



GEORGETOWN UNIVERSITY
Semester in Washington, DC Program

**SWGT 305- 01: POLITICS & PUBLIC POLICY
(9 CREDIT HOURS)**

SPRING 2015 SYLLABUS

<i>Faculty information:</i>	Sam Potolicchio, PhD and Chris Kofinis, PhD
<i>Faculty contact information:</i>	potolics@georgetown.edu, chris.kofinis@georgetown.edu
<i>Faculty office hours and location:</i>	TBD (based on student and professor schedules)
<i>Course meeting times and location:</i>	Mondays and Fridays, 11:00 am-1:30 pm, C227, Georgetown Downtown, 640 Massachusetts Ave NW (first day of class meets on Wednesday, January 7)
<i>Note:</i>	<i>Students should keep their schedules open every Monday and Friday until 5:00 to accommodate field trips and guest speakers.</i>

OBJECTIVES

This course provides a broad and dynamic introduction and overview of the American public policy and the political system with specific concentration on political communication, constitutional, media and legal affairs.

The course will 1) explore the ideas, values, and traditions that support this system 2) examine the actions of citizens and voters that make this system democratic 3) study the institutions that comprise the American political system, particularly, the three major branches of government (executive, legislative, and judicial) and the fourth estate (the media), and (4) identify and explore the critical role played by political communications (i.e. language, strategy, research, social media, digital tech) in our political and policy process.

The course will place critical emphasis on the “Georgetown advantage”, leveraging our location in the nation’s capital by studying our topics through the unique lens of proximity. The class will study various theoretical academic issues, but will challenge students on how these theories play out in practice. Students will be challenged to think critically and to execute, at times, to apply real-world examples relevant to the policy and political process.

Please know, students will be expected to heavily participate and to think differently on how to understand the political and policy process. The ultimate goal of the course is to provide not only a comprehensive understanding of the American policy and political system, but to help develop and apply real policy and communication skills and insights that can be utilized in the future careers and chosen professions.

Guest Practitioner Lecturers From Last Year

Time and schedules permitting, we will endeavor to invite real experts and professionals to discuss politics and policy. During these in-class visits, students will be expected to attend, ask serious questions and to utilize these expert insights in up-coming class projects.

Previous Guest Speakers

Ron Fournier, National Political Reporter
Jonathen Allen, Political Editor, Bloomberg News
EJ Dionne, Syndicated Columnist, author, Brookings scholar
Michael Gerson, former speechwriter for President George W. Bush
Dimitri Simes, President, The Nixon Center
Paul Saunders, Executive Editor, The National Interest
Lee Hamilton, former Congressman, President of Woodrow Wilson Center, Vice-Chair of 9/11 Commission
Bruce Mehlman and Alex Vogel, founders of lobbying firm Mehlman, Vogel, and Castagnetti
Levar Stoney, Executive Director, The Democratic Party in Virginia
Richie Frohlichstein, North Carolina Field Director, Obama For America
President Aleksander Kwasniewski, former President of Poland
President Jose Maria Aznar, former President of Spain
John O'Keefe, former Ambassador to Kyrgyzstan
Robert Reilly, former President of Voice of America
Ken Mehlman, former Chairman of the National Republican Party and Campaign Manager for President George W. Bush's Re-election Campaign
Spencer Abraham, former Secretary of Energy and former Senator from Michigan
Tucker Carlson, former host of Crossfire and Tucker, founder of the Daily Caller
Tom Tamm, Justice lawyer and *Newsweek* cover man
Partners at Hart and Lake Research (two of the nation's leading poll firms)
John Yoo, legal advisor to President Bush
Roger Pilon, Chairman, Constitutional Studies at Cato
Tim Pawlenty, former Governor of Minnesota
Prime Minister Brian Mulroney, former Prime Minister of Canada
Ben Bernanke, Chairman Federal Reserve
Ron Kessler, best-selling author
Garrett Graff, editor-in-chief, The Washingtonian
Zalmay Khalilzad, former ambassador to the UN
Michael Sheehan, trained Presidents Clinton and Obama on speechmaking

The course will cover the following topics:

Public Policy Process
The Constitution and Federalism
Public Opinion
Political Communications
Campaign Strategies
Elections
The Role of Social Media/Technology
The Presidency
Congress
Judiciary
Political Parties
Political Interest Groups
Religion and Politics
Political Communication
Media and Politics
Domestic Policy-making
International and National Security Policy

ACADEMIC READING ASSIGNMENTS (TO BE DISTRIBUTED TO STUDENTS IN ADVANCE OF EACH CLASS)

Textbooks: Relevant texts for Dr. Potolichio will be specified in his first class or emailed to you. They can be acquired at amazon.com or a suitable online discount vendor so to minimize cost. Students should be able to purchase all 4 books for under \$80 (combined). Dr. Kofinis will utilize assigned readings, handouts, and intensive class lectures.

Key websites to review regularly include: nationaljournal.com; realclearpolitics.com; politico.com; thehill.com

Texts books (in addition to the Book Review and 3 Scholarly Articles Chosen By The Student)

Conflict and Consensus in American Politics. (2009) Wayne/Mackenzie/Cole (Textbook)

The Choices Justices Make (1997) Epstein

Why Parties? The Origin and Transformation of Political Parties in America (1995) Aldrich

The Presidency in A Separated System (2005) Jones

Scholarly Articles

The Constitution of the United States of America

“Federalism, Nationalism, and Democracy in America” Beer (APSR 1978)

“Issues of Federalism In Response to Terrorism” Kincaid and Cole (Public Administration Review 2002)

“Balancing Regionalism and Localism: How Institutions and Incentives Shape American Transportation Policy” Gerber and Gibson (AJPS 2009)

“Towards A Progressive Politics and A Progressive Constitution” Becker (Fordham Law Review 2001)

“The United States Constitution: From Limited Government to Leviathan” Roger Pilon (Economic Education Bulletin 2005)

“Mass Political Attitudes and the Survey Response” Achen (APSR 1975)

“Getting Religion: Has Political Science Rediscovered The Faith Factor?” Wald and Wilcox (APSR 2007)

“Issue Frames and Group-Centrism in American Public Opinion” Nelson and Kinder (JOP 1996)

“Politics Across Generations: Family Transmission Re-examined” Jennings, Stoker, and Bowers (JOP 2009)

“Religion Is Not A Preference” (JOP 2008) Joshua Mitchell

“No More Wilder Effect, Never A Whitman Effect: When and Why Polls Mislead About Black and Female Candidates” Hopkins (JOP 2009)

“Presidential Saber Rattling and The Economy” Wood (JOP 2009)

“Political Prowess or ‘Lady Luck’ Evaluating Chief Executives’ Legislative Success Rates” Saiegh (JOP 2009)

“Do The Advantages of Incumbency Advantage Incumbents” Gordon and Landa (JOP 2009)

“The Election Implications of Candidate Ambiguity” Tomz and Van Houling (AJPS 2009)

“Does Gerrymandering Cause Polarization?” McCarty, Poole and Rosenthal (AJPS 2009)

“US Members In Their Constituencies” Fenno APSR (1977)

“Delegates or Trustees? A Theory of Political Accountability” Fox and Shotts (JOP 2009)

“The Dynamics of Partisan Conflict on Congressional Approval” Ramirez (AJPS 2009)

“Agenda Setting on The Supreme Court: The Collision of Policy and Jurisprudence” Black and Owens (JOP 2009)

“New Style Judicial Campaigns and The Legitimacy of State High Courts” Gibson (JOP 2009)

“The Participatory Effect of Redistricting” Hayes and McKee (AJPS 2009)

“Source Cues, Partisan Identities, and Political Value Expression” Goren, Federico, Kittilison (AJPS 2009)

“The Origins and Maintenance of Interest Groups in America” Walker (APSR 1983)

“Lobbying and Taxes” Richter (AJPS 2009)

“Educating The Least Informed: Group Endorsements In A Grassroots Campaign” Arceneux (AJPS 2009)

“Interest Group Competition and Coalition Formation” Holyoke (AJPS 2009)

Course Requirements

Please Note: Attendance and class participation will be critical to your success in this class. Students will be expected to apply critical insights from specific readings and/or class lectures in upcoming assignments. During class, you should be prepared to think critically and participate fully.

Class Participation, Presentations, Debate/Scholarly Article Recitations (20%): Each student will be expected to fully engage in our classroom discussions and debates. We will frequently debate an important contemporary issue as dictated by the news agenda and our weekly reading from realeclearpolitics.com and students will also be responsible for presenting critical analyses of scholarly articles. You may be asked to prepare and present diverse assignments based on specific lecture or article. Students who fail to participate, submit assignments, and/or surf the web, text, or miss class, will receive a significant reduction in this portion of the grade.

Strategy Memos (10% of the Class Grade): Students will be required to submit various memos to a stakeholder of their choice (i.e. President, Senator, CEO, Lobbyist, head of non-profit; etc) that will outline a specific political and communications strategy that they can employ to achieve a specific legislative goal (i.e. immigration reform). Special attention should be placed on how they should utilize social media and new technology help build public and political support for their legislative goal.

Simulation (15%): This assignment provides a simulated interplay of the the United States Political Systems process. Students will be assigned different roles (Supreme Court justices, Senators, members of the House of Representatives, the President, op-ed columnists, aspiring presidential candidates, Governors etc). Each actor will then take a stance on an assigned issue prompt and write a three-page argument defending this stance or writing an opinion for the Supreme Court.

Group Presentation and/or Strategy Memo (20%): Students will be expected to apply class lectures and readings to various assignments. One of the key assignments will be a group presentation where students will be expected to work collaboratively and intensely to solve a particular policy problem or issue. Depending on time and other constraints, this assignment may evolve into a specific strategy memo to address a specific issue assigned by the Professor or selected by students.

Speaker Question & Answer (15%): Using the “Georgetown advantage” the course will introduce students to significant political and academic practitioners. Part of excelling in both political science and politics requires students to engage actively in the discussion. Students will be expected to ask appropriate and provoking questions of their guest lecturers. Scheduled lecturers include federal elected officials, national editors, prominent non-profit leaders, preeminent academics, campaign strategists and national pundits.

Final Exam (20%) or Final Project (20%): There will be either a final comprehensive exam on content from class lectures and the reading assignments or a final project that will challenge students to prepare a comprehensive communications plan for an assigned stakeholder. Academic weight of the exam towards final grade may increase significantly. Students will be made aware if final exam represents a larger percentage of the final grade prior to submission.

Please note: The class relies heavily on a dynamic level of participation to exploit the full Georgetown experience. Assignments may and do change to reflect new speakers, issues relevant to the political system, and/or breaking news events.

Schedule:

The class is co-taught by Dr. Kofinis and Dr. Potolicchio. Each will emphasize a differently angle and aspect of American politics and the policy process. Dr. Kofinis will focus heavily on understanding the stages of the policy process, while Dr. Potolicchio will explore a more holistic understanding of the American political system.

WEEK 1 INTRODUCTION

WEEK 2 AMERICAN POLITICAL SYSTEM/POLICY PROCESS & COMMUNICATIONS
U.S. Congress VIP tour with The Honorable William Hudnut (9:45-Noon)

WEEK 3

THE US CONSTITUTION AND AMERICAN FEDERALISM/PROBLEM IDENTIFICATION
Monday, January 19: No Class – Martin Luther King Day (make-up class TBD)

WEEK 4

THE AMERICAN PRESIDENCY/AGENDA SETTING & STRATEGIES

WEEK 5

POLITICAL SPEECHMAKING & POLICY FORMULATION/POLICY ANALYSIS

WEEK 6

THE LEGISLATIVE BRANCH & POLICY FORMULATION/POLICY ADOPTION

WEEK 7

Monday, January 16: No Class – President’s Day (make-up class TBD)

WEEK 8

THE JUDICIARY & POLICY ADOPTION

WEEK 9

THE MEDIA & POLICY ADOPTION & COMMUNICATIONS

WEEK 10

Monday, March 9 and Friday, March 13 – No class Spring Break

WEEK 11

POLITICAL PARTIES & POLICY IMPLEMENTATION

WEEK 12

FOREIGN POLICY & POLICY IMPLEMENTATION & EVALUATION

WEEK 13

CAMPAIGNS & FUTURE OF THE POLICY PROCESS

Friday, April 3 no class – Easter break

WEEK 14

SIMULATION & GROUP PRESENTATIONS

Monday, April 6: No Class – Easter break

WEEK 15

SIMULATION & GROUP PRESENTATIONS

WEEK 16

SIMULATION & GROUP PRESENTATIONS

WEEK 17

COURSE WRAP-UP & MAKE-UP SESSIONS

Monday, April 27 – Last Class

GRADING

Attendance Policy: SWP student attendance is expected at all meetings of your course. Unexcused tardiness is not acceptable and may result in a **significantly lower final grade** as an indication of a lack of class participation. If a student misses more than two class sessions, the Assistant Dean will be contacted regarding the appropriate action to be taken.

Late Submissions: Unless otherwise approved by the instructor, late submissions will be penalized 10% for each day beyond the deadline.

Unprofessional conduct: Students are expected to focus on the class, their readings, the discussion, and the fellow students. Disruptions and/or inappropriate use of computers and phones (i.e. texting), may result in a significantly lower final grade.

Incomplete Assignments: Incompletes in the course must be approved by both the instructor and the Assistant Dean. While some assignments will not be graded assignments, all assignments assigned will factor towards your final participate grade and are expected to be submitted on time.

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 scale:

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

<i>Evaluation:</i>	Strategy Memo	10%
	Simulation	15%
	Presidential Memo	20%
	Class Debate/Discussion	20%
	Speaker Question & Answer	15%
	Final Exam	20%

Late Attendance: Students are required to come to class on-time unless there is a reasonable excuse that is conveyed to the Professor in advance.

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.

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.

OTHER ITEMS

Faculty Bio: Sam Potolicchio teaches Politics and Public Policy and Research Methods for the Semester in Washington Program at Georgetown University and is the Distinguished Professor and Chair in Global Leadership Studies at the Russian Presidential Academy. Dr. Potolicchio is also the Senior Lecturer for the Lugar Academy of the University of Indianapolis. He is the founder and president and academic director of the Preparing Global Leaders Summit in Moscow, Russia at the Russian Presidential Academy, Preparing Global Leaders Institute in Macedonia and Preparing Global Leaders Academy in Amman, Jordan.

He is also the academic director for Georgetown's Global Visiting Student Program and is a founding faculty member of programs in Serbia, Bulgaria, Croatia and Hungary. He advises top political officials, business leaders, and governments in more than 20 countries including CEO's, members of parliament, and high-ranking appointed officials in the Middle East, the Balkans, and Eastern Europe.

Potolicchio was named by the *Princeton Review* as one of the "Best Professors in America" in 2012, the only one chosen from his field. He has won numerous teaching awards at Georgetown and the K. Patricia Cross Award from the American Association of Colleges and Universities as one of the future leaders of American higher education in 2011.

He is the official lecturer on American Federalism for the Open World Leadership program at the Library of Congress, where he speaks weekly to visiting dignitaries from the post-Soviet republics. Potolicchio's book chapters on Religion and Politics have been published in volumes by Congressional Quarterly Press and Oxford University Press. He has delivered keynote lectures internationally at over 100 different universities in 30 countries including Oxford, Cambridge and Bologna.

Potolicchio has taught students during his summers from almost 140 different countries. He is currently the lecturer on American Politics at Georgetown's Global Education Institute where he lectures to high-level government officials and businessmen from China and Japan. Potolicchio also serves as the scholar-in-residence at the Landon School and as a basketball coach has guided his team, the Jelleff Hoyas to 6 undefeated championship seasons. He received a bachelor of arts in Psychology from Georgetown, master's in Theological Studies from Harvard, and a masters and doctorate from Georgetown in Government.

Faculty Bio: Chris Kofinis has worked as a Democratic strategist, a campaign consultant, a communications advisor to a number of Fortune 500 companies, and most recently as Chief of Staff to U.S. Senator Joe Manchin III.

Kofinis began his political career as one of the four original founders of the 2003 Draft Wesley Clark campaign - the first successful draft campaign of a presidential candidate in American history. Kofinis was also the communications director and strategist for the 2005-2007 "WakeUp Wal-Mart" (WUWM) campaign. The draft and WUWM campaigns were groundbreaking efforts, utilizing new online media tools and message strategies to generate build tens of millions of dollars in earned media and successful grassroots efforts. Kofinis was also a senior advisor during Clark's 2004 presidential campaign, and was the national communications director for the 2008 Edwards presidential campaign.

Internationally, Kofinis was the senior strategist and media advisor to the PASOK party and its leader George Papandreou during both the 2009 Euro Elections and the 2009 Greek national elections. During the 18 month effort, Kofinis developed a new campaign strategy that utilized all facets of technology and messaging to boldly redefine PASOK and Papandreou's candidacy. After trailing by as many as 30 points in some polls, Pasok/Papandreou won the national election in 2009 with one of the largest margins in Greek history.

In 2010, he served as an advisor to Gubernatorial and Senatorial candidates, was the senior communications consultant for the Democratic Governor's Association (DGA) during the 2010 election cycle, and was senior advisor to Governor Joe Manchin during his hard fought 2010 Senate special election. From 2010 to 2012, Kofinis served as U.S. Senator Joe Manchin's Chief of Staff. During this time, Kofinis utilized a comprehensive communications, legislative, and political strategy to solidify Senator Manchin's electoral and political position in the state - thwarting what had been presumed to be one of the Republican Parties top four pickup Senate opportunities.

Kofinis is also a regular national commentator on American politics and elections, and was named by Vibe magazine as one of the top political surrogates during the 2008 Presidential campaign. Throughout his career, he has appeared frequently on MSNBC, FOX News, CNBC, FOX Business, CNN, CBS, ABC, NBC and Bloomberg TV. He has been quoted extensively in the Associated Press, Politico, The Hill, Reuters, Los Angeles Times, Wall Street Journal, The New York Times, The Washington Post as well as other national and international news outlets.

Kofinis earned a B.A, Honors from Queens University, a M.A. in Public Policy and a Ph.D. in Political Science from Claremont. He began his professional career as professor of political science and has done extensive teaching, research and writing on public policy and American politics. He is the co-author, with Dr. Stella Theodoulou, of two books on the American policy process: the Art of the Game, Understanding the American Policy Process (2003), and The Policy Game: Understanding U.S. Public Policy Making (2012).

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.

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.

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 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.

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/>

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



GEORGETOWN UNIVERSITY
Semester in Washington, DC Program

SWIA 305-02: 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, 3:00-5:15pm; January 7 – April 27 (Note: First class on Wednesday, January 7); 640 Massachusetts Ave, NW, C117

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 Era 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 February 23

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 October 7, 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 on October 18.

Final Presentation: (25%)

Students will be asked to choose a speech that, in their opinion, changed the world. Students are required to read their speech and provide their critique following the speech. Grading will be based upon presentation skills as the thoroughness of the critique. I will provide a rubric in class which will cover all that I am looking for in the presentation. Grading 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
- Course introduction, syllabus & course review

Friday, January 9

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

Monday, January 12

- Roundtable Discussion on Democracy Building, with American Council of Young Political Leaders from Cairo, Egypt

Friday, January 16

- U.S. Congress VIP tour with The Honorable Bill Hudnut (9:45-Noon)
- Statehood: What is a State?
- Origins of the Modern State, Ideas of the Sovereign State

Monday, January 19

- **No Class – Martin Luther King Day holiday (make up TBD)**

Friday, January 23

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

Monday, January 26

- United States' Foreign Policy Before and After September 11, 2001

Friday, January 30

- Terrorism – Whose definition?

Monday, February 2

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

Friday, February 6

- Off-site trip to Holocaust Museum

Monday, February 9

- Genocide Discussion, Museum follow-up

Friday, February 13

- Nonviolent resistance, case study
- **Present Midterm (5% of course grade)**

Monday, February 16

- **No Class – President's Day holiday (make-up TBD)**

Friday, February 20

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

Monday, February 23

- **Midterm due (20% of course grade)**
- 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 – Gaza.

Friday, February 27

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

Monday, March 2

- War - Introduction to International Humanitarian Law
- Guest Speaker Kit Hope, Senior Associate in International Humanitarian Law Dissemination, American Red Cross

Friday, March 6

- Guest Speaker Kit Hope, continued
- International Humanitarian Law Case Studies

Monday, March 9

- **No Class – Spring break**

Friday, March 13

- **No Class – Spring break**

Monday, March 16

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

Friday, March 20

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

Monday, March 23

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

Friday, March 27

- Guest Speaker Melissa Morgante, Foreign Affairs Officer, Bureau of International Security and Nonproliferation, Office of Missile, Biological, and Chemical Nonproliferation, U.S. Department of State
- Nonproliferation and Sanctions discussion

Monday, March 30

- Offsite trip to Zaytinya
- The Battle for the Arab Spring discussion

Friday, April 3

- **No Class – Easter break**

Monday, April 6

- **No Class – Easter break**

Friday, April 10

- Skype with Guest Speaker Ms. Vivian Meleka, an Egyptian-American Coptic Christian living in Cairo, Egypt.

Monday, April 13

- Offsite trip to Newseum

Friday, April 17

- Kirsten Fontenrose, Strategic Planner, Center for Strategic Counterterrorism Communications, U.S. Department of State

Monday, April 20

- Speech Preparation – discussion and activity

Friday, April 24

- Speech Presentations

Monday, April 27

- Last Class. Wrap up.

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.

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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.

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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.

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End of Syllabus



GEORGETOWN UNIVERSITY
Semester in Washington, DC Program

**SWGT 304-01 and SWIA 304-02: Internship Class
(3 credit hours)**

**Spring 2015 Syllabus
January 7-April 27, 2015**

Instructor	The Hon. Bradley A. Blakeman
Faculty Contact Information	bab85@georgetown.edu; 703-350-1084
Faculty Office Hours	4:45-5:45 pm, C2 Level Atrium
Course Meeting Day/Time	Mondays, 5:50-7:50 pm, C227, 640 Massachusetts Ave NW (first class meets on Wednesday, January 7)

Objectives

This class provides a structured environment for students to reflect on their internship practices and experiences. Readings and assignments require students to consider the organizational dynamics of their place of work, the ethical and leadership implications of their activities, and the role their internships can have on the larger society in which they live. The class will focus all aspects of the Washington working experience. The seminar will discuss the dynamics and strategies of a successful internship including the understanding and appreciation of workplace etiquette and work ethics. The class will examine the players in governing and the roles of third parties, lobbying, networking, employment opportunities, work places, resumes/personal statements/writing samples and continued education.

Requirements

Textbooks: Students are expected to do all the required readings and research before class and come to class prepared to discuss and engage other students as well as the professor in thoughtful and respectful discussion. **Reading assignments will be announced in class, as well as posted on the course intranet site the week before they are to be read.**

Leadership, Rudolph Giuliani, Miramax Books (2002).

This book is available online at numerous sites including Amazon.com; *What You're Really Meant to Do,* Robert Steven Kaplan, This book is available online at numerous sites including Amazon.com.

Internship (60% of Final Grade): Students will be evaluated and graded by their internship supervisor pursuant to the criteria provided by Georgetown University. Students will receive a midterm and final grade.

Class (40% of Final Grade): Reading and Class Participation, E-portfolio, Issue Paper.

Readings and Class Participation (30% of the *Class Grade*). Students are expected to do all the readings and research before class and come to class prepared to discuss the assigned materials and to engage each other and the Professor.

There will be a class team assignment whereby students will be broken out into teams that will conduct an employment opportunity exercise. Students will be required to:

1. Write a job description;
2. Write the ideal employee profile;
3. Presentation of candidates – resume, personal statement and writing sample;
4. Mock interviews.

E-portfolio (50% of the *Class Grade*)

Each student will be required to keep an online portfolio on their internship experiences as well as posting responses to the Professor's weekly prompts.

Resume/Personal Statement/Writing Sample (20% of the *Class Grade*)

As a final assignment, students will be required to write a resume, personal statement and writing sample for a targeted and specific employment opportunity of their choosing. The student in consultation and with the preapproval of the Professor on or before **October 20, 2014** will choose the employer and employment opportunity they seek to write about. The writing sample will be an issue paper germane to the area of employment they are seeking and shall be broken down as follows:

The Issue/Position Paper shall consist of a total of 2,500 words maximum, (Citations and page set up do not count against the word maximum). The subject must be pre-approved by the Professor **No Later than October 20, 2014**. *You must make an appointment to speak with the Professor and get his approval for the paper topic. Thereafter, you must email the Professor with the topic and which position you will be arguing from. No credit will be given to an Issue Paper that is not approved prior to the deadline.*

The paper will be broken down in form as follows:

Name:

Internship:

Professor:

Subject & Position

Date:

INTRODUCTION:

ISSUE/ARGUMENT:

STRATEGY:

MESSAGING:

OPPOSITION:

CONCLUSION:

CITATIONS: Note: A helpful hint to a better paper rests in ticking off the W's. If you can set forth to your satisfaction the **WHO, WHAT, WHERE, WHEN, WHY AND UPON WHOM YOU RELY**, (citations), you will be assured a successful presentation. Some of the same resources that Professor Blakeman suggested for the Team Exercise may be a good head start for the Issue Paper as well.

Remember what Albert Einstein said: "If you can't say it simply, you don't understand it well enough".

Grading

Attendance Policy: SWP student attendance is expected at all course meetings. The Professor will take attendance at the beginning of each class section. The Professor will not accept students tardy to class in excess of 5 minutes from the start of class without a reasonable excuse. If a student misses more than two class sessions, the Professor will consult with the Assistant Dean about whether the student should be involuntarily dropped from the class.

Late Submissions: No late assignments will be accepted without reasonable excuse communicated to the Professor prior to the time of submission. Such excuse shall be determined at the sole discretion of the Professor.

Incomplete Assignments: Shall be treated with the grade of F.

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 scale:

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

Note: I require students to email me all written assignments for grading within the time limits set forth. Thereafter, I will email students their grades in a timely manner to their Georgetown email address. Remember, you must also post all your written assignments on our course intranet site under your name in addition to emailing me your assignments for grading. Your post should be listed under the category of “uncategorized”.

Evaluation: Internship – 60% of the final grade; Class work – 40% of the final grade

Team Assignments: Debate Team grades will be broken down as follows: 50% credited to Team Performance and 50% to Individual Performance.

Late Attendance: Students are required to come to class on time unless there is a reasonable excuse that is conveyed to the Professor in advance.

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.

Course Outline

1/7/15: 2 hour: Orientation and discussion of course overview: Introduction of students and discussion of internship goals, challenges and making the most of the “Washington experience”. Discussion led by Professor Blakeman of the **Washington landscape**.

Reading assignment for 1/12/15: Giuliani: 29-97 - *What You're Really Meant to Do*, Robert Steven Kaplan, Entire Book.

1/12/15: 30 minutes of discussion of internship experiences & readings; 30 minutes of discussion of the reading 60 minutes of lecture and discussion on **The Start of a Successful Career – what you need to know and do**. Guest Lecturer: Rob Bogart – CEO & Founder “Launchpad College”. **Internship description form due to Dean Kulagina by 1/16/15.**

Reading assignment for 1/26/15: Giuliani: 98-170.

1/19/15: Martin Luther King, Jr. Day – No Class (make up TBD)

1/26/15: 30 minutes of discussion of internship experiences; 30 minutes of discussion of the readings; 60 minutes of lecture and discussion on **Lobbying and 3rd Party Advocacy**. Guest Lecturers: Matt Schlapp, Principal, Cove Strategies & Kristian Ramos, Political Strategist and Broadband Ambassador for the Internet Innovation Alliance.

Reading assignment for 2/2/15: Giuliani: 171-227

2/2/15: 30 minutes of discussion of internship experiences; 30 minutes of discussion of the readings; 60 minutes of lecture and discussion on **Networking**. Guest Lecturer: David L. Mercer, President – Mercer & Associates, Inc.; David Goodfriend, Lobbyist and former member of Clinton’s White House Staff.

Reading assignment for 2/9/15: Giuliani: 228-298

2/9/15 30 minutes of discussion of internship experiences; 30 minutes of discussion of the readings; 60 minutes of lecture and discussion on **Media Careers**. Guest Lecturer: Peter Doocy, Washington Correspondent, FOX News; A.B. Stoddard, Associate Editor, The HILL and Richard Fowler, Radio Show Host.

Reading assignment for 2/23/15: Giuliani 299-387

2/16/15: President’s Day – No Class (make up TBD)

2/23/15: 30 minutes of discussion of internship experiences; 30 minutes of discussion of the readings; 60 minutes of lecture and discussion on **Not for Profits**. Guest Lecturer: Chuck Rocha – President – Solidarity Strategies

3/2/15: 45 minutes of discussion of internship experiences; 75 minute lecture on **Working in Government**. Guest Lecturer: Jeffrey Shapiro, Former Chief of Staff to Congressman Adrian Smith (R/Nebraska), Penny Lee, Principal, Venn Strategies. **Interim internship evaluation due 3/2/15. Deadline for Issues Paper topic approval.**

3/9/15: Spring Break – No Class

3/16/15: 45 minutes of discussion of internship experiences; 45 minutes of discussion of internship experiences; 75 minute lecture on **Corporate Careers**. Guest Lecturers: Rob Saliterman, Team Lead – Elections and Issue Advocacy, GOOGLE

3/23/15: 45 minutes of discussion of internship experiences; 75 minute lecture on **Foreign Policy Careers**. Guest Lecturer: Aaron Miller, V.P. for New Initiatives and Distinguished Scholar, Wilson Center.

3/30/15: 35 minutes of discussion of internship experiences; 85 minutes of Preparation for Job Interview Simulation– Selection of Team Leads – **Selection of Job Opportunity and Review of Simulation Protocol**.

4/6/15 Easter Break – No Class

4/13/15: 30 minutes of discussion of internship experiences; 90 minutes of **Job Interview Simulation 1.**

4/20/15: 30 minutes of discussion of internship experiences; 90 minutes of **Job Interview Simulation 2.**

4/27/15: 30 minutes of discussion of internship experiences; 90 minutes of **Job Interview Simulation3.**

Make up Class (**date and classroom TBA**): 30 minutes of discussion of internship experiences and 90 minutes of last day of **Class Course Debrief**: How will what you have learned in your internship and Classes apply to your further studies and career path? Was the internship experience everything you had hoped it to be? **Final internship evaluation due 5/1/15.**

5/9/15: **Final Papers are due**

Note: All Guest Lecturers are invited and are subject to change, cancellation or substitution.

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. **Professor Blakeman considers the use of the Internet or PDA's during class sessions without prior expressed permission to be a violation of the Honor System.**

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. Students select and notify the Professor as to the method they choose to incorporate in their Issue Paper.

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:*

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and work together.

Other Items

Faculty Bio: Bradley A. Blakeman was the President of Freedom’s Watch a right of center conservative advocacy 501 C4. Prior to founding Freedom’s Watch, Mr. Blakeman was a member of President George W. Bush’s Senior Staff having served from 2001-2004 as Deputy Assistant to the President for Appointments and Scheduling, Vetting and Research, Correspondence and Surrogate Scheduling. Mr. Blakeman can be seen regularly as a Republican Strategist on FOX News, MSNBC, BBC, CNN and Al Jazeera. He also is published regularly in *Politico*, *US News and World Report* and *Newsmax*. Mr. Blakeman played a major role in the 2000 Presidential Election as a Senior Advisor and played a critical role in the Florida Recount a role that landed him a part as a character in the HBO Film “Recount”. He has also been an advisor on the ABC TV Drama Series “Commander in Chief”. Mr. Blakeman is an Attorney licensed to practice in that State of New York and the District of Columbia and is currently a Principal with The 1600 Group, a private corporation dedicated to providing strategic advice, policy implementation and strategy, as well as crisis management and communications strategies to foreign governments and foreign and domestic corporations – 1600group.com. Mr. Blakeman has been active in Presidential Politics since 1980. He was appointed to serve as a member of the United States Holocaust Memorial Council during the George H.W. Bush Administration.

Communication: All community course communications, assignments, etc. shall take place on the Georgetown Intranet Course site. All private communications between the student and the Professor shall be made via the student and Professor’s Georgetown Email address. Students may also choose to communicate directly with the Professor by phone.

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.

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.

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/>.

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End of syllabus



GEORGETOWN UNIVERSITY
Semester in Washington, DC Program

**SWGT 306-01: Research Seminar
(3 credit hours)**

**Spring 2015 Syllabus
January 7-April 27, 2015**

Faculty Information	Dr. Gregory Havrilak
Faculty Contact Information	gch9@georgetown.edu; (202) 784-7316; (703) 994-8360
Faculty Office Hours	Mondays and Fridays, 11-noon, and by appointment
Course Meeting Day/Time	Mondays and Fridays, 9:30-10:45 am, C227, 640 Massachusetts Ave NW (first class meets on Wednesday, January 7)

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, Fourteenth Edition, by James D. Lester and James D. Lester, Jr., Published by Longman, 2010. 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.

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
- 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:

- Eight written take home exercises: 40% (5 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 7:00 PM on December 12, 2014**, or before, each student will submit a hard copy of their paper/project. 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 grades, when added up to form their final grades, will be converted into letter grades according to the following scale:

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.

INCOMPLETES

Incompletes are not available in this course.

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

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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,

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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

Jan. 7: First Class is on a Wednesday. All remaining classes on Mondays & Fridays
Introduction to the Course; Intro to Scholarly Research; Intro to each other
No Readings; No Assignments

Jan. 9: Writing from Research; Finding a Topic
Readings: Lester, 1-30

Jan. 12: TOUR OF THE U.S. CAPITOL
More information to follow

Jan. 16: Organizing Ideas and Setting Goals
Readings: Lester, 31-28, Part I

Jan. 19: Martin Luther King, Jr. Day – No Class (make up TBA)

Jan. 23: Organizing Ideas and Setting Goals
Readings: Lester, 31-28, Part II, continued

Jan. 26: Class Meets at Lauinger Library on the Main Campus at 9:30 AM, for a session in the Dubin Research Lab with the head research librarian
Search Strategies in Research; Plagiarism; Style I, APA, MLA
Readings: Maner, chapters 1 & 2. 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/>.
APA Research Style Crib Sheet, available online at <http://www.icahdq.org/publications/apacrib.pdf>. Or, Scribe, A. (2006).

Assignment: Exercise 3, chapter 2 in Maner: Writing a Statement of Topic. Also complete Plagiarism Tutorial: <http://www.umuc.edu/ewc/tutorial/start.shtml>. Print out your certificate of Completion and bring to class.

Jan. 30: Generating an Argument
Readings: Maner, Chapter 3, 29-46
Writing Exercise

Feb. 2: Library Resources

Class meets at Lauinger Library on the main campus. We will meet in the lobby at 9:45 AM.

Readings: Maner, Chapter 4, 47-114

Assignment: Exercise 9, Part 2 in Maner

Feb. 6: Finding Sources

Readings: Lester 61-83

Feb. 9: Writing a Prospectus

Readings: Maner, Chapter 5, 115-124; or Lester, Chapter 12, 194-212

Assignment: Exercise 8 in Maner (submit in a word processing file, not a journal)

Feb. 13: Reading and Evaluating Sources

Readings: Lester, Chapter 8, 107-131

Feb. 16: President's Day- No Class (make up TBD)**Feb. 20: Writing Effective Notes and Creating Outlines**

Readings: Lester, Chapter 9, 132-152

Feb. 23: Implementing the Prospectus I

Readings: Maner, Chapter 6, 125-143

Feb. 27: Implementing the Prospectus II

Readings: Maner, 143-152

March 2: Using Sources

Readings: Lester, Chapter 4, 39-60

Assignment: Exercise 15 in Maner

March 6: Drafting the Paper in Academic Style

Lester, Chapter 10, 153-168

March 9-March 13: Spring Break – No Class**March 16: Writing the Rough Draft**

Readings: Maner, Chapter 9, 268-300

Assignment: Exercise 17 in Maner

March 20: How to Revise

Readings: Maner, Chapters 10 & 11, 301-350. Or, Lester, Chapter 13, 220-238

Assignment: Exercise 19 in Maner

March 23: The Footnote System I

Readings: Lester, Chapter 16, 310-318

March 27: The Footnote System II

Readings: Lester, Chapter 12, 318-337

March 30: Writing the Body of the Research Paper

Readings: Lester, Chapter 12, 201-206

April 3-April 6 – Easter Break: No Class

April 10: Writing the Conclusion of the Paper

Readings: Lester, Chapter 12, 207-212

April 13: Editing the Research Paper I

Readings: Maner, Chapter 11, 321-350

April 17: Editing the Research Paper II

Readings: Lester, 219-23

April 20: Peer Review

ORAL CLASS PRESENTATIONS

Readings: Postings on BlackBoard

April 24: Peer Review

ORAL CLASS PRESENTATIONS

April 27: Peer Review

ORAL CLASS PRESENTATION

LAST CLASS

Final Research Paper Due on May 9, 2015

MAKE-UP ASSIGNMENT FOR CANCELLED CLASSES

Since the autumn schedule includes two holidays (Labor Day and Columbus Holiday), we will be missing two full class periods. In order to makeup this time, each student will watch the film, “Nine Days that Changed the World,” a Citizens United Production, narrated by Newt Gingrich. Copies of the DVD will be made available, or you can view the film on-line. After seeing the film, each student will compose a three-page, double-spaced essay, due at the last class on Dec. 5. More instructions regarding this essay will be given in class.

Course Blog Site: <https://blogs.commonsgorgetown.edu/swgt-306-01-spring2015/>

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>.

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, Dr. Havrilak 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.

Dr. Havrilak settled in Europe in 1998 to become the Senior Religious Advisor to NATO Airmorth, 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, Dr. Havrilak 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 with the Multi-National Forces in Baghdad, Iraq.

In the 2014-2015 school year he teaches courses in the Semester in Washington Program, Bachelor of Arts in Liberal Studies and Graduate Liberal Studies programs, where he also serves on the Core Faculty.

End of Syllabus