

**UNIVERSITY AT ALBANY**  
**ROCKEFELLER COLLEGE OF PUBLIC AFFAIRS AND POLICY**

**RPOS/RPAD 397 – THINKING AHEAD:  
CAREERS IN POLITICAL SCIENCE AND PUBLIC POLICY**

**Syllabus**

**Course Time:** Wednesdays, 11:35AM – 12:25PM  
**Room:** BB 133  
**Instructor:** Anne Hildreth, [ahildreth@albany.edu](mailto:ahildreth@albany.edu), 518-442-3112 (10-3)  
**Office Hours:** please call or email me to make an appointment to see me in HU16  
**Teaching Assistant:** Kayla Bogdanowicz, [kbogdanowicz@albany.edu](mailto:kbogdanowicz@albany.edu)

**COURSE DESCRIPTION:**

This one credit course will help students answer that perennial question: what do people do with a Political Science/Public Administration degree? Drawing on both our alumni network and friends of Rockefeller College, each class session will feature a different guest speaker to introduce students to a range of careers that began in the Political Science or Public Administration classroom. Using readings, our guests' resumes, and other tools, students will understand the connection between the skills they are developing in the classroom and on campus, and the large array of paths available after graduation. The course will also provide students an opportunity to practice and fine-tune some of the self-presentation behaviors that will help them succeed in internships, graduate school, and careers.

**COURSE OVERVIEW:**

Each class will meet for 55 minutes. The first few minutes will be taken up by the introduction of the speaker, delivered by a student cohost, followed by the formal presentation/conversation initiated by our visitor (for approximately 30 minutes). The last 15-20 minutes will be devoted to a Q&A session with the class. This portion will be initiated and facilitated by a student cohost. Most of our guests will be available to continue the conversation with a small group of students over lunch at the Patroon Room directly after the class (if a student is not on a meal plan, Rockefeller College will pay for their meal).

**COURSE LEARNING OUTCOMES:**

- Appreciate the connection between post-graduate success and academic opportunities and behaviors in college
- Become familiar with the on-campus resources available for thinking ahead
- Acquire the tools to thoroughly investigate different post-graduate paths
- Develop self-presentation skills that will assist you in professional settings

**REQUIRED READINGS:**

All readings will be posted on the Blackboard website.

**ATTENDANCE/CLASS PARTICIPATION:**

This class depends on your active engagement in the classroom and online prior to the class. Your attendance will be graded. A perfect score each week will be obtained if you arrive to class on time and give our guest presenters your engaged attention for the full length of their visit. There are no make-up assignments for missed classroom time.

## ASSIGNMENTS

### Questions:

Before each class you will review the presenter's biography/resume/CV, read the assigned reading provided by the presenter, and submit three questions to the Blackboard Question Assignment for that week that you would like to pose to the guest speaker. **Submissions are due the Tuesday before class by 2:00PM. \*\*NO LATE QUESTIONS WILL BE ACCEPTED\*\***

### Journal:

After each class you will be required to submit a short reflection to your Blackboard Journal. You can address the speaker's career path and how it relates to your interests, comment on the reading, or provide your observation of the class. Each entry should be between 150 and 200 words. **Submissions are due by Friday after the class by 2:00PM.**

### Cohosting:

For one class session during the semester you will have a role as a cohost for our guest presenter. Working in teams of 2 or 3, students will share the responsibilities of introducing our guest, facilitating the classroom Q and A, and writing the thank you note on behalf of the cohost team and for the class more broadly. Members of the cohost team will be given priority in joining the presenter for lunch at the Patroon Room in the campus center.

### Alumni contact:

At some point during the semester each of you is required to have a more personal conversation with an alumnus whose career is one that they would like to understand better. Attending a lunch after class and adding a paragraph of discussion about that contact to your journal for the week fulfills this assignment; if the lunchtime proves to be difficult given your schedule, we will help you find a suitable alternative. **Let us know by September 9 if we need to work with you individually to identify an alumni contact.**

### Resume:

You will be required to submit two versions of your resume. One will be due at the beginning of the class and you will be expected to submit a revised resume after it was corrected by our Coordinator of Undergraduate Internships. **First draft must be submitted by September 30, 2015, 11:59PM. Last draft must be submitted by December 9, 2015, 11:59PM. You will not receive any points for the resume assignment unless you hand in both versions.**

### Handshake:

All students are required to register for the Rockefeller career services online job listing site. *Handshake* allows you to post your resume and cover letter and use those documents to apply directly for internships and jobs that you are interested in. **You must register for an account prior to our last class on December 9, 2015 to receive credit.**

### Reflection Paper:

Considering the 14 visitors this semester, the assigned readings connected to their careers, your alumni contact conversation, and the careers and connections you see in handshake, identify a particular career that interests you. Describe the career, how you came to be interested and why, what you have learned about it as you have explored it more deeply, the current and long-term impact of the position, and what your next few steps should be to position yourself to head down that path. The written reflection should be at least 3 pages and no longer than 5 pages, double spaced, and include at least three references (cited in the text

of the reflection and listed in a work cited page at the end of the paper, which will not be part of the total page count). ***Papers are due on Blackboard by December 15, 2015, 11:59PM***

### **EXTRA CREDIT:**

#### **Letters to the Successors:**

As this is our inaugural course, please share your thoughts on the semester --its presenters, format, assignments, or any other detail—in the form of a letter to the Spring 2016 students. Your thoughtful responses will help shape future iterations of this course. ***This assignment must be submitted by December 15, 2015, 11:59PM in order to receive 10 extra credit points.***

**All written work in the class will be graded. You should strive to make all of the assignments flawless in presentation. If your questions, journal entries and final reflection paper are not carefully composed, it will be reflected in your grade.**

### **GRADING**

Attendance:	300 points
Questions:	150 points
Journals:	150 points
Cohost	50 points
Alumni Contact:	50 points
Resume:	50 points
Handshake:	50 points
Reflection Paper:	200 points

### **CLASS GRADES**

A	930-1010
A-	900-920
B+	870-890
B	830-860
B-	800-820
C+	770-790
C	730-760
C-	700-720
D	600-690
E	Below 600

### **ACADEMIC HONESTY**

Under no circumstances should you submit someone else's work as your own. This includes, but is not limited to: copying text from another student on tests or papers, copying text from internet sites (e.g. Wikipedia, Sparknotes) or other sources without quotation marks and full citations, or submitting your own work from another course. Cheating on an exam or plagiarizing written work will result in course failure and referral of the case to a university committee. For more information, please see the undergraduate bulletin: [http://www.albany.edu/undergraduate\\_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html).

### **REASONABLE ACCOMMODATION**

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of

Disabled Student Services (BA219, 518-442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations (<http://www.albany.edu/disability/current.shtml>).

If you wish to discuss academic accommodations for this course, for the above reasons or other cases including religious holidays, inform the instructor at the beginning of the term. Reasonable accommodations are generally established well in advance and are rarely granted retroactively.

### **ACADEMIC SUPPORT SERVICES (LIBRARY ROOM 94)**

Academic support services arrange individual and group tutorials as well as study skills workshops on time management, how to improve your concentration, essay exam skills, listening skills, and overcoming procrastination. Visit their website: <http://www.albany.edu/oaae/index.shtml>.

### **COURSE OUTLINE**

<b>Date</b>	<b>Presenter</b>	<b>Position</b>
8/ 26	<b>Joshua Ringel</b>	<b>Assistant to the Village Manager</b>
9/2	<b>Jamie Daley</b>	<b>Senior Analyst, NYS Police</b>
9 /9	<b>Dorcey Applrys</b>	<b>Common Council Member, Albany's 1<sup>st</sup> Ward</b>
9/16	<b>Matthew O'Neill</b>	<b>Attorney, Hinman Straub</b>
9 /23	<b>*** No class ***</b>	
9 /30	<b>TBA</b>	
10/ 7	<b>Jim Quent</b>	<b>Senior Vice President, Mercury Public Affairs</b>
10 /14	<b>TBA</b>	
10 /21	<b>Peter LaVenia</b>	<b>Researcher and Organizer, Ralph Nader</b>
10 /28	<b>Tom Briggs</b>	<b>Advisory Associate, KPMG</b>
11/ 4	<b>Abbe Serphos</b>	<b>Executive Director of Corporate Communication, The New York Times Company</b>
11/ 11	<b>TBA</b>	
11/18	<b>Kate Hanecak</b>	<b>Resident Administrative Officer, USSS</b>
11/ 25	<b>*** No class ***</b>	
12/ 2	<b>Andrew Abramowitz</b>	<b>Excelsior Service Fellow, NYS Homes and Community Renewal</b>
12/ 9	<b>Rich Hamburg</b>	<b>Deputy Director, Trust for America's Health</b>