. This course is designed to give students an opportunity to gain practical experience by working for a public official, governmental agency, candidate, political party or interest group while at the same time permitting them to apply concepts learned in the classroom to an organizational environment and gain some professional work experience.

The following is a list of some objectives which the internship might fulfill for you and the organization (agency, candidate, interest group, etc.) with which you work:

1. Provide students the opportunity to relate theory to practice
2. Give students in-service orientation to a career area they may wish to pursue
3. Allow students the opportunity to work in their area of intended specialization
4. Enhance student’s understanding of organizational and group processes
5. Enhance student’s awareness of public service obligations
6. Develop an ongoing relationship between the academic and practitioner community
7. Provide “apprentice” expertise and a new perspective for organizational operations

Although the foundation of this course is a work experience, it is still a course for which you will receive academic credit. It is also a course designed to help you learn from your experiences. Therefore, the requirements for this course and the evaluation of your performance in it are based upon a combination of work experience and more traditional academic activities.

WORK REQUIREMENT

The first requirement is that you must work on meaningful tasks for a public official, public agency, candidate, political party, interest group, law office, or criminal justice agency while enrolled in the internship. Students are expected to work a **MINIMUM 90 hours** at their internship.

CLASS REQUIREMENTS

All assignments must be turned in by the due date in order to earn a satisfactory grade in this course.

Personalized Learning Goals and Reading List

Your internship is an opportunity for you to compare academic theory to the real world and each student in this course will have a unique experience as you are all working in very different environments. Therefore, each of you need to spend some time at the start of the course thinking about what you want to learn during this internship experience. Please identify your personal learning goals and use them to guide you as you select 5-7 academic readings (articles from scholarly journals and/or chapters from books) that will help you achieve your goals. This reading list is a guide, not a contract, but will be useful for your final report. Use your learning goals to help focus your search. For example, if one of your learning goals is to better understand the working of the Ohio Supreme Court, you could search the OSU library (I especially encourage you to utilize jstor) using search terms such as “Ohio Supreme Court” or “State Supreme Courts.”

I am happy to suggest several books if you need some help getting started. Just call 614-292-6961 to schedule an appointment and I will gladly share my library with you. If you need additional guidance navigating the University’s library system, I strongly encourage you to contact Research Service at the OSU library. You can learn more about the assistance they can provide here:
<https://library.osu.edu/about/departments/reference/>

Please submit your goals and reading list to the appropriate drop box on Carmen no later than 11:59pm on Sunday, March 5.

Informational Interviews

During the course of your internship you are to select three individuals that you work with and conduct a semiformal interview with them. It would be best if these individuals work at different tasks at the internship so that you get the advantage of a diversity of experiences. Use this assignment to help you reach out to people in your workplace who you do not work with as closely (and thus expand your professional network) such as members of the senior staff at your organization. **DO NOT** interview a peer, such as another intern or page.

What you ask each of the interviewees is up to you; however, there should be an underlying/guiding theme to the interviews so think about what it is you want to learn from this person. For example, you might choose to question them as to their individual responsibilities and how they see themselves within the larger organization. You can then follow up on how they see your particular function as it relates to the office as a whole. You might choose to use “career” as your theme and question them as to how they went about preparing for their particular jobs and where they see themselves in five or ten years, then inquire as to steps that you should be taking or advice that s/he could give regarding your own progression. You may wish to engage them in a conversation about the differences between the scholarly perspective and practitioner perspective on lawmaking, intergovernmental relations or another topic identified in your readings.

It is up to you and your interviewee to determine if the interview will be recorded. You do not need to transcribe your interview verbatim. Instead, in 2-3 pages summarize what you hoped to learn, what you asked and what the interviewee shared with you. It is very likely that you will learn something you didn't expect, outside or beyond your goal or theme. Please share these surprises as well. Please reflect on what you learned during your interview and how this knowledge has affected your experience as an intern and larger career goals. Lastly,

please discuss, in hindsight, what do you wished you had asked during your interview and how you will better prepare for future interviews.

1st interview must be submitted as a PDF file to the drop box on Carmen no later than 11:59pm on Sunday, March 26.

2nd interview must be submitted as a PDF file to the drop box on Carmen no later than 11:59pm on Sunday, April 9.

3rd interview must be submitted as a PDF file to the drop box on Carmen no later than 11:59pm on Sunday, April 23.

Final Poster

Please create a single PowerPoint slide as a poster highlighting your internship experience. On this slide, identify your position, your workplace as well as how you learned of the opportunity and what you did to get your position. Please share a highlight of your internship and, if possible, advice for others. Your slide should include at least one, and no more than four images. Unless you explicitly wish to keep this private, this slide will become part of the Department of Political Science's digital signage and may be shared on our webpage. Therefore, please be sure that your slide is sized as "widescreen" or 16x9. Please **do not** use any copyrighted images that could get everyone in trouble. Please be sure to correctly attribute any creative commons images, should you choose to use them. This assignment is worth 5 points and should be turned into the appropriate drop box on Carmen before 11:59pm on Sunday, April 23.

Final Report

All students are required to write a final report discussing their work experience. This report (typed, double-spaced) should be between 6-8 pages in length.

The paper is an analysis of what you learned, how you learned it, and is not a report on "what I did this summer" or the organization of the agency. Please reflect on your learning goals and focus your paper on your experiences and the readings you selected at the beginning of the term. How did your real world experience compare to what you learned from your readings? Did you learn anything from your readings that helped you understand your workplace better? Are there gaps in the scholarly literature (problems, constraints, resources or players) that you experienced but did not read about? I expect a minimum of five scholarly citations.

In writing the paper, please remember that you have worked in an institution that is concerned about confidentiality. If you are uncomfortable writing about specific people or using names, you can use initials, create names, or write the paper in such a way as to avoid using any names. Remember that no one will see your paper other than your instructor. It will not be given to your internship supervisor. None the less, you need to write the paper in such a way that protects you from issues surrounding confidentiality concerns.

Papers must be typed and double-spaced, with one-inch top, bottom, and side margins, have numbered pages, and display a reasonable font size. A cover sheet is NOT required. Excessive grammatical and/or spelling errors will affect the student's grade.

The Final Report must be submitted as a PDF file to Carmen no later than 11:59pm on Sunday, April 30

Evaluations

Each student is required to secure a formal evaluation from his/her internship supervisor by the end of the semester. In addition, each student is required to complete a formal evaluation of his/her internship. The evaluation forms are located on CARMEN. **All evaluations forms are to be turned in EITHER to the instructor before noon on FRIDAY, April 21 OR submitted as PDF files to the drop box on Carmen no later than 11:59pm on the same day.**

While I do not anticipate the need to make changes to this course, assignments and due dates must be regarded as a flexible because life and technology can surprise.

Students will be notified of changes on Carmen and/or by e-mail from the instructor.

Students with Disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let one of us know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Student Life Disability Services

The Student Life Disability Services office coordinates accommodations and academic support services for students with documented disabilities, including but not limited to: learning disabilities, hearing or visual impairments, mobility impairments, attention deficit disorders, and psychiatric or medical disabilities. If you require this syllabus or other course materials in an alternate format, or if you require special classroom/testing arrangements, please notify your instructor and contact the Student Life Disability Services office at 098 Baker Hall, 113 W. 12th Ave., (614) 292-3307 (voice), (614) 292-0901 (TDD). A 24-hour information line is available at (614) 292-3307, and the office can be reached via the Web at www.ods.ohio-state.edu or via email at slds@osu.edu.

Student Life Counseling and Consultation Service

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the term are encouraged to contact the OSU Counseling and Consultation Service (614-292-5766; www.ccs.osu.edu) for assistance, support and advocacy. This service is free and confidential.

Code of Student Conduct/Policies

The Code of Student Conduct is established to foster and protect the core missions of the university, to foster the scholarly and civic development of the university's students in a safe and secure learning environment, and to protect the people, properties and processes that support the university and its missions. Preservation of

academic freedom and free and open exchange of ideas and opinions for all members of the university are central to these missions.

- The Code of Student Conduct can be accessed at: <http://studentlife.osu.edu/csc/>
- For information regarding IT/computer policies: <https://ocio.osu.edu/policy/policies>
- For Residence Hall policies: <http://housing.osu.edu/living-on-campus/fees-contracts-policies/residential-living-handbook-code-student-conduct>
- For Parking policies: <http://tp.osu.edu/students/parking/parking.shtml>

Academic Integrity

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: <http://studentlife.osu.edu/csc/>.

Plagiarism is the act of stealing the ideas and/or the expression of another and representing them as your own. It is a form of cheating and a kind of academic misconduct, which can incur severe penalties. It is important, therefore, that you understand what it consists of, so that you will not unwittingly jeopardize your college career. Plagiarism includes, but is not limited to: word-for-word copying of someone else's work, in whole or in part, without acknowledgment, whether that work be a magazine article, a portion of a book, a newspaper piece, another student's essay, or any other composition not your own without proper citation. Changing a few words of another's composition, omitting a few sentences, or changing their order does not constitute original composition. If you have any doubts about the originality of a paper/assignment you have written, see your instructor before you turn it in (*Colleges of the Arts and Sciences Degree Planning Manual 2006-7*, pp. 34-35).