

Winter/Spring 2020 Newsletter

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Message from Section President

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Dear Colleagues:

Happy 2020! I hope everyone had a very Merry Christmas and a Happy New Year and perhaps enjoyed some time away from the office. It is an

interesting time to be teaching political science as we enter this new decade!

Let me first say that I am thrilled to be the President for the Political Science Education section, it is certainly not something that I thought I would be doing. I first joined APSA in 1993 when I returned to graduate school to pursue the Ph.D. (yes, I was a more mature student!) I attended a few conferences, but really did not see that it had much to offer for me, personally. I was already teaching at a community college and had no plans to leave, even after graduating although I kept my membership. In 2008, quite by accident, I attended the Teaching & Learning Conference in San Jose – and it was there that I found a home in APSA.

These were people that I could relate to within my profession. I attended the business meeting, although I did not know a soul, but I remember that Carlos Huerta made the comment that the section really needed to reach out to the community college faculty. It was then that I definitely knew that I had found a place in APSA. Fast forward 12 years and I find myself more involved with the section with so many friends that I would never had known if it had not been for the section. Friends from California, Washington, Minnesota, Iowa, Missouri, Michigan, Arkansas, Kentucky, Oklahoma, New York, Massachusetts, Maryland, Connecticut, Rhode Island, Virginia, Florida and of course Texas. I have had the opportunity to collaborate with colleagues on papers for the conference and to do research with others to benefit the discipline. This is a

great section, so I encourage each of you to get involved and to network with your colleagues across the country. It will open up amazing opportunities!

We kicked off 2020 with the Teaching & Learning Conference, February 7-9 in Albuquerque, New Mexico. The theme is "Teaching to Empower Students". Many thanks to Shane Nordyke (University of South Dakota) and Sara Parker (Chabot College) for serving as co-chairs. I would also like to thank their committee – Matthew Platt (Morehouse College), Bobbi Gentry (Bridgewater College), Maureen Feeley (University of California, San Diego) and Thomas Ringenberg (Rockhurst University).

The keynote address was on Friday, February 7 from 1:00-2:00 PM by Lori Poloni-Staudinger (Northern Arizona University) and Cherie Strachan (Central Michigan University) entitled "Democracy is More Important than a P-Value: Embracing Political Science's Civic Mission through Intersectional Engaged Learning." It expanded on Cherie's blog post earlier where research has found that one of the most effective ways to promote long-term political engagement throughout adulthood is to facilitate open discussion of current political issues in school. Certainly, a timely and needed discussion.

The APSA Annual Meeting will be held in San Francisco, California September 10-13 – note that it is not on Labor Day weekend this year. Maureen Feeley and Matthew Platt will serve as the program co-chairs for our section. The third "TLC at APSA," the teaching and learning conference-within-a-conference will take place Saturday, September 12. The theme for that TLC is "Teaching Democratic Principles through Political Science Education." Please

check the APSA website for more information. Again, thanks to Jyl Josephson (Rutgers University-Newark) and Amber Dickinson (Washburn University) for serving as cochairs of "TLC at APSA." And thanks to their committee – Megan Becker (University of Southern California), Josue Franco (Cuyama College), Marcus Allen (Guttman Community College), Robert Glover (University of Maine), and Bethany Blackstone (University of North Texas).

I want to thank our immediate past president, Patrick McKinlay for his leadership, guidance, and friendship. And I want to welcome our current executive committee:

Vice-Chair/Secretary – Michael Rogers (Arkansas Tech University)

Treasurer – Joseph Roberts (Roger Williams University)

Member – Donald Gooch (Stephen F. Austin University)

Member – Megan Becker (University of Southern California)

Member – Rachel Bzostek (Collin College)

Member – Maureen Feeley (University of California San Diego)

Member – Mark Carl Rom (Georgetown University)

Newsletter Editor – Bobbi Gentry (Bridgewater College)

Please reach out to any of us with questions, ideas or concerns. And one last thank you to Joseph Roberts for keeping us financially afloat, Bobbi Gentry for producing a great newsletter, and to Victor Asal and his group for the best professional journal ever!

The Teacher-Scholar Column

Using Work-Study Internships to Promote Civic Education & Student Leadership Development

Elizabeth A. Bennion, Indiana University South Bend, ebennion@iusb.edu

As American Democracy Project Director at Indiana University South Bend, I plan dozens of events and engage hundreds of participants each semester. The goal of the project is to enhance students' civic knowledge, skills, and dispositions, while also providing critical political education and information to the community-at-large. The American Democracy Project (ADP) seeks to create college graduates who are capable of making a meaningful difference in their communities. Employing students as interns who work to plan, publicize, host, and assess campus and community events is one way to achieve this objective. Students become both the purveyors of, and beneficiaries of, civic learning and democratic engagement opportunities across our region.

The American Democracy Project discourages students from substituting voluntarism or direct service for political engagement. The ADP promotes a both/and approach, rather than an either/or approach to volunteering and political engagement. At IU South Bend, the political science department serves a critical role in helping students to understand that using the political process is a critical component of creating long-term, sustainable changes that improve people's lives. Political science students who work with the American Democracy Project learn how important elected officials are in shaping the policies that influence their lives.

The ADP hosts candidate forums and debates for local, state, and national races, including: school board, mayor, city council, county

council, county commission, sheriff, prosecutor, probate judge, state house, state senate, and U.S. House. Meet the Candidates forums include additional candidates for township trustee, township advisory board, treasurer, surveyor, auditor, city clerk, county clerk, and more. We work in three cities and two counties to host events both on and off campus. Students meet political leaders, party leaders, and community activists. They network with the leadership of local civic organizations and learn about politics and policy at all levels of government. They are able to compare cities with different political makeups and citizen demographics to gain new insights regarding the linkages between public opinion and public policy and the role of political competition and cooperation across the region.

In addition to live candidate debates, the ADP hosts watch parties for televised U.S. Senate and gubernatorial debates, presidential candidate debates, State of the Union speeches, and other significant political events, including an election night results watch party. Students decorate the facility, and prepare event-themed score cards, Bingo cards, photo booths, button-making stations, and refreshment centers.

Other events include civic leadership academies, national issues forums, informal pizza and politics discussions, voter registration and education drives, and service projects. For example, students organize a diversity reading program in local primary schools focused on empowerment, non-violent protest, civic leadership civil rights, and social change. Student interns give short presentations, perform community service, recruit volunteers, grant media interviews, decorate event venues, prepare event programs, and do the background research needed to prepare participant handouts and answer participant and journalist questions. Students also provide

all of the technical support and data entry required for the ADP's online voter guide.

The ADP internship allows students match their interests, skills, and academic needs to their project roles, serving as volunteer coordinator, online voter guide coordinator, office manager, watch party coordinator, financial records specialist, event records and archives coordinator, graphic designer, photographer, public relations coordinator, social media coordinator, and more. Students also gain experience in event planning and perform all of the duties required for a successful event, including set-up, clean-up, timekeeping, question running, ushering, voter registration tabling, event registration staffing, guest services, media coordination, reception hosting, discussion moderating, and technology troubleshooting. Students can complete internships for academic credit, work-study wages, or both. Many students who pursue the work-study option make it clear that they would be unable to participate without this option. The work-study option gives students an opportunity to replace off-campus work with flexible and meaningful on-campus employment that fits into their academic schedules. Such on-campus work options promote student leadership, skill-development, and retention.

The students report gaining new knowledge about campaigns and elections, local and state politics, and the relationship between local, state, and national governments. They report new skills in the areas of written communication, oral communication, interpersonal communication, networking, collaboration, and teamwork. They also report new computer skills including document formatting in Word and Publisher and effective usage of PowerPoint, Adobe Acrobat, Mail Merge and Excel – all skills that will serve them

well in the future. In addition, students report increased confidence in their ability to work independently and increased comfort with asking important questions when they need help or clarification to successfully perform an assigned task. Students in several fields (including graphic design) use the paid ADP internship to fulfill a graduation requirement, while other use it to gain new skills and contacts while earning the money they need to cover basic expenses that are not covered by financial aid.

The internship program opens doors to future paid leadership positions. Former interns have continued to perform critical leadership roles in the community after graduation. For example, former ADP intern Rachel Santos went on to earn an MPA degree and become the Communications and Operations Manager in the Office of Education Innovation for the City of Indianapolis before accepting her current position as Education Program Coordinator for the Indiana Latino Institute. Former intern Kacey Jackson accepted a position as a Community Development Specialist for the City of Elkhart, Indiana. Both have credited the American Democracy Project internship with improving their academic performance, igniting a passion for civic engagement, and opening up new career pathways.

Students are not the only ones who benefit from meaningful work-study jobs. Faculty and community members benefit, too. There would be no way to host the volume or quality of events we do without a dedicated team of student leaders. There are simply too many “moving parts” for one person to host a successful event without trained student workers and volunteers. Putting students on the payroll makes it easier to guarantee that all roles will be filled and tasks will be completed by dedicated and knowledgeable students.

Meanwhile, faculty can supplement their CV and build a case for advancement based on community impact and student engagement, improvement, retention, and success. High impact teaching, mentoring, and service to students – and the community – is easy to document through student reflection papers, journal prompts, participant feedback surveys, testimonials, media coverage, and post-internship job placements. Such documentation can be leveraged in grant proposals, award applications, and promotion and tenure review. Faculty can also work with students to create, present, and publish scholarship regarding various event series and initiatives. Students and I have presented such work at the annual AACSU/NASPA Civic Learning and Democratic Engagement Conference, the APSA Teaching and Learning Conference, and the Indiana Campus Compact Service Engagement Summit. The next issue of the e-Journal of Public Affairs will feature an article I wrote about how to host a civic leadership academy. The value of the work is both instrumental and inherent. Such internships advance students' and faculty members' career goals, while also serving a higher purpose. Robust community-engaged work-study internship programs allow faculty to work with students to advance the public purpose of higher education: educating for democracy.

Community College Voices

Community Colleges and APSA

*Eric Schwartz, Hagerstown Community College,
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Beginning this year, community college faculty will have another venue to organize and advocate within the American Political Science Association. The Community College Caucus

had its first organizing meeting during the annual ASPA meeting in Washington DC in September, and will be planning further meetings and activities in the coming months.

“APSA is not necessarily well equipped to respond to community college needs, so this is a place where community college faculty can call their own,” said Erin Richards, the new co-chair of the caucus.

Richards, Senior II Tenured Political Science faculty at Cascadia College, is also a member of the APSA Women’s Caucus, and said that her positive experience with that caucus motivated her to push for establishing a similar group for community college faculty. The caucus can help provide a venue for community college faculty to connect with each other.

“The number one goal is to give space and voice to community college faculty,” she said. “It’s also a way to build community.”

The caucus is distinct from the Committee on the Status of Community Colleges in the Profession, Richards noted. While the status committee also focuses on the concerns of community colleges, that six-member committee exists more formally within the auspices of APSA with committee membership appointed by APSA.

The caucus, on the other hand, is more loosely structured. Richards pointed out that the two groups can complement each other’s functions.

“The caucus can be a way of funneling information to the status group,” said Richards, herself a former member of the status committee.

Also, the status committee may be able to use the caucus as leverage to achieve certain goals.

“It’s a two-way street, she said. “We should be able to help each other.”

Approximately 14 people showed up for the first meeting at the annual meeting, a figure that give Richards hope for the future of the group.

“Fourteen people out of the roughly 140 community college faculty at the meeting is pretty darn good!” she said.

The caucus will be augmenting its push for membership in the coming months, said Richards. For example, the Teaching and Learning Conference, held in Albuquerque, NM on February 7-9. The TLC draws a good amount of participation from community college faculty, she noted.

In organizing the caucus, Richards has already become aware of certain inherent challenges.

“Community college faculty are very busy,” she said. “Everyone is busy, of course, but our busy is difficult because it’s occupied a lot with teaching, which means that there’s not a lot of space for getting involved in professional organizations.”

Also, just the basic organizational fundamentals a present a challenge. The cost of APSA membership is presents a barrier to some community college faculty, for example, she said.

Rachel Bzostek Walker, co-chair of the caucus, said the new group could itself provide people with an incentive to join APSA, and a venue to get more involved with the group.

“The idea is to encourage faculty to join APSA,” said Bzostek Walker, political science professor at Collins College. “APSA is not just for four-year, research-one institutions. It’s for community colleges as well.”

One plan for the caucus that has been discussed is to create different regional coordinators, Bzostek Walker said. This could assist with outreach for the group.

Bzostek Walker said she expects to have many conversations about the new caucus at the TLC conference. The conference is one of the events that tends to be more heavily supported by community colleges, and the attendance at the conference reflects that fact, she said.

Tanya Schwarz, APSA director of teaching and learning, said the management of APSA is very supportive of the effort to organize a new caucus for community college.

“My understanding is that the caucuses are meant to be a more independent tool for members to use if they have a special viewpoint or agenda,” she said. “It’s a way to come together for community building.”

The generally informal nature of caucuses contrasts with that of the status committees, which are folded into the APSA structure and have a specific set of APSA bylaws attached to them, she said.

Other caucuses that have already been established within APSA, Schwarz said, are the Women’s Caucus, the Asian Pacific American Caucus, the Latino Caucus, the Lesbian, Gay, Bisexual, Transgender Caucus, and the Caucus for a New Political Science.

Featured Essays

Teaching Students How to Write a Literature Review: Putting the Puzzle Pieces Together

Ela Rossmiller, Visiting Assistant Professor of Political Science, Wilson College, ela.rossmiller@wilson.edu

Although the literature review is sometimes disparaged as a merely academic exercise with no real-world applicability, this criticism is itself purely academic. Think tanks in Washington, D.C. and elsewhere still seek research assistants who can write good literature reviews. More generally, there is a growing need for information literacy and the kinds of transferrable skills honed during the process of writing a literature review. At some point during their career, college graduates may be expected to conducting research; assess sources of evidence; synthesize, organize, and analyze the results; critique the strengths and weaknesses of an argument; and brief their boss on the main take-away lessons and recommendations.

Yet students often find the literature review daunting, and we can look to the cognitive science of learning to understand why. First, assignments typically involve a complex set of component skills that students must acquire in order to perform at the level of mastery.¹ For example, writing a literature review involves at least six component parts:

1. Accessing library resources.
2. Assessing sources for their suitability.
3. Comprehending scholarly articles and books. This involves not only learning new vocabulary and concepts, but also reading for the research elements and understanding how they fit together (or don't) to support the main argument. By "research elements," I am referring to research questions, puzzles, theories, methods, and sources of evidence.

4. Analyzing and critiquing arguments, evidence, reasoning, methods, and implications.

5. Synthesizing and organizing bodies of literature.

6. Writing, revising, and proofreading the literature review.

Each step is fraught with challenges to overcome. These challenges are especially cumbersome for students whose high schools had no or inadequate libraries, computer labs, or college preparatory courses. Ambrose et al. recommend guiding students toward mastery by giving them opportunities to practice missing or weak component skills that form the building blocks of more complex tasks.² Unfortunately, instructors are unlikely to help students master component skills of which they themselves are unaware. As experts, instructors may suffer from "expert blind spot," which means they have attained such a high degree of mastery that they are no longer conscious of the skills contributing to the outcome.³

Fortunately, many college libraries offer tutorials, orientations, and workshops to help students access library resources (#1), and many colleges offer a required college writing course to help students assess sources of information (#2) and learn to write, revise, and proofread papers (#5). Instructors are left to fill in the gaps. For example, I teach students to assess sources (#2) and read critically (#3) through discussions of assigned readings. This essay introduces an in-class activity to practice synthesizing and organizing bodies of literature (#4). This task involves higher-order thinking, yet it is precisely the kind of task that experts

¹ Susan A. Ambrose, Michael W. Bridges, Michele DiPietro, Marsha C. Lovett, Marie K. Norman. *How Learning Works: 7 Research-Based Principles for Smart Teaching*. (San Francisco, CA: John Wiley & Sons, 2010), 103.

² *Ibid* 115.

³ *Ibid* 95-99.

“just know” how to do and don’t explain to novices.

Drawing on the principle of scaffolding, in which instructors reduce the cognitive load so students can focus on a particular aspect of learning or component skill, Ambrose et al. recommend giving students “worked examples.”⁴ Additionally, they recommend sharing examples of past student work modeling the desired outcome. For this activity, I provide students with a literature review written by a former student that I have scrambled, and I ask them to unscramble it. This activity reduces the cognitive load by removing the task of writing so that students can focus on structure and organization. It exposes students to a “worked example” produced by a peer to model attainable achievement. I use the term “model” loosely here, since the model I give them is significantly shorter than the literature review I assign. Using a short model reduces the class time needed to complete the activity while still demonstrating key features of the genre; it also reduces the likelihood of plagiarism. Some instructors may be concerned that exposing students to a model unlike the assignment is that students will mimic the model instead of following the instructors for the assignment. This is a valid concern. However, the teacher can preempt this from happening either when introducing the activity and/or while debriefing it by explaining the differences between the sample and the assignment and inviting comments on the sample’s strengths and weaknesses during the debriefing session. Since students will be critiquing another student’s work – either openly or in their own heads – the sample should come from a student who has already graduated and who has given

permission for his or her work to be used in this way.

Instructions

Preparation: (5-10 mins)

1. Find a short literature review (2-3 pages) or use the “Sample Literature Review” following this essay.
2. Photocopy enough for each student to have one.
3. Cut each sample into strips, shuffle the strips, and place the “puzzle” in an envelope to create a packet for each student.

In-Class Activity: (20 mins)

1. Introduce the principles of writing a good literature review.
2. Introduce the activity and explain that its purpose is to help students practice grouping ideas into schools of thought.
3. Distribute the envelopes to students and ask them to organize the shuffled strips into a coherent literature review.
4. When finished, go over the complete literature review.

Debriefing: (10 mins)

1. Invite students to point out how the sample illustrates principles of a good literature review.
2. Invite students to comment on what they might do differently.

Debriefing the activity is essential for helping the teacher see how students are processing the activity, what they are learning, and what they may be “mis-learning” that needs to be corrected. Topics might include the literature

⁴ Ibid 106.

review's organizing elements (introduction, schools of thought, transition sentences, and conclusion), its approaches to critiquing the literature, and protocol for citing sources. The debriefing also allows the teacher to discuss how the sample differs from the assignment.

Plenty of books and articles tell students how to write a literature review, but telling is not the same as showing, and neither telling nor showing provide opportunities for practice. Yet literature reviews are a niche genre whose production requires many component skills. Some of these skills involve higher-order thinking but risk falling into the instructor's expert blind spot. This activity rectifies the problem by showing a sample of student work and providing an opportunity to practice one higher-order component skill – organizing ideas into schools of thought – under the supervision of an instructor who can guide students toward mastery.

Political Science and Community-Engaged, Project Based Learning

Kelly Clancy, Assistant Professor and Chair, Department of Political Science, Nebraska Wesleyan, kclancy@nebrwesleyan.edu

How can higher education in general, and the liberal arts in particular, maintain relevance in the 21st century? Political science has the potential to help envision the answer to this question by adopting the pedagogical strategy of project-based learning. Project based learning (PBL) allows us to adopt innovative pedagogical techniques to connect students to their community. Mergendoller and Thomas (2005) adopt the following definition: “a systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry project that is structured around complex, authentic question

and carefully designed products and tasks” (p. 587).

Thomas (2000)'s systemic review of the literature on PBL identifies 5 defining features:

1. PBL projects are central, not peripheral to the curriculum – projects *are* the curriculum;
2. PBL projects are focused on questions or problems that “drive” students to encounter (and struggle with) the central concepts and principles of a discipline;
3. Projects involve students in a constructive investigation;
4. Projects are student-driven to some significant degree;
5. Projects are realistic, not school-like.

This article focuses on my work developing curriculum at the intersection of service learning and project-based learning at Nebraska Wesleyan University. I became interested in the possibilities of project-based learning as I designed an interdisciplinary service learning course, and students were repeatedly requesting new ways to “help” and engage more deeply with their organizations. Through my experience piloting PBL courses, I believe project-based learning and service learning can be combined deepen the impact that institutions of higher education have in their community, as well as enhancing authentic student learning. In this article, I describe the way in which we've scaffolded service learning and project-based learning throughout our curriculum, developing a series of three courses that engage political science students and students from across the university in the practice of learning about social justice through experiential learning.

The first stage of integrating community service with project-based learning involved working with Community Action Partnerships (CAP) to create an interdisciplinary course focused on poverty, privilege, and social justice, where students complete 20 hours of service learning. Students are organized into “tracks,” where they specialize on teams such as financial well-being, Early Head Start, emergency services,

supportive housing, and foster care support. In the classroom, students engage in conversations about poverty and privilege, and are encouraged to constantly “close the loop” between classroom material and their experience at Community Action.

After the first semester in spring of 2019, there were a series of conversations about how to enhance the course for the second group of students, and a series of changes were implemented on both the classroom side and the organizational side: this included coaching students and CAP supervisors on how to contextualize for students what they were observing, creating three dialogues between students and CAP supervisors over the course of the semester about course content (topics included “why are there poor people in a rich society?” and “race, gender, and poverty”).

The second component of the NWU-CAP relationship focused on scaffolding PBL into the curriculum. In February of 2019, Rick Vaz, the head of project-based learning for Worcester Polytechnic Institute (WPI), led a two-day workshop on Project Based Learning at NWU, which was attended by Shari Sorenson, and Georgeann Roth and me, as well as other faculty and administrators from NWU. Over the summer, Kelly and Shari represented the team at a weeklong intensive PBL workshop hosted at WPI. This professional development equipped me to begin incorporating PBL into my courses to enhance service and experiential learning. In the second iteration of the class, students worked on mini projects based on challenges issued from CAP (“would lending circles work in Lincoln,” “how can families living at the poverty level save for college,” and “what can be done about affordable housing in Lincoln?”). This enabled students to connect three levels of knowledge – firsthand experience from their service learning, instructor curated course material, and then independent, project-based

research, in order to inform their understanding of poverty, privilege, and social justice. Students researched these questions, working in teams, and then presented “pitches” to CAP supervisors at an end of semester symposium.

After piloting the course for two semesters, I turned my attention to two other projects at the intersection of service learning and project-based learning. The first was developing a project-based Political Science course on grassroots organizing and activism. The class is being taught in the Spring 2020 semester, primarily focused on racial justice in Lincoln. Students are embedded with a variety of community partners working on issues such as raising the profile of immigrant and refugee stories around Lincoln⁵, organizing a social justice literacy event for the Title I middle school in the area, and working on a commemoration of historical instances of lynching in Nebraska. All of these involve students taking ownership of research and issues, collaborating with community partners, conducting research, and producing a public product at the end. Stakeholders and participants have access to the data produced at the end of the project.

Finally, I am developing the interdisciplinary components of project-based learning at Nebraska Wesleyan, where PBL may eventually “bookend” the interdisciplinary curriculum. I am working on a pilot to convert the traditional first year liberal arts seminar to one a project-based course; I will pilot the course in the fall of 2020, with a focus on 100 years of women’s suffrage and voting rights movements around the world. Students will work on the challenge: “Should 16-year-olds be allowed to vote?” I am working with various other actors at Nebraska Wesleyan to set up an assessment of traditional version of the seminar and project-based learning versions of the seminar using a pre-test/post-test design. I am also developing a

⁵ Lincoln is a refugee resettlement community; 3262 refugees resettled in Lincoln from 32 countries since 2002: <https://dataomaha.com/refugees/state/ne>

project-based learning interdisciplinary capstone course to be offered in the Spring 2021. I am working closely with Community Action Partnerships on developing a set of problems that teams could solve, as well as cultivating other “challenges” from the community.

All of these projects are based around the idea that education can be inclusive, student driven, and benefit the community. By taking the immersive aspects of service learning and combining them with the research and student direction of project-based learning, we are not only teaching our students to become more globally engaged citizens, but giving them the tools they need to effect change in their communities. There are internal and external impacts to this work. For NWU, effective scaling of project-based learning and developing models that work across contexts will greatly enhance the degree to which other faculty and courses can benefit the community at large. My goal is to create institutional capacity to infuse PBL through various aspects of the community. It also allows political science students to take their study of concepts like democracy, civil liberties, race and gender inequities, and focus on a specific way to improve the lives of people in the community. It allows political science students to fuse our disciplinary methodologies and ways of knowing with real world scenarios, which deepens their educational experience.

My hope is that it will scale up so that community engaged projects lead to internships, and internships lead to career options where students understand their political science education as a vehicle for helping the marginalized members of our society and creating avenues for social change. Developing a sustained, intensive relationship with one community organization allows for the relationship and the program to grow over time, as each partner in the relationship adapts and learns from the other. By focusing on issues of poverty, privilege, race, and social justice and the ways these manifest themselves locally, students can foster the skills they need to pursue careers and vocations that allow them to make a difference both locally and globally.

Mergendoller, J. R., & Thomas, J. W. (2005). Managing project based learning: Principles from the field. *Buck Institute for Education*. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.532.3730&rep=rep1&type=pdf>

Thomas, J. W. (2000). A review of research on project-based learning. Retrieved from: https://tecfa.unige.ch/proj/eteach-net/Thomas_researchreview_PBL.pdf.

Archived issues of *The Political Science Educator* can be found here:

<http://community.apsanet.org/TeachingCivicEngagement/additionalteachingresources/new-item>

Please send any article submissions or announcements for future newsletters to Bobbi Gentry at bentry@bridgewater.edu. Submission deadlines are **June 15** for the **Summer/Fall newsletter**, and **December 15** for the **Winter/Spring newsletter**. Contributions may be as brief as 200 – 500 hundred words, but should not exceed approximately 1000 words, and should use APSA citation style. Please include "**PS Educator submission**" in the subject line of your email. Thank you!

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Bobbi Gentry, Newsletter Editor