

**Bowie State University**  
School of Arts and Sciences  
**Department of History & Government**

**Summer 2011: Course Syllabus and Schedule of Learning Activities**

**Course:** Fieldwork in Political Science (6 Credits)

**Course # & Section:** Govt 360-700 (1259)

**Class Schedule:** M @ 5:00-9:39 p.m.

**Course Location:** Designated Work Site

**Office Hours:** M&F @ 2:00-5:00 p.m. and/or by Appointments

**Facilitator:** Benjamin Arah, Ph.D.

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**COURSE DESCRIPTION:** This course explores internships in legislative and administrative agencies, or projects utilizing the political process to bring about social change. The course requires a field placement and a weekly evaluative seminar.

This Fieldwork in Political Science, a six-credit course and practicum in the discipline, combines the traditional classroom setting with the day-to-day practical or experiential workplace learning using the internship formats. Students, who register for and enroll in the course, work or serve as interns at law firms, social service agencies, political party organizations, etc. under supervision in addition to reading the appropriate academic literature about service and/or experiential study.

**COURSE DELIVERY FORMAT:** The course will use the Hybrid/Dual Mode or Blended delivery format where instructions and regular (weekly) discussions about the scholarly readings and students work-related experiences will be communicated both in the face-to-face and virtual environment (via the use of computer and the internet technologies). The online interactions will be conducted in an asynchronous manner without real-time communication, but students engage in the real hands-on at the designated work site under close supervision and monitoring.

Pease go to ANGEL and access the **Course Orientation** and other relevant materials (on the Course Menu) for additional information and the necessary instructions that will help students succeed and excel in this course.

**COURSE PREREQUISITE:** The prerequisites for Govt 360 are that the student be a junior or senior at the time; must have the instructor's expressive permission; and secure an acceptable or appropriate work site with the site's personnel able to provide adequate instructions, mentoring, supervision all through and performance evaluation at the end of the fieldwork. It is important to assume that students must have taken both ENGL 101 and 102 to enable them read, engage and confront difficult or complex texts with maximum comprehension, write intelligibly, and be able to think: creatively, critically and persuasively.

**DISABILITY POLICY STATEMENT FOR ACCOMODATION:** Students with disabilities who may need reasonable or the ADA accommodation considerations should make such a request to Dr. Michael S. Hughes (the Coordinator of Disability Support Services/Academic Advisement Specialist), at the Business/Graduate Studies Building (in Room 1328). He can also be reached at

(301) 860-4062. It is also important to share such an interest or desire for accommodation with the instructor of the course.

**THE REQUIRED READINGS FROM THESE READING MATERIALS:**

Bansak, Cynthia, Renatte K. Adler, & Katherine Wolf. (2005). A Learning Outcomes Index of Achievement in Academic Internships. *Social Science Research Network* (February 22). Retrieved from <http://ssrn.com/abstract=684421>.

Barber, Benjamin R. & Richard M. Battistoni (eds.). (1999). *Education for Democracy, Citizenship, Community, Service*. Dubuque, Iowa: Kendall/Hunt (revised ed.).

Giles, Dwight & Mary Ryan. (2002). Internships in Higher Education. In James W. Guthrie (ed.), *Encyclopedia of Education*, Vol. 8.

Gold, M. (2002). The Elements of Effective Experiential Education Programs. *Journal of Career Planning & Employment*, 62(2), 20-24.

Inkster, Robert. (1994). Internships and Reflective Practice: Informing the Workplace, Informing the Academy. *ERIC Digest* (ERIC Document Reproduction Service, #ED376459).

Kendall, Jane. (1986). *Strengthening Experiential Education in Your Institution*. Raleigh, NC: National Society for Internships and Experiential Education.

Ryan, Mary & John R. Cassidy. (1996). Internships and Excellence. *Liberal Education*, 82(3), 16-23.

Salem, Richard G. (ed.). (2005). *Internship Handbook* (2<sup>nd</sup> ed.). Washington, DC: The American Sociological Association.

Stanton, Timothy & Kamil Ali. (1994). *The Experiential Handbook: A Student Manual for Making the Most of an Internship* (2<sup>nd</sup> ed.). New York: Carroll Publishing.

Sweitzer, H. Frederick & Mary A. King. (2003). *The Successful Internship: Transformation and Empowerment*. Belmont, CA: Wadsworth Publishing.

Zanville, Holly & Richard Markwood. (1982). *A Casebook on Practice in Internship Education*. Boulder, CO: Western Interstate Commission for Higher Education.

**EMERGING ISSUES:** Students will examine some of the issues of and arguments for global warming/climate change to begin to understand and appreciate the nature of the environmental crisis and its impact on the human race. One of the emerging issues is the question of “going green and being friendly to environmental” which calls for some/all of the following deliberate actions:

- Conserving energy and preserving the ecological system
- Recycling bottles, cans, papers, plastics, etc.
- Cleaning-up the environment and becoming a lover of nature

- Helping to reduce pollution and toxic wastes to improve air and water quality, and
- Protect the wildlife, forestation and always grow plants or seeds in the neighborhood.

Students will be required to view former Vice President Al Gore’s “An Inconvenient Truth” (2006) documentary film, and then write an a critical review essay, for 5%, providing good arguments for “greening” the environment and reducing pollution/waste in the community.

**INSTRUCTIONAL AND PEDAGOGICAL MODES:** The methods would include the

- traditional lectures with assigned readings and handouts to illuminate/challenge students
- in-class/online participation/discussions and study group/collaborative presentations
- viewing and interpretive analysis of the relevant/appropriate CD/Video-tapes
- written assignments (an essay, two quizzes, two examinations, extra-credit projects), and
- invite outside visitors, political thinkers or experts as guest lecturers and/or speakers.

**COURSE LEARNING OBJECTIVES:** Students will

1. Learn to apply academic knowledge to real life situation during this practicum
2. Develop invaluable professional relationships while in the field
3. Be exposed to the dynamics and challenges of on the job experiences
4. Begin to understand the types of workplace social networks and interpersonal skills
5. Explore the interconnection of citizen education or learning and community service

**THE COMPETENCIES:**

**A) NCATE Curriculum Themes**

- i) Academic Scholar: Objectives
- ii) Effective Practitioner: Objective
- iii) Technological Applications: Objective
- iv) Multiple Forms of Assessment: Objectives
- v) Special Population Perspectives: Objectives
- vi) Reflective Practitioner: Objectives
- vii) Personal and Interpersonal Perspectives: Objectives

**B) Four General Education (GENED) Competency Areas:**

- 1. Written and Oral Communications:** Students will
  - a. Analyze and discuss critical issues and recurring themes in the discipline.
  - b. Make interpretations and present those ideas in writing.
  - c. Verbally express or present ideas both clearly and persuasively to clients, staff and supervisors and routinely participate effectively in administrative protocols and/or decision-making activities in the course of the performance of the assigned internship duties.
  
- 2. Scientific and Quantitative Reasoning:** Students will
  - a. Apply scientific methods of inquiry during investigations or the performance of duties.
  
- 3. Critical Analysis and Reasoning:** Students will
  - a. Apply skills in analysis, synthesis and problem solving.
  - b. Apply logical reasoning in the examination and resolution of tasks.
  
- 4. Information Literacy**
  - a. Identification of key concepts and terms that describe the information needed.
  - b. Selection of the most appropriate investigative methods for accessing needed information

**COURSE LEARNING OBJECTIVES AND THE GENED EXPECTED OUTCOMES**

- A) Learning Objectives:** After taking and completing this seminar-survey course, students should be able to
1. Describe the impact and importance of the political concepts, ideas, theories
  2. Explain the nature and scope of political philosophy as a distinct sub-field within the academic disciplines of philosophy and political science
  3. Discuss the links between politics, political philosophy, political/moral theory
  4. Describe the differences between political philosophy/theory and theory ideology
  5. Explain the diverse uses of political philosophy/theory within politics and philosophy
  6. Distinguish ancient/classical and modern as well as contemporary political thoughts
  7. Understand the nature of issues and problems inherent in political philosophy/theory
  8. Identify the significant texts and contributions associated with these selected political thinkers in the Western tradition
  9. Discuss the relationship between the individual and the state, morality and politics
  10. Develop the sharpened ability to analyze, evaluate and articulate or discuss complex political theories, issues and ideas from critical/philosophical standpoints

**B) GENED Student Expected Learning Outcomes:** Students will be required to complete the following

1. Write an argumentative essay on an emerging issue of global warming and climate change, for 5%. The essay should employ sound reasoning and avoid informal fallacies as well as demonstrate the student's ability to deal with complex issue/ideas and provide interpretive arguments for or against climate change. Students are expected to take a position and defend it with sound reasoning [GENED I. a, b; 2 a; 3 a].
2. Actively participate in the two Study Group collaborative presentations on the assigned reading materials, for 10% [GENED 1a, b; 3, a, b; 4, a b].
3. Do the graded written assignments (two quizzes, mid-term examination, the final examination, the weekly conference postings, and a possible additional project for some extra-credit points) [GENED 1 a, b; 2 a; 3 a, b; 4 a, b].
4. Be able to identify invalid, unsound, and fallacious reasoning as demonstrated by scoring a C or higher on the mid-term and final examinations [GENED 1 a, b; 2 a, 3 a, b; 4 a, b].

### **PERFORMANCE ASSESSMENT CRITERIA, GRADING AND RESPONSIBILITIES**

**a) Performance Assessment Criteria:** Various assessment methods will be used as students' performance evaluation criteria as follows:

1. Film Critique on Emerging Issue = 05% (OPTIONAL, due on May 10, 2011)
2. 5 Short Papers & Film Critique = 30% (due dates below, without exception)
3. 5 Study Group Presentations = 30% (scheduled for every Friday)
4. Weekly Conference Participation = 25% (Wednesday Online Discussions via BSU Online)
5. Final Examination: Paper = 15% (3 Questions due or to be taken on the last day of class)
6. Extra-Credit Opportunities = 10% (the Instructor to announce such learning opportunities)

**b) The Grading System:** The attainment of the learning objectives will be measured by the two quizzes, a midterm examination, an argumentative essay, study group presentations, weekly online conference participation and the final examination. And competency is determined by the attainment of a cumulative grade of "C" or better according to the following calculations:

90+ = A  
80+ = B  
70+ = C  
60+ = D, and  
50+/- = F.

**c) Students' Responsibilities:**

i) Students are required to attend classes regularly, learn the assigned materials, ask questions and participate in graded class activities: deliberations, discussions, quizzes, presentations, examinations, online conferences, and the essay paper.

ii) Every Wednesday, students are required to log-in and participate in the ANGEL interactive conference discussions with other students, and this is usually done asynchronously, via the Discussion Board/ANGEL. This is a time to read the materials posted on the Conference section, develop one's own written responses and/or read what other students have posted and respond accordingly/respectfully/intelligently. The instructor monitors and records attendance!

**Note:** Students are expected to use every **Wednesday** for online conference participation or other online activities, and please know that these activities are promptly recorded. When posting answers, comments or responses, just type in the appropriate space and "submit." And be advised that whatever is written and posted, in the online conference forum, is public and be careful about what is said and how it is conveyed to avoid any misrepresentation or misinterpretation. Write clearly, intelligibly, responsibly, straight to the point, and nothing personal nor vulgar with the choice of both words and language. Respect the differences in people and understand that we are all in this endeavor to learn for self-improvement, and do not try to compete with anyone but to learn with others collaboratively/cooperatively as we try to share and exchange information packaged as knowledge. So let's make learning a pleasurable, fun and an enriching experience!

iii) Every student is advised that excessive absences may result in the final grade of "F" in the course. Students are required to enroll in the Blackboard in order to be permitted to have access to the course and participate actively. Not participating in the Blackboard conferences and other activities is a form of unexcused absence in the course. Students should be able to access Course information (Syllabus and other materials, lecture notes, updated announcements, assignments, directions, etc.) from the BSU Online. Attendance roll is taken anytime students log-in and submit the required written responses, online. For the face-to-face sessions, the instructor takes attendance. Please know that missing classes (whether online or in face-to-face) for more than five times is serious and the student is putting oneself in a precarious situation.

iv) Bowie State University does not recognize academic dishonesty as a legitimate means for fulfilling the requirements of a course. Therefore, "cheating" in any aspect of the assigned course work is jeopardizing one's academic progress and success, and which result in having a grade of zero for that particular examination or in the course. Know that "plagiarism" which is cheating is serious form of academic dishonesty and should not be encouraged nor condoned. To avoid it, always make sure that one cites all the used sources appropriately.

For writing papers or responses, it is important to refer to the following manuals of style: the American Psychological Association (APA), the Modern Language Association of America (MLA), and the American Political Science Association Manual which is The Chicago Manual/Turabian Style).

v) Students are responsible for all the graded assignments in this course, and need to make

sure that they are neatly done and submitted as at when due without exceptions. Try to read and study the assigned materials before and after each class session, come to classes prepared and ready to learn, learn to work with other students to share and communicate information without necessarily having to cheat, and try to organize to have extra-curricular study sessions if need be.

**d) Instructions and Guideline for the Graded Short Papers:**

Each student will be required to submit a short paper of no less than three -five pages long, typed and double-spaced (excluding bibliography page) on the assigned reading topic. The instructor will be looking for the following:

1. Clarity of thesis statement or statement of the problem
2. Excellent organization & coherence of presentation to reflect originality of thought
3. Depth of research demonstrated by accurate information, critical thinking & analysis
4. The clear use of Footnotes or Endnotes
5. Correct bibliographic & in-text citation formats
6. No more than one internet source used
7. Correct grammar, syntax, brevity of language with precise choice or economy of words.

**Note well:** “any plagiarism will result in a final failing grade of an F. This includes copying, paraphrasing someone, borrowing or stealing materials from the internet or any other sources without proper notations and/or accurate citations.”

**Film Critique:** Students are assigned to critique former Vice-President Al Gore’s 2006 documentary titled: “An Inconvenient Truth” or any other course-related films. The critique will be 3-5 pages with the appropriate manual style for writing and formatted as follows:

- a) Name of the Film or Documentary (and a very brief background information)
- b) Major Thesis (Major reason each film or documentary was written/done and the main argument(s) the author/producer intends to advance)
- c) Arguments (State the main philosophical or scientific assumptions that each author makes both as the reason for the book and the recommendations and observations therein)
- d) Analysis of Arguments (here students should assess the strength or weakness of the author’s argument, methodology, reasoning, plot, etc.
- e) Importance or relevance of the film or documentary (this is the heart of the assignment). Here, students may justify why anyone would believe the author or producer and whether the film was worth the effort or not. Use any other relevant films or works watched or viewed to support the critical analysis and arguments, for or against. And also try to discuss or reflect on the lessons learned from this unique learning experience.

**Individual Weekly Conference Participation:** The instructor will develop weekly assignments

for students to participate in and complete as individuals, for a possible total of 25% of the final grade. Each week, students are required to have a major response on the assigned materials and post the responses as at when due, and must respond to the postings or responses of two or more students within the time frame. See the posted Rubric in the Weekly Conference area, but check these Netiquette links for basic social ethics for group communication:

- a) <http://www.albion.com/netiquette/corerules.html>
- b) <http://en.wikipedia.org/wiki/Netiquette>
- c) <http://www.yourhtmlsource.com/starthere/netiquette.html>
- d) <http://www.dtcc.edu/cs/rfc1855.html>
- e) <http://www.techterms.com/definition/netiquette>

**Study Group/Collaborative Presentation: Online or In-Class.** Each student will work with a specific study group and assigned a chapter from the text for quality summary, presentation and discussion. The reading assignments will be placed in the Study Group area (via the Menu), but the presentations and question-answer sessions will be posted in the Weekly Conference area at the appropriate time. See the posted Rubric. After the Study Groups have completed their readings and posted their presentations, then all the students will be required or expected to read and ask them questions which they (the Groups) have to address and provide intelligent answers to. The Study groups should be expected to respond to questions raised in their conference by any class members during the time, within the week, and questions must be answered within a 24-hour period following their postings. The instructor will inform the groups when to post their presentations, and where they have to post them for public consumption and discussion. Study Group Presentations to have some of the following items:

- Names of the Study Group Members (who participated)
- Title of the Reading Assignment or Chapter & Page Numbers
- Author's Name(s)
- Major Thesis or what the Chapter is all about
- Outline of the Supporting Arguments
- Analysis: This portion is an assessment of the strong and weak points of what the assignment is all about. Address the implications of the author's work
- Application: State how the reading applies to "real" organizations. Use examples
- Conclusions: State the major points about the relevance and impact of the work.

### **SOME IMPORTANT ANNOUNCEMENTS, INFORMATION AND DATES:**

- Formal Classes start on January 24, 2011 and will end on May 10, 2011
- President's State of BSU/Fall 2010 Convocation: February 9, 2011
- Mid-Term Examination Week: March 14-18, 2011
- English Proficiency Examinations: February 17 & 18, 2011 and April 7 & 8, 2011
- Spring Break: March 21-27, 2011
- Advertisement Week: April 11-15, 2011
- Final Examination Week for Spring Graduating Seniors: May 2-7, 2011

- Final Examination Week for Continuing Students: May 12-18, 2011
- Spring Commencement: May 20, 2011

**The Due Dates for Short Paper Submissions, via the designated Dropbox, are:**

- **February 7**
- **February 28**
- **March 14**
- **April 4**
- **April 25**

**ENGLISH PROFICIENCY EXAMINATION:** After completing ENGL 101 and 102, Composition and Literature I and II, students must take and successfully pass the Bowie State University English Proficiency Examination. Transfer students who completed their English composition requirements at another university should take the English Proficiency Examination during their first semester of enrollment at the University.

**TECHNICAL ASSISTANCE & SUPPORT:** For technical questions or instructions, please call (301) 860-4357/(301) 860-HELP and someone, possibly Mrs. Mariann Hawken will help.

**Units of Instruction & Schedule of Learning Activities with Reading Assignments**

<b>Weeks/Dates</b>	<b>Learning Modules &amp; Objectives</b>	<b>Reading Assignments</b>
Week 1-3	<p><b>Module 1:</b> Introduction to the Political Science, Philosophy and Political Theory</p> <p>The Nature &amp; Direction of the Course</p> <p>Introduction to Philosophy and Political Philosophy</p> <p>Fields in Philosophy &amp; Political Science, the Value of Philosophy &amp; Careers in Political Science</p>	<p>Read the in-class Handouts, posted online materials in the Course Content, and check the links provided for additional reading materials/information</p>

<p>Weeks 3-16:</p>	<p>Niccolo Machiavelli (1469-1527)  Martin Luther (1483-1546)  John Calvin (1509-1564)  Jean Bodin (1530-1596)  Hugo Grotius (1583-1645)  Thomas Hobbes (1588-1679)  John Locke (1632-1704)  Baron de Montesquieu (1689-1755)  David Hume (1711-1776)  Jean-Jacques Rousseau (1712-1778)  Adam Smith (1723-1790)  Edmund Burke (1729-1797)  Thomas Paine (1737-1809)  Thomas Jefferson (1743-1826)  Jeremy Bentham (1748-1832)  James Madison (1751-1836)  Alexander Hamilton (1755-1836)  Mary Wollenstonecraft (1759-1797)  Georg W. F. Hegel (1770-1831)  Charles Fourier (1772-1837)  Alexis de Tocqueville (1805-1859)  John Stuart Mill (1806-1873)  Pierre-Joseph Proudhon (1809-1865)  Henry David Thoreau (1817-</p>	<p>Read the Textbook, Chapters</p> <p>Look-up, read the assigned materials via the links provided on Bb</p> <p>Instructor to provided some in-class handouts</p> <p>Relevant Video-tapes to be shown and discussed</p> <p>Participate in the Weekly Online Forums</p>