

Political Science Practicum

Political Science 589 Call #17258-8

Autumn Quarter, 2005

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“Tell me and I will forget. Show me and I will remember. Involve me and I will understand.”

-- Benjamin Franklin

Introduction

Internships can serve a variety of purposes. From the idea of apprenticeships to experiential learning and career development, internships are conceived conventionally in instrumental terms. They might serve as stepping stones to a vocation, a chance to “try out” employment in a particular sector of the economy, as well as an opportunity to gain the kind of experience that will lead to advancement in a particular company or field of employment. In this course we will be viewing internships through an academic lens; that is, as laboratories for observing behaviors and testing models from the scholarly literature, or for creating, interpreting, or refining theory. The relatively light reading assigned for each week (see below) will organize our collective thinking for class discussion. The emphasis for the course, however, will be unique to each of you as you pursue your own thesis.

Formal Course Requirements

- Presentation of Internship 10 points
 - Presentation of assigned readings 10 points
 - Reactions to assigned readings 10 points (2 @ 5 pts. each)
 - Presentation of research paper 10 points
 - Attendance 10 points (zero absences; 5 points 1 absence;
0 points 2 absences)
 - Evaluations 10 points (2 @ 5 pts. each)
 - Research Paper [See instructions below.]
 - Thesis Statement 5 points (due Oct. 11)
 - Outline 10 points (due Oct. 25)
 - Abstract 10 points (due Nov. 8)
 - Annotated Bibliography 5 points (due Nov. 8)
 - Research Paper 60 points (due Nov. 29)
- 150 points

Grading Scale

A 141 and above	B- 120 - 125	D+ 97 - 104
A- 135 - 140	C+ 115 - 119	D 90 - 96
B+ 131 - 134	C 111 - 114	E 89 and below
B 126 - 130	C- 105 - 110	

Text: None required. All course reading materials will be provided by the instructor.

Presentation of Internship

Each student will take five minutes to describe to the class the nature of his/her internship. Information to include: What is your job? How did you become aware of the position? How did you apply for the position? Did you have to do a face-to-face interview? If so, how did you prepare? What are your day-to-day duties? Who do you report to? How are you evaluated? Where do you work? What are the conditions like where you work (up to date equipment, etc.)? Have you completed internships at other locations? If so, where? How does your current work compare?

Presentation of Assigned Readings

During most of the weeks of the quarter we will spend time in class discussing a journal article or book chapter that illuminates some aspect of internships that should be of interest to all student interns. Students will be asked to volunteer to lead discussion on one of these readings. The discussant will introduce the topic, provide an overview of the author's main point(s), and suggest interesting and/or provocative interpretations, ramifications, applications, and so forth.

One half of the credit for this evaluation will be based on a useful exposition of the reading, and the other half of the credit will be based on the discussant's insights and demonstrated ability to provoke discussion and create relevance. [Note: Assume that we have all read the article prior to discussion; therefore, do not read the article back to us.]

For each of the readings presented, the discussant will submit a one-page write up of the discussion that will include an outline highlighting the key points of his or her discussion of the article plus a brief list of ramifications/applications (these can be done in bullet points).

Reaction to an Assigned Reading

You must select **two** of the assigned readings and submit a one-page write up of your reaction to the reading. This should include your interpretation of the author's main point(s) and whether you feel the reading is particularly relevant to you or your internship. Be prepared to discuss your reaction in class when the reading is presented.

Presentation of Research Paper

At the end of the quarter, students will make a ten to fifteen minute presentation on their research paper. What is the topic of the paper? Why did you choose this topic? Does this topic relate to your internship? If so, how? How did you go about collecting information? What did you find? Were there any surprises? If yes, what were they? Students should be prepared to answer questions. *Students should not read their papers back to us.*

[Note: All written assignments are due *in class*; no late assignments will be accepted. Individual exceptions are granted ONLY in cases of medical or family emergency documented to my satisfaction. Unexcused late assignments or papers will result in a score of zero.]

Class Attendance

- Class begins AT 5:30. Students should make every effort to be prompt.
- Class attendance is mandatory as part of the criteria for evaluation in this course. If you must miss a class, leave a voice message on my machine at 292-1484. Only university-approved absences will be accepted and they must be ***documented to my satisfaction. Students that miss 3 or more class meetings will fail the course automatically.***

Research Paper

The research paper provides an opportunity for students to bring practical relevance to their academic interests. During a pre-enrollment interview with me, students will have identified a faculty contact with similar research interests. As early as possible in the quarter students should meet with their faculty contacts for guidance with a review of the literature. Students will benefit, as well, from insights faculty might offer to help the student further refine his or her thesis statement. ***In no case, however, should the student expect or demand that the faculty contact oversee the project throughout the quarter.***

Papers should be approximately 15 pages at a minimum, but no longer than 20 pages. Papers that significantly deviate from this length will be penalized.

The research paper must have footnotes, and the **bibliography must be annotated**, single-spaced, with double-spacing between entries. The bibliography will have a minimum of eight “valid” entries, two of which may be from the assigned readings. “Valid” entries are those resources generally recognized as credible college-level research materials. For example, *The Lantern* and *The Columbus Dispatch* will not be counted as “valid” resources (although they must be included in the bibliography if material is borrowed from them). Professor David Lincove, Political Science Bibliographer, is accessible via his e-mail address: Lincove.1@osu.edu. Professor Lincove encourages students to contact him for direction with respect to particular research topics, relevant indices, computer-assisted searches, and so forth.

These papers are due IN CLASS. ***Late papers will NOT be accepted. Papers submitted electronically or on a computer disk will NOT be accepted.*** As many as 5 points will be deducted from papers that significantly deviate from length specifications. 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 with the paper’s title, the student’s name, and the date is required. Papers should be stapled—NO binders. Excessive grammatical and/or spelling errors will affect the student’s grade.

If you are forced to miss class on the day an assignment is due you MUST ***telephone*** me PRIOR to class time and make me aware of your pending absence. The assignment, then, MUST be turned in TO ME in person by noon of the following day. I will deduct two points automatically for lateness. **I WILL NOT accept assignments submitted electronically.**

Academic Integrity

All of the work you do in this course is expected to be your own. *Cheating or plagiarism will not be tolerated.* Cases of academic misconduct will be reported to the university committee on academic misconduct (COAM) and handled according to university policy. Penalties can include failing this class and/or expulsion from the university. For further information, please visit <http://www.osu.edu/offices/oaa/procedures/1.0.html>

For additional information regarding plagiarism, please visit <http://oaa.osu.edu/coam/prevention.html>

For tips on avoiding plagiarism in academic writing, visit <http://www.utoronto.ca/writing/plagsep.html>

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, 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 (292-3307) to receive appropriate documentation. All information and documentation of disability are confidential.** For further information, consult the ODS website at <http://www.ods.ohio-state.edu/ods/students/handbook/>

Course Readings

Students are to develop a bibliography unique to their research interests, beginning with an introduction to the current relevant debates recommended by a faculty member of the College of Social and Behavioral Sciences.* Readings for classroom discussion will be drawn from the following sources, among others, and will be distributed weekly in class.

J.L. Badaracco, Jr. *Defining Moments: When Managers Must Choose Between Right and Right.* Boston: Harvard Business School Press, 1997.

F.G. Bailey. *Treasons, Strategems, and Spoils: How Leaders Make Practical Use of Values and Beliefs.* Boulder, CO: Westview Press, 2001.

J. Best. *Damned Lies and Statistics.* Berkeley: University of California Press, 2001.

J.M. Bryson and B.C. Crosby. *Leadership for the Common Good: Tackling Public Problems in a Shared-Power World.* San Francisco: Jossey-Bass, 1992.

J.B. Ciulla (ed.). *Ethics, The Heart of Leadership.* Westport, CT: Quorum Books.

L. Edwards. *Mediapolitik.* Washington, D.C.: The Catholic University of American Press, 2001.

* Students who do not have an initial literature review from a faculty member by the third class meeting should reconsider enrollment in this course.

- H. Elcock. *Political Leadership*. Northampton, MA: Edward Elgar, 2001.
- J.R. Fisher, Jr. *Six Silent Killers: Management's Greatest Challenge*. Boca Raton, FL: St. Lucie Press, 1998.
- S.B. Griffith, trans. *Sun Tzu: The Art of War*. London: Oxford University Press, 1971.
- R.A. Loverd. *Leadership for the Public Service: Power and Policy in Action*. Upper Saddle River, NJ: Prentice hall, 1997.
- N. Machiavelli. *The Prince*, chapters 15 – 23. First printed in 1532. Downloadable from the Internet at <http://www.constitution.org/mac/prince00.htm>.
- J. Madison. *Federalist #10*. Originally published November 22, 1787. Downloadable from the Internet at <http://www.constitution.org/fed/federa00.htm>.
- P.S. Myers (ed.). *Knowledge Management and Organizational Design*. Boston: Butterworth-Heinemann, 1996.
- B. Nooteboom. *Learning and Innovation in Organizations and Economies*. New York: Oxford University Press, 2000.
- T. O'Neill. *All Politics is Local*. Holbrook, MA: Bob Adams, Inc. 1994.
- A. R. Pell. *The Complete Idiot's Guide to Managing People*, 3rd ed. New York: Alpha Books, 2003.
- G. Reeher and M. Mariani. *The Insider's Guide to Political Internships*. Boulder, CO: Westview Press, 2002.
- W. Roberts. *Leadership Secrets of Attila the Hun*. New York: Warner Books, 1987.
- J. Sparrow. *Knowledge in Organizations: Access to Thinking at Work*. London: SAGE Publications, 1998.

Please note that I have not indicated which particular articles will be taken up during our class sessions. I have purposefully omitted this information for two reasons: 1) it allows flexibility as to what topics we take up and in what order; and 2) I am lazy.

Course Schedule

Established due dates are changeable only by the instructor.

- Sept. 27 – Introduction
 - Presentations on Internships
 - Discussion of readings from *The Prince* and *Federalist 10*
- Oct. 4 –
- Oct. 11 – **Thesis due**
- Oct. 18 –
- Oct. 25 – **Outline due**
- Nov. 1 –
- Nov. 8 – **Abstract and Annotated Bibliography due**
- Nov. 15 –
- Nov. 22 – Paper Presentations
- Nov. 29 – **Final Paper due**; continue paper presentations

Policy on Plagiarism

Much of your college education will involve learning what others have written and then integrating those ideas into your own thinking. However, in academic writing any ideas or words not credited to another are assumed to be those of the author. The problem of plagiarism comes in when you fail to give credit for those ideas that are not original to you. The word *plagiarism* (from the Latin for “kidnapping”) refers to the unacknowledged use of another’s words, ideas, or information. Your instructor will introduce you to strategies to avoid plagiarism, the conventions for using and acknowledging sources, and good procedures. Your instructor will also help you to gain confidence in your own writing so that you do not feel a need to borrow the ideas and/or words of others without acknowledging that “borrowing.”

The following is a guide to help you avoid plagiarism.

What need *not* be acknowledged?

- Common knowledge. If most readers would likely know something, you need not cite it.
- Facts available from a wide variety of sources. If a number of textbooks, encyclopedias, or Almanacs include the information, you need not cite it.
- Your own ideas and discoveries.

What *must* be acknowledged?

- Any direct quotation. The **exact** words quoted must be placed in quotation marks.
- Paraphrases and summaries of others’ ideas and/or words that provide background information, Present facts not commonly known, and explain various positions on your topic.
- Arguable assertions. If an author presents an assertion that may or may not be true, cite the source.
- Statistics, charts, tables, and graphs from **any** source. Credit all graphic material even if you Create the graph.

The Ohio State University considers the purchase of research papers or the employment of a person or agency to prepare such papers to be academic misconduct. In addition, though you may get help in writing your paper, there are limits to the amount of help you can honestly receive. For instance, others may read over your paper and point out weaknesses, but they must not rewrite the paper for you.

A problem can also occur if you want to submit a paper for one class that you have already submitted to another instructor for another class. To avoid this problem, discuss the paper with your current instructor before handing it in.

The penalties for plagiarism range from a reduced grade for the assignment to failure in the course to suspension from the university. Please consult the Office of Academic Affairs, Committee on Academic Misconduct online at <http://oaa.osu.edu/coam/prevention.html> for further information.

Here are some tips on writing a good paper:

1. Do not split infinitives: **Correct:** To go happily. **Incorrect:** To happily go.
2. Capitalize political party names, Congress, Senate, and House.
3. Avoid ending verbs with “ing.” Avoid the verb “to be.” Never use “being.”
4. Do not use “a lot.” Use “much” or “many.”
5. Avoid run on sentences.
6. Avoid one-sentence paragraphs.
7. Do not use the phrase “kind of.”
8. Do not use the word “basically.”
9. Learn how to use the apostrophe to indicate possession, especially in regard to plural possessive (put apostrophe *after* the “s”).
10. Do not end sentences with prepositions.
11. Never use contractions in formal writing.
12. Avoid redundancy. Examples: “baby kittens,” “incumbent running for re-election.”
13. Do not use the word “feel” when you mean “think” or “believe.”
14. Do not write “people that.” It is “people who.”
15. For the numbers zero to nine, write out their name. For 10 or more, write the number.
16. Never begin a sentence with a number. Always write out the name.
17. Italicize the names of publications, television programs, movies and CDs.
18. Learn to differentiate among: there, their, and they’re; its and it’s; then and than; further and farther; principle and principal; capital and capitol.
19. Please put page numbers on every page of your paper.
20. The paper should have one-inch margins on the top, bottom and sides and appear in 12-point size font.
21. Cite sources by putting the last name of the author of the work and the year it was published in parentheses in the actual text of the paper [add page number(s) if using a direct quote], then put a list of the sources alphabetically (by last name of the author) at the end of your paper.
Examples: (Jackson 2002)
(Jackson 2002, 23) [for a direct quote taken from page 23 of the original]