

|  |
| --- |
| COURSE TITLE (COURSE NUMBER) |

**BLHV-282-01 Political Theory CRN: 40861**

# Dates: WED Aug 25-FRI Dec 17

**Required Class Zoom Meetings TUES 5:20-7:50 pm EST Graded part of 25% Course credit**

**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](https://canvas.georgetown.edu/student-resources/).

**Faculty**: **William J. Buckley PhD MA**

*GU BLHV282 01 Fall 2021DRAFT 080121 rev 082620 071520 062920c.docx*

## Location:

## Students will participate in the course using Georgetown University's online learning management system called Canvas. To learn more about Canvas, please go through the [Canvas Guide for Students](http://guides.instructure.com/m/4212).

## Professor: William Joseph Buckley PhD MA

## Professor Contact Information: wjb22@georgetown.edu

## Virtual Office Hours: tba

|  |
| --- |
| COURSE DESCRIPTION |

**For four thousand years, solutions for practical problems in communities *(“demos”= common district; “polis”=citie*s) have prompted reflection *(“theoria*”) that accelerated after the pre-modern emergence of competing territorial central European “nation-states”. What is the history and future of political institutions for SCS students specially selected to be promising leaders in a national and global capital like DC, attending the world’s flagship Jesuit University which embodies social justice (among 500 globally and 27 nationally)? You encounter an evolving two decade old, six trillion dollar worldwide war on terror from 09/11, an emerging de-territorialized, global pandemic of** [**198.2 million cases, 4.2m deaths, 4m vaccinated; 34m cases in the USA, 613k deaths**](https://coronavirus.jhu.edu/map.html)**, 270 million global migrants, mass mobilizations of protest in 2000 cities and towns in the USA and sixty nations, against racism, violence, police brutality and for justice and equity for peoples of color, especially** [***“Black Lives Matter Protests”***](https://en.wikipedia.org/wiki/Black_Lives_Matter) ***(from 05/25/20)*; the “**[**Capitol Attack**](https://en.wikipedia.org/wiki/2021_United_States_Capitol_attack)**” (01/06/21), and ongoing cyberattacks. Are all these examples of war ([domestic/foreign] counter-]terrorism), crime (political extremism), or politics (mass mobilizations, even populist in questioning or asserting the “[de]legitimacy” of public authorities)? What common toolboxes of tools can help? This course is different than other courses which examine** [***“The Politics of Terrorism,”***](https://static.scs.georgetown.edu/upload/files/syllabi/term_202020/course_BLHV-274/section_140/BLHV_274_Summer_2020_Syllabus.pdf) ***“***[***Ethics of Covid***](https://static.scs.georgetown.edu/upload/files/syllabi/term_202110/course_BLHS-063/section_01/BLHS_100_-_Ethics_of_Covid-19_Syllabus.docx)***,”* and**[***“Biotechnology and Global Health.”***](https://static.scs.georgetown.edu/upload/files/syllabi/term_202010/course_BLHS-032/section_101/BLHS-032_Spring_2020_Syllabus.pdf) **“Political Theory” covers key historical figures, political institutions and processes with main examples focusing on USA national and local government and examples from around the world. Students reflect on their actual or proposed professional experiences within the nation’s capital, nationally and globally. The course is designed to engage highly motivated and talented students who wish to move on to careers in the public or private sector, government consulting, electoral politics, lobbying, homeland security or further academic study. Weekly readings, videos, lectures, posts and class time cover the historic legacy of political philosophy, basic principles of the national government: structure, powers and operations of Congress; the presidency and the Supreme Court, the bureaucracy; citizenship, elections, public opinion, justice system, media studies, political parties, lobbying, civil rights movements and pressure groups—with their theoretical roots (Premoderns; Plato, Aristotle; Moderns; Hobbes, Rousseau, Locke, Hegel, Marx, Fascism; colonialism; Achebe, Baldwin; postcolonialism, Orientalism and representation; Fanon, Said; Postmodernity/consumerism; Jameson; gendering of citizenship in four feminist waves; critical race theory, Hooks; intersectionality-Crenshaw; LGBTQ, Black, Latinx, Chicanx, Asian, etc). Why does this matter? Today some 190 geographic, political entities called “states” and those sharing a cultural identity called “nations”, include some 87 democracies of different kinds for nearly half the world’s population, amidst global demands in industrializing and post-industrializing regions for “greater democracy” for all citizens “created equal,” whether or not they live in official democracies.**

|  |
| --- |
| COURSE LEARNING OBJECTIVES |

By the end of this course, you should be able to:

1. *Critically analyze and engage* with historical, contemporary, and enduring questions of the human experience in national and international political institutions and social movements.
2. *Understand* fundamental concepts and methodologies in the humanities and the social sciences; apply these methods to the analysis of complex historic and contemporary problems.
3. *Discover and analyze* primary and secondary sources relevant to specific research questions in particular related academic disciplines.
4. *Recognize and respond* to social justice issues, locally and globally; enact ethics-based approaches in study and work.
5. *Write well and present* information clearly for specific audiences in appropriate forms and media.
6. *Demonstrate* the ability to apply intercultural knowledge and competence by meaningfully and ethically engaging others.
7. *Gain a comprehensive understanding* of international relations, the different types of actors and institutions, the possibilities and limits of international action, and a sense of the most pressing contemporary issues facing the globe. Students will understand these topics from legal perspectives as well as through theoretical and analytical foundations;
8. *Identify and offer critical analysis* of complex national international issues, drawing from the body of Western intellectual and moral traditions;
9. *Identify and characterize* the major social, political and economic developments in a specific country or regional grouping;
10. *Analyze* global issues and international relations with an emphasis on questions of global social justice.

|  |
| --- |
| COURSE READINGS |

**Two Required Texts For**[Fall 2021 BLHV 282-01](https://scs.georgetown.edu/programs/4/bachelor-of-arts-in-liberal-studies/course-schedule/fall-2021)

In Print Or Etext:

O   [Ginsberg, Benjamin, Et Al., We The People: An Introduction To Politics, 13th Ed. New York, Ny: W.W. Norton & Co., 2021](https://wwnorton.com/books/9780393679670); Isbn 978-0-393-53878-6

O   Miller, William, [Taking Sides: Clashing Views On Political Issues 21st Edition](https://www.mheducation.com/highered/product/taking-sides-clashing-views-political-issues-miller/M9781260494198.toc.html) New York: Mcgrawhill, 2020, Isbn10: 1260494195 Isbn13: 9781260494198

**Additional Posted Texts/Videos/Audios Are Provided Free Of Charge Online To All Registered Students**

|  |
| --- |
| COURSE ASSIGNMENTS AND GRADING CRITERIA |

## Graded Assignments

**What Must I Do as A Student?**

This course is highly interactive. You should **buy/rent/share** the **required texts**; BUT all **additional materials are free of cost** for registered students; online course readings, videos, notes and outline materials are posted online. You should expect to spend more than 7-10 hours per week on the course. Follow GU CANVAS for the latest INSTRUCTIONS and versions of weekly readings and POSTS at https://georgetown.instructure.com.

Each week, students do NINE **Items Online**:

1. review posted learning goals,
2. watch posted video(s),
3. read required course texts and read selected online posted readings,
4. complete posted re-take-able quiz on assigned reading for course credit due by assigned deadlines
5. post a one-page essay (250 words) BY SUNDAY MIDNIGHT that answers a selected assigned posted question (or two) about the readings and video(s) with quotations from readings and page citations,
6. post a “Muddiest Point” about assigned readings, with apt quotations and page citations from assigned readings
7. post responses to at least TWO other peer student answers due by TUES MIDNIGHT,
8. and work on a self-chosen end of semester research project with the Instructor.
9. Every week, students participate in a **required real-time Zoom online chat** with the Instructor and course peers/participants

Detailed instructions, outlines, transcripts and notes for all course materials are available online.

Your course grade will be based on your completion of course activities and assignments. You will read full details about each of them in the Canvas course.

|  |  |
| --- | --- |
| **Assignments** | **% of Grade** |
| **Final Research Paper** | **35%** |
| **Weekly Postings**  Discussion fora provide you with a means to have conversations with your fellow learners and are reflective by nature. They allow you to read others’ perspectives about the concepts you are learning and carefully consider a response, thus supporting critical thinking; Includes retakeable Quiz and posted Essay.   * ***Sunday 11:59 PM Deadline: Each hour late drops one letter grade***   n/5 x 14 weeks = total n/70 = total n/250 points   * ***Instructor Grade based on your Participation [Weekly Readings, Replies to Peers by Tuesdays, Muddiest Points, Contributions to Course, Required Weekly Zoom Sessions on Tuesdays]*** | **25%**  **Instructor Grade: 25%**  **Total: 50%** |
| **Peer Assessment** | **20%** |
| **TOTAL (Inclusive of Extra Credit)** | **105%** |

## GRADING

**WHAT COUNTS FOR GRADES?** Course Grades: Weighting and Scale

**Weighting Of Assigned Work** (*How is different coursework weighed together?*)

* **25%** Class weekly postings: Sun midnight deadline ***(Each hour late drops one letter grade);*n/5x14weeks=total n/70=total n/250 points**
* **20%** Peer Review
* **35%** Final Paper ***(MON NOV 29 MIDNIGHT Deadline Each hour late drops one letter grade)***
* **25%** Instructor Grade based on your Participation (Includes Required Zoom attendance and Participation, Weekly Readings, Replies to Peers, Muddiest Points, Contributions to Course)

**SCALE of Grades: 105% on scale of 1050 points** *(How is all my coursework measured/assessed?)*

Grading in this course will be determine by the following grading scale that [Georgetown SCS](https://docs.google.com/document/d/1Cr3gLBclIjSriGsKmo512lqUG0Z6HMklSeJE-qrJeuo/edit) follows:

**Letter Grading Descriptions:**

Listed below are grades and their corresponding academic standards.

**A = 95-100[+]%**

Clearly stands out as excellent work. An “A” grade work could be used as a model for other students to emulate. Shows excellent grasp of subject matter and conceptual integration. The presentation shows excellent in-depth analytical thinking and an elegantly innovative application. It is very well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

**A- = 90-94.99%**

Represents high quality performance. Shows excellent grasp of subject matter and conceptual integration. Shows a high level of thinking, analysis and application. The presentation is very well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

**B+ = 87-89.99%**

Represents very good work. Shows thorough grasp of subject matter and effective application. Shows good thinking and analysis. The presentation is well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

**B = 83-86.99 %**

Represents satisfactory work. Shows adequate level of thinking and analysis. Standard of presentation, organization and appropriateness of application is adequate. Some level of additional input is provided.

**B- = 80-82.99 %**

Work is below graduate level expectations, marginally passing. Presentation is rather general, superficial, or incomplete and not very well written. Indicates minimal level of individual thought or effort with inadequate attempts at application.

**C = 70-79.99%**

Work is clearly unsatisfactory. It is poorly written and presented, shows poor analysis, misses important elements and lacks any noticeable attempts at application.

**F = 69.99% and below**

Fails to meet minimum acceptable standards.

|  |
| --- |
| COURSE SCHEDULE |

All assignments are due by the Sunday of the week of the module at 11:59 PM US Eastern Time, unless otherwise stated. **Initial postings for all discussion fora are due by Sundays 11:59 p.m. Responses to peers are due by TUESDAY CLASSTIME of the following week.**

This course begins with an Orientation and is divided into **[15]** modules. Below is an outline describing the course structure. Each Module will be released on a weekly basis every Sunday at 11:59 pm (ET). Students are required to move through each module in sequential order.

The orientation provides an overview of the course and introduces you to your instructor and peers. You will also learn about the technology requirements and where to get support.

|  |  |  |
| --- | --- | --- |
| Date | Module | Assignments Due |
| **Week 0**   WED AUG 25 –SUN AUG 29  ASSIGNMENT DEADLINE POST DUE SUN AUG 29  FOR CREDIT  Four Pre-Course Assignments | **Module 0 Orientation (Political Theory)**  **Post**: Written and Posted Biog Blog; ANSWER Four Pre-Course Assignments | **Zoom Post**: Written and Posted Biog Blog; ANSWER Four Pre-Course Assignments |
| **Week 1**   SEPT 05-SEPT 12 MODULE  ASSIGNMENT DEADLINE POST DUE SUN SEPT 05  TWO PEER RESPONSES TUES SEPT 07 | **Module 1: What is Political Theory? American Political Culture**   * **Ginsberg Ch 1: The Citizen and Government:** * **Miller Issue 1:** *Is Bigger Government Better Government?* * **Historical Sources:** *Premoderns: Plato* * **WATCH Video (tba)** [**Framework for Democracy-Party Politics Full Video**](https://fod.infobase.com/p_ViewVideo.aspx?xtid=70399)(26:40) [Evolution of American Political Parties]   **TOPIC QUESTIONS**: How did political parties evolve? *Read and watch materials to explore history and content of political theory, pre-modern origins, political parties connected to American Political Culture. What current events and political institutions enable and constrain human flourishing?* | 1. Discussion - Get to Know Your Fellow Learners 2. Complete Required Readings 3. View Video 4. Complete for Credit Re-takeable Quiz Online 5. Weekly Discussion Board Postings: 6. Post Two Peer Replies |
| **Week 2**  SEPT 12-19  ASSIGNMENT DEADLINE POST DUE SUN SEPT 12  TWO PEER RESPONSES DUE WED SEPT 15 | **Module 2: USA: The Founding and Constitution**   * **Ginsberg Ch 2; The Founding and Constitution** * **Historical Sources:** *Premoderns:**Aristotle (4th c. bce) (*[*Politics III, 7*](http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.01.0058%3Abook%3D7%3Asection%3D1323a)) * **WATCH VIDEO** [**Framework for Democracy-The Living Constitution**](https://fod.infobase.com/p_ViewVideo.aspx?xtid=70392) **Full Video (26:41**) (Ratification, Separation of Powers, Bill of Rights)   **TOPIC QUESTIONS:** *What is a “constitution”? Read and watch materials about what kind of constitutions enable what kind of good life in which kinds of community, and how in USA history, two different constitutions evolved to answer practical questions about individual and common goods.* | * Discussion * Complete Required Readings * View Video * Complete for Credit Re-takeable Quiz Online * Weekly Discussion Board Posting   Post Two Peer Replies |
| **Week 3**  SEPT 19-26  ASSIGNMENT DEADLINE POST DUE SUN SEPT 19  TWO PEER RESPONSES DUE TUES SEPT 21 | **Module 3: Federalism**   * **Ginsberg Ch 3 Federalism** * **Historical Sources***: Moderns; Hobbes, Rousseau* * **WATCH VIDEO:** [**Framework for Democracy-American Heritage**](https://fod.infobase.com/p_ViewVideo.aspx?xtid=70416) **Full Video (26:41)** (History, Politics, Checks and Balances)   **TOPIC QUESTIONS**: *What are federalism, consensus building, checks, balances, power-sharing and the exercise of sharing?* | * Discussion * Complete Required Readings * View Video * Complete for Credit Re-takeable Quiz Online * Weekly Discussion Board Posting   Post Two Peer Replies |
| **Week 4**  SEPT 26-OCT 03  ASSIGNMENT DEADLINE POST DUE SUN SEPT 26  TWO PEER RESPONSES DUE TUES SEPT 28 | **Module 4: Civil Rights and Civil Liberties**     * **Ginsberg Ch 4** Civil Rights and Civil Liberties * **Miller,** Issue 3, Issue 12; *#3: Are Entitlement Programs Creating a Culture of Dependency? #12: Should Colleges and Universities Consider an Applicant’s Race When Deciding Whether to Accept a Student?* * **Historical Sources***: Moderns: Locke* * **SELECT ONE VIDEO:** * **Watch Video:** [**Framework for Democracy-The Most Basic of Rights**](https://fod.infobase.com/p_ViewVideo.aspx?xtid=70394)Full Video (26:41**)** [Freedom of Speech, Press, Expression, Privacy] * **Watch Video** [**Framework for Democracy-Voice of the People**](https://fod.infobase.com/p_ViewVideo.aspx?xtid=70398)Full Video (26:41) [Voting Rights] * **Watch Video** [**Framework for Democracy-The Struggle for Equality**](https://fod.infobase.com/p_ViewVideo.aspx?xtid=70396) Full Video (26:41) [Equal Rights]   **TOPIC QUESTIONS:** *What are key differences between civil liberties and rights; human rights and civic responsibilities; civic duties and civic virtues?* | * Discussion * Complete Required Readings * View Video * Complete for Credit Re-takeable Quiz Online * Weekly Discussion Board Posting: * Post Two Peer Replies |
| **Week 5**  OCT 03-OCT 10  ASSIGNMENT DEADLINE POST DUE SUN OCT 03 TWO PEER RESPONSES DUE TUES OCT 05 | **Module 5: Public Opinion**   * **Ginsberg Ch 5 Public Opinion** * **Miller** Issue 10 *Should Access to Abortions Be Restricted?* * **Historical Sources:** Moderns Hegel and Marx * **Watch Video** [**Framework for Democracy-Frames of Reference**](https://fod.infobase.com/p_ViewVideo.aspx?xtid=70397)Full Video (26:41) [Public Opinion/Media]   **TOPIC QUESTIONS:** *What is public opinion, how is it socialized as knowledge, managed into preferences and organized into political decisions? How are opinions formed and measured, how does public opinion impact government and governance, and how do politicians use their understanding of public opinion to inform their decisions?* | * Discussion * Complete Required Readings * View Video * Complete for Credit Re-takeable Quiz Online * Weekly Discussion Board Posting: * Post Two Peer Replies |
| **Week 6**  OCT 10-OCT 17  ASSIGNMENT DEADLINE POST DUE SUN OCT 10  TWO PEER RESPONSES DUE TUES OCT 12 | **Module 6: The Media**   * **Ginsberg Ch 6 The Media** * **Miller,** Issue 14 *Should “Recreational” Drugs Be Legalized?* * **Historical Sources:** *Moderns, Fascism* * **Watch Video:** [Framework for Democracy-The Fourth Estate Full Video](https://fod.infobase.com/p_ViewVideo.aspx?xtid=70402) (26:41) [News Media]   **TOPIC QUESTIONS:** *How do different medias “frame” news for diverse “audiences”? How did USA journalism shift from reporting events to public watchdog as critical journalism, with protections and responsibilities as commercially owned and operated?* | * Discussion * Complete Required Readings * View Video * Complete for Credit Re-takeable Quiz Online * Weekly Discussion Board Posting * Post Two Peer Replies |
| **Week 7**  OCT 17– OCT 24  ASSIGNMENT DEADLINE POST DUE SUN OCT 18  TWO PEER RESPONSES DUE TUES OCT 19 | **Module 7: Interest Groups**   * **Ginsberg Ch 8: Interest Groups** * **Miller, Issue 13:** *Does the NRA Hold Too Much Power in the Gun Control Debate?* * **Historical Sources:** Moderns:Colonialism; Achebe, Baldwin; postcolonialism, Orientalism and representation; Fanon, Said * **SELECT ONE VIDEO** * **Watch Video:** [**Framework for Democracy-Balancing Act Full Video**](https://fod.infobase.com/p_ViewVideo.aspx?xtid=70411) (26:41) [Free markets and a global economy] * **Watch video:** [**Framework for Democracy-Pressure Politics Full Video**](https://fod.infobase.com/p_ViewVideo.aspx?xtid=70401) **(26:41)** (Interest groups and social change)   **TOPIC QUESTIONS**: *Whom do interest groups mobilize for social change? Amidst free markets and a global economy, which approach has historically brought benefits and harms to whom: demanding market self-regulation, requiring legal regulation, or consistently opposing large corporations (called anti-trust/anti-oligopoly)?* | * Discussion * Complete Required Readings * View Video * Complete for Credit Re-takeable Quiz Online * Weekly Discussion Board Posting * Post Two Peer Replies |
| **Week 8**  OCT 17-OCT 24  ASSIGNMENT DEADLINE POST DUE SUN OCT 17  TWO PEER RESPONSES DUE TUES OCT 19 | **Module 8: Congress**   * **Ginsberg Ch 9 Congress** * **Miller Issue 7:** *Is Congress a Dysfunctional Institution?* * **Historical Sources:** *Postmodernity/consumerism; Jameson; gendering of citizenship in four feminist waves* * **SELECT ONE VIDEO** * **Watch Video**: [**Framework for Democracy-The First Branch Full Video**](https://fod.infobase.com/p_ViewVideo.aspx?xtid=70403) (26:41) [Running and Outcomes, Congressional Elections] * **Watch Video:** [**Framework for Democracy-Government By Committee**](https://fod.infobase.com/p_ViewVideo.aspx?xtid=70404) Full Video (26:41) [Government by Congressional Committee]   **TOPIC QUESTIONS**: Should members of Congress speak for what constituents believe or what is in constituents’ best interests? To whom and for what are Congressional members responsible as members of Congressional Committees? | * Discussion * Complete Required Readings * View Video * Complete for Credit Re-takeable Quiz Online * Weekly Discussion Board Posting * Post Two Peer Replies |
| **Week 9**  OCT 24-OCT 31  ASSIGNMENT DEADLINE POST DUE SUN 24  TWO PEER RESPONSES DUE TUES OCT 26 | **Module 09: The Presidency**   * **Ginsberg Ch 10 The Presidency** * **Miller, Issue 5:** *Does the President Have Unilateral War Powers?* * **Historical Sources:** *tba (view at least one Presidential Debate)* * **SELECT ONE VIDEO** * **Watch Video:** [**Framework for Democracy-Leader For A Nation Full Video**](https://fod.infobase.com/p_ViewVideo.aspx?xtid=70406)(25:28) [Effective President, Working with Congress] * **Watch Video** [**Framework for Democracy-The Glorious Burden Full Video**](https://fod.infobase.com/p_ViewVideo.aspx?xtid=70405)(26:41) [Presidential powers]   **TOPIC QUESTIONS:** *Does the President have too much or too little power? How have the President’s powers evolved, how is the President nominated, elected and does his “team” emerge? How do Presidents become effective by working with Congress?* | * Discussion * Complete Required Readings * View Video * Complete for Credit Re-takeable Quiz Online * Weekly Discussion Board Posting * Post Two Peer Replies |
| **Week 10**  OCT 31-NOV 07  ASSIGNMENT DEADLINE POST DUE SUN OCT 31  TWO PEER RESPONSES DUE TUES NOV 02 | **Module 10: Political Parties, Participation and Elections**  **POST Thesis for final paper (50 points) MONDAY NOV 01 midnight Discussion Board Week 10**   * **Ginsberg Ch 7: Political Parties, Participation and Elections** * **Miller Issue 2:** *Is the Current Presidential Nomination System Actually Democratic?* * **Historical Sources:** *tba election coverage* * **Watch Video:** [**Framework for Democracy-Campaign Trail Full Video**](https://fod.infobase.com/p_ViewVideo.aspx?xtid=70400)(26:41) [High Cost of Winning Elections, Role of Media, Campaign Finance Reform]   **TOPIC QUESTIONS:** *What makes successful/unsuccessful candidates? What roles do parties play? What roles do media play? What expectations do you have about the coming election? How does it compare with past elections?* | * Discussion * Complete Required Readings * View Video * Complete for Credit Re-takeable Quiz Online * Weekly Discussion Board Posting * Post Two Peer Replies   **POST Thesis for final paper (50 points) MONDAY midnight Discussion Board Week 10** |
| **Week 11**  NOV 07-NOV 14  ASSIGNMENT DEADLINE POST DUE SUN NOV 07  TWO PEER RESPONSES DUE TUES NOV 09 | **Module 11: Political Parties, Participation and Elections**   * **Ginsberg Ch 7 Ginsberg Ch 7: Political Parties, Participation and Elections** * **Historical Sources:** *tba post-election analyses* * **Watch Video:** [**Framework for Democracy-Campaign Trail Full Video**](https://fod.infobase.com/p_ViewVideo.aspx?xtid=70400) **(26:41)** [High Cost of Winning Elections, Role of Media, Campaign Finance Reform]   **TOPIC QUESTIONS**: *How did the electorate respond to candidates, parties according to demographic breakdowns? What roles did media play? How does it compare with past elections? What expectations do you have about those elected?* | * Discussion * Complete Required Readings * View Video * Complete for Credit Re-takeable Quiz Online * Weekly Discussion Board Posting * Post Two Peer Replies |
| **Week 12**  NOV 14-NOV 21  ASSIGNMENT  DEADLINE POST DUE SUN NOV 14  TWO PEER RESPONSES DUE NO LATER THAN TUES Nov 11 Classtime | **Module 12: Bureaucracy**   * **Ginsberg Ch 11 Bureaucracy** * **SELECT ONE VIDEO** * **Watch Video:** [**Framework for Democracy-The Federal Workplace Full Video**(26:42)](https://fod.infobase.com/p_ViewVideo.aspx?xtid=70407) (Scope, Authority, Role, Evolution of Bureaucracy) * **Watch video:** [**Framework for Democracy-The Power Imperative Full Video (26:42)**](https://fod.infobase.com/p_ViewVideo.aspx?xtid=70408)(Bureaucracy, Politics, Accountability)   **TOPIC QUESTIONS**: What is the meaning, scope, authority, role and evolution of the federal bureaucracy? How is the bureaucracy a top-down organization that is rational, hence leadership driven, power-based hence political, yet featuring nurturing networks, hence in some sense a caring organization, concerned about employee morale, yet accountable to Congress? | * Discussion * Complete Required Readings * View Video * Complete for Credit Re-takeable Quiz Online * Weekly Discussion Board Posting * Post Two Peer Replies |
| **Week 13**  NOV 21-NOV 29  ASSIGNMENT DEADLINE  POST DUE SUN NOV 21 TWO PEER RESPONSES DUE TUES class time  NOV 23 | **Module 13: Judiciary**   * **Ginsberg Ch 12 Judiciary** * **Miller Issue 8 and 15:** *#8 Should Supreme Court Justices Have Term Limits? #15 Should Business Owners Be Able to Refuse Clients Based on Religious Beliefs?* * **Historical Sources:** C*ritical race theory, Hooks; intersectionality-Crenshaw; LGBTQ, Black, Latinx, Chicanx, Asian* * **SELECT ONE VIDEO** * W**atch Video:** [**Framework for Democracy-Legal Precedent**](https://fod.infobase.com/p_ViewVideo.aspx?xtid=70410)Full Video (26:41) [Judicial Decision-Making] * **Watch Video:** [**Framework for Democracy-The Rule of Nine Full Vide**](https://fod.infobase.com/p_ViewVideo.aspx?xtid=70409)**o** (26:41) [Supreme Court]   **TOPIC:** *What is the meaning of judicial decision-making, influences in Supreme Court decisions and the role of the judiciary?* | * Discussion * Complete Required Readings * View Video * Complete for Credit Re-takeable Quiz Online * Weekly Discussion Board Posting   Post Two Peer Replies |
| **Week 14**  NOV 29-DEC 05  ASSIGNMENT DEADLINE POST DUE SUN NOV 29  TWO PEER RESPONSES DUE TUES DEC 03 Classtime; ASSIGNMENT DEADLINE  **Submit Final Research Paper**  **Due MON NOV** 29 **11:59 pm** | **Module 14: Domestic Policy and Foreign Policy**  **COMPLETE AND SUBMIT/POST FINAL RESEARCH PAPER; DUE MON NOV 29 11:59 PM**   * **Ginsberg Ch 13 Domestic Policy and Ginsberg Ch 14 Foreign Policy** * **Miller Issues 16 and 18. #16.** *Should the President Have the Power to Limit Immigrants and Refugees from Specific Countries? #18. Should the United States Expect North Korea to Denuclearize?* * **Historical Sources:** C*ritical race theory, Hooks; intersectionality-Crenshaw; LGBTQ, Black, Latinx, Chicanx, Asian* * **SELECT ONE VIDEO** * **Watch Video:** [**Framework for Democracy-Global Politics Full Video**](https://fod.infobase.com/p_ViewVideo.aspx?xtid=70414) (26:41) (Foreign policy, Diplomacy) * **Watch Video:** [**Framework for Democracy-Preserve, Protect and Defend**](https://fod.infobase.com/p_ViewVideo.aspx?xtid=70415) Full Video (26:41) (Superpower, Peacekeeper, National Security) * **Watch Video:** [**Framework for Democracy-Health of the Nation; Health of the Planet**](https://fod.infobase.com/p_ViewVideo.aspx?xtid=70413) Full Video (26:41) (Health Care Priorities, Environment)   **TOPIC QUESTIONS:** *What has been electoral support for different USA domestic decisions (more or less government) and foreign policy choices; isolationism, unilateralism, multilateralism; tools and priorities for diplomacy? Is the most important domestic and foreign policy job for a global superpower and peacekeeper to “preserve, protect and defend” the national security of the American people?* | * Discussion * Complete Required Readings * View Video * Complete for Credit Re-takeable Quiz Online * Weekly Discussion Board Posting * Post Two Peer Replies |
| **Week 15**  NOV 29 -Dec 05  **Assignment Deadline**  **Student Final Paper Post Mon Nov 29**  **ALL WORK FOR CREDIT DUE FRIDAY DEC 17** | **Module 15: Oral Zoom Presentation of Final Research**   1. **STUDENT FINAL PAPER POST MON NOV 29 MIDNIGHT** 2. **ORAL ZOOM CLASS PRESENTATION PAPER TUES NOV 31** 3. **(Grade drops 1 grade each hour late; no extensions or substitutions as stated in syllabus)** 4. **ALL WORK FOR COURSE CREDIT MUST BE POSTED BY: DUE FRI DEC 17 11:59 PM.** 5. **NO EXTENSIONS OR SUBSTITUTIONS AS STATED IN SYLLABUS** | * Case Study OR * Policy Memo OR * Assess Social Media/News Cycle re some event * Present Final Zoom 3 minute summary of final paper-- at either common session or separately * Complete End-Semester Peer Assessment * Course Wrap-up * Concluding Session |
| **WEEK 15/16**  **DEC 6-17**  **EXAMS** | **NO COURSE MEETINGS** | * ALL WORK FOR CREDIT DUE FRIDAY DEC 17 |

<https://scs.georgetown.edu/resources-current-students/academic-calendar/fall/>

|  |  |
| --- | --- |
| **Fall 2021 Full Semester Courses for Degree Programs** All dates and deadlines must be met in accordance with Eastern Time (ET). | |
| Classes Begin; Follow Monday Schedule | Wednesday, August 25 |
| Last Day to Add | Friday, September 3 |
| Last Day to Drop | Friday, September 3 |
| Holiday: Labor Day (No Classes) | Monday, September 6 |
| Last day to withdraw with 100% refund | Tuesday, September 7 |
| Last day to withdraw with 80% refund | Tuesday, September 21 |
| Last day to withdraw with 70% refund | Tuesday, October 5 |
| Holiday: Mid-Semester Holiday (No Classes) | Monday, October 11 |
| Last day to withdraw with 50% refund | Tuesday, October 19 |
| Last day to withdraw with 40% refund (tuition will not be refunded for withdrawals after this date) | Tuesday, October 26 |
| Spring 2022 registration opens | Monday, November 1 |
| Theses Submission Deadline for MALS and DLS Candidates | Monday, November 1 |
| All Students: Last Day to Withdraw from Courses | Thursday, November 18 |
| Thanksgiving Recess Begins after Last Class | Wednesday, November 24 |
| Classes Resume | Monday, November 29 |
| Classes End | Monday, December 6 |
| Study Days Begin | Tuesday, December 7 |
| Study Days End | Wednesday, December 8 |
| Final Examinations Begin | Thursday, December 9 |
| Final Examinations End | Friday, December 17 |
| Grades Due for Graduating Students | Tuesday, December 21 |
| Grades Due for Continuing Undergraduate Students | Monday, December 27 |
| Grades Due for Continuing Graduate Students | Monday, January 3, 2022 |

|  |
| --- |
| INFORMATION ABOUT TOOLS AND TECHNICAL REQUIREMENTS |

As a 2020 student your 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:

* [Add tools that students will use in the course here]

## 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](https://guides.instructure.com/m/67952/l/720328).

|  |
| --- |
| 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 with your peers, and contribute to the group assignments. It is important to subscribe to the course discussion boards so that you receive notifications when new messages are posted. In order to get full credit for participation, you will have to complete all of your module assignments and quizzes on time.

## 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 **[7.5 hours per week]** on the work for each online module.

## Communication Expectations

### 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 **[link to board in the course]**, 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.

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.

[Add additional course-specific policies here (e.g., late work, make-up policy, citation policy, absences)]

|  |
| --- |
| 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](http://academicsupport.georgetown.edu/disability), the office that oversees disability support services,(202-687-8354; [arc@georgetown.edu](mailto: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](http://academicsupport.georgetown.edu/disability). 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](https://honorcouncil.georgetown.edu/system/policies/) 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 live out a commitment to integrity in all my words and actions; 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; to live out the ideals of Georgetown University I commit myself to be a person for others in my daily life, respectful of difference and disagreement; To care for this venerable campus and all of those with whom I share it; and to fulfill in all ways the trust placed in me to carry on the Georgetown tradition.*

## 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](http://honorcouncil.georgetown.edu/system). If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out [Plagiarism.org](http://www.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](https://honorcouncil.georgetown.edu/).

|  |
| --- |
| SUPPORT SERVICES |

### **Computer Requirements**

**Canvas Caution about Cellphones and IPads:** Students should use desktops or laptops to accurately access complete course syllabus and website content on Canvas.

* Students may push Assignment Deadlines from Canvas into cell phones.
* **Due Diligence Warning**: Cellphones and iPads do **not** adequately access all content on Canvas course website; that is, some content is not viewable such as some GU SCS weblinks, Instructor and Peer Responses to work, some pdf/doc files of readings, some media/videos.
* Students are responsible for all GU SCS/Instructor posted content on syllabus and website.
* Cell phones and iPads can enhance but do not replace desktop and laptop access to syllabus and website content at GU SCS and Canvas.

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

### **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 TurnItIn and Zoom; you might find Internet Basics and Digital Skills helpful.

* **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.
* **Computer & Internet Basics**   wireless To successfully participate in an online course or online component of an on-campus course you need a basic knowledge about your computer and how to perform frequent tasks, such as managing files, handling e-mail, and creating, attaching or uploading documents. Students should have basic familiarity with the Internet, including locating University course website, external web sites, downloading files, participating in chats or discussion lists using email, including attaching files to e-mail communications. Click the links below to view tutorials on the computer and internet basics you’ll need to know.
* [Personal Computers](https://www.gcflearnfree.org/computerbasics/)
* [Windows 10](https://www.gcflearnfree.org/windows10/)
* [Windows 8](https://www.gcflearnfree.org/windows8/)

* [Office 2016](https://www.gcflearnfree.org/topics/office2016/)
* [Internet Basics](https://www.gcflearnfree.org/internetbasics/)
* [Downloading and Uploading](https://www.gcflearnfree.org/internetbasics/downloading-and-uploading/1/)

* [Internet Access](https://uis.georgetown.edu/internet-access/)
* [GU: Frequently Asked Questions (WiFi)](https://uis.georgetown.edu/wifi-faq/)
* GU: [Are You Having Home Internet Connectivity Issues?](https://uis.georgetown.edu/internet-access/home-internet-connectivity-issues/)
* [GU: Q/Help with Canvas](https://canvas.georgetown.edu/student-resources/)
* GU: [Computers, Technology & the Internet: digital literacy, personal identity, data ownership](https://georgetown.domains/get-started/)
* GU: [Evaluating Internet Resources](https://www.library.georgetown.edu/tutorials/research-guides/evaluating-internet-content)
* [Internet Safety](https://www.gcflearnfree.org/internetsafety/)
* [Email](https://www.gcflearnfree.org/email101/)
* [iPad Basics](https://www.gcflearnfree.org/ipadbasics/)

* [Technology Buying Guide](https://www.gcflearnfree.org/technology-buying-guide/)
* [Search Engines](https://www.gcflearnfree.org/searchbetter/all-about-online-search/2/)
* [Browser Basics](https://www.gcflearnfree.org/internetbasics/using-a-web-browser/1/)
* [Web Browsers](https://www.gcflearnfree.org/topics/internet/)
* **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.
* [**Digital Skills Bootcamps**](https://scs.georgetown.edu/digital-skills-bootcamps/) Georgetown’s bootcamps are a complete package of technical skills, critical and strategic thinking, collaboration, and creative skills, bundled with individualized career coaching—all taught by our renowned faculty.

**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.

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](https://mailchi.mp/13585756d7e9/mental-health-resources-for-students?e=%5BUNIQID%5D) 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](http://academicsupport.georgetown.edu/)202-687-8354 | arc@georgetown.edu
* [Counseling and Psychiatric Services](http://caps.georgetown.edu/)202-687-6985
* [Institutional Diversity, Equity & Affirmative Action (IDEAA)](https://ideaa.georgetown.edu/)(202) 687-4798

## Sexual Misconduct

Georgetown University prohibits sexual misconduct, including sexual harassment, sexual assault, domestic/dating violence, and stalking.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. Please know that as a faculty member I am committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault.

Please also note that University policy also 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](mailto:jls242@georgetown.edu)
* Erica Shirley, Trauma Specialist, Counseling and Psychiatric Services (CAPS), (202) 687-6985 | [els54@georgetown.edu](mailto:els54@georgetown.edu)

More information about campus resources and reporting sexual misconduct are available on [this](https://sexualassault.georgetown.edu/get-help/) website.

## 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.](https://titleix.georgetown.edu/)

## Georgetown Library

If you have a question for a librarian you can go to their [“Ask Us”](https://www.library.georgetown.edu/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](http://scs.georgetown.edu/resources-online-students/) for additional information.

##### **Citation Policy**

Students must use a style guide for all coursework. APA Style (APA Publication Manual 6th Edition), used in all SCS courses, is the preferred style. The SCS library has prepared an APA Citation video to guide citation formatting that you can find here:

* School of Continuing Studies Library: APA 6th Edition
* For an online summary of the APA Style:

http://trexler.muhlenberg.edu/library/media/contentassets/library/docs/APA%20Citation%20Guide %20Fall%202018.pdf

* Further resources for this citation style are available through
* Georgetown Library Citation Guide
* APA Style Guidebook

**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](https://www.library.georgetown.edu/) by using your NetID and password.

## Learning Resources

Georgetown offers a host of [learning resources](http://scs.georgetown.edu/academic-affairs/resources/) to its students. Two that you might find particularly helpful in this course are the [Writing Center](https://writingcenter.georgetown.edu/) and [Refworks](http://guides.library.georgetown.edu/refworks).

* [The Writing Center](https://writingcenter.georgetown.edu/) 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](http://guides.library.georgetown.edu/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](http://guides.instructure.com/m/4212).

### **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 are often 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.

Additionally, what happens in Canvas stays in Canvas. In order to make this a safe space for students to take risks and learn from one another in the wake of inevitable missteps, we ask that students refrain from publicly re-posting any comments that have been shared in this online course.

Finally, this is a professional environment. This course is designed to reflect the workplace experience. Language, grammar, and assignments should reflect what you would be comfortable sharing with your colleagues and supervisors in an office environment. With this in mind:

* **Use accurate spelling and grammar in all discussion boards and assignments**. An effective communicator must be able to write well. Points will be deducted for typos and inaccurate grammar.

Text speak (e.g., acronyms, shorthand phrases, numbers as words) are unacceptable.

* **Discussion boards:** Postings are of three kinds: (1) Your weekly edited, written paper which should use apt quotations and page citations (see posted samples); (2) Your muddiest point (a question about readings) (3) Your peer replies. Your weekly paper and muddiest point should be **carefully written and edited** **responses to readings/posted questions** with quotes and proper citations using a thesis statement (See posted student Sample Answers). Your peer responses are reflective answers of college students not cell phone blogs or hashtags but should respond to each other and use a **conversational tone and convey personality on discussion boards**. This means the use of colloquial language in peer responses is only minimally acceptable. Responses should be thoughtful responses to each other’s work. This is about helping you get to know your fellow students so that you feel more comfortable expressing your thoughts openly. Think of discussion boards as a meeting with your coworkers; you are making a point and engaging in conversation. Discussion Boards help you share with friends and practice the art of “conversation”. Learning this art of conversation means understanding how to be an empathetic listener and meet the expectations of your interlocutor that you will be

“coherent” and “reasonable” to be “convincing” in ways to “advance the argument”.

* **Your assignments are assumed to be client-ready**. While the discussion boards are conversational, your assignments are not. You are expected to format and present assignments as you would to a client, which means avoiding too informal a tone or word use in your written assignments and presentations.

|  |
| --- |
| ONLINE PROCTORING [if applicable] |

This online course uses Proctorio, an online proctoring solution integrated in Canvas quizzes which offers identity verification, test monitoring, and a number of other features to ensure academic integrity. Throughout an exam, Proctorio will record the testing environment, and depending on the settings of the exam students may need to provide a scan of the room. Therefore, students should select private spaces for the exam session where disruptions are unlikely and where recording devices can be enabled. At the end of the exam, Proctorio generates an automated report for the instructor flagging any suspicious behavior, such as opening up new tabs on browsers, talking to others in the room, and looking away from the screen for too long.

Students will be required to:

* Use a computer with a functioning webcam and microphone (no iPads, kindles, or mobile devices)
* Use Google Chrome browser
* Install the Proctorio extension to the Google browser
* Have a reliable internet connection
* Use a quiet private location
* Have the GU photo ID ready to show, if applicable

Students will take a practice quiz using Proctorio to test their systems and help prepare for an actual exam.

24/7 support is available via Proctorio. For additional information, please review [Proctorio’s Best Practices for Students](https://cdn.proctorio.com/guides/canvas/test-taker/getting-started.pdf) and visit [Proctorio Support](https://proctorio.com/support).

Please note: If you have challenges finding a computer that meets the technical requirements above, and/or concerns using an online proctoring tool, please speak to your instructor who will work with you to find an equivalent alternative.

*(GU BLHV282 01 Fall 2021 DRAFT 080221 rev 082620 062929c)*