



## **POLS 4910: Political Science Internship**

<b>Credit(s):</b>	1-6
<b>Prerequisite(s):</b>	CORE 1000 or CORE 1500; For permanent students at SLU-Madrid with more than 60 credits. Please see <a href="#">internship requirements</a> and <a href="#">networking and professional opportunities</a> on our Career Services website
<b>Instructor:</b>	Neville Li, Ph.D.
<b>Instructor's Email:</b>	<a href="mailto:neville.li@slu.edu">neville.li@slu.edu</a>
<b>Office:</b>	Padre Rubio Hall 002
<b>Office Hours:</b>	By appointment

### **Course Description**

The Political Science Internship is designed to help students learn by experience, make connections between their classroom learning and the workplace, and prepare for their careers. Academic credit is awarded in proportion to the number of hours a student-intern completes. A student must work 180 hours to earn 3 credits. A typical schedule for the fall and spring semesters is 12-15 hours per week. A student can earn credit for two 3-credit internships; however, the content of each must be different.

### **Course Registration**

Students must submit all required documents as outlined on the Career Services webpage to the Internship Coordinator Patrice Burns ([patrice.burns@slu.edu](mailto:patrice.burns@slu.edu)). After securing an internship, students should get permission from the Faculty Advisor Neville Li ([neville.li@slu.edu](mailto:neville.li@slu.edu)) to enroll in the course.

### **SLU University Core: Reflection in Action**

This course is part of the Saint Louis University Core, an integrated intellectual experience completed by all baccalaureate students, regardless of major, program, college, school or campus. The Core offers all SLU students the same unified approach to Jesuit education guided by SLU's institutional mission and identity and our nine undergraduate [Core Student Learning Outcomes](#) (SLOs).

**Reflection in Action** is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below:

**University Core Student Learning Outcomes**

The Core SLO(s) that this component is intentionally designed to advance are:
SLO 1: Students to examine their actions and vocations in dialogue with the Catholic, Jesuit tradition
SLO 9: Apply and acquire knowledge through engagement beyond the University
Additionally, the Core Component-level Student Learning Outcomes are listed below:
<b>Component-level Student Learning Outcomes</b>
Students who complete this course will be able to:
<ul style="list-style-type: none"> <li>• Describe their understanding of new perspectives that they have experienced</li> </ul>
<ul style="list-style-type: none"> <li>• Situate the meaning of their actions in broader social contexts</li> </ul>
<ul style="list-style-type: none"> <li>• Show how they apply ideas in the ‘real world’</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate fuller participation in community life</li> </ul>

### Communication Norms

Students will contact instructor via email and follow Canvas assignments regularly. I reply to emails according to the urgency and complexity of the subject matter, and typically reply within two workdays.

### Assessment of Student Learning

To maintain quality academic offerings and to conform to accreditation requirements, SLU-Madrid regularly assesses its teaching, services and programs for evidence of student learning. For this purpose, SLU-Madrid keeps representative examples of student work from all courses and programs on file, including assignments, papers, exams, portfolios and results from student surveys, focus groups and reflective exercises. Copies of your work for this course may be kept on file for institutional research, assessment and accreditation purposes. If you prefer SLU-Madrid not to retain your work for this purpose, you must communicate this decision in writing to your professor.

### AI Policy

The university's goals include fostering students' critical thinking, creativity, reflection and problem-solving. Therefore, all students must demonstrate originality in the authorship of their work and properly cite the sources consulted. While proper use of AI may prove to be a valuable teaching tool for both teachers and students, improper use/abuse of AI might be considered plagiarism and penalized as such. Please consult with your instructor if you have questions about whether or not you can use AI tools such as ChatGPT in your course.

In order to develop forms of assessment that will allow students to be assessed in a reliable manner and to provide effective and enhanced support for their learning, Departments/instructors reserve the right to randomly conduct oral exams as a second stage of an assessment for which the first stage is the submission of a written assignment.

## Academic Integrity

Academic integrity is the commitment to and demonstration of honest and moral behavior in an academic setting. Since the mission of the University is "the pursuit of truth for the greater glory of God and for the service of humanity," acts of integrity are essential to its very reason for existence. Thus, the University regards academic integrity as a matter of serious importance. Academic integrity is the foundation of the academic assessment process, which in turn sustains the ability of the University to certify to the outside world the skills and attainments of its graduates. Adhering to the standards of academic integrity allows all members of the University to contribute to a just and equitable learning environment that cultivates moral character and self-respect. The full University-level Academic Integrity Policy can be found on the Provost's Office website at: <https://www.slu.edu/provost/policies/academic-and-course/academic-integrity-policy.pdf>.

Your instructor will review these matters during the first weeks of the term. Please direct questions about any facet of academic integrity to the instructor, the chair of the department of your academic program or the Academic Dean of the Madrid Campus.

## Grading System

Letter grade	Percentage	Letter grade	Percentage
A	93-100%	C+	77-79%
A-	90-92%	C	73-76%
B+	87-89%	C-	70-72%
B	83-86%	D	60-69%
B-	80-82%	F	< 60%

Your final grade is calculated as follows

- Student Personal Development Goals and Key Questions (25%)
- Final Report and Portfolio (50%)
- Workplace Mentor Evaluation (25%)

The work will be supervised and monitored by the Workplace Mentor and the Internship Coordinator from SLU Madrid. The Workplace Mentor will evaluate the student's performance by completing an evaluation form and returning it to the Internship Coordinator and then to the Faculty Advisor.

When you are at least halfway done with your internship, you must schedule a meeting with your Faculty Advisor to discuss your development in the internship. Consider what you have learned throughout your studies, how that compares to what you have experienced on the job, and how you have implemented the theories and concepts you learned in class.

### I. Student Personal Development Goals

During their initial phase on the job, students must submit their learning objectives to the Faculty advisor, addressing their goals for the following areas:

- a. Professional: How do you expect this internship to help you pursue your career goals?
- b. Civic: What knowledge or skills (e.g. public speaking, writing, financial literacy, cultural competency, leadership) do you hope to obtain through this internship?
- c. Scholarly: How do you expect your internship to relate to what you have learned as a student of international studies?
- d. Personal: Do you expect the internship to give you a greater sense of personal civic responsibility?

## **II. Key Questions in Reflection in Action**

Choose 4 questions relating to this internship and answer in detail.

- Some people consider themselves to be “big picture people” and others are “detail oriented”. Which are you? Give an example of a time when you displayed this.
- There is more than one way to solve a problem. Give an example from your recent work experience that would illustrate this.
- Give two examples of things you’ve done in your job that demonstrate your willingness to work hard.
- Tell us about a time when a supervisor criticized your work. Give a specific example.
- Describe the project or situation which best demonstrates your analytical abilities. What was your role?
- Describe a situation where you felt you had not communicated well. How did you correct the situation?
- Describe a time when you were able to effectively communicate a difficult or unpleasant idea to a superior.
- Describe the most significant written document, report or presentation which you had to complete.
- Tell us about a recent successful experience in making a presentation. How did you prepare? What obstacles did you face? How did you handle them?
- Describe a time when you made a suggestion to improve the work in your organization.
- Describe a situation when you demonstrated initiative and took action without waiting for direction. What was the outcome?
- Describe a time when you came up with a creative solution/idea/project/report to a problem in your past work.
- Tell us about some demanding situations in which you managed to remain calm and composed.
- How do you typically deal with conflict? Can you give me an example?
- Tell us about a time when you organized or planned an event that was very successful.

### III. Internship Reflection and Portfolio

At the end of the semester, students will submit a paper that

- i). focuses on the international and social role of the organization and their own experiences and analysis. The reflection should respond to the following considerations, among others:
  - A. Analyze the effectiveness of the institution from both the organization's point of view and based on your own findings.
  - B. Who is the organization trying to serve and how? What are the organization's standards for effectiveness? Does it live up to those standards?
  - C. Create your own criteria to assess the organization's effectiveness. Following these criteria, in what specific ways are they successful? What obstacles do they face? Consider individual people, public opinion, local and global institutions, resources and government support.
- ii). evaluates the impact of both the service provided by the organization and your own active participation in this field.
  - A. Analyze how the organization fits into society. Does it seem to encourage the development of values that align with its purpose? Why or why not? How did your work encourage the development of its values, principles or goals? Explain what you and the organization could do to make a bigger impact.
  - B. Assess your work and development through the internship,
    - a. Did you meet your own learning objectives by working for the organization? Why or why not? How did you apply the concepts learned in class to your work? What theories did you see in practice in the workplace? How will you apply these lessons learned as you develop in your career?
    - b. Work Sample. Students must submit a sample of their work. This will vary from student to student, depending on the nature of the internship. It can be a spreadsheet, a website, a press release, a report, etc., but prior approval of the artifact by the Internship Coordinator is required. Include an explanation of the sample – explain why you created it and the process you followed.

#### On job commitment

##### 1. Student

- Fulfill the hours and follow the norms set by the company/government agency
- Fulfill the job outlined by the employer/company/government agency
- Maintain contact with your Workplace Mentor and the Internship Coordinator in the manner indicated

##### 2. Workplace Mentor

- Develop a work plan for the student

- Orient and support the student on the job
- Evaluate the student's on-the-job performance

### 3. Internship Coordinator

- Coordinate with the student and Workplace Mentor to ensure the work is challenging and that the student is fulfilling her or his commitment
- Work with the faculty member to evaluate the performance of the student's performance

### 4. Faculty Advisor:

- Meet with student during the semester and provide mentoring throughout the course as needed
- Review and evaluate all student work; submit the final grade for the class.

## Diversity and Inclusion

Saint Louis University is committed to fostering a positive, inclusive and welcoming learning and working environment. SLU-Madrid's policies prohibit discrimination based on race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, pregnancy, age, disability, physical appearance, financial or socio-economic status, immigration status, parental or marital status, veteran status or any other protected classification of identity. Discrimination includes any form of unequal treatment such as denial of opportunities, harassment, and violence. Sex-based violence includes rape, sexual assault, unwanted touching, stalking, dating/interpersonal violence, and sexual exploitation.

If you experience or witness any kind of discrimination, you are encouraged (but not required) to report the incident to the SLU-Madrid's Department of Student Life ([studentlife-madrid@slu.edu](mailto:studentlife-madrid@slu.edu); +34 915 54 58 58, ext. 213) or, if you wish to speak to a confidential resource, the Counseling Center ([counselingcenter-madrid@slu.edu](mailto:counselingcenter-madrid@slu.edu) +34 915 54 58 58, ext. 230). Both are in Padre Rubio Hall, on the ground floor and the first floor, respectively. You can also report the incident to the University's Hotline (900-99-0011; then enter 877-525-5669 when asked for the hotline number).

Please know that instructors are required to inform SLU-Madrid when made aware of incidents of discrimination, harassment sexual misconduct, and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources. If you wish to speak with a confidential resource, the following are available on campus and off campus:

- Counselors at the [Counseling Center](#), located on the first floor of Padre Rubio Hall ([counselingcenter-madrid@slu.edu](mailto:counselingcenter-madrid@slu.edu); 915 54 58 58, ext. 230).
- Counselors at Sinews Multilingual Therapy Institute, SLU-Madrid's off-campus counseling and mental health services provider (<https://www.sinews.es/>; 917 00 19 79).

If you prefer to seek confidential spiritual counseling related to an incident of discrimination or harassment, contact SLU-Madrid's Campus Chaplain, Fr. James O'Leary, S.J. ([james.oleary@slu.edu](mailto:james.oleary@slu.edu); 915 54 58 58, ext. 279). Additional information and resources are posted on our [Safety and Security](#) and [Community Standards](#) webpages.

## Accessibility, Disability and Learning Resources

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking or emailing your course instructor.
- University-level support (e.g., tutoring/writing services, Accessibility and Disability Resources) by contacting the Academic Dean's Office ([advising-madrid@slu.edu](mailto:advising-madrid@slu.edu)) or by reviewing the [Academic Resources website online](#).

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course. Please contact [disabilityservices-madrid@slu.edu](mailto:disabilityservices-madrid@slu.edu) or +34 915 54 58 58, extension 242 or 249. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services. For more information about academic accommodations, see [SLU-Madrid's Center for Accessibility and Disability Resources webpage](#).

### **Needs Security Statement**

Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact Student Life ([studentlife-madrid@slu.edu](mailto:studentlife-madrid@slu.edu) or +34 915 54 58 58, ext. 213) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.

### **Use of Posted Course Content**

SLU-Madrid prohibits recording and transmission of classroom lectures and discussions by students unless written permission from the class instructor has been obtained and all students in the class as well as guest speakers have been informed that audio/video recording may occur. Recordings, course materials, and lecture notes may not be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than study by students enrolled in the class. Public distribution of such materials may constitute copyright infringement in violation of Spanish law. Violation of this policy may subject a student to disciplinary action in accordance with SLU-Madrid policies on [Student Rights and Responsibilities and Community Standards](#).

### **GDPR Norms Concerning Class Recordings**

In accordance with General Data Protection Regulation (GDPR), we inform you that if you are a participant in an on-line classroom, your image and voice may be recorded by Saint Louis University in Spain, S.A., CIF A28654879, in 28003 Madrid (Spain), Avenida del Valle 34, for the sole purpose of the instruction of the said class that you are registered in. This information will be stored for the duration of the on-line class and erased thereafter by the professor of the course. Should you not want your image or voice to be a part of this class recording, please contact your professor to indicate that you will be turning your camera and microphone off and be participating via chat.

In addition, we would like to inform you that all recordings will be available to you in Canvas and are exclusively for the use of the participants of the said class and should not be published on any other platform without the prior consent of all participants that may appear in the recording.

According to the rights conferred by the current GDPR regulation, you may exercise your rights of access, rectification, limitation of treatment, deletion, portability and opposition to the processing of your personal data, as well as the consent given for the treatment of it by directing your requests to the address indicated above or by sending an email to [dpo-madrid@slu.edu](mailto:dpo-madrid@slu.edu).