

**PSCI/SOC 396 INTERNSHIP SEMINAR
SPRING 2011**

Class schedule:

(all meetings THURSDAY noon-1 (12:10-12:55 PM) in the Dug Out Conference Room)

January 13: General introductory meeting: what is action research? (read Langton and Kammera essay on journaling; on e-reserve at Ames Library)

January 18: SPECIAL EVENT: Martin Luther King, Jr. Day Teach-in at Hansen 1-4PM: Panels on race, education, and globalization

January 20: SPECIAL EVENT: Mary Beckman visit. No lunch meeting. 4 PM lecture CNS E 101.

January 27: Organizational structures and cultures (read Stringer chapter 2; on paper reserve at Ames Library)

February 3: Project updates; **first journals due** as an e-mail attachment sent to jsimeone@iwu.edu

February 10: ARC Workshop: Fund Raising

February 17: Gatekeepers and stakeholders; **action plans due** (read Stringer chapter 3 and 4)

February 24: ARC Workshop: Food Stamp Project in Philadelphia (read Summers article)

March 3: Project updates; **second installment of journals due** as an e-mail attachment sent to jsimeone@iwu.edu

March 10: ARC Workshop: Working in multiple community cultures (read Simeone article)

March 17: Spring Break

March 24: Project updates

March 31: ARC Workshop: TBA (Matt Hill reading)

April 7: Project summaries; **final installment of journals due** as an e-mail attachment sent to jsimeone@iwu.edu

April 14: Lunch at Carl's

April 21: **Project summaries, outcome and process component due**

Class requirements: (Only for PSCI/SOC 396 interns)

The requirements for this course are listed below.

1. journal
2. evidence of good citizen practices (process component)
3. presentation / project summary report / research findings (outcome component)
4. supervisor's evaluation

Each requirement must be met in order to receive a grade. A brief guide to each requirement follows.

1. The point of the journal is really emotional growth and social maturity. Students learn to reflect on their experiences in the hope that they will train themselves to observe interactions and detect patterns (e.g., how does agenda control work?, who has power?, who are the gatekeepers?, etc). The idea is to encourage students to be flexible, to realize they need to make adjustments to their original plans, to see themselves in the context of the larger a social world. We will read an excellent recent essay by Langton and Kammera on journal writing which approaches the topic from this perspective. It trains students to approach their community experience as “fieldwork.” Go to e-reserve under Simeone. Find PS 396 Internship Seminar—the password is “action”—all lower case letters.

2. The process part of the grade gives students incentives to record and document their action research activities with their community partners, e.g., “on-site supervisor.” There are many internship activities that can serve as part of the process grade—meeting minutes, action plans, interview notes—but every intern will have to complete two important on-campus process requirements. These are (A) submitting a project summary report; and (B) attending an hour-long, weekly (Thursday at noon) seminar to discuss and digest experiences. These seminars rotate between ARC sponsored workshops run by Deborah Halperin, ARC coordinator, and discussion sessions conducted by Professor Simeone.

The project summary is essentially a “who/what/where/when/how” description of what has been accomplished on your internship project to date. Examples of project summaries can be found in the project binders held in the ARC cabinet outside CLA 263. See the Old House Society project binder for an example of a well-done project summary.

The weekly meeting time allows students to share experiences. In this learning community, they can support and mentor each other. Each intern is required to attend the weekly meetings. In the spring semester, Weir Fellows will also join us. Activities during the meetings will vary, but each internship seminar will feature reflection on a theme.

3. The outcome requirement encourages students to conceive of their internship as action research. Projects often result in definable and useful outcomes, but, due to the contingencies of community-based work, the original project goals are sometimes unattainable. Thus, outcomes vary in specific cases. Students are encouraged to revise project goals with supervisors before the end of the semester in order to obtain mutually agreed upon revisions. All projects should feature some form of presentation, however. Students are encouraged to consult with their community partners early (before the end of March) to schedule their presentations. Presentations will be public and seminar members are encouraged to attend.

4. A supervisor’s evaluation form will be sent to your internship supervisor by the Career Center after the signed learning contract is returned to the Career Center office. Evaluations are generally completed during the last week of the semester.

Readings:

Ernest T. Stringer, *Action Research* (3rd edition) (Thousand Oaks, Ca: Sage, 2005) (on paper reserve at Ames Library)

Phyllis Ann Landton and Dianne Anderson Kammera, “Recording and Reflecting,” pp. 67-84 in *Practicing Sociology in the Community* (New York: Prentice-Hall, 2005) (on e-reserve at Ames Library)

Office:

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T 9:30-11:30; 2-3; W 9-11; 1-2; or by appt.