

**Political Science 195CE Civic Engagement: Corporate & Community Internship**  
*UCLA Center for Community Engagement - SPRING 2024*

**Faculty of Record: Professor Mike Ross**

**Graduate Student Instructor (GSI): Jennifer Cárcamo**

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**COURSE DESCRIPTION**

Tutorial, to be arranged; fieldwork, 8 to 10 hours a week. Limited to juniors/seniors. Internship in corporate, governmental, or nonprofit setting coordinated through Center for Community Engagement. Students complete weekly assignments, attend meetings with graduate student instructor, and write final research paper. Faculty mentor and graduate student instructor construct series of reading assignments that examine issues related to internship site. No more than 8 units may be applied toward major; units applied may be taken for a letter grade or pass/no-pass. May not be applied toward concentration or distribution requirements. Individual contract with supervising faculty member required.

Political Science 195CE is a 4-unit course that can be taken for a letter grade or pass/no-pass. Completion of the course fulfills one upper division elective course requirement for the Political Science major, but students do not need to be Political Science majors to enroll, nor does the internship need to be directly related to Political Science. The goal of this course is to get you to think about the relevance of political science outside of the classroom. ***Students are required to work a minimum of 80 hours total*** (about 8-10 hours per week) at their internship site over the course of at least eight weeks of the academic quarter.

**Meet your TA & Faculty:**

To enhance your success in this class, you will be supported throughout the quarter by a graduate teaching instructor (GSI). Please remember that we are here to help you and welcome any questions or concerns that you may have. You are required to schedule appointments with your GSI (which essentially fulfill with your meeting requirement). During these times, I can answer any questions you have related to readings, assignments, or chat about your interests in the subject or trajectories for the future.

**LEARNING GOALS**

- Define and apply the following core concepts: civic engagement, social responsibility, environmental responsibility, (racial/gender) equity, and governance.
- Apply academic knowledge and critical thinking skills to address situations and challenges that arise in 21<sup>st</sup> century work environments.
- Write a research paper integrating real world experience into the frameworks of political science.
- Explore how off-campus, experiential learning contributes to an undergraduate's intellectual, personal, and professional development and informs future career choices.

## **COURSE ORGANIZATION / MEETINGS**

As this is an independent study course, you are **required to complete FIVE 1-on-1 meetings between your GSI, which includes the initial intake**. Attendance for **5 meetings is mandatory and will be conducted remotely**. During meetings we will discuss the weekly readings, develop your writing, and discuss any other topic (s) of your choosing. You should always plan to **come in with at least 3 questions or topics to cover during each meeting**. We promise to do our best to deliver an engaging and fun course despite the challenges posed by the pandemic. We ask that you, the student to please:

- Be flexible and patient with us as we adapt.
- Refer to this syllabus throughout the course, as it will evolve as circumstances change.
- Stay up to date on UCLA's response to COVID-19 through this [website](#).
- Additional resources for remote learning are [here](#).

Schedule (in MyUCLA) or show-up for a drop-in session (no appointment required) and attend discussion with your GSI at least four times, in *addition* to the intake (which counts as your first meeting). Come to each 30-minute meeting/session *prepared to lead our one-on-one discussion* about your (1) weekly response papers, (2) research paper, and/or (3) future career trajectory. This course is an upper-division independent study and your participation score for each meeting is based not only on whether you are engaged and up to date on the readings and assignments, but also on how prepared you are to dig deeply and think critically about your internship experience and course assignments.

### **SCHEDULING MEETINGS**

Once students are officially enrolled in the course and have been assigned to their GSI, students will be able to schedule their meetings through MyUCLA by going to the "Academics" tab, "Advising & Academic Services", "Appointments". **All meetings must be scheduled 24 hours in advance**. When you sign up for our two individual meetings under "Appointments," you will automatically be assigned a **Zoom link**, both in MyUCLA as well as in your Outlook calendar (if you have an account associated to your @g.ucla.edu). **Note:** If you arrive **5 minutes late** to our zoom call, then you will be asked to *reschedule* for a later date.

### **DROP-IN HOURS**

Starting week 3, I will have open "drop-in" hours from 1-2pm where you can meet with me and other PS195CE students, as well as answer any urgent questions you may have. PLEASE EMAIL ME IF YOU PLAN TO JOIN. And yes, they will count towards your 5-meeting requirement.

**Remote Learning Privacy:** We will be using Zoom and other technologies in this course. The UCLA Student Code of Conduct, which includes Section 102.28: Expectation of Privacy, makes it clear that taking any screenshots or sharing any recorded materials or slides with anyone outside of this course is not allowed, as each of us has a "reasonable expectation of privacy." We do encourage you to turn on your video during discussions if you are able but understand that this is not always possible. If you have concerns about participating over Zoom, please feel free to contact your GSI.

## MEETINGS RUBRIC

*Note: grades for meetings are counted in 2-point increments.*

- 6/6 – Student came prepared with 3 discussion questions / talking points and led a critically engaged 15 to 20-minute discussion about the weekly assignments, research paper, or internship experience. This should include a thorough update on internship activities/reflections, as well as an update on their latest advances in their research paper.
- 4/6 – Student came with 1-2 discussion questions / talking points and led a 10 to 15-minute discussion that covered the weekly assignments, research paper, or internship experience.
- 2/6 – Student did not come prepared for meeting.
- 0/5 – Student missed a meeting (or did not show up to scheduled meeting).

## COURSE MATERIALS

A textbook will **not** be required for this class, and all assigned readings will be posted to Canva in the folder for the corresponding week. Please make sure to check the *current week's {"module"} folder* for the most updated copies of all the course readings. To complete all assignments, you will need an internet connection, and a device that can connect to the internet. We know that WiFi connections can be unreliable and spotty at times, therefore, if you are in any way concerned about submitting an assignment, please reach out to me *immediately*. Further, if you have any concerns about access technology or internet service, please let us know so that we can determine the resources necessary to help you.

## ELIGIBILITY & ENROLLMENT

Students are eligible to enroll in Political Science 195CE if they have completed at least 90 units (junior standing) and are in good academic standing (3.0+ GPA). Senior standing students do not have a GPA requirement. You need to secure an internship before you can begin enrollment procedures. The 195CE courses are set up for students with internships in a corporate, non-profit, or governmental agency. CCE defines an internship as a preprofessional experience that provides training to students so they gain new skills and can learn about a workplace under the direct supervision of a professional in the field. Internships may be paid or unpaid but must offer students training, supervision, and networking opportunities in a professional work setting. The internship must involve challenging college-level work and must take place with a supervised off-campus workplace site (no home offices). The field of your internship does not have to be directly connected to your major/minor or to the department under which you enroll, unless specified by the course description.

Internships should provide students with 8-10 hours per week (80-100 hours per quarter) of work for at least 8 weeks of the quarter in which they are enrolled. 195CE cannot be taken for retrospective internships. Political Science 195CE is a contract course offered in collaboration with the Center for Community Engagement (CCE). In order to enroll, students first need to fill out a course contract on myUCLA. Detailed instructions for [here](#). After the course contract has been created, students are required to obtain the signature of their internship site supervisor on both the course contract and a letter of agreement which stipulates the responsibilities of UCLA and the internship site in supporting the student during the internship. **Please note: students are NOT responsible for acquiring signatures of the faculty of record or department chair.**

Students will then need to schedule a 195CE intake appointment with the Graduate Student Instructor via myUCLA. Once the intake appointment has been scheduled, students will receive a link to an online form to upload the signed contract and letter of agreement. During the intake appointment, the Graduate Student Instructor will review student eligibility and provide an overview of course content and expectations. If there are any problems with your contract or with enrolling you in the course, one of the GSIs will contact you by e-mail. The deadline to enroll is Friday of Week 2. The class often fills up before then, and students are enrolled as we receive the contracts, so the earlier you submit a contract, the better your chances of getting enrolled. Intake appointments must be completed by the Tuesday of Week 2. International students may enroll early (weeks 8-10 of preceding quarter) in order to complete CPT paperwork with the Dashew Center.

### **SUCCESS AND INCLUSIVITY IN THE CLASSROOM:**

We Expect Students to Develop a “Growth” Mindset. If you receive a bad grade on assessment, do you believe it is because you are just not good at this subject? Or do you see it as an indication that you need to study a bit harder to do well next time? This is one small example, but you can absolutely change your mindset and approach challenges and successes to benefits your learning. We believe that all students have the ability to be successful in this course, and that failures or challenges should be viewed as learning opportunities. This includes those of you who would say that you’re not a ‘humanities person’. As you begin this course, please consider what you need to do to develop a growth mindset and approach all course activities and assessments accordingly.

There are many ways for you to show us what and how you are learning through your preparation, participation in biweekly meetings, written assignments, and final papers. This class is structured to help you and your classmates get the support and guidance you need to succeed. The coursework is intended to encourage practices that will help you learn the material better, and that you can take with you throughout your college career and beyond.

### **WEEKLY ASSIGNMENTS**

*Unless otherwise specified by me, ALL weekly assignments are due Sunday- 11:59pm (PST)*

Students will have the option to submit their **weekly** responses through *1 of 4 ways*:

1. **2-3-page response paper** (double-spaced, 12-point Times New Roman font, 1-inch margins): Weekly response papers are designed to help you contextualize your internship experience; therefore, whenever possible you are encouraged not just to be descriptive but also analytical. Think critically about your experience with the organization, the staff and community at large. A lack of critical reflection will result in point deductions. Think about how your experiences and observations are affecting your understanding of the organization and their work.
2. **A PowerPoint Presentation**: All PowerPoints should be a minimum of 4 slides (*not* including a cover slide or works cited [which is expected]). Each question should yield a minimum 4-5 sentence response in order to receive full credit. *\*Depending on the prompt for the week, you can consider making each question its own slide in order to meet the 4-slide minimum.*
3. **An Audio Response**: All audio responses should address **all components** of the weekly response questions. All audios must be a *minimum* of 4 minutes long and a maximum of 8 minutes long.
4. **Other**: If there is another submission option that you feel best caters to your learning style, please feel free to email me to receive approval at **least 3 days prior** to assignment submission.

## **WEEKLY ASSIGNMENT GRADING RUBRIC**

- **5/5:** Answers each part of the prompt. Demonstrates a strong understanding of the article's argument/concepts. Thoughtfully relates to internship experience.
- **4/5:** Answers all but one part of the prompt. Demonstrates a good understanding of the article's argument/concepts. Does a good job relating to internship experience.
- **3/5:** Answers all but two parts of the prompt. Demonstrates a good understanding of the article's argument/concepts. Does a decent job relating to internship experience.
- **2/5:** Answers all but three parts of the prompt. Demonstrates a decent understanding of the article's argument/concepts. Fails to relate to internship experience.
- **1/5:** Fails to answer majority of prompts' questions. Fails to demonstrate an understanding of the article's argument/concepts. Fails to relate to internship experience.
- **0/5:** Fails to answer prompt.

## **FINAL PAPER**

*Please see the Week 4 assignment for the final paper prompt.* Your final research paper is due by Friday of Week 10 by 11:59pm, to be uploaded to BruinLearn. For each 24-hour cycle it is late beyond this deadline your paper will lose 1/3 of a letter grade. We will not accept papers that are more than 7 days late. If you do not complete your paper within 7 days of its original due date you will receive a "0" for the paper.

## **ACADEMIC INTEGRITY**

"Unless otherwise specified by the faculty member, all submissions, whether in draft or final form, to meet course requirements (including a paper, project, exam computer program, oral presentation, or other work) must either be the Student's own work, or must clearly acknowledge the source." (UCLA Student Conduct Code, Section 102.01c: Academic Dishonesty—Plagiarism.) **N.B.: Students who represent as their own AI-generated output will be subject to the plagiarism penalties and policies outlined by the Dean of Students.**

## **COURSE ACCOMODATIONS AND CAMPUS RESOURCES**

UCLA provides a wide range of resources to support students facing challenges, whether inside or outside the classroom. Consult the Student Care Managers program website for information about these resources, including information about confidential one-on-one consultations:

<http://www.studentincrisis.ucla.edu/Who-can-Help>.

If you need to request an academic accommodation based on a documented disability related to your work in this course, please contact the Office for Students with Disabilities as soon as possible. OSD can be reached at A255 Murphy Hall, 310-825-1501, or 310-206-6083 (telephone device for the deaf). You can learn more about their services by exploring their website at <http://www.osd.ucla.edu>. Students should also notify their GSI about any issues as soon as possible so that appropriate accommodations can be arranged with OSD well in advance of assignment due dates.

## **INTERNSHIP HOURS AND TIMESHEET**

To pass the course, interns must complete at least 8 weeks during the 10-week quarter for a minimum of 80 hours total (approximately 8-10 hours/week). If you know that you must miss

more than 8 hours during any given week throughout the quarter and will be unable to meet the minimum requirement, please let your UCLA internship coordinator know so they can determine how to best advise you. If an unforeseen circumstance arises mid-quarter which impacts your ability to complete your hours, please consult your UCLA GSI as soon as possible to create a plan to move forward. Failure to complete the required hours is grounds for substantial grade penalty.

**GRADING & REQUIREMENTS**

Your grade for this class will be dependent upon attendance/participation, weekly reflections, papers, and timesheet. Neglecting to submit your timesheet or complete 80 hours at your internship will result in an automatic grade reduction. The final letter grade you receive for this class will be based on achievement of criteria on rubrics (not on a curve) and based on the following scale:

**A+ 97-100 | A 93-96 | A- 90-92 | B+ 87-89 | B 83-86 | B- 80-82 | C+ 77-79 | C 73-76 | C- 70-72 | D+ 67-69 | D 63-66 | D- 60-62 | F 0-59**

<b>Assignment/Expectation</b>	<b>Grade Percentage</b>
Attendance and Participation (meetings, “Drop-In Hours” Sessions)	30%
Reading Reflections (7 total)	35%
Final Paper	35%

If you are taking the class P/NP, you must adequately fulfill *every* one of the requirements to pass. In addition, you must earn a C or better (anything above 73%) to pass. Neglecting to submit the Timesheet or complete 80 hours at your internship will likely result in an automatic grade reduction.

In order to monitor the educational experience of undergraduate interns, the Center for Community Engagement communicates with internship site supervisors for mandatory check-ins at least twice each quarter and provides sites with an online evaluation of their partnership with UCLA. **As a matter of policy, sites must be notified at any point in the quarter if students are in danger of not passing the course or if they withdraw.** As needed, we may also communicate with various campus stakeholders, such as the Dashew Center for International Students & Scholars, the Career Center, and Student Care Managers.

**COURSE SCHEDULE**

**WEEK 1: INTAKES (NO ASSIGNMENT DUE)**

**WEEK 2: INTAKES (NO ASSIGNMENT DUE)**

**WEEK 3: Laws and Regulations**

Laws and regulations govern the context around the operation of all jobs. Identify some way in which a law or some regulation specifically affects the work you do at your internship or more

broadly your organization. Use the following questions to guide your analysis in an essay-style response. Do not answer the prompt questions one-by-one.

- What is the law? What is the jurisdiction of the law (international, national, state, regional, local, etc.)?
- How does it affect your industry's operations? Does adhering to the law result in costs on the company?
- Who enforces the law and how? What are the consequences for breaking the law? Does the law achieve its goals?

#### **WEEK 4: Research Paper—Topic, Question, and Sources (2-3 pages)**

The purpose of this research paper is to question some phenomenon that influences the industry of your workplace through the framework of political science, analyze relevant scholarship and data on the topic, and develop a strong argument that you substantiate through research.

Please answer the following questions separately, rather than trying to integrate them into an essay. You must properly cite sources (see below) or lose points.

1. **Project Title**
2. **Topic:** Identify some phenomenon or dynamic that influences your field or industry. While this may be a popular contemporary political issue—for instance the influence of #MeToo on the entertainment industry—your topic may also be more unique and not of widespread public discussion. *Describe the topic.*
3. **Question:** Develop a succinct question that frames the *puzzle* you're interested in exploring about your topic. A question inquiries into some unknown dynamic. I recommend avoiding yes or no questions. Instead, you should search for processes that reveal the tensions, power relationships, institutional agendas, etc., of your topic.
4. **Bibliography:** I recommend beginning your research by exploring academic sources at Google Scholar and write a few paragraphs explaining how three academic sources are relevant to address your question. In Google Scholar: first, try different combinations of keywords. Second, adjust dates for your search inquiry to discover articles relevant to your research (for instance, if you're studying the Movement for Black Lives, you'll want to search for articles in the past few years since it began). Third, you may gauge the influence of the article by noticing how many people have cited the article. Fourth, you may want to explore the bibliographies of articles you find insightful, as well as the links on Google Scholar called "cited by" and "related," which may list similar pieces.
  - a. To access academic articles on your personal computer, you will need to follow steps on "Connect from Off-Campus" on the UCLA Library website. This will allow you to use a Proxy Server or Virtual Private Networking (recommended). <http://www.library.ucla.edu/use/computers-computing-services/connect-campus/>
  - b. Go through the useful tutorial on the library website, located at <http://www.sscnet.ucla.edu/library/tutorial.php>. If possible, browse over some of the other guides that have been put together by the library staff.
  - c. Please cite your research paper sources using **Chicago Manual of Style — Author-Date:** [https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-2.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html)

- d. Supplement your scholastic research with magazines, newspapers, websites, think tanks, etc. Again, check what these scholars cite for other possible sources.

***Reminder: make sure you've begun the week 5 assignment by the beginning of the week. It will require you to interview a supervisor or superior at the internship, so you will have to conduct that interview before the end of the coming week.***

### **WEEK 5: Interview**

This assignment will have you interviewing a superior in your office about professionalism and your academic interests. Use the following questions to guide your analysis in an essay-style response. Do not answer the prompt questions one-by-one.

- First, the assignment includes a so-called “informational interview,” in which you discuss with a more experienced person about their own journey in order to learn for yourself how you might navigate school and future employment.
- Secondly, the assignment also includes an opportunity to discuss with your superior some of the thematic interests you may explore in your research paper.

I recommend you try to interview the highest ranked individual that you can get access to, such as an owner, executive, or department head. If you cannot get access, your immediate supervisor will also work. You should see this as an opportunity to sit down and structure a conversation in a way that you might not otherwise be able to. It also serves as a great way for senior members of the organization to meet you.

For this assignment, you will want to write up a series of interview questions to be prepared before the meeting. However, by no means must you stick exclusively to the questions. I find it best to use these as a broad structure, but to allow the conversation to naturally flow. Include a few of your own questions, especially for the second part of the assignment to explore themes for your final research paper.

- What was your own journey into this profession?
- What do you think are the fundamental skills to support success in this field?
- How might you define your ethical or moral obligations in this sector to the people we serve (e.g. clients, constituents, customers) and to the wider community? Are these two groups sometimes in conflict? If so, how do you reconcile that personally?
- What is the most important thing I could get from this internship, and what can I do to get the most from my experience here?
- (Insert questions about the themes of your research paper.)

Finally, I encourage you to *ask* if your supervisor is comfortable if you audio record the interview, especially the part regarding your research paper, as this could serve as a primary source material.

### **WEEK 6: Research Paper—Introduction and Outline (2-5 pages- double spaced)**

This week's assignment will be preparing for your final paper by writing an introduction and structured outline.

1. Project Title: (see Week 4)
2. Question: (see Week 4)



3. **Introduction:** Write an introductory paragraph or first few pages of your research paper. The introduction should (1) introduce your research puzzle, (2) how you intend to structure your paper, (3) the implications of such a topic, and (4) the hypothesis or preliminary argument for your paper, which should be **underlined and bolded so that it can be easily identified.**
4. **Outline:** Develop a structured outline of the paper, including as much detail as you can.
5. **Bibliography:** Include a bibliography in accordance with the Chicago Manual of Style.

### **WEEK 7: Organization's Links to Politics**

First, read Charles Lane's article in the *Washington Post* and read the excerpt from Olson's *The Logic of Collective Action*.

Use the following questions to guide your analysis in an essay-style response. Do not answer the prompt questions one-by-one.

- Why is it uncommon for groups of individuals who have a common interest to work together to achieve that common interest (e.g., if everyone benefits from government services, why don't people voluntarily pay taxes)?
- Why are businesses better able to organize to represent their interests than other groups?
- How do groups solve the problem of getting individuals to work together to achieve a common goal? Why, therefore, does Olson consider political power a "by-product" of other activities? What are Olson's examples of groups where political power is a by-product of their normal activities?
- Using Google, Wikipedia, your organization's website or other internet resources, identify an organization that lobbies the government to represent the interests of your industry (e.g. Motion Picture Association of America, American Banker's Association, U.S. Chamber of Commerce), professionals in your industry (e.g. Writer's Guild of America, American Medical Association, National Association of Realtors, California Teacher's Association, American Association for Justice), or workers in the industry (e.g. AFL-CIO, Service Employee's International Union). If you work for a large corporation or non-profit, the organization itself may lobby the government directly. If you work for a legislative office, you can choose an organization that your office has had contact with rather than one that represents your interests. Using the organization's website, Google News, Wikipedia or other internet resources, find an example of this organization lobbying the government on behalf of your industry or its workers (e.g. donating money to a political campaign, testifying before Congress, promoting its own agenda in a public relations campaign).
- Describe the organization you identified. What is your internship site's relationship to that organization?
- What is the organization trying to accomplish through its lobbying efforts in the example you identified? Has it succeeded or failed yet?

For a presentation of rival explanations on interest group formation, you may want to read: Jeffrey M. Berry and Clyde Wilcox. 2009. *The Interest Group Society*. 5<sup>th</sup> edition. New York: Pearson Longman. Read pp. 34-46 in Chapter 3. Ostrom, E. (1990). *Governing the commons: The evolution of institutions for collective action*. Cambridge university press.

## **WEEK 8: Draft of Final Paper**

Please submit a rough draft **or** an outline of your research paper, which should expand substantially beyond the Introduction and Outline from Week 6. Please revise the following as appropriate.

**“Full- Written” Draft: (minimum: 5 pages double spaced: *not* including a works cited)**

1. Project Title: (see Week 4)
2. Question: (see Week 4)
3. Introduction: (see week 7)
4. Body Paragraphs
5. Conclusion

**“Outline” Guidelines: (minimum: 3 pages double spaced: *not* including a works cited):**

You must include the following components:

- **Overview / outline** of the ideas and sections you plan to cover in the paper: i.e: *This paper will cover the following: Intro, Problem Statement, Research Pertaining to “X, Y, and Z”, Solution, Implications and Conclusion”*.
- **Full introduction and conclusion paragraphs (minimum of 5 sentences each)**, including citations.
- **Section Titles & Detailed Summary** of each section: You should include a *thorough* synopsis of the content you *plan* to cover in each section (*I should be able to read your synopsis and gain a clear understanding of what each section will be about*). Include citations to accompany each section.
- **Citations/ Reference List**

## **WEEK 9: Paper Exchange**

STEP 1: Upload the latest version of your research paper draft as a **Google Doc** into **THIS FOLDER** by **Thursday of week 9 by 11:59pm**. Title your draft "*Last Name\_ First Name: Rough Draft*". Do not upload your paper as a PDF!

STEP 2: Pick the draft of ONE of the research papers shared by your peers. Scroll through the paper and make sure no one has offered comments yet before you start to work. Once you have verified this, thoroughly read and provide constructive written feedback/suggestions to your peer via tracked changes. All comments should have been inserted by Sunday at 11:59pm. This week, I will only grade your comments (not the papers) based on their quality, insight, and rigor. If you comment on a paper that has already been commented on, I will give credit to the person who commented first.

Once you have chosen paper to provide feedback on, please abide by the following:

1. Provide track changes, comments, edits, **and** an analysis on your peer’s rough draft.
2. Write feedback at the end of the Google Doc draft on the paper addressing: (a) *strengths*, (b) *areas of improvements*, (c) **and** *suggestions for moving forward*.

## **WEEK 10: Final Paper, Collaboratory Survey, and Timesheet**

## UCLA COLLABORATORY SURVEY

*This week you are also expected to complete a brief assignment for UCLA Collaboratory-Summary Report of your Internship Production.*

The Center for Community Engagement is launching an effort to collect data more systematically on the internship sites, activities, and production that UCLA student interns contribute to these companies and organizations. We plan to create a directory of internship sites to inspire and guide future students seeking internships. In addition, the department offering the 195CE course will review your summary report of activities and output, and select 1-5 internships to showcase on the UCLA Collaboratory, an online platform that features UCLA's community engaged work.

## RESEARCH PAPER

Research papers and Timesheet (signed) are due by **11:59pm on Friday of Week 10**, uploaded to the course website. In the left-hand column of our course website, under WEEK 10, you will find "Timesheet." You can use the pdf provided as your Timesheet or as a reference for it if you would prefer to create a table yourself.

### *Final Paper Prompt*

The aim of this research paper is to choose and study a topic that is of interest to you and that also:

1. **Addresses a question or phenomenon** that influences the industry of your workplace *or your workplace specifically through the framework of political science.*
2. **Analyzes** relevant scholarship and data on the topic.
3. **Develops a strong argument** that you substantiate through research.

### *Final Paper Basic Formatting Guidelines*

- **8-10 pages double-spaced (not including works cited, graphs, charts, or images)**
- **5 sources (minimum), at least 3 must be academic/scholarly sources**
- **Times New Roman, 12pt font, 1-inch margin**
- **Chicago-style citations and bibliography**

## **FINAL PAPER RUBRIC (35/35)**

*When grading your paper, I primarily examine how well it addresses the following:*

- **Main Idea/Thesis/Argument (10/10):** What is the main idea? Is it clearly stated in the introduction? Does the rest of the paper provide support for this main idea? What is its significance? Is the idea interesting?
- **Analysis and Evidence (10/10):** What evidence is used to support the main idea? Does this evidence actually support the main idea? How well are appropriate sources used and integrated into the analysis? Are class readings and issues engaged? Are outside readings incorporated? Is it clear that the author understands the chosen readings? Is interview incorporated and complementary to readings/theory? Is the evidence critically engaged with a sophisticated analysis?
- **Organization (10/10):** Is the paper clear and easy to read? Does it flow? Does it use proper Standard English written grammar and spelling? Are there clearly organized paragraphs or sections? (You can use section headings to guide your reader. Each paragraph or section should address one idea that supports your overall main idea/thesis!)

Are there any sections of the paper that do not necessarily add to the overall main idea and could be cut or revised? Is the paper formatted according to the assignment? Are there correct in-text and bibliographical citations?

- **Formatting (5/5):** Does your paper abide by the general formatting guidelines? Is your paper in 12point font, Times New Roman, 1-in margins? Does your paper follow the Chicago Manual Style Formatting? Did your paper fall within the 8–10-page requirement/limit?

Grading Rubric:

- **A Quality Paper:** Answers each part of the final paper. Correctly cites the minimum number of sources required (5 minimum). Presents a clear and thorough argument.
- **B Quality Paper:** Answers all but one component of the final paper. Correctly cites the minimum number of sources required. Presents a clear and thorough argument.
- **C Quality Paper:** Answers all but two components of the final paper. Did not cite the minimum number of sources required. Presents a semi- clear
- **D/F Quality Paper:** Fails to address **majority** of the final paper components. Fails to cite the minimum number of sources required. Fails to present a clear, or through argument. *Generally, fails to answer prompt, cite readings, and demonstrate an understanding of readings/ final paper prompts.*