Political Science 315
Spring 2019

Professor Amy Gangl
North Hall 302
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Credits: 3

Pre-Requisites: Obtained a political internship

Course Designation/Attributes: American Government Political Science, Upper Division Political Science, Upper Division L&S

Instructional Mode: Online

Meeting Times: This course meets entirely online – schedule appointments @ https://calendar.wisc.edu/scheduling-assistant/public/profiles/qpUbyNpU.html

Credit Standard: The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (at least 45 hours per credit), which include regularly scheduled instructor:student meeting times [insert meeting time expectations], reading, writing, problem sets, studio time, labs, field trips, and other student work as described in the syllabus.

Canvas URL: https://canvas.wisc.edu/courses/93646

Course Learning Objectives:

- To develop an understanding of work-life at the internship and what a career in the field entails;
to grow substantive knowledge about political science by linking internship experiences to classwork and critically evaluating these relationships; and

To encourage students to think about life after college by networking with other professionals, understanding the qualifications necessary to be successful in the job market, and learning how to effectively convey skills.

Course Description

This course seeks to bring together academic coursework, your internship, and your professional future. Our goal is to develop your professional skill set, gain expertise in policy analysis, and better understand the political and policy job market. Success in this course will depend upon your strong performance in each of the following areas. First, it is necessary to be reflective about your experience in the internship and be able to link what you are observing to theories, concepts or principles studied in previous political science courses. Second, you must be able to think and write analytically, not just descriptively, about your experience. Third, much of the course work requires you to be self-directed, it is important that you keep track of deadlines and submit the assignments on time. The assignment schedule is intended to have you examine and reflect on various aspects of the experience at key times in the internship. The effectiveness of the assignments is diminished if they are submitted late. Finally, you must be a hard-working, reliable, competent staff member for your experience provider (employer).

I encourage you to contact me by email or make an appointment if you have questions about the material, your internship experience, or would like to provide me feedback about the course.

Learning Outcomes:

Linked academic theory to practice in your discipline;
• Applied your knowledge, skills, experience to a work environment;
• Acquired new learning through challenging and meaningful activities;
• Reflected on the content and process of the learning experience;
• Advocated for your own learning in alignment with internship goals;
• Demonstrated professional skills in the workplace; • Built and maintained positive professional relationships;
• Demonstrated awareness of community and/or organizational issues;
• Identified, clarified and/or confirmed professional direction as it relates to your academic studies and future career path;
• Developed self-understanding, self-discipline, maturity and confidence;

Developed strong networking/mentoring relationships.

**GRADING**

The course assignments will be weighted according to the following criteria in determining your final grade:

- Internship Contract – 5%
- Portfolio (on entry due every Sunday) – 15%
- Two Informational Interviews – 10% each (20% total grade)
- Discussion Participation - 15%
- Student Policy Presentation - 10%
- Policy Brief Assignment – 15%
- Office Project - 15%
- Final Supervisor Evaluation -5%

**ASSIGNMENTS**

*Internship Contract* Write up a contract and discuss your goals with your internship supervisor. There are two key components involved: what you hope to achieve in this internship and the
specific responsibility/tasks that your supervisor expects you will perform. The document must have signatures from you and your supervisor. Examples of internship contracts are provided in the Module section of the course.

**Portfolio – due every Sunday evening**

Over the course of your internship you will increase your skills and knowledge in a variety of areas. Documenting this growth can be both rewarding and interesting, particularly in the months and years after the internship when you will want to have some tangible evidence of your experience. A portfolio is a good way to document your work and illustrate your knowledge and skill development. A good portfolio can contain a variety of entries, including correspondence (both memorandum and letters), reports written for your supervisor or other staff in the organization, notes on meetings or projects, or other general observations from your experience. Meetings and out-of-the-office activities might also be included. Include anything that you feel demonstrates your skill or knowledge acquisition in the internship. Be careful not to include anything that might be considered confidential unless you have your work supervisor's permission to do so.

Each entry in the portfolio must include:

- An explanation of the entry;
- The skills (e.g. writing, interpersonal, computer, analytical, research, quantitative, etc.) and/or knowledge that you have gained or improved as a result of working on this entry; and
- Any questions raised or ideas for future investigation (either during the internship or later) that have come to you as a result of having worked on this entry. If possible, in this section state a concept, principle, etc. from your previous political science course work.
- At least one entry is required each week.

**Two Informational Interviews** – A write-up of two informational interviews of professionals in a field of your
interest. More information will be provided in the first week of the course, and there will be information posted in the class about obtaining and conducting informational interviews.

**Discussion Participation**

Each week there will be online Discussion Forums that will require you to reflect on assigned readings as well as student’s class presentations and other issues related to your internship, professional goals, and everyday politics. You should expect to check into the courseroom several times a week and engage comprehensively with the presentations and discussions.

**Student Policy Presentations**

You will work with one or two other students to present a policy presentation that can include utilized any multi-media platform choose. (Examples of previous presentations can be found int the Canvas courseroom). You can choose a policy that you and your fellow students are all interested in and/or is related to your internship or something that is on the agenda in Wisconsin politics (or your state/state you are working on).

**Policy Brief Assignment**

For this assignment, you will research and write a three-page single-spaced analysis of a policy intended for presentation to decision-makers and stake holders providing the most essential information about the policy and offering detailed recommendations for improvement. More information will be provided in the Canvas courseroom.

**Office Project**

An essential strategy for success in legislative internships is to master daily administrative tasks. In order to receive greater responsibility, interns need to answer the phones, make copies, and write letters with excellence.
In addition, however, interns should seek ways to demonstrate their substantive research and writing skills and develop a product that will not only benefit legislative staff but also serve as a writing sample for future jobs and graduate school applications. That said, your final project should be a topic that is both interesting to you and something you have discussed with your office mentor.

Within the first few weeks of the internship, students should meet with their supervisor and let them know this class requires a writing or research component. The intern should ask if any of the legislative staff have issues for which could benefit additional research even if it requires substantial time outside of work hours. Specific projects other than research papers can be developed with supervisors on the job but must be approved by the instructor. Examples of suitable projects include policy analyses, program or policy evaluations, or packets supporting new or existing legislation. An example of a non-research paper in spring term was a student who worked for a campaign and developed a series of presentations on organizing fundraising and campaign events for future interns. Another student created an entire website useful for their office.

By the third week of the term, I will have asked you to consider a final project idea you have discussed with your office supervisor.

**Supervisor Evaluation**

The last week of the term, I will reach out to your internship supervisor for an evaluation of your work.

**COURSE POLICIES**

- **Academic honesty:** All instances of plagiarism in writing assignments will be given a grade of zero. Please consult the writing center if you are unaware of what constitutes plagiarism.

- I wish to fully include persons with special challenges in this course. Please let me know if you need any special
accommodations in the curriculum, instruction or assessments for this course to enable you to fully participate. Every effort will be made to maintain the confidentiality of the information you share with me. You may also contact the McBurney Disability Resource Center (1305 Linden Drive, mcburney@odos.wisc.edu) if you have questions about campus policies and services.

-The instructor and the university reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.).

**ADDITIONAL COURSE POLICY**

**RULES, RIGHTS & RESPONSIBILITIES**

- See the Guide’s to [Rules, Rights and Responsibilities](#).

**ACADEMIC INTEGRITY**

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to [studentconduct.wiscweb.wisc.edu/academic-integrity/](http://studentconduct.wiscweb.wisc.edu/academic-integrity/).

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

**McBurney Disability Resource Center syllabus statement:** “The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student’s
educational record, is confidential and protected under FERPA.”
http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php

DIVERSITY & INCLUSION

Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” https://diversity.wisc.edu/