

Campaign Internship

Political Science 4191 Course #25848

Spring 2014

“To elect, and to reject, is the prerogative of a free people.”

Thomas Paine

National Intelligencer, 29 November 1802

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PURPOSE

Internships can serve a variety of purposes. Internships can serve as stepping stones to a vocation, a chance to “try out” employment in a particular field, as well as an opportunity to gain practical experience that can lead to future employment. This course is designed to give students an opportunity to gain such practical experience by working for a political campaign while permitting them to apply concepts from Political Science to real.

The following is a list of some objectives which the internship might fulfill for you and the organization 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 earn 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 REQUIREMENTS

The first requirement is that you must work on meaningful tasks for a political campaign. In order to earn academic credit, students are expected to work a MINIMUM of six (6) hours per week (90 hours in a 15 week semester) at their internship. You and your employer must both sign the Terms of Agreement form and turn it in no later than xxx. You must turn in your Employer’s Evaluation of your work performance not later than xxxx. This evaluation will constitute 35% of your grade.

ACADEMIC REQUIREMENTS

In addition to the readings assigned in the syllabus and available on CARMEN, the following assignments are required.

Bi-weekly Reports

Please submit short, one page bi-weekly updates regarding your work and the campaign in general. I want to know what you have been doing, what has been going well (or not) on the campaign. No one will see these reports except me. They will also be an important record and useful tool as you reflect on your experience in your final report. These should be turned into the appropriate drop box on Carmen and will constitute 20% of your final grade.

Career Development Plan

This assignment is not intended to be a 10-page paper. You could accomplish all that is required in three to five pages. However, you do need to be thoughtful in exploring each section. Feel free to be creative in brainstorming possible ways to achieve your goals. It is not acceptable to say that you do not have any ideas related to the sections because your internship experiences have been limited. Remember you get out of your internship what you put into it – you may have to be more proactive in ensuring you get out of your internship what you need to help ensure your professional success. This assignment should be turned into the appropriate drop box on Carmen no later than 11:59pm on Sunday, April 6 and will also constitute 20% of your grade.

Section I – Where am I going? Finding Your FOCUS.

In this section, identify and discuss the kind of career and work which interests you. You do not need to identify a specific position, but I want you to think about the kinds of tasks you would like to perform, the environment in which you would like to work, responsibility level, your lifestyle, etc. To assist in this process, you should complete the “Finding Your FOCUS” module from the On PACE program at Buckeye Careers. This is a useful resource, and while you are required to complete the first module and incorporate what you learn from it into your Career Plan, you should feel free to explore and take advantage of any others modules that interest you.

Instructions for accessing On PACE

Go to the Buckeye Careers site <http://careers.osu.edu/>

Then click on students

Click on Buckeye On PACE

Login using your OSU user name and dot number

Go to Modules

Select the “Finding Your FOCUS” model

Section II – Skills

As you observe the people around you in your internship, what are the necessary and valuable skills that help ensure success? Skills can be as specific as computer word-processing or as general as being able to work as part of a team. This section has two parts: skills you need to possess and skills you need to develop. As you think about this section you may want to pursue

information interviews with people currently holding positions that interest you. The second On PACE module might also help you think about skills.

- A. Identify skills you possess (or are discovering that you possess) which will help you market yourself in the field of your choice in the future. What activities have you been involved with either in your internship or elsewhere that demonstrate these skills?
- B. Identify skill areas in which you are weak and in which you need to develop or grow.

Section III – Contacts

In this section, identify contacts you have made in your current internship which you can utilize in helping you achieve your career goal. Be specific on how you intend to cultivate these people to assist you in pursuing your career goals. In addition, are there contacts you **need** to make with people in certain types of positions who could help you in achieving your career goal? Identify these people and/or positions.

Section IV – Plan of Action

In this final section, create a plan of action and timetable, diagramming your efforts toward pursuing your professional goals. Have your experiences altered your career goals? What should you do next? The easiest way to accomplish this is to reflect upon your ideas and suggestions from the above sections, develop a sequence for accomplishing them, and place them into a timetable.

Final Report

All students are required to write a final report dealing with their work. This report should be between 5-10 pages in length (typed, double spaced). It must be primarily analytical, rather than descriptive. Please compare your experiences to the experiences described in the readings. If possible, discuss the outcome of the election or make prediction based on your personal experience and academic knowledge. This paper will constitute 25% of your grade and should be turned into the appropriate drop box on Carmen no later than 11:59pm on Sunday, April 27.

Please Note: Carmen's drop box will not accept file names that include certain characters, such as ' (apostrophe), " (quotes), * (asterisk), | (vertical bar), \ (back slash), / (slash), ? (question mark), : (colon), < or > (greater than or less than), ' (back tic), & (ampersand), ; (semicolon), and # (pound sign). If you submit a file that has one of these characters in the name, it will appear in the Folder Submissions as submitted, but your instructor will not be able to read it.

EVALUATION

35 points	Employer Evaluation
25 points	Final Report
20 points	Career Development Plan
20 points	Bi-weekly Reports

100 possible points

GRADES

Grades will be awarded based on the following formula:

94 points or more	= A
90-93.99 points	= A-
88-89.99 points	= B+
82-87.99 points	= B
80-81.99 points	= B-
78-79.99 points	= C+
72-77.99 points	= C
70-7.99 points	= C-
68-69.99 points	= D+
62-37.99 points	= D

COURSE SCHEDULE

WEEK 1: Read chapters 1-2 “Introduction” and “The American Electoral Process from Sides, J., Shaw, D., Grossmann, M., & Lipsitz, K. (2014). *Campaigns and elections: Rules, reality, strategy, choice* (2nd ed.).

WEEK2: Read chapters 12 “Voter Choice” from Sides, J., Shaw, D., Grossmann, M., & Lipsitz, K. (2014). *Campaigns and elections: Rules, reality, strategy, choice* (2nd ed.).

WEEK 3: 1st check-in due before 11:59pm on Sunday, January, 26

WEEK 4: Read **ONE** of the following chapters. Select the chapter that is most relivent to your internship

Bowler, S., & Donovan, T. (2013). The initiative process. In V. Grey, R. L. Hanson & T. Kousser (Eds.), *Politics in the American states: A comparative analysis* (10th ed.) (132-162). Los Angeles: CQ Press.

or

Hamm, K. E. & Moncreif, G. F. (2013). Legislative politics in the states. In V. Grey, R. L. Hanson & T. Kousser (Eds.), *Politics in the American states: A comparative analysis* (10th ed.) (163-207). Los Angeles: CQ Press.

or

Feguson, M. (2013). Governors and the executive branch. In V. Grey, R. L. Hanson & T. Kousser (Eds.), *Politics in the American states: A comparative analysis* (10th ed.) (208-250). Los Angeles: CQ Press.

or

Hall, M. G. (2013). State courts: Politics and the judicial process. In V. Grey, R. L. Hanson & T. Kousser (Eds.), *Politics in the American states: A comparative analysis* (10th ed.) (132-162). Los Angeles: CQ Press.

WEEK 5: 2nd check-in due before 11:59pm on Sunday, February 9

WEEK 6: Read chapter 5 “Modern Campaign Strategies” from Sides, J., Shaw, D., Grossmann, M., & Lipsitz, K. (2014). *Campaigns and elections: Rules, reality, strategy, choice* (2nd ed.).

and

Either chapter 4 “The Nominating Process” **OR** chapter 5 “General Elections: Candidates, Campaigns and Issues” from Jewell, M. E., Morehouse, S. M. (2001). *Political parties and elections in American states* (4th ed.). Washington, DC: CQ Press.

WEEK 7: 3rd check-in due before 11:59pm on Sunday, February 23

WEEK 8: Read **ONE** of the following chapters. Choose the chapter that is most relivent to your internship

Chapter 8 “Presidential Campaigns” from Sides, J., Shaw, D., Grossmann, M., & Lipsitz, K. (2014). *Campaigns and elections: Rules, reality, strategy, choice* (2nd ed.).

or

Chapter 9 “Congressional Campaigns” rom Sides, J., Shaw, D., Grossmann, M., & Lipsitz, K. (2014). *Campaigns and elections: Rules, reality, strategy, choice* (2nd ed.).

or

Chapter 10 “State and Local Campaigns” from Sides, J., Shaw, D., Grossmann, M., & Lipsitz, K. (2014). *Campaigns and elections: Rules, reality, strategy, choice* (2nd ed.).

or

Chapter 6 “Voting Behavior in Gubernatorial Elections” from Jewell, M. E., Morehouse, S. M. (2001). *Political parties and elections in American states* (4th ed.). Washington, DC: CQ Press.

or

Chapter 7 “State Legislative Elections” from Jewell, M. E., Morehouse, S. M. (2001). *Political parties and elections in American states* (4th ed.). Washington, DC: CQ Press.

WEEK 9: 4th check-in due before 11:59pm on Sunday, March 9

WEEK 10: Read chapter 11 “Voter Participation” from Sides, J., Shaw, D., Grossmann, M., & Lipsitz, K. (2014). *Campaigns and elections: Rules, reality, strategy, choice* (2nd ed.).

WEEK 11: 5th check-in due before 11:59pm on Sunday, March 23

WEEK 12: Career Development Plan no later than 11:59pm on Sunday, March 30

WEEK 13: 6th check-in due before 11:59pm on Sunday, April 6

WEEK 14: Work on Final Report

WEEK 15: 7th check-in due before 11:59pm on Sunday, April 20

FINAL REPORT DUE NO LATER THAN 11:59pm ON SUNDAY, APRIL 27

*While I do not anticipate the need to make changes to this course, this syllabus is to be regarded as a flexible document because life and technology can surprise.
Students will be notified of changes to the syllabus by e-mail which will be sent to their official OSU e-mail address.*

Additional Items Required by the University:

Academic Integrity

All of the work you do in this course is expected to be your own. ***Cheating or plagiarism will not be tolerated.*** The Committee on Academic Misconduct investigates or establishes procedures for the investigation of all reported cases of student academic misconduct. “Academic misconduct” includes cases of cheating, plagiarism, and other dishonest practices. Instructors must 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://studentaffairs.osu.edu/resource_csc.asp).

Students with Disabilities

If you have any condition, such as a physical, psychiatric/emotional, medical or learning disability, that will make it difficult for you to carry out the work as outlined in this syllabus, or will require extra time for exams, please notify the instructor as soon as possible so that appropriate arrangements can be made. **You must also contact the university’s Office of Disability Services to receive appropriate documentation. All information and documentation of disability are confidential.** For further information, contact ODS, 150 Pomerene Hall, 1760 Neil Avenue; telephone, 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/confidential>. For further information, consult the ODS website at <http://www.ods.ohio-state.edu/ods/students/handbook/>