GOVX 510-01: *INTERSECTIONS*

Dates: Monday, May 24 – Friday, July 2

Location:

Students will participate in the course using Georgetown University's online learning management system (Canvas).

Students will have a discussion section via [Zoom](#) on **Fridays, from 11:00 am – 12:30 pm EST.**

Professors:

Andria Wisler, Center for Social Justice

Katy Collin, Conflict Resolution

Professor Contact Information:

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Katherine.collin@georgetown.edu

Virtual Office Hours:

Via Zoom, please use [this calendar.](#)

COURSE DESCRIPTION

Intersections is the course that accompanies the Summer Field Fellowship work placement and runs during the first graduate summer session of the summer semester, organized in partnership with the **Center for Social Justice**. The course directs reflection and skills-building that wraps around work placements anywhere around the world. Intersections students ask ethical questions and apply social justice theories to real-world issues in virtual collaboration with a tight-knit learning cohort. Including this type of learning experience is designed to provide opportunities to identify in real-time the application of conflict resolution skills and principles. Doing this in partnership with a cohort deepens learning by providing a global comparative experience.

The course has asynchronous and synchronous, on-line elements. Students engage with two streams of asynchronous content. The first stream consists of academic materials designed to engage critical thinking about the work placement, the

organization in which you are embedded, and about doing peace work as a profession. The second stream is built around your reflections on your work and yourself. This is designed to encourage reflection and deepen learning, in line with Ignatian pedagogy and with peacebuilding and conflict transformation practices.

Students will also participate in a synchronous discuss group each week, designed to synthesize the two streams and allow the cohort to check in with one-another.

For the summer of 2020, operating within the restrictions of the pandemic, all students will be engaging in their work-placements on-line. Fellowship placements must be more than 20 hours per week, although for this summer, we recognize the requirement for flexibility. For a balanced schedule, students are recommended to limit internship engagement to 30 hours per week. The internship experience itself constitutes a substantial part of the coursework. As such, students should budget approximately 2-3 and no more than 5 hours per week for coursework with Intersections.

COURSE LEARNING OBJECTIVES

In this course, students will

1. Learn about the mission, function and organizational structures of their organization
2. Deepen knowledge of their broader field in which their organization is operating
3. Apply what they know about peace work as a profession to their summer field fellowships
4. Lear and apply peacebuilding, conflict-transformation and Ignatian practices of self-assessment & reflection

COURSE ASSIGNMENTS AND GRADING CRITERIA

Graded Assignments

Work placement	*50%*
Attendance & participation in synchronous discussions groups	*10%*
Reflections	*15%*
Timesheets	*10%*
Final presentation	*15%*

Grading Scheme

93 - 100 % = A

90 - 92 % = A-

87 - 89 % = B+

83 - 86 % = B

80 - 82 % = B-

77 - 79 % = C+

73 - 76 % = C

70 - 72 % = C

67 - 69 % = D+

60 - 66 % = D

Below 60 % = F

COURSE SCHEDULE

Introductions (by May 23)

1) Review "The Basics" on CANVAS

Week One (May 24 – 30): CONTEXT, *Where are you coming from?*

1) Pawprint (Monday)
2) Hoot (Wednesday)
3) Watch & comment: Learning, unlearning, experiential learning (Thursday)
4) Begin timesheet (Monday – Friday)
5) Discussion section (Friday)

Week Two (May 31 – June 6): CONTEXT: *Mapping, where am I?*

1) Pawprint
2) Hoot
3) Watch: Organizational analysis, what is the goal?
4) Continue timesheets, identify your organization's mission statement
5) Discussion section (Friday)

Week Three (June 7 – June 13): EXPERIENCE: *Head-Heart-Hands*

1) Pawprint (Monday)
2) Hoot (Wednesday)
3) Watch & comment: Organizational analysis – organizational culture (Thursday)
4) Continue timesheets, identify your organization's founding myth
5) Discussion section (Friday)

Week Four (June 14 – June 20): REFLECTION: *Why? How?*

1) Pawprint (Monday)
2) Hoot (Wednesday)
3) Watch & comment: Organizational learning (Thursday)
4) Continue timesheets, identify your organization's decision-making style/process
5) Discussion section (Friday)

Week Five (June 21 – 27): ACTION: *Agitation and the distance between values and actions*

1) Pawprint (Monday)
2) Hoot (Wednesday)
3) Watch & comment: Cognitive biases and organizational pitfalls (Thursday)
4) Continue timesheets
5) Discussion section (Friday)

Week 6 (June 28 – July 2): EVALUATION

1) Pawprint (Monday)
2) Hoot (Wednesday)
3) Watch & comment (Thursday)
4) Continue and submit timesheets
5) Discussion section (Friday)

INFORMATION ABOUT TOOLS AND TECHNICAL REQUIREMENTS

As a Georgetown student your online classroom experience will be very different but just as rigorous as your residential student experience. You can expect to:

- Communicate with your professor and classmates regularly via email, discussion boards, and other technologies available.

- Navigate the internet using a web browser (note that certain tools may require a specific browser).

- Use applications such as Microsoft Office or Google Docs to create documents and work on projects.

- Submit assignments in Canvas.

- Upload and download saved files (including text, audio, and video).

- Use a microphone to record audio.

- Use a webcam to record video.

In this course we will use the following tools:

- CANVAS, Google docs

Computer Requirements

- You will need access to a computer (Windows or Mac) and adequate Internet service to complete this course. Although you can use other devices such as smartphones and tablets for some online coursework, please note that some tools, such as Proctorio, do not work on tablets or smartphones.

- You will also need an internal or external microphone and camera to complete this course. While you can use any browser to access Canvas please note that some tools only work with certain browsers (e.g., Proctorio only works with Chrome).

The minimum requirements needed to use Canvas can be found in this Canvas guide.

COURSE POLICIES AND EXPECTATIONS

Student Expectations

You are expected to complete all readings, assignments, and activities on time.

Participation is essential to your success in this class. You are expected to actively participate in discussions & discussion boards.

Time Expectations

Fellowship placements must be more than 20 hours per week and are designed to be between 30 hours and full time. For this summer, we recognize the requirement for flexibility. Daily and weekly differences and schedules designed around outputs are welcome.

Students must attend a Zoom-based, 75-minute discussion group each week. Students should come prepared to discuss CANVAS content and discussion board items.

Students should set time aside to engage with CANVAS course materials on a daily basis. Most days, this will require between 15 and 60 minutes.

Communication Expectations

Building an inclusive climate of mutual respect and inquiry in this class:

I respect your right to be called whatever you want to be called, because I understand that for all of us, social recognition of our sense of self is key to our own integrity and flourishing. I expect everyone in the class to do the same. **In particular, if you would like to be called by a specific set of pronouns or name that might not be obvious from your official school records, please let me know in any way that makes you comfortable.**

Georgetown's Trans, Non-Binary, and Gender Non-Conforming Resource Guide: https://lgbtq.georgetown.edu/resources/transatgu/

Communication with Peers

You will be expected to engage with your peers via the discussion board and other required tools on a regular basis.

Communication with Professor

Please feel free to email me with your questions, concerns, and/or to schedule a time to meet over Zoom. When sending emails please remember to follow the guidelines outlined below.

If you have general questions about assignments and course materials please post these questions 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.

- *Check the syllabus.* Before sending your email or message, be sure that your question has not already been addressed in the syllabus or announcements.

- *Be patient.* If you have a concern and send me a message, you can expect a response within [insert #] business days. Please allow [insert #] business days for assessment submission feedback.

- *Specify subject.* Subject line should include the topic of the message and class title.

- *Greet & Close.* E-mails should begin with a formal greeting and end with you signing your name in all messages/emails.

- *Check writing.* Proofread (i.e. grammar and spelling) your message before sending.

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. Students should be respectful and considerate of all opinions.

We encourage you to be brave in sharing your thoughts and experiences and in engaging respectfully with others.

ACCOMMODATIONS

Students with Disabilities

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services among others. 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; https://academicsupport.georgetown.edu/disability/) 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.

Accessibility and Inclusion

One of the central tenets of Georgetown's educational mission is *cura personalis,* a Latin phrase meaning "care of the whole person." Georgetown is committed to showing care and concern for each student by creating an inclusive and accessible learning environment that follows universal design principles to meet the needs of its diverse student body.

I am committed to creating a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). If your name or pronoun needs to be corrected, please let me know early in the semester so that I can make the appropriate changes to my records.

ACADEMIC INTEGRITY

Students at Georgetown University are expected to maintain the highest standards of academic and personal integrity. Although most Georgetown students conduct themselves in accordance with these standards, occasionally, there are students who violate the code of conduct. Cheating harms the University community in many ways. For example, honest students are frustrated by the unfairness of cheating that goes undetected and students who cheat can skew the grading curve in a class, resulting in lower grades for students who worked hard and did their own work.

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 expected to fully adhere to the policies and procedures of Georgetown's Honor System and to take the Honor Code Pledge.

Honor Code Pledge

In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system:

- *To be honest in every 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.

All submissions must be your original work. Any submission suspected of plagiarism will be immediately referred to the Honor Council for investigation and possible adjudication. All students are expected to follow Georgetown's honor code unconditionally. If you have not done so, please read the honor code material located online at the Honor Council website.

SUPPORT SERVICES

Georgetown recognizes that COVID-19 has a significant impact on everyone in the Georgetown community. Georgetown offers a variety of support services for students that can be accessed online and has put together this newsletter which aims to provide you with information about well-being resources and virtual meetings that can connect you with mental health professionals on and off campus during this time. Below are some resources available to you:

- 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

No matter where you are in the US, if you need crisis services, you can access the following resources, available 24 hours a day, 7 days a week:

- RAINN - [National Sexual Assault Hotline](#)
  1-800-656-4673

- National Suicide Prevention Lifeline
  1-800-273-8255

Title IX/Sexual Misconduct

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to [the University Title IX Coordinator or a Deputy Title IX Coordinator](#). If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.].

Please note that University policy requires faculty to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct. Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:
- Jen Schweer, MA, LPC, Associate Director of Health Education Services for Sexual Assault Response and Prevention (202) 687-0323 | jls242@georgetown.edu

- Brittany Egan, MSW, LICSW, CCTP, Staff Clinician and Sexual Assault Services Specialist, Health Education Services (202) 687-0323 | be200@georgetown.edu
- Counseling and Psychiatric Services (CAPS), (202) 687-6985 | After Hours: (833) 960-3006
- Sexual Assault Response and Prevention (SARP) confidential email: sarp@georgetown.edu
- [Get Help Resources](#)

More information about reporting options and resources can be found on the [Sexual Misconduct Website](#). If you would like to find out how recent changes to Title IX regulations are impacting Georgetown's policies and procedures, see [this video briefing](#).

Title IX/Pregnancy and Parenting Accommodations

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related

complication. Specific adjustments will be handled on a case by case basis and will depend on medical needs and academic requirements. Students seeking a pregnancy adjustment or accommodation should follow the process laid out on the Title IX website.

Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff.

Georgetown Library

If you have a question for a librarian you can go to their "Ask Us" page where you will have the option to chat online, send an email, or schedule a Zoom appointment 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. 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.

eResources

Students enrolled in courses 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). You can access these resources through the Library's Homepage by using your NetID and password.

Learning Resources

Georgetown 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 peer tutoring by trained graduate and undergraduate students who can assist you at any point in the writing process. They help at any stage of your writing process, from brainstorming to revision. Tutors can offer advice on thesis development, use of evidence, organization, flow, sentence structure, grammar, and more. The Writing Center will not proofread or edit papers; rather, they will help to improve your proofreading and editing skills to become a better writer. Appointments can be booked online through their website.

- Refworks is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

Technical Support

All students have 24/7 access to Canvas technical support 24 hours a day, 7 days a week, including live chat and a support hotline at 855-338-2770. Use the 'Help' icon in the lower left of your Canvas window to view all available support and feedback options. If you're looking for help on a specific feature, check out the Canvas Student Guide.