

**Political Science 195**  
**Summer 2009**  
**UCLA Center for Community Learning**

Coordinators:	Mark Kaswan	Raquel Zamora
E-mail:	<a href="mailto:mkaswan@college.ucla.edu">mkaswan@college.ucla.edu</a>	<a href="mailto:pzamora@college.ucla.edu">pzamora@college.ucla.edu</a>
Office hours: (office is closed from noon-1:00pm)	Tues. 10am-5pm	Wed. 11am-5pm

Faculty Sponsor: David Wilkinson

All office hours in A-265 Murphy Hall; telephone: (310) 825-7867; Fax: (310) 267-2482

PS195 can be taken for 2 or 4 units, pass/no-pass or for a grade. If you take 4 units for a grade it will fulfill one upper division elective class requirement for the Political Science major. All students are required to do the same things, but the number of units you take determines both the required minimum number of hours at your internship site and the paper length. Two units require that you work at your internship for at least 4-5 hours per week (40 hours total) and write a 5-6 page research proposal. For 4 units you will need to work a minimum of 8-10 hours per week (80 hours total) at the internship and write a 10-12 page research paper. **The deadline to enroll is Thursday, July 2, 2009.**

**COURSE DESCRIPTION:** This course will provide you with academic credit in conjunction with your internship by asking you to think deeply and critically about its political significance. One of the premises that underlie the course is the idea that politics is all around us, but that in order to see it we have to look at things in a different way. In order to explore that, the course is organized according to three broad questions: *What makes something political? What are the public consequences of your internship site? How does your site engage in or influence democratic practices?*

**GRADING AND REQUIREMENTS:** In addition to completing the appropriate number of hours at your internship, your grade will be based on the quality and completeness of the following:

- 30% Nine weekly writing assignments of 2 ½-3 pages plus 2 addenda relating to your research paper (see below)
- 15% Five bi-weekly meetings with your coordinator
- 50% A final paper on a topic related to your internship
- 5% Completion of all administrative paperwork in a timely fashion

If you are taking the class P/NP, you must adequately fulfill **each** of the requirements to pass.

**ENROLLING IN THE COURSE:** You need to secure an internship before you can enroll. Once you have, log on to MyUCLA, click on “Contract courses” from the list of links on the left side, and then click on “submit a new contract.” From there, follow the steps to create your contract. Remember that the term for the contract is Summer Session A 10 week 2009 (091A 10 weeks), and that you’re doing a Community or Corporate Internship (195) with the Center for Community Learning in the Political Science department. *Please complete the contract as fully as possible. It will not be accepted if the nature of the faculty supervision and evidence of work (i.e. the requirements mentioned above) are not included.*

When you’ve finished, you will be prompted to print out the form. Your next step is to secure the signature of your internship site supervisor (note: if your internship is not local, a faxed signature is OK). Next, return the form to the Center office and put it in a coordinator’s blue folder on the

reception desk (if the internship is out of town, your supervisor can fax the form directly to CCL). We will take the form to the Political Science office to finalize your enrollment. If there are any problems with your contract or with enrolling you in the course, one of the counselors will contact you by e-mail.

**WEEKLY ASSIGNMENTS AND TOPICS:** Each week supplies a series of questions about your internship in order to address a broader theme. Your essays will be evaluated on the basis of your critical engagement with the questions in applying them to your internship; thoughtfulness and completeness are both important. If reading is assigned, it should be reflected in your essay.

- 1) Weekly essays are due by 5pm each Sunday, **beginning June 28**. If you enroll in the class after that date, then the first two week's essays will be due July 5.
- 2) Essays should be between two and three pages long. We expect that a complete response in most cases will require at least two and a half pages; however, we don't expect more than three full pages.
- 3) The essay should be something between a formal essay and personal reflection. There's no need for an introduction or conclusion—you aren't writing an argument—but you are expected to answer the topic questions within the body of your essay.
- 4) Don't wait until the afternoon your essay is due to take your first look at that week's questions. Some questions may require—or it may be helpful—that you talk with your supervisor. Also, if you aren't sure how a prompt relates to your internship, ask your coordinator for help. Don't skip questions because you think they just don't apply to you.
- 5) The essays should be e-mailed to your coordinator as an attachment in MS Word (.doc) or rich-text (.rtf) format; please use your name and the week number as the attachment file name (i.e., if a Word file, John Coltrane would name the week 3 entry *ColtraneJ3.doc*). Your coordinator will e-mail you with any comments that need to be addressed prior to your next bi-weekly meeting.
- 6) Incomplete or late essays will be accepted but will be marked down.

**STUPID SECTION ON STUPID ACADEMIC INTEGRITY:** This stupid section of the syllabus on stupid academic integrity is here because some stupid students are stupid enough to think that their coordinator is too stupid to recognize it when they use someone else's stupid work as their own or when they take a stupid paper they wrote for a different stupid class and turn it in as a new paper. Stupid. We've busted several stupid people stupidly doing this recently and the results aren't pretty. Here are the rules:

- 1) If you're quoting someone (whether verbal or written), use quotation marks and cite them. When referring to a conversation that you were a part of, it is sufficient to quote them like you see in a newspaper article; published sources require formal citations.
- 2) If you are paraphrasing what someone said—you are not using their words but are using their ideas—you still need to cite them, although you don't need to use quotation marks.
- 3) All papers turned in must be original work. Besides the above rules about citation, this means that you can't turn in a paper to this class that you turned in for another class. Different classes require different papers. No exceptions.

**Assigned readings:**

Week 1: Chapter 1 from Katznelson, Ira, Mark Kesselman, and Alan Draper. 2002. The Politics of Power: A Critical Introduction to American Government. 4<sup>th</sup> ed.

Week 2 (students in for-profit internships): excerpt from Noonan, Jeff. 2007. Democratic Society and Human Needs.

Week 5: from Fontana, Benedetto. 2005. "Democracy" in New Dictionary of the History of Ideas, vol. 2., and chapters 4 and 5 from Dahl, Robert. 1998. On Democracy.

## WEEKLY PAPER PROMPTS

### WEEK 1 (June 22-June28): First thoughts on the Course Themes

1. Read the excerpt from “The Politics of Power” located on the course website. The authors claim that “even if the rules of democracy are fully enforced (which is not the case), democracy cannot be judged only by its formal rules.” What do they identify as the “formal rules of democracy,” and why are they not fully enforced? Why are the formal rules, even if fully enforced, not sufficient markers of democracy? What, then, do the authors offer as a better definition of democracy? What are its distinguishing features? What's at stake in these distinctions? In other words, why do the authors think that these distinctions are important?
2. What are some of the effects of your internship site on the world beyond its walls? Does it influence democracy in any way?
3. Is there anything democratic about your site? Is it organized democratically?
4. What's “political” about your internship?

Note: If your internship hasn't started yet, use information you've gotten from your knowledge about the internship site and the industry or social/political institutions it is a part of, and engage in some critical speculation about these questions.

### WEEK 2 (June 29-July 5): Background on the Organization

Answer the set of questions that apply to your internship site.

#### Legislator's Office:

1. How long has the officeholder been in office? What did they do before getting elected, and what motivated them to run for office? What do they think was the most decisive factor in getting elected?
2. What do they think is their most important role as an elected official? How is this reflected in the way the staff is organized—or is it? Consider: How is the staff organized? How does the office organize its different functions (i.e., legislation/policy analysis, communications/media, constituent services, outreach, fundraising)? If the legislator segregates different functions within different offices (for example, the DC or Sacramento office may be dedicated to policy analysis while the local office deals with constituent services), what are the reasons for this? How are the different offices and their functions related to one another?

#### Government Agency:

1. How long has the agency been in existence? What is its mission? Why is there a government agency to fulfill this mission (i.e., what is its public purpose)? Was it formed in response to public demands, or was it created to fulfill what is considered a standard function of government? Is this agency unique to this particular branch of government, or is it also present at other levels?
2. Does it serve a specific client population; if so, how are people identified as belonging to that population, and how do those people come into contact with the agency? Is its method of identifying people meant to include as many people who might be eligible as possible, or is it meant to filter people out, to limit the number of clients? What reasons does it have for taking one or the other of these approaches?
3. How big is its budget? Does it seem well-funded or under-funded to you? What gives you that feeling, and how would you explain the level of funding?

*Continued, next page*

### Non-profit Organizations:

1. When was the group founded, and why? What is the group's mission, and how do its current activities further that mission? Is it primarily engaged in public education, advocacy, or service, or a mix of these (and how does it differentiate between them)?
2. How does the organization reflect changing social concerns? Was it formed in response to social concerns held by a lot of people, or was it created because its founders perceived a problem and felt the need to educate people about the problem? Is there a government agency with which this organization is specifically involved?
3. How large is the organization—is this its only office, or does it have multiple offices? How big is its budget? Does it seem well-funded or underfunded to you? How stable is its financial base? What gives you that feeling, and how would you explain the funding level?

### Profit-making enterprises: Read the excerpt from “Democratic Society and Human Needs.”

1. What is the company's purpose, and what is its function? In other words, why does it exist, and what does it do? Based on the distinctions Noonan makes, would you say that it is addressing a basic or an instrumental need, or does it create a desire that gives rise to a need for fulfillment? If the company didn't exist, would it need to be created? Why?
2. Identify the various stakeholders in the company. Two obvious groups are owners, employees and customers. Who else? Who has a connection to the enterprise, and what is the nature of that connection? Who is affected in some way by the operations of the company, and by what means are they affected?
3. Get some information about the size and scope of the company. For large companies, look up some information about the company on Lexis-Nexis Business. If the company is not publicly traded or if it is too small to show up on Lexis-Nexis, use the internet to find out what you can, or just ask your boss. How large is the company? How much profit did they make last year on how much revenue? How is it organized? How does your site fit in with the others within the organization?

\*Note: To use Lexis-Nexis, go to the UCLA Library website. Under “Search and Find,” go to “Frequently Used Databases.” There will be a link for Lexis-Nexis Business. If you are off campus, you'll need to configure your computer to use the proxy server (instructions available via BOL: <http://www.bol.ucla.edu/services/proxy/>).

### **WEEK 3** (July 6-July 12): The Order of Things

This week's questions are meant to get you to think about the internal structure of your internship site—its internal demographic makeup (race, gender, age) and the relationship between those demographics with the distribution of power.

1. What are the internal demographics of the organization? What is the ratio of women and men in the office, and what kinds of positions do they occupy? To which racial/ethnic groups do workers belong (as far as you can tell), and how are they represented in the different positions at your site? Are any age groups particularly represented or absent here? Are there any other salient distinctions (and why are they salient)? Is there any apparent stratification in terms of the kinds of positions held among these groups, or are people of different ages, races/ethnicities and sexes well integrated within the organization? [Note: Respond to this based on what you can readily perceive—this should not involve asking questions some people might find offensive!] How might you explain the level of stratification or integration?

2. How are decisions made in the organization? How does communication happen, and how is authority manifested? Is decision-making formal or informal (ad-hoc)? How much autonomy are different positions in the organization given? Is there a rigid hierarchical structure and, if so, is it steep (in other words, lots of levels of “assistants”, “coordinators”, “managers”, “vice presidents”, “senior vice presidents”, etc.) or relatively flat? How are disputes or disagreements handled?
3. *Addendum: Preliminary step for research:* Identify some political themes or issues that you might want to do research on for your paper. Note that these should be related—but not about—your internship: You will be doing research on this topic in the academic literature, so you need to choose something that other people have done research about. Be sure to say something about how the topics you’re interested in connect to your internship.

#### WEEK 4 (July 13-19): Research Tutorial

This week gives you a chance to get started with the research for your final paper. Your coordinator should have given you feedback on your topic ideas so you have a sense of your topic. The paper you will be writing for this class is different than the kinds of papers you write for most other classes, and our standards are significantly higher than most courses. So please take the time to read the assigned materials before jumping into a project.

1. 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. Of utmost importance is that you learn to recognize the difference between academic resources and other kinds.
2. Begin preliminary research on your topic by using the databases of journals (such as JStor or Google Scholar) available through the library to find a few *academic* articles that relate to your topic. The trick in doing this kind of research is creative use of keywords: if you get too much, add keywords to make the search more specific. If it comes up empty, use fewer or more general terms. You should read broadly at this point (which means that *a few* articles means as many as it takes); the point is to find a debate into which your research paper might intervene. Locate a debate and find academic articles that relate to that debate. Be flexible: If you can’t find what you’re looking for you may need to change topics.
3. Once you locate a debate and find appropriate articles, write a page on each that critically analyzes its position. What are the authors arguing? How does s/he support that argument? How does it relate to your internship? What political issues are raised? **Be sure to include full citation information for the articles you discuss.**

#### WEEK 5 (July 20-26): On Democracy

Few words are tossed around as often as “Democracy,” yet what the word actually means is difficult to pin down. Read the entry on democracy by Fontana from the *New Dictionary of the History of Ideas* and the extract from Dahl’s *On Democracy* posted on the course website before answering this week’s questions.

1. Based on the readings, what is the basic meaning of “democracy,” and how has its meaning changed? What different forms does it take? What are the necessary conditions for democracy? What kinds of things help or hinder it?
2. On the basis of your responses to the first prompt, how does your internship affect democracy in the world beyond its walls? Does it promote it or hinder it? Explain.

## **WEEK 6** (July 27- August 2): Internal Democracy

Now that you've done some reading and written about the basic characteristics of democracy, and spent some time at your internship, we'll revisit some themes from earlier weeks.

1. How is power distributed in the organization? Is it top-down or bottom-up?
2. How democratic is your internship site? How are democratic practices instituted, if at all?
3. If your site were a nation-state, how would you describe its "government" (dictatorship, autocracy, oligarchy, democracy)?
4. In your opinion, *should* your internship site be organized democratically? Why or why not?

**Note:** As an addendum to your essay this week, please write a half-page proposal for your research paper. What do you want to write about? What is your argument? Who are you arguing with? What does it have to do with politics? What does it have to do with your internship? What made you think about it? What kinds of sources do you intend to use? *Be as specific as possible!* Please include citations for at least two academic sources that you plan to use.

## **WEEK 7** (August 3 - 9): The Organization's Constituency and the Role of Financing/Money

How does money mediate the relationships between individuals inside and outside the organization?

Public-service organizations (government and non-profit public-service organizations, politicians' offices):

1. What is the primary link between this organization or office and the public at large? What defines its "public"—i.e., its constituency? Is it the kind of place that people who have a specific need or concern would seek out or be directed to, or one that wants to be well-known by the public at large? Why?
2. How well does the staff's racial/ethnic, gender and age make-up reflect that of its constituents and/or clients? How does this affect the manner in which the organization goes about fulfilling its mission?
3. Where does the organization get its money? How does this affect what it does? How does the organization balance the interests of its funders and those of its clients/constituents?

Private (for-profit) companies:

1. How does the company define its customer base? Is this customer base its main source of revenue? How does the profit motive influence the relationship between the company and its customers—particularly if its customers are not its source of revenue (for example, TV and cable companies whose primary source of revenue is advertising)?
2. Who owns the company (privately or publicly held)? How does the company's relationship to its owners affect what it does and how it does it? In other words, how do the relations of ownership affect the company's priorities and its decision-making? Building on the Week 2 essay, how does money affect the relationships among the various groups of stakeholders?

**WEEK 8** (August 10-16): Progress on your paper

At this point you should have done substantial work on your final paper. Provide:

- an introductory paragraph that includes your thesis statement and the major points to be raised in the paper,
- a formal outline,
- and an annotated bibliography (a short paragraph for each) of the works you have read or intend to read (provide full citations for each, and identify which are read and which have not yet been read).

Consider:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Do you have an argument?          | <input checked="" type="checkbox"/> What are the major points?             |
| <input checked="" type="checkbox"/> How do these points fit together? | <input checked="" type="checkbox"/> Does your conclusion logically follow? |

**WEEK 9** (August 17 - 23): Wrap up

1. Have your views on the politics of your internship changed? How? What exactly is political about it, anyway? How have the political dimensions influenced your paper topic?
2. How has this internship met, or not met, the expectations that you had when you started it? What aspects of your work have you enjoyed, and which have you not? Are you interested in pursuing a career in the field of your internship after graduation? How have your career plans been affected by your experience? Has the research you have done for the course affected your academic interests and goals, and if so, how? In what way(s) has your perspective been changed by this experience?

Also, this week interview your supervisor and one or two co-workers about the paths they took to their present positions. How did their education and job experience prepare them for their jobs? What advice do they have for someone seeking a career in their field? [This is mostly for your own edification. You don't need to include anything about this in your weekly essay.]

**Research papers are due by 5pm on Friday, August 28th. Papers must be turned in as hard copy with your timesheet, which needs to be signed by your site supervisor. A grade cannot be submitted for you until your signed timesheet has been received.**