Course Description
PS-506 has several goals. Each student's understanding of state and local government and politics, implementation of public policy, and intergovernmental relations should be enhanced as a result of this course. While there are numerous ways to accomplish these goals, the centerpiece for learning in this course is the 165-hour internship with an organization that focuses on state or local public affairs. At the end of the term, each student should have a comprehensive and sophisticated view of state and local public affairs. Students also should be knowledgeable of and facile in the application of qualitative methods used in the social sciences. Interns should be able to show how their previous coursework assists them in making sense of their experiences at the internship site. Second, since this course uses an expressly experiential format, it is not organized along a hierarchical student-teacher model; we are involved together in a learning community. I expect that students will leave the internship with a better understanding of their learning styles, values, career paths, and the professional work world. Interns should be willing to take responsibility for their own future learning and also be reflective in their thinking. Finally, students should leave the internship experience with a better understanding of democracy and the demands of citizenship. The seminar provides an opportunity for each intern to gain real world her insights into state/local public affairs, the world of work, and citizenship in a democracy. The assigned readings support the aforementioned goals.

Readings

Course Requirements
(a) Class participation (15%).
(b) Complete a learning agreement that specifies academic, skill, and personal learning objectives for the internship.
(c) Complete an internship expectations form.
(d) Complete a 165-hour internship at your assigned organization. Failure to do so satisfactorily results in an F for the course (50% combined with d).
(e) Complete an internship portfolio (50% combined with d).
(d) Complete a 10-12 double-spaced, typewritten page paper that integrates the appropriate literature in political science literature with your internship (35%).
(a) Class Participation (15%)

Class participation is essential for the success of this class. This is not a lecture class; hence, your contribution to class discussion is vital. You will learn by sharing your experiences with your classmates. Members of the class will be called upon to lead a topical discussion each week. Further, all seminar participants will discuss relevant experiences that may assist your classmates at their sites. The class will also discuss any other relevant information pertaining to the issues discussed on that day of class. If at any point in time I determine that the class is not participating in class discussions because they have not read assigned work or prepared themselves in any way to be valuable contributors to the classroom environment then I reserve the right to implement reading quizzes.

(b) Learning Agreement

Each student will write a learning agreement. Use the readings to assist you in preparing your learning agreement as well as the model learning agreement. This is your syllabus and will guide your portfolio preparation. You must establish the goals you wish to pursue during the term, measurable objectives to meet those goals, and ways to evaluate whether you’ve achieved your objectives. Your agency supervisors and Professor Cosby approves this form. It is due by Tuesday, 28 January.

(b) Internship (50%)

Each student is required to complete a 165-hour internship at your sponsoring agency. Your supervisor must certify that you met your job requirements for you to receive credit for the course. Failure to meet your supervisor’s expectation results in an automatic F for the course. The internship supervisor will complete a final evaluation of your performance, but the internship supervisor does not assign a grade for the internship.

(b) Research Paper and Journal (35 %)

Internships allow students to be ethnographers as well as integrate theory and practice. This paper asks students to conduct a literature review on a political science subject that is related to your internship and then using the ethnographic data that you’ve gathered from your internship site either confirm or reject the conventional wisdom of that political science literature. This paper should take the format of a10-12 page, double-spaced, typewritten paper that is well-written and follows the conventions of a traditional research paper. Further, you will compile a journal (portfolio) that reflects through work performed, pictures taken, and weekly reflection papers your internship experience. We will discuss throughout the course of the class and in individual meetings your progress in performing this critical component of the course.

THE RESEARCH PAPER AND JOURNAL MUST BE TURNED IN ON THE LAST DAY OF YOUR INTERNSHIP.
Grading
A 94-100  C- 70-73
A- 89-93   D+ 67-69
B+ 87-88   D 64-66
B 83-86    D- 60-63
B- 80-82   F 59 and below
C+ 77-79
C 74-76

COURSE OUTLINE

14 January-Introduction to philosophy and mechanics of experiential learning

READ

21 January-Sweitzer and Mary A. King, pp. 3-61
28 January-Sweitzer and Mary A. King, pp. 62-88
Moodle-Effective Non-profit Boards
4 February-Terry Christensen and Tom Hogen-Esch-pp. 3-41
11 February-Individual Meetings
18 February-Terry Christensen and Tom Hogen-Esch-pp. 42-77
25 February-Individual Meetings
4 March-Sweitzer and Mary A. King, pp. 89-131
Moodle-Sports Ministry
18 March-Terry Christensen and Tom Hogen-Esch, pp. 78-108
Sweitzer and Mary A. King, pp. 89-131
25 March-Individual Meetings
1 April-Terry Christensen and Tom Hogen-Esch, pp. 111-152
8 April-Individual Meetings
15 April-Sweitzer and Mary A. King, pp. 132-168
22 April-Individual Meetings
29 April-Terry Christensen and Tom Hogen-Esch, pp. 153-209 and wrap-up

SEMINAR PARTICIPANTS

Angela Acampora Senator Lindsey Graham Campaign
Neslon Beale BOOST
Caley DeGroote Senator Vincent Sheheen Gubernatorial Campaign
Kiersty Degroote Senator Vincent Sheheen Gubernatorial Campaign
David Dunn Senator Lindsey Graham Greenville Office
Dalton Elliott BOOST
Kristin Fennegan Law and Action
Eva Kostadinova Furman Library
Alex Krauss City of Travelers Rest
Seth Saler Law in Action