

**City Internship  
PSCI 396  
Spring 2012**

**Class Schedule**

- 1-9 Orientation & City Council Meeting City Hall Bloomington 7-9:30 PM
- 1-16 King Day Teach-In Hansen Memorial Center 1-4 PM
- 1-19 Dug-Out Conference Room 12:10-12:55 Mission Statements
- 1-23 City Council Meeting City Hall Bloomington 7-9:30 PM
- 1-30 Cohort meeting: Tari Renner on city government
- 2-2 Dug-Out Conference Room 12:10-12:55 Stakeholders and Gatekeepers **First Draft Action Plans Due**
- 2-6 Cohort meeting: ISU prof
- 2-13 City Council Meeting City Hall Bloomington 7-9:30 PM
- 2-16 Dug-Out Conference Room 12:10-12:55 Action Plans
- 2-20 Cohort meeting: Deborah Halperin on action research
- 2-27 City Council Meeting City Hall Bloomington 7-9:30 PM
- 3-1 Dug-Out Conference Room 12:10-12:55 Project updates: **Revised Action Plans Due**
- 3-5 Cohort meeting: Jim Simeone on organizational cultures
- 3-12 Spring Break
- 3-19 Cohort meeting: Karen Schmidt on citizen engagement and education
- 3-26 City Council Meeting City Hall Bloomington 7-9:30 PM
- 4-2 Cohort meeting: ISU prof
- 4-9 City Council Meeting City Hall Bloomington 7-9:30 PM
- 4-16 Cohort meeting: ISU prof
- 4-23 City Council Meeting City Hall Bloomington 7-9:30 PM

**Class requirements:**

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

You may substitute a white paper in place of (2) and (3) above for 50% of the grade.

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 an action plan; and (B) periodically attending an hour-long, (Thursday at noon) seminar to discuss and digest experiences. These seminars will be conducted by Professor Simeone and will also be attended by the Weir Fellows.

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 for the week of April 12-16.

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* (3<sup>rd</sup> 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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M 3:00-4:00; TTH 4-5; W 9-11; 1-2; or by appt.