

Politics 5284-01: Fall 2017 Practicum/Internship

Instructor: Dr. Ibrahim Elnur

Time: TBA

Office hours: Tuesdays: 2:00-4:00 PM or by appointment, Office RM 2007

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This course is designed for students who are at an advanced stage of the development specialization program and are ready to undertake fieldwork. Students will spend part of the semester in an organization engaged in development work. Ideally, the student will be a participant observer, taking note and analyzing how development work is implemented while also participating, as much as possible, in the activities of the organization.

The objectives of the course are:

1- to provide students with an opportunity to work in a development organization/institution/agency that provides them with an opportunity to experience first hand what is development work in practice.

2-to encourage students to reflect on how development theory and policy apply on a grassroots level and assess how in tune are these policies with reality.

3- to sharpen students skills in conducting impact assessments and evaluations for development projects

4- to build networks among development practitioners for future career prospect enhancement

The internship:

Students have two choices in how they select the organization for their internship. They may undertake their internship in an organization of their choice and may approach it directly, after consulting with me. Alternatively, if no organization has been selected, I can place students in an organization commensurate with their interests and skills.

Course assessment:

10 % annotated bibliography – Due October 21st, 2017

40% journal - due November 17th, 2017

50% final report.- due December 4th , 2017

Students will be primarily assessed on the report they write on their internship experience. The report forms the basis of the assessment for the practicum and should be consistently written, demonstrating the analytical and methodological skills that you have learned in the previous courses on the Development option. Report writing guidelines are attached to this document. An annotated bibliography of relevant literature to the development organization and project which they are involved in during the internship is expected in the second half of the term. Towards the end of the term, students are to hand in a draft of their report. The purpose of the draft report is to be able to identify in gaps or problems before the final report is submitted.

Policy on Academic integrity

The Code of Academic Integrity at the American University in Cairo intends to provide legal and ethical guidelines for the whole academic community at AUC including students, faculty and staff. AUC regulation on academic integrity will be strictly followed: See AUC regulations:

<http://www.aucegypt.edu/academics/resources/acadintegrity/Pages/default.aspx>

The report will be assessed according to:

- The extent to which you have addressed the issues mentioned in the report guideline
- your combination of descriptive and analytical material
- ability to establish linkages between theory and practice
- making coherent and logical arguments, presented in an easy to read format.

Report requirements:

The organizational/institutional level

The organization:

Introduction to the organization in which you are undertaking your internship.

- Briefly describe the political/economic/ social context in which it is operating, highlighting information that is particularly relevant to the organization's functioning.
- Briefly describe its history
- What is its overall mission, what were the factors that gave rise to its mandate?
- Explain the institutional structure/hierarchy.

Its development policy

- What are its objectives?
- What is its approach towards achieving its objectives?
- To what extent is it successful in achieving its objectives? Why/why not?
- What are the challenges it faces, how does it seek to overcome them?

Relations with its constituency and the wider community

- Who is its target community/group/sector/individuals? How were they identified?
- If relevant, to what extent does it seek to assist the most marginalized and vulnerable members of the community?
- What is its relationship with its constituency/target?
- If relevant, does it pursue a participatory approach in relating to its constituency? Why/why not? If yes, to what extent is it truly participatory? What is its understanding of participation, if relevant?
- What is its relationship with other organisations/institutions that have a similar mandate nationally or internationally? Are there any networking initiatives? Any conflict?
- What are its sources of funding? To what extent would you say the organization's sustainability is assured?
- To what extent would you say that the sustainability of the project is assured if the implementing organization pulls out?

Your role in the organization

- What was your role in the organization? If you had more than one role, explain. Describe what stage of the project you were working on. Describe any problems you encountered.

Reflection and Analysis:

What methods of engendering development did your institution teach you and what were their advantages and disadvantages?

Can you relate any of the development work you encountered during your internship to the theoretical and policy issues addressed in previous development courses?

Notes:

-It is understandable that the relevance of some of the issues described above to the context of your internship will vary. Where a question/set of questions is not relevant, please indicate so in the report and explain why.

-It is also understandable that you may not always have access to all the information you want, and indicating so where relevant is expected.

-You do not have to follow the order of the issues mentioned above, you may present your findings in whatever order you like as long as it has a logical flow.

POLS 584: SAMPLE GUIDELINES FOR ANNOTATED BIBLIOGRAPHY

ANNOTATED BIBLIOGRAPHY GUIDELINES

An annotated bibliography includes, along with the alphabetical listing of works, an annotation (commentary or explanatory note) about the work.

Prepare the basic bibliographical entries in the usual way, arranging the information about the works according to the style manual recommended by your teacher or the manual appropriate to the field or discipline for which you are writing, for example, Modern Language Association (MLA) or American Psychological Association (APA) style.

With each entry, include a commentary of between two and four complete sentences. The commentary should contain all or some of the following elements (check with your teacher if you are uncertain about which elements to include). The following list is suggested in James D. Lester's *Writing Research Papers: A Complete Guide*, 5th edition (133-34).

1. Explain the main purpose of the work.
2. Briefly describe the contents.
3. Indicate the possible audience for the work.
4. Note any special features.
5. Warn of any defect, weakness, or suspected bias.

EXAMPLE OF MLA ANNOTATED BIBLIOGRAPHY ENTRY

Lester, James D. *Writing Research Papers: A Complete Guide*. 5th ed. Glenview, Ill.: Scott, Foresman, 1987. Freshmen who need to understand the research process, the writing process, and the technical aspects of scholarly documentation will benefit from the detailed explanations and helpful illustrations in this book. The sections on non-MLA documentation, for example, APA and medical styles as well as footnote and endnote styles, make the book useful as a reference for many different subjects. The Appendix of scholarly sources for various academic disciplines will save student researchers hours of library work.

EXAMPLE OF APA ANNOTATED BIBLIOGRAPHY ENTRY

Turabian Kate. (1976). *Student's Guide for Writing College Papers*. 3rd ed. Chicago: University of Chicago Press. Turabian's book, similar to the *Chicago Style Manual* from the same publisher, is the preferred style guide for writing undergraduate history papers. Undergraduate history papers use footnotes or endnotes, so Turabian gives detailed information about writing notes and bibliography entries from the same sources. Parenthetical in-text documentation is explained as well. The arrangement of information with a numbering system by chapters and chapter subdivisions is very easy for students to follow.

Comments: writcent@tcc.edu

Last revision: August 4, 2003

Source: <http://www.tcc.edu/students/resources/writcent/HANDOUTS/writing/annonbib.htm>

Writing an Annotated Bibliography

Description and purpose of an annotated bibliography

Description

- A bibliography, sometimes referred to as References or Works Cited, is an organized list of sources (e.g., books, journal/magazine articles, Web sites, etc.) consulted in the research process.
- Each source in the bibliography is represented by a citation that includes the author (if given), title, and publication details of the source.
- An annotated bibliography is a bibliography with an additional description or evaluation (i.e., annotation) of each source.

Purpose

The purpose of the annotation is to help the reader evaluate whether the work cited is relevant to a specific research topic or line of inquiry.

Annotations versus abstracts

Abstracts

Abstracts are brief statements that present the main points of the original work. They normally do not include an evaluation of the work itself.

Annotations

Annotations could be descriptive or evaluative, or a combination of both. A descriptive annotation summarizes the scope and content of a work whereas an evaluative annotation provides critical comment.

What the annotation includes

Generally, annotations should be no more than 150 words (or 4-6 sentences long). They should be concise and well-written. Depending on your assignment, annotations may include some or all of the following information:

- Main focus or purpose of the work
- Intended audience for the work
- Usefulness or relevance to your research topic (or why it did not meet your expectations)
- Special features of the work that were unique or helpful
- Background and credibility of the author
- Conclusions or observations reached by the author
- Conclusions or observations reached by you

Which citation style to use

There are many style manuals with specific instructions on how to format your annotated bibliography. The style you use may depend on your subject discipline or the preference of your instructor. Whatever the format, be consistent with the same style throughout the bibliography.

Consult [Citing Sources and Web Sites](#) for examples of how to format citations in different styles such as the MLA, APA, Chicago.

Sample citations and annotations

Below are 2 sample annotations (The citations are in APA Style and are based on the Publication Manual of the American Psychological Association, 5th edition.)

Book citation example with brief descriptive annotation (APA)

Liroff, R. A., & G. G. Davis. (1981). Protecting open space: Land use control in the Adirondack Park. Cambridge, MA: Ballinger.

This book describes the implementation of regional planning and land use regulation in the Adirondack Park in upstate New York. The authors provide program evaluations of the Adirondack Park Agency's regulatory and local planning assistance programs.

Journal article citation example with evaluative annotation (APA)

Gottlieb, P. D. (1995). The "golden egg" as a natural resource: Toward a normative theory of growth management. *Society and Natural Resources*, 8, (5): 49-56.

This article explains the dilemma faced by North American suburbs, which demand both preservation of local amenities (to protect quality of life) and physical development (to expand the tax base). Growth management has been proposed as a policy solution to this dilemma. An analogy is made between this approach and resource economics. The author concludes that the growth management debate raises legitimate issues of sustainability and efficiency.

Source: <http://lib.calpoly.edu/research/guides/bibliography.html>

How to Prepare an Annotated Bibliography

WHAT IS AN ANNOTATED BIBLIOGRAPHY?

An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.

ANNOTATIONS VS. ABSTRACTS

Abstracts are the purely descriptive summaries often found at the beginning of scholarly journal articles or in periodical indexes. Annotations are descriptive and critical; they expose the author's point of view, clarity and appropriateness of expression, and authority.

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THE PROCESS

Creating an annotated bibliography calls for the application of a variety of intellectual skills: concise exposition, succinct analysis, and informed library research.

First, locate and record citations to books, periodicals, and documents that may contain useful information and ideas on your topic. Briefly examine and review the actual items. Then choose those works that provide a variety of perspectives on your topic.

Cite the book, article, or document using the appropriate style.

Write a concise annotation that summarizes the central theme and scope of the book or article. Include one or more sentences that (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast this work with another you have cited, or (d) explain how this work illuminates your bibliography topic.

CRITICALLY APPRAISING THE BOOK, ARTICLE, OR DOCUMENT

For guidance in critically appraising and analyzing the sources for your bibliography, see [How to Critically Analyze Information Sources](#). For information on the author's background and views, ask at the reference desk for help finding appropriate biographical reference materials and [book review](#) sources.

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CHOOSING THE CORRECT FORMAT FOR THE CITATIONS

CUL Publications 7 and 8, **MLA Citation Style** and **APA Citation Style**, are available at the Uris and Olin Reference desks. Style manuals for these and other formats are also kept in the reference collections. Check with your instructor to find out which style is preferred for your class. Online citation guides for both [Modern Language](#)

[Association \(MLA\) and American Psychological Association \(APA\)](#) are available in the Library Gateway's [Help section](#), under the "Research Strategy and Process: Citing sources" link.

SAMPLE ANNOTATED BIBLIOGRAPHY ENTRY FOR A JOURNAL ARTICLE

The following example uses the APA format for the journal citation. NOTE: APA requires double spacing within citations.

Waite, L. J., Goldschneider, F. K., & Witsberger, C. (1986). Nonfamily living and the erosion of traditional family orientations among young adults. *American Sociological Review*, 51, 541-554.

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living.

This example uses the MLA format for the journal citation. NOTE: Standard MLA practice requires double spacing within citations.

**Waite, Linda J., Frances Kobrin Goldscheider, and Christina Witsberger.
"Nonfamily Living and
the Erosion of Traditional Family Orientations Among Young Adults."
American Sociological Review 51 (1986): 541-554.**

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living.

**Shttp://www.library.cornell.edu/olinuris/ref/research/skill28.htm
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