POSC 485: Internships in Political Science

and Public Administration

**Syllabus**

Spring 2022

***Course Introduction:***

This course allows students to integrate concepts developed in classroom experiences and relevant readings in the theory of political science and public administration with the practice of these concepts in public and private agencies, organizations, and institutions.

***Course Objectives:***

1. Students apply acquired knowledge and skills to develop professional identity or professional practice.

2. Students critically reflect on their learning, abilities, experiences, or role within professional contexts.

***Course Assignments:***

***I. Internship Placement***

* Perform 120 hours of internship work for each three hours of POSC 485: Internships in Political Science credit.
* Submit to the instructor the evaluation forms (midterm and final) completed by the internship supervisor at your placement. The evaluation form is in the original internship manual that was signed by the supervisor. It is also available on the website for your convenience. Your supervisor should go over the midterm evaluation with you as a way to start a conversation about how to get the most out of and do your best in your placement.
* Complete 500 words per week of journaling during the internship experience. You should have a minimum of 6,000 words, or 24 pages, by the conclusion of your internship. Submit journals every two weeks through the semester. Guidance for the journals can be found in D2L as “485 How to Journal.”
* The instructor’s evaluation of your work at your internship placement, including 120 hours, internship supervisor’s evaluation, and journaling, is worth 30% of your course grade.

***II. Written Assignments***

* *Eulogy.* Write your own eulogy. Imagine that you pass away many long days from now, think age 90. What do you want to have been in your life? Use this as an opportunity to think about what you want to have achieved and what kind of person you want to have been. One-to-two pages. The eulogy is worth 5% of your grade.
* *“Jobs I Want and How to Get Them” Paper.* Identify your job goals. Find five jobs you would like to have in keeping with those goals (complete with the job descriptions-links or cutting and pasting the ad text will do). Write a summary of what knowledge, skills, and abilities you would need to manifest in order to get the jobs. Reflect on where you are in your journey in attaining those needed qualifications and what more you need to do. If you are going to graduate school, you may search the jobs you wish to have AFTER you complete graduate school. No minimum length for this assignment. Just be sure to hit all the required content. Remember: you get out what you put in. This paper is worth 10% of your grade. For help on searching for jobs, see the “How To Job Search” video in D2L.
* *Resume.* The resume should be a one-to-two page statement of your knowledge, skills, and abilities geared to obtaining a professional position. Follow instructions given in the “Resume” video in D2L. The PowerPoint from the “Resume” video is also available in D2L. An additional resource is Purdue University’s Online Writing Lab (OWL) which has extensive advice on producing a variety of written products. See <https://owl.english.purdue.edu/owl/>. The resume is worth 5% of your grade.
* *Cover Letter or Personal Statement.* Create a cover letter (if you plan to look for a job after Radford) or a personal statement (if your ambition is graduate school). Follow instructions given in the “Cover Letter and Personal Statement” video in D2L. The PowerPoint is also available in D2L. See also Purdue’s OWL (address above, under resume) on cover letters and personal statements. The cover letter or personal statement is worth 5% of your grade.
* *Research Paper.* The research paper is individually tailored to each student’s needs. It can be part of the student’s assigned work at the internship and approved by the instructor or designed with the instructor to supplement the student’s knowledge in the area of the internship. The research paper should be 8-10 pages long. The research paper this semester will be conducted on XXXXX. The research paper is worth 15% of the final course grade.
* *E-Portfolio.* The e-Portfolio will bring together revised versions of the resume, cover letter or personal statement, and research paper (as a writing sample). These will be supplemented by an end-of-the-semester reflection on the student’s progress in attaining his/her/their professional and/or personal goals through the internship experience. The reflection should cover what students have learned about themselves in this internship (assessments, experiences, etc.) and how they are using this information to plan their next steps. Students should think concretely about what they need to do in order to make their career goals a reality. The reflection should be three-to-four pages long. Make sure you hit all the required content, as described in this paragraph. There are further questions you might explore in D2L under “485 How to Journal” if you need inspiration. Find instructions for the assignment in the Word document “Why and How to e-Portfolio” in D2L. The e-Portfolio is worth 20% of the course grade.
* *!!Bonus!!* Ten bonus points on any assignment (except the internship placement grade) for making an appointment with the Career Center’s Ms. Ellen Taylor, career advisor for our college. Make an appointment through Handshake. Document your visit to Ms. Taylor in an e-mail to the instructor with a description of the content of your meeting. Ms. Taylor (eltaylor@radford.edu) should be cc’d on the e-mail.

***III. Oral Presentation Assignments***

* Via Zoom with the instructor, present an oral report on a book chosen in conjunction with the instructor to supplement the student internship placement. For this semester, that will be XXXXXXXXXXXXXXXX.The oral presentation should describe and analyze the book. Probe the author’s assumptions and biases. Interact with the content, bringing your knowledge, skills, and experiences to bear. Apply a critical lens to the author’s key arguments. Do they hold water? The oral presentation of the book should be 15 minutes long. Students should be prepared for additional Q&A discussion with the instructor. The oral presentation is worth 10% of the course grade.

Some suggested books include:

* For Campaigns:
	+ Jonathan Allen and Amie Parnes, *Shattered: Inside Hillary Clinton’s Doomed Campaign*
	+ John Heilemann and Mark Halperin, *Game Change* (on the 2008 presidential election)
	+ Joe Klein (Anonymous), *Primary Colors* (a novel from the Bill Clinton years)
	+ Larry Sabato et al, *A Return to Normalcy* (different scholars and journalists look at the 2020 election).
	+ Mary Stuckey, *Deplorable: The Worst Presidential Campaigns from Jefferson to Trump.*
* For Law:
	+ Michelle Alexander*, The New Jim Crow: Mass Incarceration in an Era of Color Blindness*
	+ Shane Bauer, *American Prison: A Reporter's Undercover Journey into the Business of Punishment*
	+ Adam Benforado*, Unfair: The New Science of Criminal Justice* (about how people use intuition more than fact, unreliability of witnesses, etc)
	+ Preet Bharata*, Doing Justice* (former US Attorney for the Southern District of New York on trying to create justice through the criminal justice system)
	+ Mark Godsey, *Blind Injustice* (psychology and politics of wrongful conviction)
	+ Sherrilyn Ifill, *On the Courthouse Lawn: Confronting the Legacy of Lynching in the 21st Century*.
	+ Andrew McClurg, *1L of a Ride* (on law school’s first year, known as 1L)
	+ *Barry Scheck et al, Actual Innocence* (about the Innocence Project that frees people based on DNA)
	+ Juan Williams, *Thurgood Marshall: American Revolutionary* (on civil rights icon and use of courts to dismantle segregation).
* For Gender/Development:
	+ Nicholas Kristof and Sheryl WuDunn, *Half the Sky*
	+ Melinda Gates, *The Moment of Lift: How Empowering Women Changes the World*

***Course Schedule:***

All assignments will be completed by 9am Friday of the given week. Be available for meetings on Fridays with the instructor, as needed. All assignments must be submitted on time, modelling expectations for the real world of work.

Week 1 Make sure internship paperwork is submitted.

Submit eulogy.

Week 2 Submit two journal entries.

Week 3 Submit “Jobs I Want and How to Get Them” paper.

Week 4 Submit two journal entries.

Check in with instructor on progress of the internship.

Week 5 Submit resume.

Week 6 Submit two journal entries.

Week 7 Submit cover letter or personal statement.

 Submit mid-term evaluation by internship supervisor.

Week 8 Submit two journal entries.

Check in with instructor on progress of the internship and research paper.

Week 9 Do oral presentation on internship-related book.

Week 10 Submit two journal entries.

Week 11 Submit a paragraph on research paper progress.

Week 12 Submit two journal entries.

Check in with instructor on progress of the internship.

Week 13 Submit research paper.

Week 14 Submit evaluation by internship supervisor.

 Submit e-Portfolio with revised versions of course assignments and course reflection.