



GEORGETOWN UNIVERSITY
Semester in Washington, DC Program

**SDCP 350-01: INTERNATIONAL RELATIONS ACADEMIC SEMINAR (9 credits)
SPRING 2015 SYLLABUS**

Faculty information: Amanda Slobe, Office of Foreign Missions, ActioNet, U.S. Department of State

Faculty contact information: amanda.slobe@gmail.com

Faculty office hours and location: By appointment, also available after class

Course meeting times and location: Mondays and Fridays, 2:40-5:10pm; January 7 – April 27

(Note: First class on Wednesday, January 7); 640 Massachusetts Ave, NW, C119

COURSE INTRODUCTION AND OBJECTIVES

Designed specifically for students in Georgetown's Semester in Washington Program, the International Relations Academic Seminar helps students craft a better understanding of complex global issues and the forces that drive foreign policy in the United States and abroad.

Meeting twice a week, students will learn from assigned readings, lectures, offsite trips, guest speakers, and overall discussion – all of which build on Georgetown's long-standing and multifaceted expertise in international relations.

The objective of this course is to critically examine contemporary international affairs, while considering past achievements and events in the International Relations (IR) realm. The semester includes guest speakers from a multitude of backgrounds and in various fields, which will enable students to think critically about current issues as well as engage with these professionals, all while thriving in the nation's capital.

REQUIREMENTS

Since discussion will be a main venue of learning, students are expected to actively participate in each class discussion. If we have guest speakers, students are expected to actively engage in any Q&A following the performance. Questions, comments, and criticisms are always welcomed.

Reading Materials:

- **Daily reading of *The Economist*, *Financial Times*, *Christian Science Monitor*, *Washington Post*, *The New York Times*, *Foreign Policy*, or *Wall Street Journal***
- ***Crossing the Blvd* by Warren Lehrer and Judith Sloan**
- ***The Battle For the Arab Spring: Revolution, Counter-Revolution, and the Making of a New Ear* by Lin Noueihed and Alex Warren**

Each student is required to read the required texts, in addition to the daily readings, and come to class prepared with any questions, comments or criticisms.

Classroom Etiquette:

Cell phones or other communication devices are prohibited during class time and must remain off. Text messaging must not be used during class.

Laptop use is for class-related purposes only. Surfing the internet and gchat during class is not allowed.

Recording: *Audio and/or video recording in class is strictly prohibited.*

Class discussion should be respectful and considerate of others' views and opinions.

We will be taking **one ten-minute break** during the class, so if there is a dire need to use your phone or check your email, this will be your opportunity.

GRADING

Attendance Policy:

Attendance is mandatory. If you need to miss class, it is your responsibility to get lecture notes, handouts, etc., from a classmate. Students may have two **excused absences** and **a student who misses multiple class sessions may be withdrawn involuntarily from the course or may receive a failing grade, at the instructor's sole discretion.**

Grading Scale:

Students will be given numerical grades for their various assignments. These numerical grades, when added up to form their final grades, will be converted into letter grades according to the following Georgetown grade scale:

93-100	A
90-92	A-
88-89	B+
83-87	B
80-82	B-
78-79	C+
73-77	C
70-72	C-
68-69	D+
63-67	D
60-62	D-
under 60	F

Evaluation:

Participation (25%):

Because this is a seminar, for each class you will be graded on the frequency and substantiveness of your input. Students are encouraged to: take initiative in class discussion, answer questions, support or challenge positions and ideas of the instructor and fellow students, raise questions and add comments from the readings, and display a positive attitude. For any off-site trips we take, as well as guest speakers we have, typically a one to two-page reaction paper will be assigned, or I will ask you to write on the course blog. I'll be sure to specify what I'm looking for in each paper or blog entry. It is nothing to stress over, but completion, thoroughness, and incorporating class readings in your responses all benefit the overall grade.

Attendance (10%):

Show up to class – mentally and physically.

Midterm: (25% Total)

Presentation (5%) on February 13 &

Paper (20%) DUE March 2

Students will write a paper for their mid-term grade. The paper should be 7 - 10 pages, 1.5 spaced, Times New Roman, and 12 font. I would like you to select a topic listed at the end of this description (or get approval from me for an outside topic), and summarize and discuss the criticisms given against the “West.” The U.S. and Europe are given a lot of criticisms for their involvement in these issues. In your discussion, you may *evaluate or respond or support or refute* any of it, but you must provide the necessary background information and criticisms made, as well as support for your perspective from current or historical issues and events. **Topics include (but are not limited to): Foreign Aid in Africa, America and Israel Relations, Border Relations Between USA and Mexico, Genocide (Country-specific), Human Rights and International Law, Freedom of Speech (Including Cartoons, Movies), Rights of the Disabled, Gender Rights, Sexual Rights, Environmental Issues, Nuclear Proliferation, Millennium Development Goals, Arab-Israeli Conflict, Use of Torture (Ticking Time Bomb Scenario), Warehousing (Refugees), Child Soldiers, China’s One-Child Policy, and Female Genital Mutilation**

Students’ papers will be presented in class on February 13, at which point classmates (and Professor) will provide comments, feedback, and suggestions to the presenter. A final draft, incorporating the feedback received during the presentation, will be due electronically on March 2.

Final Presentation: (25%)

Students will be assigned to present on a country that was affected by the Arab Spring but did not make news headlines. The country will not be one discussed in the book assigned to this class, so outside research will need to be done. Grading of the presentation will be based on the rubric I provide in class.

Article for Class Discussion: (15%)

Each student will be assigned a day to provide an article from one of the aforementioned daily reading sources. Students are allowed to choose their own topic of discussion, which should relate to the broad arena of International Relations. To receive full credit, the student should provide questions and comments to engage the class, as well as include why the student chose that article.

COURSE OUTLINE

Note: There may be changes to this schedule, to include any new world events that should be discussed, guest speaker availabilities, Georgetown University events, and students’ interests.

Wednesday, January 7

- Welcome & Introductions
- Syllabus & course review

Friday, January 9

- **Offsite trip** to the Newseum

Monday, January 12

- Statehood and Sovereignty
- What is a State?

Friday, January 16

- Human Rights – What are they? Who has them? How are they enforced?
- Introduction to International Human Rights Law

Monday, January 19

- **No Class – Martin Luther King, Jr. Day (Make-up TBD)**

Friday, January 23

- Life in the Foreign Service
- Guest Speaker Alison Bauerlein, Foreign Service Officer, U.S. Department of State

Monday, January 26

- Asylum Seekers and Refugees: Product of War
- Introduction to International Refugee Law; discuss *Crossing the Blvd*

Friday, January 30

- Discuss misconceptions about Islam
- Imam Yahya Hendi, Georgetown University

Monday, February 2

- Terrorism – Whose Definition?

Friday, February 6

- Terrorism and Globalization, specifically Cybersecurity
- Guest Speaker Jan Goldman, Professor, Intelligence Expert, Georgetown University

Monday, February 9

- Relationship between art (modern, cartoons, graffiti) and politics

Friday, February 13

- **Present Midterm (5% of course grade)**

Monday, February 16

- **No Class – President's Day (Make-up class TBD)**

Friday, February 20

- **Off-site trip** to Holocaust Museum

Monday, February 23

- International Public Law and Genocide discussion, Museum follow-up

Friday, February 27

- Discussion on Gaza
- Guest Speaker Julia Hurley, Program Manager, Hands Along the Nile Development Services (HANDS), former contractor with United Nations Relief and Work Agency.

Monday, March 2

- **Midterm due (20% of course grade)**
- Rules of War – Introduction to International Humanitarian Law

- Guest Speakers Kit Hope, Senior Associate in International Humanitarian Law Dissemination, & Federico Barillas Schwank, Legal Advisor, American Red Cross

Friday, March 6

- Guest Speakers Kit Hope and Federico Barillas Schwank, continued
- International Humanitarian Law Case Studies

Monday, March 9

- **No Class- Spring Break**

Friday, March 13

- **No Class – Spring Break**

Monday, March 16

- Guest Speaker Mamadou Sy, Program Director for Refugee and Immigrant Services, Lutheran Social Services of the National Capital Area

Friday, March 20

- Human Trafficking, Sexual Exploitation and Violence
- Guest Speaker Maggie Konstanski, Program Officer, World Relief

Monday, March 23

- Human Rights and Education, Case Study: Ethiopia
- Guest Speaker Mary Anna Noveck

Friday, March 27

- Nonviolent resistance, Case study: Liberia

Monday, March 30

- Guest Speaker John Brandolino, Director, Office of Anti-Crime Programs, Bureau of International Narcotics and Law Enforcement, U.S. Department of State

Friday, April 3

- **No Class – Easter Break**

Monday, April 6

- **No Class – Easter Break**

Friday, April 10

- *The Battle for the Arab Spring* discussion

Monday, April 13

- *The Battle for the Arab Spring* discussion cont'd

Friday, April 17

- Workshop of core concepts in peacebuilding and conflict management
- **Offsite trip** to United States Institute of Peace

Monday, April 20

- Skype with Guest Speaker Danielle Beasley, UNHCR Resettlement Expert, RefugePoint, Cairo, Egypt

Friday, April 24

- Final Presentations Preparation – discussion and activity

Monday, April 27

- Final Presentations

ACADEMIC INTEGRITY AND HONOR CODE

Academic Integrity: Without regard to motive, student conduct that is academically dishonest, evidences lack of academic integrity or trustworthiness, or unfairly impinges upon the intellectual rights and privileges of others is prohibited. A non-exhaustive list of prohibited conduct includes: cheating on exams and other assignments, committing plagiarism, using false citations, submitting work for multiple purposes, submitting false data, falsifying academic documentation, abuse of library privileges, and abuse of shared electronic media. All students in this course are expected to follow Georgetown's honor code unconditionally. We assume you have read the honor code material located at www.georgetown.edu/honor, and in particular have read the following documents: Honor Council Pamphlet, "What is Plagiarism?", "Sanctioning Guidelines", and "Expedited Sanctioning Process." Georgetown subscribes to *SafeAssign*, a Web-based service that, among other things, is able to sniff out possible plagiarism in student work.

Plagiarism: The presentation of someone else's ideas or work as your own, without proper acknowledgement is the worst crime a scholar can commit. The sources for all information and ideas in your papers that are not your own must be documented using the documentation system followed by the American Psychological Association or the Modern Language Association. In addition, all quotations must be identified as quotations, using quotation marks and documentation of the source of the quotation. Anything less than these standards is plagiarism and will be treated as such. Work that appears to have been plagiarized or otherwise violated the Honor Code (see below) will be reported to Georgetown's Honor Council. If the Council finds that the work violates the university's standards of academic honesty the work will receive a grade of zero for the assignment for the first offense; a second infraction will earn an F for the course. The Honor Council may impose sanctions of its own as well.

Late Submission: Assignments are due by the time class begins. If I do not specify, I will accept either hard-copy or electronic submission. No late assignments will be accepted without reasonable excuse to be determined at the sole discretion of the Professor. Regardless, you will incur a letter grade penalty for each day that the assignment is late.

Incomplete Option: Students are expected to complete all coursework by the end of the semester in which that coursework is taken. In extreme, documented instances (typically related to unexpected, documented health reasons), it may be necessary for students to request an Incomplete, "N," grade and a limited extension of time to complete the required coursework. Incompletes are not automatic, and should be requested first by the student of the professor. If the professor grants a student additional time to complete the coursework, and the work is completed by the date established by the professor on or before the incomplete deadline, the "N" is changed to the appropriate grade.

The Honor Code Pledge:

In the pursuit of the high ideals and rigorous standards of academic life,
I commit myself to respect and uphold the Georgetown University Honor System:
To be honest in any academic endeavor, and

To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

OTHER ITEMS

Faculty Bio: Amanda M. Slobe, a native of upstate New York, is currently working in the Office of Foreign Missions at the U.S. Department of State, which provides the legal foundation to facilitate secure and efficient operations of U.S. missions abroad, and of foreign missions and international organizations in the United States. She is a contractor with ActioNet, Inc. Ms. Slobe earned her B.A. in International Relations at the State University of New York (SUNY) at Geneseo. She has explored living in Spain but a semester in Egypt helped her decide on life in the Middle East. She lived in Cairo, Egypt for two years, where she earned her M.A. in International Human Rights Law from the American University in Cairo. At the height of the Egyptian Revolution, she was living in Tahrir Square, teaching English to asylum seekers and refugees, and studying human rights law. Finally, **please note** that any opinions expressed are solely those of the instructor and do not necessarily reflect those of the U.S. Department of State or the U.S. government.

Students with Disabilities Policy: Students with disabilities should contact the **Academic Resource Center (Georgetown Downtown, Ms. Mara Bellino Disability/Learning Skills Advisor; 202-784-7366; arc@georgetown.edu; academicsupport.georgetown.edu/academic)** before the start of classes to allow their offices time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter for ARC to share with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

Counseling and Psychiatric Service (CAPS): CAPS serves as the university's primary mental health agency for its students and campus community. CAPS staff collaborates directly with students in overcoming difficulties that may interfere with the accomplishment of their educational, personal, and career goals. To learn more about CAPS services please visit: <http://caps.georgetown.edu/>

Georgetown Writing Center: As a member of the Georgetown community, you will have full access to the University Writing Center (<http://writingcenter.georgetown.edu>) located in **Georgetown Downtown and Lauinger Library 217A**. Offered to students at all levels, the center's tutoring has proved helpful to those wishing to improve their grammar and style, to respond more effectively to assignments, to learn to organize both short papers and lengthy research projects, and to turn first drafts into publishable projects. Some students seek assistance on a regular basis; some only occasionally. For well-established students, the writing tutors have also offered on-line help, responding to questions about papers submitted through email attachments and counseling students through phone conference.

Inclement Weather, School Closing, Emergency Information: During inclement weather or other emergencies, check <http://preparedness.georgetown.edu>, or call **(202) 687-7669** for information about school/event closings. If the university is open, class will meet on schedule. Should the university be closed class will not meet, however, any writing assignments submitted through Blackboard will be due as usual. Students are advised to sign up for the text messaging service for instant notification of school closings. You may sign up for this service at Student Access.

End of Syllabus