Office Hours: By appointment; you can also call me on my cell phone, (864) 360-2217 (before 10 PM EDT)

Course Description

Fieldwork in State and Local Public Affairs is an engaged learning offering in the politics and international affairs department. The course centers on three goals. First, and most important, the course focuses on a student’s internship—which involves at least 165 hours in the field—and the interpretation of that experience. Engaged learning courses, particularly those built around a significant field experience, differ radically from instruction delivered in a traditional classroom setting. The professor’s role is a facilitator—a person who creates exercises and opportunities to translate the field experience into one of greater meaning for the intern. This is quite different than the traditional role of professing knowledge from a lectern in a classroom. Internships are far messier intellectual enterprises than classroom courses. In a typical classroom setting, a subject matter is arranged in a logical format that organizes the course’s content in a rational and efficient manner. Courses necessarily simplify often complex, messy, and ambiguous relationships, and they compartmentalize information into disciplinary boundaries. Internships do NOT organize information in any particular fashion; they do not respect disciplinary boundaries, and they also mix learning that affects the cognitive as well as the affective domain. Education for the cognitive domain is POL 406’s second goal. Here the goal is focused on what the internship experience is doing for the education of you as a person, a young professional, navigating the “real” world of work. Is the internship providing you with greater career clarity? Are you ascertaining what norms must be followed in the professional workplace to make you successful? What impact will this experience on your next career choice or how you comport yourself in the next work setting. Finally, there is a traditional classroom element to the course. We will be studying and reading about state and local government. While there will be lecture and discussion elements to this portion of the course, the goal is to see how the textbook accounts (or fails to!) for what you are observing at your internship sites. The course is based on inductive and deductive reasoning. Students will make generalizations about their internships based on their experiences with the sites. This inductive work (associated with Goal #1) is the chief intellectual task of the student. Deductive reasoning is employed in the traditional classroom setting, but it also works in an internship setting—here the student shows how a general principle works or does not in a new setting (the internship). Despite the messy intellectual issues raised by learning by experience, there are some established ways in which interns can make sense of their forays into the field. All of those techniques from face-to-face conversations to ethnographic writing to reflective writings will be employed in this offering. The expected result is that each intern will leave the field experience having a deeper and richer understanding of a subject area than would have been afforded solely by a classroom experience. Additionally, each intern should acquire more self-knowledge during the semester, especially about their career goals. Finally, students should leave with a richer and deeper understanding of state and local government and their opportunities and duties as citizens.
Rules of the Game

(1) Incompletes will be given only in extenuating circumstances and with the advance permission of the instructor.
(2) No extra credit is available.
(3) Students must complete all work to receive course credit.
(4) No more than one unexcused absence is allowed; excused absences are those that are granted by Dean Cass’s office or are for documented, extenuating circumstances that prevent you from attending class.
(5) Cell phones will be turned off and put in a basket at the beginning of class to be picked up at the end of class.
(6) No computers are allowed in class. Take notes in the old-fashioned manner—by handwriting them!
(7) It is RUDE to arrive to class late, leave the session early, or to leave class during the session and then return. Be forewarned that this is your professor’s pet peeve.
(8) Academic Integrity standards are important to our Furman community and will be upheld in this class. Students should review the Academic Integrity Pledge posted in the classroom and resources available on www.furman.edu/integrity. In this class, the grade penalty for an academic integrity violation is an F.

Additional resources in the Center for Academic Success (CAS; LIB 002):

The Writing & Media Lab (WML) is staffed by student Consultants who are trained to help you improve your writing and multimodal communication skills. The consultation process is non-directive and intended to allow students to maintain ownership of their work. In addition to helping with the nuts and bolts, WML Consultants also support you in developing your own ideas thoughtfully and critically, whether you’re writing an essay or planning a video or other multimedia project. You may drop into the WML during its regular hours (LIB 002; 9 AM to 10 PM) or visit wml.furman.edu to make an appointment online.

Peer Tutors are available free of charge for many classes and may be requested by dropping by CAS (LIB 002) or online here: www.furman.edu/CAS. Tutors are typically recommended by faculty and have performed well in the class.

Professional Academic Assistance Staff in CAS can provide students assistance with time management, study skills, and organizational skills.

The Writing and ESL Specialist provides professional writing support as well as support for students whose primary language is not English.

Accommodation Requests: The Student Office for Accessibility Resources is committed to helping qualified students with disabilities achieve their academic goals by providing reasonable academic accommodations under appropriate circumstances. If you have a disability and anticipate the need for an accommodation in order to participate in this class, please register with the Student Office for Accessibility Resources. They will assist you in getting the resources you may need to participate fully in this class. You can contact the SOAR office at 864.294.2320 or
at soar@furman.edu. You can find additional information and request academic accommodations at the SOAR webpage.

**Required Readings**


**Course Requirements**

1. Each student must have their supervisor certify in writing that an internship was completed that encompassed at least 165 hours of work at the internship site and also note the dates of the internship. This requirement is completed by having your supervisor send an e-mail to Professor Halva-Neubauer at glen.halva-neubauer@furman.edu. This requirement must be met to successfully complete the course.

2. Dr. Halva-Neubauer will meet with each internship supervisor or, in the alternative, speak with the supervisor on the telephone. A satisfactory report on the intern’s work at the internship site is necessary to pass the course.

3. **Class Participation (15%)**. You will be evaluated on your preparation for class as demonstrated by answering questions posed by HN about the assigned readings and offering insights from your internship experiences (and how they comport with the assigned readings) according to the rubric attached at the end of the syllabus. Additionally, you will be responsible for bringing new topics to class on April 17 and 24 that underscore what you’ve learned about a particular policy area OR being successful as an intern.

4. **Affective Domain Essay (15%)**. Internships represent opportunities to learn about yourself. Do you enjoy the work that you are currently completing? If so, what aspects of the job do you like? Dislike? Who have you met as a result of the internship—in short, how is your network expanding? What steps have you taken to improve your resume? What’s the next step in your career? Due date will be established individually with Dr. Halva-Neubauer.

Each intern will craft a project in consultation with Dr. Halva-Neubauer to assist in answering these kinds of questions. Additionally, each student will produce a resume and cover letter that can be used for future job or graduate school applications. This project will account for 15% of the course mark.

5. **Field Notes (25%)**. Each student will prepare a set of field notes that detail his or her experiences at the internship site. These field notes summarize the intern’s activities. They will be evaluated for their completeness and the richness of the portrait drawn. These field notes must be submitted weekly to Dr. Halva-Neubauer. The field notes should generate
approximately one to two typewritten, single-spaced pages per week. This project will account for 25% of the course mark. They are due weekly by Friday at 11:59 PM.

(6) Papers (45%). Interns will write three papers, each of five-eight, double-spaced, typewritten pages in length that integrate a set of readings with the student’s internship experiences. The students will work with Dr. Halva-Neubauer to craft papers appropriate to a student’s internship. These papers should ideally be based on the field notes/observations you are making at the internship site. Each of the papers must contain a bibliography that contains references to scholarly literature. Each paper counts 15% of the course mark. Due dates for the papers will be established individually.

All work must be completed by Wednesday, 25 April (Study Day).

Descriptions of letter grades (from the Furman University Catalog):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent. The mark of highest distinction earned by those students whose work represents the best that can be expected of a student at Furman.</td>
</tr>
<tr>
<td>B</td>
<td>Good. The mark of distinction earned by those students whose work represents a high degree of achievement in meeting the characteristic demands of the course.</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory. The mark earned by those students who have attained such familiarity with the content of the course and such ability to apply this knowledge as may be expected of a student who gives to the course a reasonable amount of time, effort, and attention.</td>
</tr>
<tr>
<td>D</td>
<td>Marginal. The lowest passing grade representing inferior work. It indicates that the student would be seriously handicapped in attempting subsequent courses for which this work is a prerequisite.</td>
</tr>
<tr>
<td>E</td>
<td>Failure. The mark indicates unconditional failure. No credit earned.</td>
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</tbody>
</table>

Grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>74-76</td>
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<td>D</td>
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<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D-</td>
<td>60-63</td>
</tr>
</tbody>
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COURSE OUTLINE

January 9—Introduction to engaged learning and the course.

January 16—The stages of internships, what are the functions and capacities of state and local governments in the 21st century, principles of federalism

READ: SK, pp. 1-47; BK, pp. 1-54
January 23—Staying engaged, understanding yourself; state constitutions, citizen participation

**READ:** SK, pp. 48-114; BK, pp. 55-106

January 30—Anticipation Stage, learning contract, organized political activity, state legislatures

**READ:** SK, pp. 114-179; BK, pp. 106-164

February 6—Clients, governors, budgeting

**READ:** SK, pp. 180-204; BK, pp. 165-225

February 13—Exploration, judiciary

**READ:** SK, pp. 205-249; BK, pp. 226-254

February 20—Staying Engaged, local government types and functions, local leadership

**READ:** SK, pp. 250-280; BK, pp. 255-309

February 27—Navigating the internship site, state-local relations, taxing and spending

**READ:** SK, pp. 281-312; BK, pp. 310-364

March 6—No Class, Spring Break

March 13—Beat of the community, economic development, education policy

**READ:** SK, pp. 313-327; BK, pp. 365-422

March 20—Riding high, criminal justice

**READ:** SK, pp. 329-358; BK, pp. 423-451

March 27—Professional, ethical, and legal considerations, social welfare policy

**READ:** SK, pp. 359-397; BK, pp. 452-476

April 3—Culmination, environmental policy

**READ:** SK, pp. 398-427; BK, pp. 477-502

April 10—No Class, Furman Engaged

April 17/24—Topics selected by students and facilitated by them
CLASS PARTICIPATION RUBRIC
POL 406, Fieldwork in State and Local Public Affairs
SPRING 2018

Class participation in Fieldwork in State and Local Public Affairs will be evaluated using the following rubric, adapted from Martha Maznevski, “Grading Class Participation,” *Teaching Concerns*, Newsletter of the Teaching Resource Center for Faculty and Teaching Assistants, University of Virginia, January 1996.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Absent</td>
</tr>
</tbody>
</table>
| 1     | Present, not disruptive.  
          Tries to respond when called on but does not offer much.  
          Demonstrates infrequent involvement in discussion. |
| 2     | Demonstrates adequate preparation; knows reading facts, but does not show evidence of trying to interpret or analyze them.  
          Offers straightforward information (e.g., straight from the readings), without elaboration or very infrequently (perhaps once in a class).  
          Does not offer to contribute to discussion, but contributes to a moderate degree when called on.  
          Demonstrates sporadic involvement. |
| 3     | Demonstrates good preparation: knows reading facts well, has thought through implications of them.  
          Offers interpretations and analysis of reading material (more than just facts) to class.  
          Contributes well to discussion in an ongoing way: responds to other students’ points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.  
          Demonstrates consistent ongoing involvement. |
| 4     | Demonstrates excellent preparation: has analyzed readings exceptionally well, relating it to other readings and other material (e.g., course material, discussions, experiences, current events, social media, etc.).  
          Offers analysis, synthesis, and evaluation of readings, e.g., puts together pieces of the discussion to develop new approaches that take the class further.  
          Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students’ comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.  
          Demonstrates ongoing very active involvement. |