
PS 399: Internship Program

Instructor

Internship Director

Course Content

This is a political science course that connects student internships with the field of political science. Students with an internship approved by the Political Science Internship Director will read cutting-edge political science research and regularly turn in papers explaining how the research relates to their internship. This course will help students understand how theories, methods, and findings from political science research are applicable in a variety of careers.

Eligible Internships

Students who wish to enroll in PS 399 first must line up work that will qualify under the program. Discretion ultimately rests with the Internship Director, but in general the student's employment must include substantial exposure to political, governmental, or legal institutions and must involve some sort of learning or individual discretion (rather than, for example, simply photocopying, stapling and/or delivering documents). Students receiving internship credit usually take paid or unpaid employment with one of the following:

- legislative staff (state or federal)
- government agencies (local, state, or federal)
- political parties or campaign organizations
- interest groups or other policy-related organizations (e.g., non-profit research)
- judicial institutions (local, state, or federal)
- law firms and other legal organizations (e.g. county attorney's office)
- the news media if primarily writing on government or politics

After identifying an internship the first step is to get it approved by the Internship Director via e-mail. In other words, simply enrolling for the course does not guarantee the ability to earn credit. The internship needs to be approved.

Once the internship is approved, students need to fill out two documents, both of which are on the Canvas site. First, students will need to fill out a **Learning Contract** that outlines the details of their internship and how it relates to the political science major. Second, the student needs to fill out a **Memorandum of Agreement** with their supervisor. The supervisor is the individual at the internship who will oversee the internship and assess on-the-job performance.

Both of these documents, the Learning Contract and Memorandum of Agreement, need to be uploaded to the Canvas site during the first week of the semester. If a student enrolled in PS 399 has not finalized this paperwork by the time Midterm Grades are due, then that is the equivalent of never really having been in the course, and the Internship Director reserves the right to issue a “N” ever for a grade which will have PS 399 erased from the student’s record.

No passing grade will be handed out in this course until the Internship Director has received an **Exit Evaluation Form** from the student’s supervisor. Thus, the student should ensure in advance that the supervisor is willing to provide this evaluation.

Students may earn up to 6 credit hours in PS 399 during a given semester, for a total of no more than 12 credit hours of the 120 required to graduate. The number of possible credits in a given semester depends on how many hours the student will be working at the internship, as well as on the scope of the academic work the student is willing to perform:

Table 1

Number of Credit Hours	Average Hours a Week at Internship	Number of Paper Assignments Required
3	10 to 20	5
6	20+	10

Academic Requirements

A student cannot pass without achieving a favorable evaluation from his/her supervisor via the **Exit Evaluation Form**. Additionally, students must complete the following academic requirements, all of which must be met satisfactorily for students to obtain a Pass:

1. Learning Contract

Students are required to upload a copy of their Learning Contract to the Canvas site during the first week of the semester. This document can be found in the files section of the Canvas site.

2. Memorandum of Agreement

Students are required to upload a copy of their Memorandum of Agreement to the Canvas site during the first week of the semester. This document can be found in the files section of the Canvas site.

3. Reading Assignments and Short Papers

The major assignment for the course is for students to read research articles assigned by the instructor and write a series of brief papers that connect the research to different aspects of their internship. The number of article assignments the student needs to complete depends on the number of credit hours being earned. This information is provided above in Table 1. For example, a student earning 3 credit hours must write papers for 5 of the 10 paper assignments listed in the course schedule below.

Each paper assignment has three article options, one for local, national, and international politics. For each assignment, the student will **choose one** of the articles and submit it by its associated due date, the idea being that students with local internships will tend to choose the article on local politics and so forth. These due dates are indicated in the course schedule outlined below. Late assignments will not be accepted and students that do not complete the appropriate number of article assignments will not earn course credit for their internship.

For each article assignment, the student will need to briefly explain the research and then connect it to some aspect of their internship. For example, conclusions from the article may be directly applicable to a project that the student is involved with at his/her internship. However, in other cases, it may take more creativity to connect the research to the internship. For example, it is possible that the findings of the research can be generalized to something that is relevant to the internship or the theory, methods, or data employed by the researchers could be used to answer questions that would be of interest to the group that is employing the student.

Here are the technical guidelines for the assignment:

- Upload a copy of your paper to the course Canvas site prior to its due date.
- Your paper should be between 400 and 1,000 words.
- Clearly state the assigned article you are discussing at the start of your paper.
- Late papers will not be accepted.

4. Exit Evaluation

At the end of the semester, students are required to upload a copy of their Exit Evaluation to the Canvas site. This document can be found in the files section of the Canvas site.

University Policies

1. Statement Regarding Academic Integrity

“Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.”

2. Statement Regarding Students with Disabilities

“If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Suite 407, Multidisciplinary Science Building, 257-2754, dtbeac1@uky.edu) for coordination of campus disability services available to students with disabilities.”

Course Schedule

All assigned readings can be found in the files section of the Canvas site. **Choose one** article for each paper assignment.

May 13, 2019: Review Syllabus

- Syllabus

May 17, 2019: Learning Contract and Memorandum of Agreement Due

- No Assigned Reading

May 20, 2019: Paper One Due

- **Local:** Trounstine, Jessica. 2016. “Segregation and Inequality in Public Goods.”
- **National:** Montgomery, Jacob M. and Brendan Nyhan. 2017. “The Effects of Congressional Staff Networks in the US House of Representatives.”
- **International:** Rho, Sungmin and Michael Tomz. 2017. “Why Don’t Trade Preferences Reflect Economic Self-Interest?”

May 27, 2019: Paper Two Due

- **Local:** Farris, Emily M. and Mirya R. Holman. 2017. “All Politics is Local? County Sheriffs and Localized Policies of Immigration Enforcement.”

- **National:** McCrain, Joshua. 2018. “Revolving Door Lobbyists and the Value of Congressional Staff Connections.”
- **International:** Pinto, Pablo M. and Boliang Zhu. 2016. “Fortune or Evil? The Effect of Inward Foreign Direct Investment on Corruption.”

June 3, 2019: Paper Three Due

- **Local:** Nownes, Anthony J. and Colin Glennon. 2016. “An Experimental Investigation of How Judicial Elections Affect Public Faith in the Judicial System.”
- **National:** Kalla, Joshua L. and David E. Broockman. 2016. “Campaign Contributions Facilitate Access to Congressional Officials: A Randomized Field Experiment.”
- **International:** Davis, Christina L., Andreas Fuchs, and Kristina Johnson. 2019. “State Control and the Effects of Foreign Relations on Bilateral Trade.”

June 10, 2019: Paper Four Due

- **Local:** White, Ariel R., Noah L. Nathan, and Julie K. Faller. 2015. “What Do I need to Vote? Bureaucratic Discretion and Discrimination by Local Election Officials.”
- **National:** Arceneaux, Kevin, Martin Johnson, Rene Lindstadt, and Ryan J. Vander Wielen. 2016. “The Influence of News Media on Political Elites: Investigating Strategic Responsiveness in Congress.”
- **International:** Cox, Gary W. and Barry R. Weingast. 2018. “Executive Constraint, Political Stability, and Economic Growth.”

June 17, 2019: Paper Five Due

- **Local:** Boussalis, Constatine, Travis G. Coan, and Mirya R. Holman. 2019. “Communicating Climate Mitigation and Adaptation Efforts in American Cities.”
- **National:** Hertel-Fernandez, Alexander, Matto Mildemberger, and Leah C. Stokes. 2018. “Legislative Staff and Representation in Congress.”
- **International:** Kim, In Song, Helen V. Milner, Thomas Bernauer, Iain Osgood, Gabriele Spikler, and Dustin Tingley. 2019. “Firms and Global Value Chains: Identifying Firms’ Multidimensional Trade Preferences.”

June 24, 2019: Paper Six Due

- **Local:** Ybarra, Vickie D., Lisa M. Sanchez, and Gabriel R. Sanchez. 2016. “Anti-immigrant Anxieties in State Policy: The Great Recession and Punitive Immigration Policy in the American States, 2005-2012.”
- **National:** Broockman, David E. 2014. “Distorted Communication, Unequal Representation: Constituents Communicate Less to Representatives Not of Their Race.”

- **International:** Serneels, Pieter and Marijke Verpoorten. 2015. “The Impact of Armed Conflict on Economic Performance: Evidence from Rwanda.”

July 1, 2019: Paper Seven Due

- **Local:** Shah, Paru R., Mellissa J. Marschall, and Anirudh V. S. Ruhil. 2013. “Are We There Yet? The Voting Rights Act and Black Representation on City Councils, 1981-2006.”
- **National:** Butler, Daniel M., Christopher F. Karpowitz, and Jeremy C. Pope. 2017. “Who Gets the Credit? Legislative Responsiveness and Evaluations of Members, Parties, and the US Congress.”
- **International:** Carnegie, Allison and Cyrus Samii. 2017. “International Institutions and Political Liberalization: Evidence from the World Bank Loans Program.”

July 8, 2019: Paper Eight Due

- **Local:** Burnett, Craig M. and Lydia Tiede. 2015. “Party Labels and Vote Choice in Judicial Elections.”
- **National:** Crowder-Meyer, Melody and Rosalyn Cooperman. 2018. “Can’t Buy Them Love: How Party Culture among Donors Contributes to the Party Gap in Women’s Representation.”
- **International:** Treisman, Daniel. 2015. “Income, Democracy, and Leader Turnover.”

July 15, 2019: Paper Nine Due

- **Local:** Marschall, Melissa and John Lappie. 2018. Turnout in Local Elections: Is Timing Really Everything?”
- **National:** Cassese, Erin and Tiffany D. Barnes. 2018. “Reconciling Sexism and Women’s Support for Republican Candidates: A Look at Gender, Class, and Whiteness in the 2012 and 2016 Presidential Races”
- **International:** Girod, Desha M. and Jennifer L. Tobin. 2016. “Take the Money and Run: The Determinants of Compliance with Aid Agreements.”

July 22, 2019: Paper Ten Due

- **Local:** Holman, Mirya R. 2017. “Women in Local Government: What We Know and Where We Go From Here.”
- **National:** Miller, Joanne M., Kyle L. Saunders, and Christina E. Farhart. 2016. “Conspiracy Endorsement as Motivated Reasoning: The Moderating Roles of Political Knowledge and Trust.”
- **International:** Kim, Nam Kyu. 2016. “Revisiting Economic Shocks and Coups.”

July 26, 2019: Exit Evaluation Due

- No Assigned Reading

Disclaimer

As the class proceeds, I reserve the right to modify the syllabus, the assignments, and the grading structure if I see fit to better accommodate the course. Modifications will be communicated via Canvas.