

Dr. Art English, fall, 2009
569-8788 (Office); 455-1275 (Home); cell—902-0427
ajenglish@ualr.edu

Ross Hall 313

Office Hours: by appointment or before or after class most meetings; Regular office hours are 1-2 p.m. MW.

Internship and Cooperative Education in Political Science

PS 3348/4348/4338/5348

Ross Hall 313: Selected Wednesdays: 3:05--5:00 p.m.

Course Readings: Grant Reeher & Mack Mariani: (eds.) The **Insider's Guide to Political Internships: What to do once you're in the door. No purchase necessary.**

Specified reading for seminar sessions will also be required. I will usually send the reading assignment to you by electronic mail or provide it to you as a handout.

I. Nature of the Experience

The internship in political science is aimed at providing undergraduate students in political science with an applied learning experience that helps them synthesize academic theory in political science with applied experience in government. The internship's mission is to provide the student with the opportunity to blend the practical and academic study of government together in a creative learning experience that enriches the student's understanding of government and politics. One key theme of our course is that public service is an integral part of democracy and those public servants and citizens who practice it well not only make a difference but also should be praised by the polity for the difference they make.

II. The Nature of Internships

Public service internships are oriented to the real political world but public service internships often differ dramatically in scope and character. Many public service internships are heavily administrative in nature. In these types of internships the student usually finds a very stable, routine work environment in which an experienced office staff has developed particular modes of procedure and norms of behavior to meet the demands on the office. Here the challenge for the intern is to fit into the organization while perhaps concentrating on one or two major projects for the term. An internship with the Secretary of State, for example, might require the intern to organize and prepare a booklet on ballots cast for all major races in the last general election. Or an intern might prepare the calendar of election events that is so crucial to governing the process of elections in the state. Or an internship with the Attorney General might find the intern working directly with the Victims Compensation Commission or the Legal Education Program or Smart Choices a program, which is aimed at educating older elementary school children about drugs and the legal system. Congressional internships have a more helter-skelter pace with a stream of casework and personalities flowing into the office. Here the intern is on the front lines doing casework, meeting the public, and answering the phone. Legal

internships offer another kind of experience. Here the work is often administrative support for attorneys preparing to argue a case. Whatever the setting or focus of the internship, the challenge is for the intern to learn the organization, fit in, make a positive contribution, and learn as much as they can within a focused structure.

In particular, the political science department specifies four learning objectives for courses in American Political Institutions and Processes:

1. Students will assess the formal and informal powers belonging to an institution or political process and assess the effective and legitimate use of this power.
2. Students will identify political inputs applicable to the institution and evaluate their impact on the institution.
3. Students will identify significant organizational elements and discuss significant organizational relationships and their impact on institutional performance.
4. Students will perform an analysis of a topic or a text appropriate to the institution or political process. They will (1) apply appropriate concepts or theories (2) state an argument or hypothesis (3) use relevant evidence (4) and draw valid conclusions based on their analysis and evidence.

In addition the Department for learning and assessment purposes believes the following are learning actions for this class:

Knowledge Goals – students majoring in political science will be exposed to a wide range of substantive information about the world of politics, covering subjects such as:

- The history, characteristics, and impact of political institutions and systems, including international, national, state, and local governments
- The behavior of individual actors at both the mass and elite levels
- The processes involved in creating government policy and the impact of those policies
- The debates over the normative foundations of the state, the scope of its activities, and the nature of justice

Skill Goals – students majoring in and those taking political science will develop practical and marketable skills which will help them to apply that knowledge to any number of career paths. These skills include:

- Critical thinking – the ability to read and evaluate primary texts, ideas, theories, and political analysis
- Analysis/Research – the ability to pose and answer questions effectively
- Argumentation/Persuasion – the ability to use logic and evidence to build a persuasive argument
- Written and Verbal Communication – the ability to communicate ideas clearly on paper or through oral presentations

- Working in Groups – the ability to effectively coordinate with others on a project
- Practical Applications – the ability to take information gained through coursework and use it effectively in real world or simulated exercises

III. Operation of the Internship

The internship experience has both an applied and academic component. The applied side consists of a 10-12 hour commitment per week to the agency. Anything more can irreparably disrupt a student's other academic courses. Anything less simply is not enough to have a substantive experience. Schedules are to be worked out convenient to the organization and the intern. However, interns should allocate their time in terms of a regular schedule so their sponsors know when the intern will be on the job and when they will be leaving. It is extremely important to your sponsoring organization that you are there the times that you are scheduled for. Breakdowns along these lines can cause irreparable harm in the conduct of the internship and likely result in the Department of Political Science not obtaining the internship in question for future students.

The academic component of the internship consists of several seminar meetings, a systematic written journal, and a primary intern paper to synthesize the experience. Seminar meetings vary in focus. One may focus on reading and discussing public service case studies; another might deal with how to prepare an effective internship paper; others, usually our more frequent meeting, have the interns hear and question successful public servants with assigned reading that focuses on that person's public service experience.

IV. Requirements of the Internship

Each intern will be expected to fulfill the following requirements for successful completion of the internship:

1. Completion and return of the internship contract within three weeks of receipt of the contract. The contract is very important because it spells out the goals of the internship for both the sponsor and the student. Make sure you and your sponsor discuss the goals of the internship at the very beginning of the internship. Filling out the contract in the second or third week if not sooner focuses the internship and clarifies the goals of the internship from both the intern and sponsor perspective.
2. Regular attendance and participation at the intern seminar that meets several times during the semester. This is essential for internship co-ordination and the sharing of knowledge with the other interns. Please check your syllabus for the dates of the seminar meetings and put them on your calendar. You should inform your sponsor right at the beginning of the internship of the afternoons that you would be attending the intern seminar. They also receive a sponsor information sheet from me, which also sets out the dates of the intern seminar meetings. Seminar effort is measured by the quality of your updates on your internship to the seminar, your overall participation level, and your attendance. Please note: We only meet several times during the semester. Missing these meetings can adversely affect your grade in this course. Missing two meetings or more is automatic one-letter grade reduction. Failure to be prepared in class will result in the loss of a letter grade or more. Our class will usually start about 3:05. The later start time

should also assist interns coming from their internship and will not affect our class given the fact that the intern seminar extends until 5:00 p.m. Be ready to start at no later than 3:10 however. We sometimes do not meet for the full time depending on the topic to be covered and the speaker's presentation.

3. You are expected to keep a daily journal of your internship, which should include tasks assigned and completed, observations, and notes about what you see and hear. I should emphasize that your entries should be those that only relate to the normal flow of business, which take place internal and external to the organization. For example, an intern in a congressional office might be traveling outside the office with the staff or the congressional member. Certainly those kinds of activities would be subject to journaling. No one will see this journal except you and me, and I will collect it twice, once at midterm and once at the end of the internship. I might add that the ability to observe the people and events which make up your internship will be exceedingly helpful to your learning experience in the internship so try to make this log as rich in observation and analysis as you can. The journal should be kept on your computer so that you retain a copy while facilitating updates. For an honor grade to be awarded the journal should be comprehensive, including both task related entries as well as entries about the culture of the organization. It should be neat and well written. Again, the journal is a very important part of your grade. Keep it up daily or weekly and make sure you talk about your experiences. I am looking for your insight into your internship not just a line or two about what you did during the day. **You should keep the journal on your computer and have copies of it. The hours interned should be recorded each time you intern: date and hours. Approximately 150 hours should be completed at the end of the internship give or take a few less or a few more. Class hours are counted and being a bit short or a bit over is not a problem. Noting one other thing, Your journal should contain a one page analysis of the Reeher book.**

4. I expect you to be in touch with me during the course of your internship by phone or personal visit. I suggest you e-mail at least once every two weeks just to check in. Feel free to call me anytime at the office or at home about the progress of your internship, especially if you perceive that there is a problem. I can't take action to remedy the situation if I don't know what's going on. So stay in touch. My university direct number is 569-8788. Home number is 455-1275. Again if your internship is not going as well as you hoped or if you are having any kind of problem in the internship at all, I expect you to let me know immediately so that I can help. A check in once every two weeks if we have not had a class or I have not been by or there is some kind of problem is something I expect from you.

5. You are required to write a primary internship paper to fulfill the academic requirements of the internship. The paper is intended to capstone your experience by allowing you to synthesize the academic and practical portions of your internship. The final intern paper may take two forms: the first form would describe in some detail the structure, personnel, and mission of the agency, what it purports to do what it does, and how it accomplishes its mission. It should also include some reform perspective to it analyzing how the organization might improve its performance. Any "academic" content to this paper can be helpful. A second form of the internship paper would be to select an issue, problem, or hypothesis that is relevant to your internship and write on that. In

either case the primary internship paper should be between 10-12 pages of double spaced text. Short papers, which do not adequately address the question posed, are frowned upon. Intern paper proposals must be approved by the instructor. Please do not hand in a well thought out proposal---the proposal is part of your intern paper grade. Whichever option you take, your paper should have a research base to it. It should not be just unsupported opinion. Interviews with staff in your organization, in-house papers and data, academic sources are all resources you should consider using in your paper. The primary internship paper is the paper, which tells me how well you synthesized your internship experience. It should be no less than an excellent paper. An honor grade in this class cannot be awarded without a strong effort on the primary internship paper that demonstrates a real use of research sources, analysis, and good, effective writing. Late papers are penalized according to the standards noted in the outline. I expect your work to be done on time. Let me again re-affirm what a good paper is: one that might use interview or in-house data effectively in the paper; one that has a bibliography and endnotes; one that uses political science literature effectively as a bridge or as context for the practical analysis of the paper; and a paper that is free of grammatical errors and typos--so proofread your paper. **Also when you turn your paper the raw materials, articles, interview notes, internet notes and the like are to be turned in also to document the work done for your paper. You should start keeping a folder for that material right now.**

a. Here are some illustrations of using political science literature in an intern paper and of course some topics lend themselves more easily than others. If you were interning in a congressional office a paper on constituency relations would certainly require a look at some of Richard Fenno's writings. If you were interning in the administrative office of the courts, then looking at articles in Judicature or the Arkansas Lawyer would seem to be a good idea. Or if you were interning in the Victims Assistance Program (prosecuting attorney) or the Legal Education Program of the Office of Attorney General, looking at Law and Society Review might not be a bad idea. An internship in the governor's office or with a legislature might necessitate a look at the League of Women Voters Guide to Arkansas Government or the Arkansas Political Science Journal. Rest assured that an academic literature on your topic exists. It is your job to find it.

6. Paper proposal format

Your proposal should include the question you are to investigate and why it is important; how you will measure or observe that question; and what resources you will utilize in bring research to bear in responding to the question. The paper proposal is part of your primary internship paper grade and therefore should be done precisely and completely. It should be typed and ready to hand in when due.

7. Public service comes with a literature of its own. Therefore we will have reading on public service to discuss in class. When we have reading assignments I will communicate that well ahead of time and they will be sent to you on our discussion list, Pols334801@ualr.edu.

V. Internship Structure

Besides the intern seminars where we will share ideas, hear prominent public service speakers, and discuss concepts and theories relevant to public service, I will visit your organization at least twice during the internship usually at the beginning and end of the internship. Each time I will meet with you and your sponsor independently or together when relevant to the evaluation to discuss the progress of the internship. Any problems you encounter with your internship are to be brought to my attention immediately. I will keep in touch with your sponsors by phone on a more frequent basis. If possible I would like to meet with both you and your sponsor at least once during the semester, earlier rather than later. Arranging three schedules is often very difficult but this would be a good thing to do.

VI. Intern Conduct

Courtesy, maturity, professional dress, and punctuality in the internship are considered essential. Your intern sponsor expects a mature person with a professional orientation toward the internship and nothing less. As an intern you represent yourself but the Department of Political Science, the University of Little Rock and, of course, you're sponsoring organization. This, your conduct and commitment must exemplify high standards of achievement, responsibility, integrity, and loyalty. I should also emphasize to you that you should do nothing that would be considered unethical in the performance of your internship duties. If you ever have a question in this regard, check with me immediately.

VII. Performance Objectives

The instructor to determine the student's grade in the internship uses the following evaluations. Your grade is based on 200 points.

- | | |
|-----------------------------|------------|
| 1. Intern Class effort | 50 points |
| 2. Quality of Journal | 50 points |
| 3. Primary Internship Paper | 100 points |

Class effort: Internship attendance and participation measures your verbal performance and your preparedness for the class by your informed participation, your mastery of the readings provided for the seminars. The ability to make good logical arguments in class and interact in an effective manner with your peers, the instructor, and the public service speakers is an important performance criterion for this class.

The Journal: Preparing a neat, logically developed journal is a critical writing skill that is an important performance value for this class. Mastery of this skill should demonstrate not only journalizing about task duties but also logically deduced impressions about the nature of the internship, professional observations, not gossip ones and ones that reflect your own impressions about what you are doing and its meaning in the context of the internship.

The Paper: goes to your ability to prepare a paper on your internship that

demonstrates learning, analytical writing skills and most importantly your ability to show nexus and synthesis between your practical skills learned but if at all possible a kind of theoretical tie between your internship and your academic preparation---perhaps the use, for example, of some political science theory or literature in your intern paper.

The Internship Itself: The evaluations of your sponsor and my observation of your internship good to your ability to work well in an agency, your dependability and your ability to get things done in your internship and work well with others, all important skills for both higher education and the external job market in the field of political science.

Again, your work is due on time and in class.

Class effort is measured by your attendance, the quality of your preparation, the level of participation exhibited in class.

VIII. Intern Performance

Your sponsor will make two formal written evaluations of your work, and while this will not count directly toward your grade it does have a lot of residual value. In other words, an excellent evaluation by your sponsor will help you and our program in several ways. First, it will help you to secure a good recommendation from your sponsor that will prove invaluable for future educational and employment opportunities, particularly in the public sector. Second, if you have done a good job in the internship, that is, the context in which I view the rest of your work in the internship. Third, a strong performance by you will further our Department's reputation of having a first-rate intern program and thus allow us to give students coming after you the same opportunity you had. This may be the most important aspect of your internship besides your own education, paving the way for other UALR students in the future to have as rich as an experience hopefully as your own.

IX. Important University Dates

Aug 20 th	Classes begin.
Aug 26 th	Last day to register, add, or drop a class by 4 p.m.; all tuition and fees due by 4.p.m.
Sept 7 th	Labor day holiday, no class
Nov 12 th	Last day to drop a class and receive a final grade of "w" by 5 p.m.
Nov 26-29 th	Thanksgiving holiday continues, no class on Friday the 27 th
Dec 7 th	Monday, last day of classes. Last day to withdraw from classes by 5 p.m.
Dec 8 th	Tuesday, Consultation and Make up Day
Dec 9 th	Finals begin. No final for our class.
Dec 17 th	Course Grades due at noon
Dec 17 th	:Commencement TBA

X. Intern Schedule

Intern Seminar Schedule-Scheduled designated Wednesday afternoons, 3:00-5:00 p.m., Ross Hall 313. I might mention that intern meetings are "off the record. Speakers are not to be quoted by the interns in any context and comments made in the seminar should be treated confidentially. Interns are expected to give the intern class a regular update of what is going on with their internship--what they are doing and learning and happenings within the organization within, of course, the bounds of confidentiality.

August 26 th	Introductory Meeting and seminar.
September 16 th	Seminar meeting, contracts due, and paper Proposal due; journals due for inspection.
October 21 st	Seminar Meeting; time for midterm sponsor evaluation.
November 18 th	Seminar Meeting: Journals due for inspection Students are to continue journaling. Approximate time for final sponsor evaluation.
December 2 nd	Last Seminar Meeting; papers due in class-- no exception for late papers. Materials used for paper also to be turned in neatly bound or enclosed binder. Final intern journals are also due.

XI. Students with a Disability Policy

Students with disabilities: It is the policy and practice of *the University of Arkansas at Little Rock* to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement--such as time-limited exams, inaccessible web content, or the use of non-captioned videos--please notify the instructor as soon as possible. Students are also welcome to contact the Disability Resource Center, telephone 501-569-3143 (v/tty). For more information, visit the DRC website at www.ualr.edu/disability. Please see me after class privately if you require an accommodation.

