

**PLS 494, Section 730: FIELD EXPERIENCE IN POLITICAL SCIENCE
INTERNSHIP COURSE—ONLINE, ASYNCHRONOUS—SPRING 2022**

I. Course Instructor:

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Pronouns: he, him, his

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(<https://msu.zoom.us/j/92461100332>) Pswd: **YesPLS**

II. Course Description and Objectives:

The Department of Political Science's (PLS) Public Service Internship Program is designed to help you leverage your academic experience to earn professional and leadership skills via public service internships and other experiential learning opportunities.

Your principal focus for this course should be to excel at your internship. The demands of internships are rigorous—the hours are long, the deadlines are short, and the margins for error are small. Unlike typical courses, real-life political decisions, constituent services, or public policies will depend on your effort and quality of work. Performing at a high level will not only earn you points for this class, but it will also meet the standard for public service, ingratiate you to your supervisor(s), and expand your professional network. Of course, if there are any issues (e.g., overly demanding supervisor / co-workers, sexual harassment or assault, discrimination), please make me aware of the problem as soon as possible.

To help you excel in your internship or field experience, PLS 494 includes several readings and activities to complement your experiential learning. The course components are meant to supplement your internship and fieldwork. As such, the primary goals of PLS 494 are twofold:

A. Since internships or field experiences are often students' first in-depth exposure to a professional work environment, this course should help guide and educate you on the professional etiquette and social norms expected of new employees working in the public or nonprofit sectors. Relatedly, you should have the opportunity to experience firsthand the type of work done by those in your chosen field. You should be able to demonstrate proficiency in completing individual work projects and develop or refine administrative, research, and communication skills.

B. Internships and fieldwork also provide you an opportunity to experience political and governmental institutions in action. This course should afford you the chance to examine and critically assess the inner workings of governmental institutions, policy actors' decision making, and the broader societal relevance of internships and experiential learning opportunities.

Importantly, this course is not an opportunity for “easy” credits. The academic requirements of PLS 494 are equivalent to a 400-level class with a corresponding workload. Making the most of your internship and PLS 494 will depend on your motivation and performance. Dedication to your internship placement, individual responsibility, and professional behavior will determine the quality of your experience and future opportunities. The old saw remains true: you will get out of your internship what you put into it.

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III. Course Modality:

PLS 494's mode of instruction is ONLINE, comprised only of asynchronous components. You will be asked to write weekly journal reflections, read assigned materials, watch pre-recorded lectures or videos, and pen written responses to prompts throughout the semester. Specifically, the course is divided into three modules. Each module is dedicated to a specific theme and will span four weeks. See the "Course Requirements" and "Course Modules & Schedule" sections for more details.

IV. Health and Safety Requirements during Covid-19:

If your internship is in-person or hybrid (with you making any in-person contact at any point during the semester), you are expected to abide by local, state, and national guidelines, policies, and mandates around COVID-19. Moreover, MSU requires you to wear cloth face coverings over your nose and mouth indoors while undertaking any duties related to this MSU experiential learning course, unless previous alternative arrangements have been made via the MSU Resource Center for Persons with Disabilities (RCPD) at <https://www.rcpd.msu.edu/>. Should you show any symptoms of COVID-19 or are notified that they have been exposed to COVID-19, you must immediately notify MSU's COVID-19 Triage Hotline at 855-958-2678, or the Office of the University Physician. If you are ill, you are required to stay home and contact your primary health care provider. You are also encouraged to use phones, video conferencing, or other electronic means for group communications. Any work tasks in the placement that can be undertaken without a need to be on-site and interacting with others should be conducted remotely.

V. For Students Previously Enrolled in PLS 494:

If you have previously enrolled in PLS 494 in a prior semester, I have adapted the syllabus to ensure that you engage your internship and the course content in new ways. For the Module essays, this means you should complete the Alternative Module Essay Prompts instead of the original prompt. The Module Alternatives are marked in grey.

VI. Course Materials:

If you are taking this course for the first time, you do not have to purchase a textbook or any other materials for this course. All assigned materials—e.g., book chapters, research articles, news reports, video links—will be made available via the course website the course website.

*However, if you are repeating this course, then the Alternative Module 1 Assignment requires you to purchase, rent, or borrow the following book to complete the Module 1 Alternative Essay: Smart, Geoff. 2012. *Leadocracy*. Greenleaf Book Group.*

The course website is Desire2Learn (hereafter D2L): <http://d2l.msu.edu>. You can access the additionally assigned readings and activities on D2L. Grades will be posted periodically on the course website. I will also announce schedule or course changes here. Assignments will also be due via D2L. Please check our course website regularly. If you need technical assistance with D2L at any time, you should call MSU's IT support at 517-355-2345; they provide excellent and speedy support.

In addition, I have created a Module Question & Answer Discussion Forum (under the Communication, then Discussion tab). Feel free to pose general questions or answer your

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colleagues' questions there. This forum can be your first place to look for answers to general questions about reading material, lectures, weekly journal entries, Module essays, your internships, among other topics. *You can also subscribe to this forum so that it emails you when questions are posed or answered.*

VII. Course Requirements:

ENTRY AND EXIT SURVEYS: (4% TOTAL). You will take two surveys in this course. One is to be completed at the beginning of the course (during the first week) and the second at the end of the course (during the last week). You do not need to do anything to prepare for these surveys, and there are no "correct" answers to the questions, but you should take these surveys seriously. These should be easy points to earn; however, I do reserve the right to give no credit if it is obvious no faithful attempt was made to take the surveys seriously. The surveys are meant to assist me in assessing your level of knowledge, information regarding your internship, political beliefs and attitudes, and competencies developed at the beginning and end of this course.

TEN WEEKLY JOURNAL ENTRIES: (20% TOTAL). Over the fifteen-week semester, I require you to write *at least ten* weekly journal entries submitted via D2L. Reflecting on your internship every week is essential for professional and personal growth. Your journal entry should be around four to six sizeable paragraphs (e.g., 400 – 600 words) and focused on your internship experience that week. Be sure to provide as much detail as you can and use specific examples from things you did, places you went, people you met or worked with, and how those encounters made you feel. This is also an opportunity to share negative and positive experiences. Here are some prompts that may guide your journal entries; you do not need to answer all of these in each entry. Try to select different question prompts throughout to guide your responses.

What have you contributed to in your internship this week? What was your greatest accomplishment this week? What was your biggest challenge this week? How did you respond to the challenge? How is your relationship with your supervisor; how might it be improved? Did you have any interesting interactions with individuals or outside agencies / constituents this week? What happened? What have you learned regarding your office's work-supervisor relations, leadership and management practices, organizational culture? Who does your office or organization serve? What are your office's or organization's main goals? What are the challenges (e.g., politics, public opinion, institutions, resources, individuals) to accomplishing those goals? Is your office or organization effective at its mission? Are you meeting your learning objectives; why or why not? What have you learned from your experience thus far that will be beneficial to your career path forward? What concrete item / task have you produced or accomplished for your office or organization that you could showcase to future employers?

THREE MODULE WRITTEN RESPONSES: (36% TOTAL). For each module, you will be asked to respond to a question prompt. Specifically, you will pen a 2-3 page (single-spaced, 12-pt font such as Times New Roman, Arial, Garamond, Georgia) thoughtful essay that addresses and answers the questions posed in the prompt. You are expected to provide specific examples or data from your internship experiences and from the assigned activities, videos, readings, and lectures to support your response. *If you have previously enrolled in PLS 494 and already answered a particular essay prompt, select the alternative essay prompt.*

SUPERVISOR EVALUATION & TIME SHEET: (40% TOTAL). Toward the end of your internship, I will send your supervisor an evaluation form. Your supervisor will be asked to rate your overall

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performance. Their assessment of your performance will be used to allocate the respective points for this course component. Further complementing this requirement, you will be asked to fill out a Timesheet form and have your supervisor sign it weekly. Then at the end of the semester, you will submit the completed Timesheet via D2L. This will be used to verify the hours worked. Failure to submit your Timesheet by the due date will result in a grade of NO PASS for the semester, and you will not receive credit for the course.

Importantly, to receive the following number of PLS 494 credits that you applied for, you must complete the corresponding number of internship hours during the semester. As such, your Timesheet should reflect *at least* the corresponding number of total internship hours for the number of PLS 494 credits that you enrolled in.

<u>Credits</u>	<u>Total Internship Hours</u>
3	135
4	180
5	225
6	270

VIII. Student Evaluation and Grading:

Grading Weights—your point total will be determined using the following weights:

- Entry and Exit Surveys (2): 40 points (4%)
- Weekly Journal Reflections (10): 200 points (20%)
- Module Written Responses (3): 360 points (36%)
- Supervisor Evaluation & Timesheet: 400 points (40%)
- TOTAL: 1000 points (100%)

Grading Scale: All students will receive a grade of either “Pass” or “No Pass.” Students with a “No Pass” will not receive credit for the course. **To receive a “Pass” for this course, you will need to earn *at least* a total of 700 points (out of 1000)** by performing your internship duties at a high-level and satisfactorily completing the course assignments.

PASS: 700 – 1000 points
NO PASS: 0 – 699 points

IX. Course Modules & Schedule:

The outline below is subject to changes as necessary to account for the unique dynamics of our class. If changes are made, they will be announced with ample notice via email and/or documented on D2L.

A. ENTRY SURVEY—DUE SUNDAY, JANUARY 23 AT 11:59 PM.

Please take the Entry Survey (linked in D2L) regarding your internship, your thoughts on government, your views toward political participation, and political civility. (~ 15 min.)

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B. MODULE 1: EXPECTATIONS & RECEIVING FEEDBACK—DUE SUNDAY, FEBRUARY 6 AT 11:59 PM. Starting any new position, including an internship, can be nerve-wracking. This may especially be the case if you have never been employed before or have had limited exposure to the professional arena. This Module aims to provide you with some tips and resources to aid you during the early weeks of your internship. It should expose you to the norms and expectations of internships for both supervisors and interns, as well as how to navigate professional settings successfully. Also, the Module allows you the chance to reflect on your goals for the position, consider the knowledge and skills from your previous substantive courses that you are using, and think about how to receive feedback from supervisors and others better.

Please Read:

- Bennington, Emily and Skip Lineberg. 2010. *Effective Immediately: How to Fit In, Stand Out, and Move Up at your First Real Job*. Potter/Ten Speed/Harmony/Rodale. (PDF on D2L). (~ 60 min.)
- Stone, Douglas and Sheila Heen. 2015. *Thanks for the Feedback: The Science and Art of Receiving Feedback Well (even when it is Off Base, Unfair, Poorly Delivered, and Frankly, You're Not in the Mood)*. Penguin Books. (PDF on D2L). Chps. 1, 10, 11, 12. (~ 120 min.)

Please Listen to:

- “Professionalism for Your Internship and Beyond” Lecture (~ 30 min.)

Please Respond to:

- Please respond to the following prompt with a 2-3 page (single-spaced, 12-pt font such as Times New Roman, Arial, Garamond, Georgia) thoughtful essay. Be sure to provide specific examples or data from your experiences as well as from the assigned readings, videos, and lectures to support your response. Essays that do not include multiple concrete examples from or references to the assigned activities will receive lower grades.
- Essay Prompt: Please describe your duties originally outlined for your position and discuss how your actual daily tasks differ from what you expected. After experiencing your first weeks of the internship and reading the assigned articles and watching the lecture for Module 1, which tips did you find most helpful? Which did you find least helpful (or maybe even wrong)? Would you add anything that was not mentioned? Based upon the readings, what strategies are you now employing to better receive and process feedback from supervisors (or others in your life?) With these early weeks of hindsight, what advice would you give a student about to enter an internship for the first time?

MODULE 1 ALTERNATIVE: WHAT IS LEADERSHIP?—DUE SUNDAY, FEBRUARY 6 AT 11:59 PM.

If you have previously enrolled in PLS 494 and completed the aforementioned Module 1 “Expectations and Receiving Feedback” Essay, please complete this Module essay on leadership. You are on track to be a future leader in government. As such, it is important to take stock of what leadership actually means. This exercise is critical whether you will become a leader yourself or for considering which leader to choose. When reading this book (or any book for that matter), do not take it as “gospel.” This is one person’s (albeit a professional and well-informed person) account of what leadership entails. It is okay to disagree with all or part of this perspective.

Please Read:

- Smart, Geoff. 2012. *Leadocracy*. Greenleaf Book Group.

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Please Respond to:

- Please respond to the following prompt with a 2-3 page (single-spaced, 12-pt font such as Times New Roman, Arial, Garamond, Georgia) thoughtful essay. Be sure to provide specific examples or data from your experiences as well as from the assigned readings, videos, and lectures to support your response. Essays that do not include multiple concrete examples from or references to the assigned activities will receive lower grades.
- Essay Prompt: In only 1 page, summarize the main points made by the author of the book. What is the premise of his book? What does he believe makes a good leader? What are the characteristics of good leaders? How do people become leaders? How does he characterize the difference or similarities between private and public sector leaders? Then in 1 to 2 pages (thus the bulk of the essay), critique the book. Do you agree or disagree with the author's view of leadership (all or part of it)? Why or why not? Don't just critique the author's arguments and conclusions, but critique his approach and use of evidence as well. Does he really prove his point? Why or why not?

C. MODULE 2: INTERSECTIONALITY & PUBLIC SERVICE—DUE SUNDAY, MARCH 20 AT 11:59

PM. The United States and the state of Michigan are diverse places. Thus, the constituents (e.g., residents, clients, victims) you will serve will likely represent a mix of different identities, backgrounds, and privileges. Reflecting on your own identities and privileges, as well as considering the identities of others, will help you better serve these individuals. As such, this Module aims to help you better understand privilege, identity, intersectionality, and systemic and implicit biases. It asks of you to engage this material at a deep level considering your own experiences and to reflect on these issues from others' experiences. This Module will require a critical examination of past and current institutional systems, self-reflection, and empathy toward others.

Please Watch:

- 13th, Ava DuVernay's Netflix documentary:
<https://www.youtube.com/watch?v=krfcq5pF8u8>. (~ 100 min)
- Understanding My Privilege | Sue Borrego | TEDxPasadenaWomen
(<https://www.youtube.com/watch?v=XlRxcC0Sze4>) (~ 15 min)
- Intersectionality 101 (<https://www.youtube.com/watch?v=w6dnj2IyYjE>)
(<https://www.tolerance.org/magazine/summer-2016/teaching-at-the-intersections>) (~ 3 min)
- The urgency of intersectionality | Kimberlé Crenshaw
(<https://www.youtube.com/watch?v=akOe5-UsQ2o&t=2s>) (~ 15 min)

Please Take:

- At least one Implicit Bias Quiz (<https://implicit.harvard.edu/implicit/takeatest.html>) (~ 5 min)
- Assessing my Privilege Survey
(https://msu.co1.qualtrics.com/jfe/form/SV_4IqckuRcPE5lrWl) (~ 5 min)

Please Listen to:

- "Intersectionality & Public Service" Lecture (~ 15 min.)

Please Read:

- "Implicit Bias and Crime Victims: An Overview" by National Crime Victim Law Institute (~10 min) (<https://law.lclark.edu/live/files/25186-ncvli-newsletter-implicit-bias-and-crime>)

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Please Respond to:

- Please respond to the following prompt with a 2-3 page (single-spaced, 12-pt sans serif or serif font) thoughtful essay. Be sure to provide specific examples or data from your experiences as well as from the assigned activities, videos, and lectures to support your response. Essays that do not include multiple concrete examples from or references to the assigned activities will receive lower grades.
- Essay Prompt: Please describe your own identities, privileges, and implicit biases. What did you learn about yourself and other social groups after engaging in the assigned videos, activities, or lecture? Consider your internship supervisor or your organizational leader (e.g., legislator, CEO, agency head): where do your identities intersect with your supervisor or organizational leader's identities? Where might they not overlap? Now consider someone you might serve (e.g., constituent, resident, client, victim) that does not intersect with your same identities: how might your own identities, privileges, or implicit biases affect how you respond to or serve them?

MODULE 2 ALTERNATIVE: ACTING AGAINST INEQUITY & INJUSTICE—DUE SUNDAY,

MARCH 20 AT 11:59 PM. As you hopefully learned from previously completing Module 2 “Intersectionality & Public Service,” our own identities, backgrounds, privileges, experiences, and intersectionalities affect how we see and interact with the world. They affect how we serve others different from ourselves. Once we recognize this, we can no longer be complacent. We must actively work at an individual level to correct our private prejudices and struggle on a collective level to change or dismantle political and economic institutions, policies, and cultural and societal norms that perpetuate inequalities, inequities, and injustice. Thus, this Module asks you to read the assigned articles, reflecting on how racism, sexism, classism, and other “isms” and their consequences persist in our current policies, institutions, and norms. Then, the Module asks you to sit with this (potentially new) knowledge and reflect on what actions you plan to take to challenge the status quo.

Please Read:

- “When I was 12, I was charged with menacing with a deadly weapon. The killing of Adam Toledo is a reminder of my White privilege.” From the Washington Post (on D2L)
- “Built to keep Black from white: The story behind Detroit’s ‘Wailing Wall.’” from Bridge Magazine: <https://www.bridgemi.com/urban-affairs/built-keep-black-white-story-behind-detroits-wailing-wall>.
- “Why Many Americans Can’t See The Wealth Gap Between White And Black America” from FiveThirtyEight: <https://fivethirtyeight.com/features/why-many-americans-dont-see-the-racial-wealth-gap/>
- “As Mayor of Minneapolis, I Saw How White Liberals Block Change.” From the New York Times (on D2L).
- “The use of race- and sex-based data to calculate damages is a stain on our legal system.” From the Washington Post (on D2L).
- “How Structural Racism Works — Racist Policies as a Root Cause of U.S. Racial Health Inequities” from the *New England Journal of Medicine* (on D2L).

Please Respond to:

- Please respond to the following prompt with a 2-3 page (single-spaced, 12-pt font such as Times New Roman, Arial, Garamond, Georgia) thoughtful essay. Be sure to provide specific examples or data from your experiences *and* the assigned readings, videos, and lectures to

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support your response. Essays that do not include multiple concrete examples from or references to the assigned activities will receive lower grades.

- Essay Prompt: In only half of the essay, summarize the main points that you took away from these various assigned readings. To aid you, consider these questions: On the whole, what picture does it paint of our collective society, institutions, policies, and norms? How has history impacted our society's present? What did you learn that was new knowledge to you? What role do we have as individuals in this society if we are committed to equality, equity, and justice? Then in the second half of the essay (thus a sizeable portion of the essay), identify what concrete actions you plan to take to challenge this status quo. Therefore, consider and determine what you can do on a personal level, small or large scale, to start to work toward resolving (*not solve*) these issues of inequality, inequity, and injustice? For example, perhaps it involves you speaking up more, doing the hard work of learning more, going out of your comfort zone to engage with others different from yourself, or simply talking less and listening more? But provide specifics and not generalities. Also, know that I'm not asking you to take all of these challenges and muddy problems on yourself. Rather, I'm looking for you to detail what you identified from your internship experience and the readings from this Module that speak to you, move you, or recommit you to (small or big) action. Again, this may force you to grapple with your own identities, privileges, intersectionalities, and experiences and consider how you may leverage your current self to bring about micro or macro-level change. Effectively, the second half of this essay should be a roadmap for you to commit to things you plan to do (or continue to do) on a personal and professional level to challenge the status quo.

D. MODULE 3: Career Next Steps?—DUE SUNDAY, APRIL 17 AT 11:59 PM.

The real value of an internship is in how it prepares you for endeavors after college and the connections it helps facilitate. This Module aims to help you reflect on your internship experience, consider the skills you developed and where you still have opportunities to grow, and evaluate your overall contribution to the internship site. This Module will afford you the chance to assess your professional and personal growth from this internship experience.

Please Listen to:

- "Career Next Steps" Lecture (~ 15 min).

Please Respond to:

- Please respond to the following prompt with a 2-3 page (single-spaced, 12-pt sans serif or serif font) thoughtful essay. Be sure to provide specific examples or data from your experiences as well as from the assigned activities, videos, and lectures to support your response. Essays that do not include multiple concrete examples from or references to the assigned activities will receive lower grades.
- Essay Prompt: Look into the future a few years. You are now climbing the ladder in your respective career. Your supervisor, aware of your prior experience as an intern, has asked you to develop an internship program at your agency / organization / company. Reflect on your time as an intern and address the following questions: (1) What are the most important skills or lessons that a person should learn during an internship? Why? (2) What were your most important contributions to the placement when you were an intern, and what would you hope that future interns emulate from your experience? In particular, provide specific tangible or concrete contributions that you would be able to showcase in the future on a resume or during another job interview. (3) What should be the goal of students upon

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leaving an internship? And What should /can your organizations do to help students achieve this goal? (4) As a supervisor, how would the internship program and experience at your agency / organization / company be different from your own experience? (5) Finally, looking back at your prior classes at MSU, which courses or experiences were beneficial to your experience as an intern? What skills do you wish your studies would have stressed more?

MODULE 3 ALTERNATIVE: INFORMATIONAL INTERVIEW—DUE SUNDAY, APRIL 17 AT 11:59 PM. If you have previously enrolled in PLS 494 and completed the aforementioned Module 1 “Career Next Steps?” Essay, please complete this Module essay. One goal of internships is to gain exposure to the different careers within your placement area and take initial steps towards career-planning yourself. For this Module assignment, please identify someone at your internship whose career you admire, in the sense that they do the kind of projects that you could see yourself doing someday. This does not have to be the “main person” (e.g., senator, representative, prosecutor, lobbyist), but it could be a law clerk, legislative aide, non-profit executive director or someone outside of your office whose career you did not know existed before the internship began. Please interview that individual, asking them questions about their career journey, successes and failures, advice for others attempting similar careers, and networking and learning about job opportunities. Be sure to follow-up with a thank you note (preferably hand-written) after your interview.

Please Read:

- Please read these helpful guides on how to improve your [resume](#) and [cover letter](#).

Please Respond to:

- Please respond to the following prompt with a 2-3 page (single-spaced, 12-pt font such as Times New Roman, Arial, Garamond, Georgia) thoughtful summary and reflection of your informational interview. Essays that do not include multiple concrete examples from the interview will receive lower grades.
- Essay Prompt: What is the interviewee’s career path taken, and advice they would have for someone in your position, including maintaining a network and learning of job postings? What advice do they have for your next career steps? What advice or suggestions did you find relevant and helpful to you? What advice or suggestions were less helpful?

Please Provide:

- In addition to your essay, please also provide your *updated* resume and cover letter to D2L, having incorporated the many suggestions from the aforementioned links/resources, as well as your experience from the internship. You’ll be graded on the essay, as well as your updated resume and cover letter.

E. EXIT SURVEY—DUE SUNDAY, APRIL 24 AT 11:59 PM.

Please take the Exit Survey (linked in D2L) regarding your internship, your thoughts on government, your views toward political participation, and political civility. (~ 20 min.)

F. TIMESHEET—DUE WEDNESDAY, MAY 4 AT 12:00 PM.

Please submit your completed and signed Timesheet documenting your weekly hours to D2L. Failure to submit a Timesheet will result in a “No Pass” for this course.

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X. Course Policies and Procedures:

Intellectual Property of Course Content: My lectures, notes, handouts, quizzes, essays, assignments, and displays are protected by state common law and federal copyright law. They are my own original expression or have been borrowed from colleagues who have given prior consent. Students are authorized to take notes in my courses; however, this authorization extends only to making one set of notes for your own personal use and no other use. You may not copy course material, make a commercial use of them, or upload any course material to online study sites without prior permission from me.

Expected Civil Decorum: Politics can be controversial. And you will engage in controversial issues from time to time. I desire to create a space where meaningful and constructive dialogue is encouraged, and your opinions are shared. However, this requires mutual respect, a willingness to listen, and tolerance of opposing viewpoints. I expect that respect for individual differences and alternative points of view will always be maintained in this course and at your internship site. One's words and use of language should be tempered and within acceptable bounds of civility and decency.

Late Work or Make-up Assessments: I expect students to make every effort to turn in assignments and activities on time and as scheduled. The only exceptions that will be made pertain to medical emergencies experienced by you or someone in your immediate family that necessitate your absence, participation in a College-sponsored event or activity, or observance of a religious holiday. If you know in advance you will miss or be late for a course requirement, you must notify me in advance. If you are ill or other extenuating circumstances cause you to miss a required graded activity, notify me as soon as possible and provide appropriate documentation (e.g., doctor's note) that allows me to verify your claim.

Please note that for those assignments or activities turned in after a deadline (that do not meet the aforementioned exceptions), I will apply a 25% penalty to your assignment grade for every 24-hour period beyond the due date and time.

Internet Access: I understand that internet accessibility is an essential consideration for this online course. In the United States, hotspots are available for a low price and often carry one month of free internet connection. Some assistance might also be available through the Office of Financial Aid or Student Services, because connectivity will effectively become a requirement for the course. A map of free hotspots in Michigan is available here:

<http://cngis.maps.arcgis.com/apps/webappviewer/index.html?id=0d69accbb5ff422a82ecce2c9101b69d>.

Communication with the Instructor: I care about you and your success during the internship, in this course, at Michigan State University, and beyond. I welcome suggestions, comments, questions, and conversations about your internship experience, the course, policy studies, political science, graduate school, or the professional arena outside academia. Feel free to participate in my virtual office hours (office hours are listed above), set up an appointment, call, or email me. I will try to respond to all emails within 24 hours, although it may take longer on the weekends. I will also use email and our D2L site to frequently communicate with you about course assignments, activities, and any changes to the course schedule or syllabus.

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Grade Appeals or Challenges: I am not infallible and make grading errors, including grading miscalculations, from time to time. If you have a question or concern regarding your performance on an assignment or your standing in the course, I am happy to discuss this with you.

Academic Integrity: Plagiarism and other academic dishonesty will not be tolerated. I expect all work to be original and not previously or simultaneously turned in for credit in another course (unless you get explicit permission from me beforehand). All students at MSU are responsible for knowing and adhering to the academic integrity policies of this institution. Violations of this policy may include cheating, plagiarism (including “patchwriting”), aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. Students that violate the academic integrity policy will be subject to both academic sanctions from the faculty member (including but not limited to a zero for the assignment and/or course, being reported to the Dean’s office) and non-academic sanctions (including but not limited to probation, suspension, or expulsion from the university).

Accommodations for Students with Disabilities (from the Resource Center for Persons with Disabilities (RCPD): Michigan State University and I are committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at www.rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation (“VISA”) form. Please present this form to me at the start of the term and/or one week before the accommodation date (test, project, etc.). Requests received after this date may not be honored.

Religious Observation Policy:

<http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/religiousobservance.htm>

Sexual Harassment or Assault: Michigan State University and I are committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website at www.titleix.msu.edu.

I am available if you would like to speak to me about an incident of sexual harassment or assault that occurred while you are a student at MSU. However, it is essential to note that all MSU faculty members (and teaching assistants) are mandatory reporters through Title IX (the law that prohibits sex discrimination, including harassment, domestic and dating violence, sexual assault, and stalking). If you speak to me about a personal experience, I am required to report my knowledge of the incident to the Title IX coordinator.

An additional resource to consider if you need one-on-one crisis support is the Michigan Coalition to End Domestic and Sexual Violence’s Voices4 Hotline. The Hotline provides confidential and anonymous support for all victims/survivors, their significant others, and those professionals who serve them in the state of Michigan 24 hours a day, seven days a week. These services are secure and available in realtime. You can reach the Hotline via phone, chat, text, or TTY (Teletypewriter).

Hotline: [1-855-VOICES4](tel:1-855-VOICES4) ([1-855-864-2374](tel:1-855-864-2374))

TTY: [517-381-8470](tel:517-381-8470)

**PLS 494, Section 730: FIELD EXPERIENCE IN POLITICAL SCIENCE
INTERNSHIP COURSE—ONLINE, ASYNCHRONOUS—SPRING 2022**

Chat Line: <https://mcedsv.org/hotline/hotline-chat/>

Text Line: [1-866-238-1454](tel:1-866-238-1454)

Mental Health Services: Students often experience issues that may interfere with academic success, such as academic stress, sleep problems, juggling responsibilities, life events, relationship concerns, or feelings of anxiety, hopelessness, or depression. If you or a friend is struggling, we strongly encourage you to seek support. Helpful resources are available on campus, and most are free of charge.

- Drop by Counseling & Psychiatric Services (CAPS) main location (3rd floor of Olin Health Center) for a same-day mental health screening.
- Visit <https://caps.msu.edu> for online health assessments, hours, and additional CAPS services.
- Call CAPS at **(517) 355-8270** any time, day or night.
- 24-Hour MSU Sexual Assault Crisis Line **(517) 372-6666** or visit <https://centerforsurvivors.msu.edu/>.