



GEORGETOWN UNIVERSITY
Semester in Washington, DC Program

SDCP 360-01: Research Seminar (3 credit hours)
Spring 2016 Syllabus
January 13 – May 2

Instructor	Dr. Gregory Havrilak
Faculty Contact Information	gch9@georgetown.edu ; 202-784-7316
Faculty Office Hours	Wed, 3:00 – 5:00 PM, 640 Mass Ave, or by appointment
Course Meeting Day/Time	Mon & Fri, 9:30 – 11:00 AM, Classroom C214

OVERVIEW

The whole point of the scholarly life is not the memorization of dusty facts and figures but the creation of new knowledge. Students in this seminar will do exactly that: Relying on the myriad scholarly and cultural resources offered by the greater Washington Area, each seminar participant will conceive and execute a research project on a topic of leadership, ethics, social justice or law. The research project can be a standalone project or a discrete element of a larger project that the student envisions undertaking at her/his home institution after returning from Washington. Either case, the student will complete a 15-page written paper/report on the project or a non-traditional report (for example, a Web site or a multimedia project) of comparable heft. In the weekly seminar, students will learn new skills and will help each other refine their projects as they unfold.

TEXTBOOKS

Writing Research Papers, Thirteenth Edition, by James D. Lester and James D. Lester, Jr., Published by Longman, 2009. ISBN-13:978-0-205-65192-4.

The Research Process: A Complete Guide and Reference for Writers, Second Edition, by Martin Maner Published by McGraw-Hill, 2000. ISBN-13: 978-0767411394.

Mark Juergensmeyer, *Terror in the Mind of God* (Los Angeles: The University of California Press, 2003). ISBN-978-0-520-24011-7.

ASSIGNMENTS

Grades for this course will be based on your performance on several assignments and projects:

- Weekly Assignments: eight written assignments are due at the beginning of class
- Weekly Participation: Because this is a seminar, for each class you will be graded on the amount and substantiveness of your participation. Late arrivals and early departures will be penalized. Each student will be required to post responses to the Professor's weekly prompts. Blog site link: <https://blogs.commonsgeorgetown.edu/spring2016-sdcp-360-01/>
- Final Project: You will plan and execute a research paper/project. The research paper/project should address a topic in political science, ethics, social justice, leadership or law, and should utilize information resources in the Washington, DC area.

If you choose a traditional written report, it must be at least 15 pages in length, not including title page, references, tables or figures, and must follow APA, MLA or Turabian style. If you choose a non-traditional format for your report (e.g., multimedia or a Web site), its content must be submitted in APA or MLA format.

Final Grades will be determined by the following scale:

- Five written take home exercises: 40% (8 points each)
- Oral Class Presentation: 10%
- Class Participation: 10%
- Final Research Paper/Project: 40%

The final paper/project will affect your grade in several aspects:

1. Before the last class, you must schedule a consultation at the Writing Center, 217A Lauinger Library. You would be well advised to make an appointment; this can be done online at <http://writingcenter.georgetown.edu>. You must submit written proof that this consultation has indeed taken place.
2. At the last two classes, students will deliver a short oral presentation of their final paper/project. This oral presentation is worth 10 percent of the grade for the course. Class members will have the opportunity to critique/question your work and offer suggestions
3. **By 11:59 PM on May 13, 2016**, or before, each student will submit a hard copy of their paper/project through Turnitin.com.. The final paper/project is worth 40% percent of the course grade.

GRADING

Grading Scale: Students will be given numerical grades for their various assignments. These numerical

A	93-100
A-	90-92.99
B+	88-89.99
B	83-87.99
B-	80-82.99
C+	78-79.99
C	73-77.99
C-	70-72.99
D	60-69.99
F	under 60

Attendance Policy: Attendance is mandatory. If you need to miss class, it is your responsibility to make sure any assignments are submitted on time. It is also your responsibility to get lecture notes, handouts, etc, from a classmate. You are expected to be in class in mind and spirit as well as in body: Do not text-message or surf the internet during class. Mute your cell phone. Use your laptop only for class-related purposes. 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. Students are expected to behave in class in accordance with the Code of Campus Conduct.

Late Submissions: No credit will be given for any assignment that is submitted late without the prior approval of the instructor. *Prior Approval* means the student has communicated with the instructor *before* the assignment deadline. An assignment that is submitted late **with** the instructor's approval will have its grade reduced by 10 percent for every day it is late.

Work is due at the beginning of class.

Incomplete Assignments: Incompletes in the course must be approved by both the instructor and the Assistant Dean.

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.

ARCHIVING

Any student who receives an A on the final project will have the option of depositing the project in an online archive operated by Lauinger Library at <http://digital.georgetown.edu>. An archived project will be freely available to users through the Web and will be indexed by Google, giving the author increased visibility and prestige.

FINAL PAPER/PROJECT

All work for this class should be typed, double-spaced, spell-checked, have one-inch margins, and use 12-point font. Use APA, MLA or Turabian format.

Your final paper must include the following components, which will be discussed in class:

- Introduction
- Literature Review
- Methodology
- Analysis
- Conclusion

All final research papers will also be submitted to Turnitin.com. More information on this procedure will be given during the course.

ACADEMIC INTEGRITY AND HONOR CODE

Academic Integrity: All students within SCS will maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course and termination from the program.

SafeAssign: Georgetown subscribes to SafeAssign, a Web-based service that, among other things, is able to sniff out possible plagiarism in student work.

Citation system: An important aspect of academic integrity is using an acknowledged system of bibliographic references to document the sources of ideas and quotations in one's work. Examples include APA style, MLA style, and Turabian.

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.

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.

RECORDING IN CLASS

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

COURSE SCHEDULE

Class 1, Jan 13 (Wednesday is a Monday)

Introduction to the Course; Intro to Scholarly Research; Intro to each other

No Readings. No Assignments.

Class 2, Jan 15

Background to International Terrorism

Read: John M. Owen IV, "From Calvin to the Caliphate: What Europe's Wars of Religion Tell Us About the Middle East," *Foreign Affairs*, May-June, 2015, pp. 77-89. Article is posted on the course's Blackboard site.

Jan. 18: NO CLASS; Dr. Martin Luther King holiday

Class 3, Jan 22

The Meaning of Religious Terrorism

Mark Juergensmeyer, *Terror in the Mind of God* (Los Angeles: The University of California Press, 2003), 3-15.

Class 4, Jan 25

Writing Exercise

Search Strategies in Research; Plagiarism; APA/MLA Style

Readings: Maner, chapters 1 & 2. Or, Lester, chapter 4

Neyhart & Karper (2007). *APA Formatting and Style Guide*, available online at <http://owl.english.purdue.edu/owl/resource/560/01/>. OR, Kunka, J.L. & Barbato, J. (2008). *MLA Formatting and Style Guide*, available online at <http://owl.english.purdue.edu/owl/resource/557/01/>
Citation Game (n.d.). Available online at <http://depts.washington.edu/etriouw/gameindex.htm>
Scribe, A. (2006). *APA Research Style Crib Sheet*. Available online at <http://www.icahdq.org/publications/apacrib.pdf>. OR Scribe, A. (2006). *MLA Style Sheet*. Available online at <http://www.docstyles.com/archive/mlacrib.pdf>

Assignment: Exercise 3, chapter 2 in Maner: Writing a Statement of Topic. Complete plagiarism tutorial: <http://www.umuc.edu/ewc/tutorial/start.shtml>. Print out Certificate of Completion and bring to class.

Class 5, Jan 29
Cultures of Violence, Part I
 Juergensmeyer, 19-43

Class 6, Feb 1
 Library Resources
 Guest Lecturer: Jessica Vanderhoff, Librarian
 Readings: Maner, Chapter 4. Or, Lester, chapter 5
 Assignment: Exercise 9, Part 2 in Maner

Class 7, Feb 5
Cultures of Violence, Part II
 Juergensmeyer, 45-60

Class 8, Feb 8
 Writing Exercise
 Writing Effective Notes and Creating Outlines
 Readings: Lester, 145-165
 Meet with the instructor to discuss your paper/project and obtain approval. All research paper/project topics must be approved.

Class 9, Feb 12
Theater of Terror
 Juergensmerer, 121-147

Feb 15: NO CLASS: Presidents Day holiday

Class 10, Feb 19
Writing Exercise
Writing Styles: APA, MLA, Chicago-Turabian
 Scholarly Arguments; Writing a prospectus
 Readings: Maner, Chapters 3 & 5. Or, Lester, chapter 12
 Assignment: Exercise 8 in Maner (submit in a word processing file, not a journal)

Class 11, Feb 22
Cosmic War
 Juergensmeyer, 148-166

Class 12, Feb 26
Martyrs and Demons
 Juergensmeyer, 167-189

Class 13, Feb 29
Writing Exercise
Drafting the Paper in Academic Style
 Readings: Lester, 166-182.
 Archives and Human Resources
 Readings: *Eyes Only: [redacted]; In its [box] offices, the National Security Archive houses stockpiles of [box], gotten from the government by [box].* (2008, May 8). *The Washington Post*, p. C.1. Available at:

<http://0-proquest.umi.com.library.lausys.georgetown.edu/pqdweb?did=1474837821&sid=1&Fmt=3&clientId=5604&RQT=309&VName=PQD>.

SPRING BREAK: March 4 -13 NO CLASSES

Class 14, March 14

Just War Theory

Juergensmeyer, 190-218

Class 15, March 18

Editing the Research Paper, Part I

Readings: Maner, 321-350; Lester, 219-238

Class 16, March 21

Terror in the Mind of God

Juergensmeyer, 219-249

EASTER BREAK: March 23 – 28 NO CLASSES

Class 17, April 1

Editing the Research Paper, Part II; Revising Text

Readings: Maner, Chapters 9 & 10. Or, Lester, chapter 11

Assignment: Exercises 17 & 19 in Maner

Peer Reviews and Oral Presentations on Final Paper

Class 18, April 4

The Jihadist: Origin and Contemporary Meaning

Readings posted on Blackboard

Class 19, April 8

Elementary Rules of Usage

Avoiding Sexist and Biased Language

Class 20, April 11

Reconciliation: What Does it Mean

Readings posted on Blackboard

Class 21, April 15

Your Writing Portfolio

Class 22, April 18

Systematic Recommendations for Peace

Readings Posted on Blackboard

Class 23, April 22

Expressions Commonly Misused

Class 24, April 25**Review Guidelines for Oral Class Presentation and Final Research Paper Format****Class 25, April 29****Oral Class Presentations and Peer Review****Class 26, May 2 LAST CLASS****Oral Class Presentations and Peer Review****Final Paper/Project Due through Turnitin.com by 11:59 PM on May 13, 2016****OTHER ITEMS**

Faculty Bio: Gregory Havrilak joined the faculty of Georgetown University's School of Continuing Studies in 2008. Before coming to Washington, he was professor of philosophy at the City University and State University of New York, where he taught courses in ancient, medieval and modern philosophy. He holds a Ph.D. in systematic theology from Fordham University.

Among his academic interests, Greg specializes in the field of Political Theology. In the fall semester of 2012, he served as visiting professor at the University of Münster, Germany. He conducted a colloquium on religious terrorism in the faculty of Catholic Theology, the largest department of theology in Europe, while doing research on political theology and working in person with Dr. Johann Baptist Metz, retired professor whose writings inspired two generations of scholarship on political theology.

Greg settled in Europe in 1998 to become the Senior Religious Advisor to NATO Airnorth, and to the military attaché at the American Embassy in Paris. When the Kosovo War broke out, he was dispatched to the Balkans to work with Catholic, Islamic and Orthodox leaders and Non-Governmental Agencies in Albania and Kosovo on humanitarian, religious and human rights issues. Among his responsibilities were inspecting refugee camps to ensure Geneva Convention compliance, securing protection of religious/holy sites from destruction, and ministering to Serbian Prisoners of War.

In 2000, he was sent to the Republic of Georgia to address military and government officials on human rights issues, convincing the government to create a chaplaincy program that embraced all major religious bodies. He was also dispatched to Macedonia as religious advisor to the Partnership for Peace Program, building medical clinics and schools, and dialoguing with local religious and government officials.

Following the tragic events of September 11, 2001, Greg joined the U.S. Conference of Religions for Peace in New York. As a consultant he traveled throughout North America organizing and conducting symposia in major U.S. cities to foster post-9/11 rapprochement between major religious groups, allowing distinct religious communities to peacefully co-exist.

In 2006, he served as a chaplain for the Multi-National Forces in Baghdad, Iraq. During the short Russian-Georgian war in August 2008 Greg worked in Germany as an advisor on political and religious affairs in the Caucasus.

Professor Havrilak was appointed a faculty member of the School of Continuing Studies Executive Committee in 2015. He also serves on the Core Faculty for Graduate Liberal Studies at Georgetown University. In the 2015-2016 school years he teaches courses in the BALS, SWP, MALS and DLS programs.

Updated Syllabus: Students will, on occasion, receive via email an updated syllabus from the instructor as we tailor the class readings to fit students' interests and as our speakers assign readings.

Students with Disabilities Policy: Students with disabilities should contact the Academic Resource Center (Leavey Center, Suite 335; 202-687-8354; arc@georgetown.edu; <http://ldss.georgetown.edu/index.cfm>) before the start of classes to allow their office time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from 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.

Classroom Etiquette: Students should turn off all cell phones, pagers, or other communication devices while in class. Class discussions should be respectful and considerate of others' views and opinions.

Academic Recourse Center (ARC): ARC strives to facilitate the success of Georgetown students through services for students with disabilities, student-athletes, and any student facing academic challenges. To learn more about how ARC please visit: <http://guarc.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 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 conferences.

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/>

*End of syllabus
This syllabus may be updated*