BLHS 111 – 01 The New Millennium

Dates: Spring 2020

Location: This course takes place online. Georgetown University School of Continuing Studies (SCS) uses Canvas as its Learning Management System. This course will be taught entirely through the Canvas platform. To learn more about Canvas, please go through the Canvas Guide for Students.

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Virtual Office Hours: Mondays 5-7pm and by appointment

COURSE DESCRIPTION

This course is taken as the student's final course in the Core in that it draws on all the Core Courses and serves as a capstone experience. The class is composed of two parts: 1) we sometimes will have online work together that functions as a seminar to guide you in the research and writing process and is intended to help you refine your writing and argumentation skills; 2) students work individually and together in group/online exercises on the development of a significant research and writing project that the student completes, in collaboration with the professor and in dialogue with classmates. The expectation is that there will be significant email and canvas-based interactions that are initiated by *both* the professor and the students.

1) The course is designed to help you understand different types of academic writing and to refine your understanding of best practices of research, analysis, and writing. Students should be prepared to participate actively, based on a thoughtful reading of the texts and colleagues' written submissions.

2) The main part of this course will be each student's work on a significant research and writing project. Over the course of the semester, students will develop an in-depth research topic and draft a substantial research paper on a topic the student chooses. Ideal papers identify a significant problem (whether about an idea, or a geo-political challenge, or a public policy issue, for instance), analyze existing approaches to the issue, and argue for a well-justified approach to or solution for the problem.

COURSE LEARNING OBJECTIVES

By the end of the course, students will be able to:
1. Identify and describe a basic issue or problem and analyze it historically and theoretically.
2. Identify a methodology to address the problem or issue.
3. Articulate the diversity of thought and arguments seen across the intellectual, material, and historical material of the past four millennia as relevant to the chosen topic.
4. Construct a substantial research paper, including all of the appropriate steps of research and writing: choosing topics, problem identification, methodology, thesis development, outline production, and drafting.

REQUIRED READINGS

Readings are specific to your research topic. Particular modules have readings related to aspects of research and writing and these are all posted on Canvas as on-line links to files and websites.

COURSE REQUIREMENTS

Technical Requirements

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to:
1. Communicate via email including sending attachments.
2. Navigate the internet using a Web browser.
3. Use office applications such as Microsoft Office or Google Docs to create documents..
4. Learn how to submit assignments in Canvas.
5. Communicate with peers using discussion boards and other platforms.
6. Upload and download saved files.
7. Have easy access to the Internet.
8. Navigate Canvas, including using the email component within Canvas.
9. Use a microphone to record audio through your computer.
10. Use an internal or external camera to record video through your computer.

In this course we will use Canvas and Zoom.

- Canvas is an online teaching platform that includes discussion boards, places to share files, and receive announcements and assignments from the instructor.
- Zoom enables users to conduct synchronous ("real-time") conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. Instructions for Zoom are available here.

Computer Requirements

Students need to have sufficient technology and Internet access to complete this course. The requirements are listed by Canvas in the Instructure Guides.

Audio and Video Capability

- You will need an internal or external microphone. Most computers now come with them built in.
- You will need an internal or external camera. Most computers now come with them built in.

COURSE EXPECTATIONS

This course is conducted entirely online, which means students do not have to be on campus to complete any portion of it. Students will participate in the course using Georgetown University's online learning management system called Canvas.

Student Expectations

- You should strive to achieve the **ideals of a liberal arts education**: free and candid exchange of ideas, rigorous critique of claims, and toleration for considering variant positions.
- **Thoughtful** reading of assigned texts and colleagues' writing and engaged feedback and peer reviewing is expected and essential.
- Students should be prepared to participate actively in each week's research/writing assignment and engage actively in peer commenting and reviewing.
  - **Participation** is worth 10% of your grade.

- **Complete the assigned work for each module on time**. If you have a legitimate excuse, I need to know it (by email). Legitimate excuses include illness, family situation, or other events or responsibilities that may occasionally draw you away from a regular class meeting. To be legitimate, I need to know about it beforehand, or it may be deemed legitimate if I receive a notice from your dean, in the case of more serious issues.
  - **Absence in an online course means failure to complete the assigned work for the module by the due date.**
  - **Excused absences** *do not* yield a grade penalty, although I reserve the right to impose reasonable "make-up" meetings or assignments to ensure that the covered material is satisfactorily understood.
  - You will be penalized for **unexcused absences.** Penalties for unexcused absences are as follows:
    - 1   1 grade down (e.g. a B reduced to a C)
    - 2 or more unexcused absences will constitute a failure to complete the requirements of the course satisfactorily. Any student who misses more than two class modules, including online sessions and assignments, for any reason may be deemed to have failed the course.

- Complete the **Final Research Paper**, and each and every intermediate steps of its preparation, by the due dates.
  - o The goal of the research paper is to allow you to dive deeply into a specific issue from the range of themes, issues, and problems you have addressed across the BALS core and to synthetically and analytically address this specific issue in a way that considers multiple time periods, traditions of culture and thought, and geographic diversity you have been exposed to in the core. The project is individualized and each student will be working on different issues. You may take up an issue previously written about in a course, in greater depth and with a greater range of material researched (e.g. if you wrote about Aquinas' natural law theory in BLHS 104, you could write about natural law theory in the 20th century regarding just war theory and how it refers back to, yet transforms, Aquinas' thought).
  - o During the course of the semester, from the beginning, you will work toward the goal of a final research paper, including the following major steps:
    - ▪ NOTE: due dates are subject to change given the pace of the class.
      - I will make these assignments using a Canvas announcement that should also send automatically to your email;
      - Most of these assignments, except as noted below, will be graded pass/fail;
      - Each module will be a week long and begin on a Tuesday. Weekly assignments will be due on the Monday at the end of the weekly module.
    - ▪ Specific graded assignments:
      - Due January 21: Construct a topic proposal by week 2 worth 5% of your grade
      - Due Feb. 4: construct a refined proposal that identifies a topic and a research problem and a thesis, (the claim you will argue in the paper) worth 5% of your grade
      - Due Feb. 25: draft an outline and annotated bibliography (in which you identify important sources and how you will utilize them) *worth 10% of your grade*
      - Ongoing throughout the semester!: peer reviews of colleague's drafts *The peer reviews will be worth 15% of your grade.*
      - Due **by email** and to Canvas by May 9 by 5pm: complete drafting of a 22-25 page research paper due at the end of the semester. *The final paper will be worth 60% of your grade.*

  - o More details about the individual module assignments are posted on Canvas.
  - o Papers, insofar as they need citations, will conform to the citation style outlined by Turabian and/or the Chicago Manual of Style.
  - o **Late submissions** will be penalized at a 1 grade step down (e.g. a B reduced to a B-) for every 3 hours the assignment is late.
  - o **No Incompletes** will be granted except in exceptional circumstances warranted by a family or medical emergency. Arrangements will be made with the appropriate dean and all work will have to be completed by a date set by the dean.

Time Expectations

Our online classes are designed to meet the same academic standards as our place-based (face-to-face) courses. You can think of each module equal to the same level of participation, commitment, and academic rigor as a face-to-face class. Students should plan on spending approximately 15-18 hours per week on the work for each online module.

ACADEMIC INTEGRITY

All students are expected to 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, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code.

The Honor Code pledge follows:

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.

Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the Gervase Programs. If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out Plagiarism.org.

COURSE ACTIVITIES AND ASSIGNMENTS

Written work is due by the assigned due date on Canvas. **DO NOT SEND YOUR PAPERS TO OTHER PERSONAL OR PROFESSIONAL EMAIL ADDRESSES, unless specifically requested**. Follow-ups and class participation are contingent on the timely submission of your initial responses.

Late Submission Policy:

As stated in the Student Handbook, you must notify me and obtain my approval if you are unable to complete any assignment by the published submission deadline. I will gladly consider granting extensions for assignments as long as the request is made by e-mail at least 24 hours before the due date/time. The request must include the date and time when you intend to submit the assignment. If you fail to give both a date and a time, however, the request will not be honored. However, no late submissions or extensions are available for the last week of class or for any Discussion Board participation. Late responses with no previous arrangements for all

assignments will be penalized by 10% for each day or portion of a day that the assignment is late, unless previous arrangements have been made.

Modules and Assignments

Week 1 (due Jan 14):   Review Course introduction on Canvas; research preliminary topic ideas

Week 2 (due Jan 21):   Online discussion of paper topics; Refining paper proposal; *Graded assignment*: Construct a topic proposal by week 2, <u>worth 5% of your grade</u>

Week 3 (due Jan 28):   Library Research Methods

Week 4 (due Feb 4):   Advancing your Research Work; *Graded assignment*: construct a refined proposal that identifies a topic and a research problem and a thesis, (the claim you will argue in the paper), <u>worth 5% of your grade</u>

Week 5 (due Feb 11):   Advancing your Research Work; Constructing an outline/Outline as a guide to a good argument.

(Feb. 18 Monday classes meet on Tuesday)

Week 6 (due Feb 25):   Outline drafting; *Graded Assignment*: draft an outline and annotated bibliography (in which you identify important sources and how you will utilize them) <u>*worth 10% of your grade*</u>

Week 7 (due March 3):   Outline peer reviewing and revising outlines; revised outline due.

(Spring Break March 6-15)

Week 8 (due March 17): Effective Introductions/Framing the problem, the argument, and the paper; draft introduction due

Week 9 (due March 24): Introduction peer reviewing; revised introduction due

Week 10 (due March 31): 1st Section draft due

Week 11 (due April 7): 1st section peer reviewing and revised 1st section draft due

Week 12 (due April 14): 2nd Section draft due

Week 13 (due April 21): 2nd section peer reviewing and revised 2nd section draft due

Week 14 (due April 28):   3rd Section draft

Due **by email** and to Canvas by May 9 by 5pm: complete drafting of a 22-25 page research paper due at the end of the semester. *The final paper will be worth 60% of your grade.*

Citation Style

This course uses APA or Chicago style for all writing and research assignments, depending upon your area of research project. Resources for this citation style are available through

Georgetown Library Citation Guide

APA Style Guidebook

GRADING

Grading in this course will be determine by the following grading scale:

- •   A: 93% to 100%
- •   A-: 90% to 92%
- •   B+: 87% to 89%
- •   B: 83% to 86%
- •   B-: 80% to 82%
- •   C+: 77% to 79%
- •   C: 73% to 76%
- •   C-: 70% to 72%
- •   D+: 67% to 69%
- •   D: 63% to 66%
- •   F: 62% and below

ACCOMMODATIONS

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities are provided reasonable accommodations to ensure equity and access to programs and facilities. Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees disability support services, (202-687-8354; arc@georgetown.edu;) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the Georgetown University Academic Resource Center website.

Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

STUDENT SUPPORT SERVICES

Support Services

SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

- Academic Resource Center
- 202-687-8354 | arc@georgetown.edu
- Counseling and Psychiatric Services
- 202-687-6985
- Institutional Diversity, Equity & Affirmative Action (IDEAA)
- (202) 687-4798

Georgetown Library

Students enrolled in online School of Continuing Studies SCS coursework have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). Students can access these resources through the Library's Homepage by using their University username (NetID) and password (this is the same login information used to access email, BlackBoard, etc.). The Library does not mail physical items to students.

SCS students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. Appointments are conducted using Google Hangout (video-conferencing function) through the Georgetown Gmail System or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the Services & Resources Guide for Online Students for additional information.

Research Guide

The Project Management program has an extensive online Library Research Guide designed for the subject and research specifications of our program. This Guide will give you direct access to the library resources central to your course research work.

Learning Resources

SCS offers a host of learning resources to its students. Two that you might find particularly helpful in this course are the Writing Center and Refworks.

- The Writing Center offers professional writing support through its online peer tutoring service.
- Refworks is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

Technical Support

Click on the Help link (on the bottom-left corner in Canvas) to reach Canvas Support, including the Canvas Student Guide and 24 hour Canvas Support Hotline at 855-338-2770.

In this course we will use VoiceThread, TurnItIn and Zoom.

- VoiceThread is a tool that enables teachers and students to upload and asynchronously present images, video, and/or other media and respond to others presentations with audio, video, and/or text comments. Technical support for VoiceThread is available.
- TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. Technical support for TurnItIn is available.
- Zoom enables users to conduct synchronous ("real-time") conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. Technical support for Zoom is available.

COMMUNICATIONS GUIDELINES

Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course can be controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

Statement of Student Conduct, Civility, and Engagement

The School of Continuing Studies offers students the opportunity to engage with faculty, staff, and peers in ways that foster intellectual growth and development in their chosen field of study. It is

important to recognize that each member of our community brings his or her own values, thoughts, perspectives, and experiences into each interaction. We expect students to behave in a manner that is civil and respectful of others, and appreciate the learning opportunities that come from engaging pluralistic perspectives in a dynamic educational environment.

Engagement within the SCS Georgetown community takes places in on-campus meeting spaces and classrooms, and extends to online learning platforms and forums. Students should be particularly mindful that participation in class discussions, group assignments, emails, blogs, and social media reflect upon them personally, academically, and professionally. All viewpoints, editorials, and opinions expressed by students represent those students exclusively – and not the students' instructors, classmates, academic program, School, or University – even in cases when students are using Georgetown-affiliated systems like email, blogs, and online portfolios. The expectations for respect and civility are consistent for on-campus classes and spaces, as well as cyber, virtual, and online environments. Thus, civility and cybercivility are expected of all students, in all campus spaces.

SCS students are expected to adhere to the SCS guidelines for student conduct and the University Code of Student Conduct. In the event that a student's behavior is perceived to fall outside the stated SCS guidelines or may be a violation of the Code of Student Conduct, the matter may be referred to the Office of Student Conduct for further review and possible sanctioning. Such instances can include but are not limited to: disruption of official university functions (including teaching, research, administration), failure to comply with a directive issued by a University official, harassment and bullying, and incivility. For questions regarding the SCS student conduct expectations please review the policy in-full found in the Graduate Professional Studies Student Handbook. For questions about the Code of Student Conduct, please review the information provided by the Office of Student Conduct.

Communication with Peers

Notifications

In this course we will use Canvas to send email for private messages. You can either check your messages in the Canvas system or set your notifications to your preferred method of contact. Please check your messages at least once per day. When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content with your name and module.
- Do not send messages asking general information about the class, please post those in the General Questions Discussion Board Forum.

Questions Forum

In online courses, everyone will likely have many questions about things that relate to the course, such as clarification about assignments and course materials. Please post these in the General Question Discussion Board Forum, which you can access by clicking Discussions in the course navigation menu. This is an open forum, and you are encouraged to give answers and help each other.

Turnaround and Feedback

If you have a concern and send me a message, you can expect a response within one business days. Please allow two business days for assessment submission feedback.

Copyright

The materials used in Georgetown University courses ("Course Materials") generally represent the intellectual property of course instructors which may not be disseminated or reproduced in any form for public distribution (e.g., sale, exchange, etc.) without the written permission of the course instructor. Course Materials include all written or electronic documents and materials, including syllabi, current and past examination questions/answers, and presentations such as lectures, videos, PowerPoints, etc., provided by a course instructor. Course Materials may only be used by students enrolled in the course for academic (course-related) purposes.

Published course readings (book chapters, articles, reports, etc.) available in Canvas are copyrighted material. These works are made available to students through licensed databases or fair use. They are protected by copyright law, and may not be further disseminated or reproduced in any form for distribution (e.g., uploading to websites, sale, exchange, etc.) without permission of the copyright owner.

More information about intellectual property and copyright can be found here: https://www.library.georgetown.edu/copyright

More information about computer acceptable use policy and intellectual property can be found here: https://security.georgetown.edu/it-policies-procedures/computer-systems-aup