

**Course Listings
and Registration Instructions
Spring 2015**



GEORGETOWN UNIVERSITY

School of Continuing Studies
Bachelor of Arts in Liberal Studies

IMPORTANT

Check <http://myaccess.georgetown.edu> OR
<http://scs.georgetown.edu/departments/4/bachelor-of-arts-in-liberal-studies/course-schedule/spring-2015>
for updates to the information in this booklet.

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How Close Are You To Graduating?

Before you register for spring 2015 classes, please take a moment to review your Degree Audit. This system will give you a personalized report on your progress toward the Bachelor of Arts in Liberal Studies (B.A.L.S.) degree. Please review your Degree Audit **at least once every semester** to make sure that your academic work is being recorded correctly. The University Registrar will use your Degree Audit in certifying you for graduation, so getting the audit correct is very important.

To view your Degree Audit, go to <https://myaccess.georgetown.edu> and log in using your NetID and password.

You can save the report to your computer (click on the Save as PDF button). To print, first save it to your computer and then print the PDF.

Look carefully at the report. In particular, check the following:

1. Is your concentration listed correctly?
2. Are all your transfer credits listed?
3. Are your grades listed correctly?
4. Does the report show all special degree exceptions that Associate Dean Vincent Kiernan and/or Assistant Dean Michael Canter have approved for your situation (such as applying a particular course to a B.A.L.S. degree requirement)?

Bring any questions or problems to the attention of Assistant Dean Canter so they can be resolved. The sooner a problem is fixed, the better!

Get Ready For a Great Spring!

This booklet gathers, in one place, much of the information that you will need to register for courses in the B.A.L.S. program for spring 2015. With this information, you can easily review course descriptions, see how various courses will fit into your chosen concentration, and identify the days and times at which courses will be offered.

Pre-registration for spring will start November 3, so please read through this booklet promptly. Some class times may have changed, so please read carefully.

Remember: There is a strict limit on class size, and some classes will fill up quickly. Be sure to register early for the best opportunity to get the classes that you are most interested in taking.

If you need assistance with planning your spring schedule, please contact Assistant Dean Canter at canterwm@georgetown.edu to arrange an appointment time or ask a question.

Important Notes

Here are a few points to keep in mind about the registration process:

- Classes are offered at our Georgetown Downtown Campus at 640 Massachusetts Avenue NW, Washington, DC, as well as in buildings on the Georgetown main campus, and at select other locations in the Washington area. Classroom assignments, which will be posted on <https://myaccess.georgetown.edu>, are subject to change.
- ***The Office of Student Accounts will cancel the registrations (and block additional registrations) of any student with an outstanding balance.*** This policy is controlled by the Office of Student Accounts in the university's central administration, and the B.A.L.S. office cannot force them to allow you to register if you have an outstanding bill. You are well advised to contact the Office of Student Accounts at 202-687-7100 if you have an outstanding bill.
- ***If your employer is reimbursing you for your tuition after you complete a course, you must pay Georgetown with your own funds now and await your employer's reimbursement after the course has ended.*** If you don't pay now, you will have an outstanding bill with the university. An outstanding bill will prevent you from getting a grade report for your employer as documentation of your grades, which you need in order to be reimbursed and settle your account with the university. Again, this policy is controlled by the Office of Student Accounts, and the B.A.L.S. office has no ability to intervene for you on this issue.
- To register for more than 11 credits, you must have Assistant Dean Canter's approval. Please submit the form on page **Error! Reference source not found.** of this handbook *before pre-registering*.
- If you wish to take Georgetown classes outside of Liberal Studies, you must (1) have Assistant Dean Canter's approval and (2) have the approval of the department offering the course. The course schedule for the entire main campus is available at <https://myaccess.georgetown.edu>. To get approval from Assistant Dean Canter, please submit the form on page **Error! Bookmark not defined.** to the B.A.L.S. office *before pre-registering*. In order to get approval from the department, please ask them to sign the form available at http://registrar.georgetown.edu/registration/course-permission-form/document/1242766991565/course_permission_form.pdf.

You must submit the aforementioned forms to the Registrar *before pre-registering*. Courses in the following departments must receive permission from the dean's office in the School of Foreign Service: CULP, STIA, IHIS, INAF, RCST, IECO, IPEC.

- If you are planning to graduate in May 2015, submit the Application for Degree on page **Error! Bookmark not defined.** by February 1, 2015.

Academic Advising

Assistant Dean Michael Canter is available to help you select appropriate courses and for any other questions that you may have. You may contact him at canterwm@georgetown.edu or (202) 687-4661. If you prefer, you may consult with Dean Kiernan or any B.A.L.S. faculty member for advice as well.

In addition, your Degree Audit is a helpful tool that can show you what classes you must take to complete the program. To view your Degree Audit, go to <https://myaccess.georgetown.edu> and log in using your NetID and password.

Honor Tutorial

Before you can preregister for classes, you must complete Georgetown's online honor tutorial. This exercise, which takes about two hours to complete, will review the major principles and practices for scholarly integrity at Georgetown. All Georgetown undergraduates, including B.A.L.S. students, must complete this tutorial in order to be eligible to register.

If you have not completed the tutorial, your pre-registration for spring 2015 will be blocked. If you haven't yet completed the tutorial, please do so now.

You can find the tutorial at <http://www.library.georgetown.edu/tutorials/academic-integrity>

Independent Study

You may design an independent study project with any willing Georgetown faculty member. Instructions and forms are available at <http://scs.georgetown.edu/departments/4/bachelor-of-arts-in-liberal-studies/resources-and-policies.cfm#forms>. The completed proposal must be submitted to the Associate Dean for his signature *one week before the first day of the term*. No extensions will be granted – please do not wait until the last minute!

Master of Arts in Liberal Studies (M.A.L.S.) Courses

Under special circumstances, an outstanding B.A.L.S. student may be permitted to use a M.A.L.S. course toward the B.A.L.S. degree requirements. However, you must receive permission in advance from both the B.A.L.S. and M.A.L.S. offices. Please contact Assistant Dean Canter for more information. The M.A.L.S. spring schedule is available at <http://scs.georgetown.edu/departments/9/master-of-arts-in-liberal-studies/course-schedule/spring-2015>

Courses at Other Institutions

With the assistant dean's approval, you may take a limited number of courses at another four-year educational institution in the Washington, D.C. area. You will pay the usual Liberal Studies tuition rate to Georgetown University for such arrangements. Information is available at <http://www12.georgetown.edu/undergrad/bulletin/consortium.html>.

Students on Academic Probation

Any student on academic probation must meet in person with Assistant Dean Michael Canter before pre-registering for courses.

Policy Accommodating Students' Religious Observances

Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make-up, without

unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work.

Important: Students should notify their professors in writing at the beginning of the semester of religious observances that will conflict with any upcoming classes.

Hybrid Courses and Online Study

We offer two learning formats that do not follow the traditional instructional model: hybrid and fully online. Hybrid courses have fewer face-to-face meetings but may require additional activities such as online work or online videoconferencing. Online courses, are exactly that – fully online! Check the course schedule to see which courses are offered in these formats.

Please note: These courses are as academically rigorous as any other B.A.L.S. course. In addition, they may require a higher degree of self-discipline because of the greater amount of independent study that is involved. Many students in hybrid courses report that they spend ***more*** time on hybrids than traditional courses.

We welcome you in these courses, and we hope that you will find them a useful addition to our curricular offerings. However, be very careful that you have realistic expectations for these courses. If you have any questions and/or concerns, please contact the professor or Assistant Dean Canter.

Financial Matters

Many of our students need or want help in paying for their B.A.L.S. education. For assistance, please contact Ms. Gloria Kimball, who specifically advises non-traditional students. You may contact her at gmk29@georgetown.edu or (202) 687-3238. Information tailored to the needs of B.A.L.S. students can be found at <http://www8.georgetown.edu/admin/provost/osfs/scs.htm>.

Federal Aid

There are both need-based and non-need based student loans that may help cover some or all of your estimated contribution. All applicants for federal financial aid must complete and submit the Free Application for Federal Student Aid (FAFSA). The school code for Georgetown University is 001445. For the most up-to-date information on financial services, please visit <http://finaid.georgetown.edu/apply-now/scs-bals-studies/>.

Other Scholarships

In addition to the special reduced tuition rate charged to B.A.L.S. students, Georgetown offers a few scholarships to B.A.L.S. students. These scholarships are listed below:

- **Osher Reentry Scholarships** – dedicated to new, incoming students.
- **Walter Ciszek Scholarships** – dedicated to existing students in the BALS program.
- **LaFarge Scholarships** – dedicated to transfer students from Northern Virginia Community College and Prince George's Community College.

Please visit our scholarships page at <http://scs.georgetown.edu/departments/4/bachelor-of-arts-in-liberal-studies/about-the-program/scholarships> to learn more.

There are also many outside scholarships available. One free online database of scholarship opportunities that you might like to try is Scholarship Search, offered by the College Board at http://apps.collegeboard.org/cbsearch_ss/welcome.jsp.

In addition, the Foundation Center in downtown D.C. has a library, open to the public, with information on sources of educational scholarships and grants. The center's Web site has a free, one-hour webinar that provides an overview on how to find and apply for educational grants. You can find the webinar at http://foundationcenter.org/getstarted/training/webinars/ffsye_webinar.html.

Or, you may be able to attend an in-person version of the class at the center's office, located at 1627 K Street, N.W., 3rd floor, Washington, D.C. 20006. The class schedule is available online at <http://www.grantsspace.org/Classroom/Training-Calendar/Washington-DC>.

Georgetown's financial aid office has an e-mail list through which it distributes information on outside scholarships. Sign-up by sending an email from your Georgetown e-mail account to listproc@georgetown.edu with the following text: *subscribe SCHOLARSHIPS-L <yourname>*

Important: Please think twice before paying for information on available scholarships. The U.S. Education Department warns that these usually are scams that charge for access to information that is available for free elsewhere!

Tuition Reimbursement

If an outside employer is reimbursing you for your tuition, you must pay Georgetown with your own funds now and await your employer's reimbursement after the course has ended. If you don't pay now, you will have an outstanding bill with the university. As a result, you will be unable to get a grade report to give to your employer as documentation of your grades in order to be reimbursed and settle your account with the university. The Office of Student Accounts enforces this policy, and the B.A.L.S. office has no ability to intervene for you on this issue.

Full-time Georgetown employees may be eligible for tuition benefits for B.A.L.S. classes. Please contact Georgetown University's Human Resources Department for more information.

Benefits for Veterans, Active-Duty Military, and Military Families

The School of Continuing Studies is pleased to work with the U.S. Department of Veterans Affairs to accept the government's "Yellow Ribbon" benefit. If you are a veteran or dependent of a veteran who has served in the armed forces for 36 months after Sept. 11, 2001, you may be eligible to take courses without paying tuition up front. The benefit is available to all bachelor and master degree students in the School of Continuing Studies. It is available to both new and continuing students. In some cases, a veteran can transfer the benefit to a dependent.

To take advantage of the Yellow Ribbon benefit, you must obtain a Certificate of Eligibility from the U.S. Department of Veterans Affairs and submit it to Mr. David Shearman, Georgetown's veterans services coordinator, at veteranservices@georgetown.edu or (202) 687-2708. To minimize delays, please apply for the Certificate of Eligibility as soon as possible. Please do not submit the Certificate of Eligibility to the School of Continuing Studies.

Tax Credits for College Costs

The federal government offers tax credits that can make higher education more affordable for you: The American Opportunity Tax Credit and the Lifetime Learning Tax Credit. Both are claimed on your federal income tax return. For information, consult the Internal Revenue Service's (I.R.S.) Publication 970, *Tax Benefits for Education*, at <http://www.irs.gov/pub/irs-pdf/p970.pdf>. Please consult your tax advisor on whether these credits are appropriate in your situation.

Help in Saving

You can reduce the cost of paying for college by opening a college savings account that enjoys a tax break, called a 529 plan (named for a section of the tax code). You can deposit money for educational uses and avoid paying federal or state income taxes on the money. At a later date, you can withdraw the money to pay for educational expenses such as tuition and books. Although this arrangement might seem a bit of a hassle, it can save you a significant amount on your tax bill -- and thus make it easier to pay the tuition bill. Georgetown does not offer these accounts. Therefore, please consult your financial advisor or visit a bank or credit union if you are interested and want more information. The I.R.S. describes 529 plans in its Publication 970, *Tax Benefits for Education*, at <http://www.irs.gov/pub/irs-pdf/p970.pdf>.

Georgetown Office of Fellowships & Awards

What is the Office of Fellowships and Awards?

The Office of Fellowships and Awards is the university's center for advising students and alums about the fellowship opportunities and guiding them through the competitive application process. These fellowships provide students with opportunities ranging from graduate study funding, to post-graduate research, or working abroad.

What does the office do?

The office advertises opportunities, compiles applications, selects nominees, and prepares them for competition. We assist students in realizing the direction best suited to their individual passions and talents, and we help them learn how best to convey these strengths to others.

What fellowships are students/recent alums competing for?

Our office regularly advises students on over 25 fellowships. Some examples are the Fulbright, Luce, Beinecke, Bosch, Pickering, Mitchell, Presidential Fellows, Rhodes, and Marshall. All fellowships look for students who have a record of outstanding leadership and achievement, with sustained commitment to a cause, and expertise in a field.

How does the office prepare and support these candidates?

Often we are the liaison between the candidate and the fellowship foundation. We advise students about the administrative process, editing essays, and choosing letters of recommendation. For nominees in the latter stages of the competition, we set up mock interviews with panels of faculty experts.

How can I learn more about opportunities that are available?

A good place to start is by reviewing the Office's website <http://gofar.georgetown.edu>. You should look through the Fellowships Listings section to determine your interest in and eligibility for various fellowships. You should also follow the links through to the actual foundation websites for more details on the fellowships, requirements, and winner profiles.

How can I keep updated about deadlines and opportunities?

There are three ways:

- 1) Join our "Fellowships" Listserv (send request to gufa@georgetown.edu)*
- 2) "Like" us on Facebook at "GUFellowshipsandAwards"*
- 3) Follow us on Twitter at "GUFellowships"*

Contact info:

*Lauren Tuckley
Associate Director
Office of Fellowships, Awards, and Research
gufa@georgetown.edu*

Registration

Classes for the spring semester begin on January 7 and class meetings run through April 27. Examinations run through May 11. However, there are some exceptions, so check the class schedule carefully. Some courses meet for only part of the term.

In a unique feature of its academic calendar, Georgetown holds the first meeting of Monday courses on a Wednesday. This policy is designed to compensate for the loss of class time due to certain holidays, but the policy often is confusing, so please check the following chart:

| If your course usually meets on... | Your first class meeting will be on... | Your second class meeting will be on... |
|------------------------------------|--|---|
| Monday | Wednesday, January 7 | Monday, January 12 |
| Tuesday | Tuesday, January 13 | Tuesday, January 20 |
| Wednesday | Wednesday, January 14 | Wednesday, January 21 |
| Thursday | Thursday, January 8 | Thursday, January 15 |
| Saturday | Saturday, January 10 | Saturday, January 17 |

The registration process includes these steps:

1. Preregistration for the spring term starts on November 3 and ends on November 15. You will need your NetID and password. If you have lost your password, contact the Help Desk at 202-687-4949.

In the preregistration process, you do not immediately gain admission to the courses that you select; rather, you state your desire to take one or more courses. You can indicate an alternate choice in case a course you have requested is overbooked.

After you submit your preregistration request, the associate dean will review your request and (if approved) send it to the Registrar for processing. ***If you are requesting to take more than 11 credits and/or classes outside of liberal studies, be sure to submit the required petitions to the B.A.L.S. office before submitting your preregistration request, or your preregistration request will be rejected.***

2. In late December, you can use MyAccess to determine which courses you received through the preregistration process.
3. Starting November 3, you can use add/drop on MyAccess to make changes to your schedule. Add/drop will not be available online during final examinations for spring semester; at those times, you can make changes by submitting a paper form to the Registrar in White-Gravenor Hall.
4. Online add/drop will be closed during final exams. During this time you can make changes only with a paper form, signed by Dean Canter, that you bring to the Registrar's office during working hours.
5. Add/drop will be available online again starting on December 20.

Although this process seems complex, there is an easy way to navigate it: Preregister by November 16. Make any changes as soon as possible – and in any case before the end of December. Then you'll be all set for the spring semester!

NOTE: If you do not preregister, you run the real possibility of not getting the courses that you want. We will cancel classes with low enrollment, so please act now.

Add/Drops

Courses dropped by January 18 will be deleted from the student's record with 100% tuition refund. Thereafter, dropped courses are listed as "W" (withdrawn) on a student's transcript, and the tuition refund is prorated according to the withdrawal date. Students should be attentive to the fact that dropping or withdrawing from a course may have implications on their financial aid package. Please consult with Gloria Kimball at gmk29@georgetown.edu or 202-687-3238.

The last day for withdrawing from a B.A.L.S. class is March 17. All students who remain enrolled in a class after March 17 will receive a letter grade in that class.

Add/Drop/Withdrawal refund schedule

For classes dropped by January 22: 100%

For classes dropped by February 5: 80%

For classes dropped by February 19: 70%

For classes dropped by March 5: 50%

For classes dropped by March 12: 40%

Spring Courses at a Glance

Course descriptions and faculty biographies start on page 17.

Syllabi will be posted at <http://scs.georgetown.edu/departments/4/bachelor-of-arts-in-liberal-studies/course-schedule/spring-2015>

Core courses

| Course # | Course title | Instructor(s) | Day/time |
|--------------|--|--|--|
| BLHS 100-101 | Intro to Ethics (Online) | Greg Havrilak | Online |
| BLHS 100-02 | Introduction to Ethics | Lewis/Buckley | Tuesdays, 6:30 p.m. to 10:05 p.m. |
| BLHS101-101 | Introduction to Social Science (Online) | Mark Gray | Online |
| BLHS101-81 | Introduction to Social Science | Mark Gray | Intersession |
| BLHS 102-101 | Greeks and Romans (Online) | Charles McNelis, Alex Sens | Online |
| BLHS 102-01 | Greeks and Romans | Charles McNelis, John Reuscher & Alex Sens | Tuesdays, 6:00 p.m. to 9:35 p.m. |
| BLHS 103-01 | Biblical Literature and the Ancient World | Joseph Jensen & Katherine Brown | Wednesdays, 6:30 p.m. to 10:05 p.m. |
| BLHS 103-101 | Biblical Literature and the Ancient World (Online) | Richard Lederman | Online |
| BLHS 104-01 | Medieval Thought and Culture | Cheryl Vann | Fridays, 2:00-5:35pm |
| BLHS 105-01 | Faith and Reason in the Middle Ages | Julia Lamm, Jonathan Ray & JT Paasch | Monday, 6 p.m. to 9:55 p.m. |
| BLHS 106-01 | The Renaissance | Arnold Bradford & Nan Morrison | Tuesdays, 6:00 p.m. to 9:10 p.m. |
| BLHS 106-62 | The Renaissance (Study Abroad) | Deborah Warin & Frank Ambrosio | Florence, Italy (see website for info) |
| BLHS 107-01 | The Early Modern World | Arnold Bradford & Matthew Shifflett | Mondays, 6:00 p.m. to 9:55 p.m. |
| BLHS 108-01 | Enlightenment, Revolution and Democracy | Stefan Zimmers & Henriette Rahusen | Wednesdays, 6:00 p.m. to 9:35 p.m. |
| BLHS 110-01 | War and Peace | Charles Neimeyer | Thursdays, 6:30 p.m. to 10:05 p.m. |
| BLHS 111-01 | The New Millennium | Michael Kessler | Tuesdays, 6:30 p.m. to 10:05 p.m. |
| BLHS 120-01 | Writing in an Interdisciplinary Environment | Kathryn Temple | Monday 5:20-7:50 pm |

Upper-Division Courses

The upper-division courses listed in the following pages will be offered during the spring 2015 semester. The table indicates how each class will count toward the different BALS concentrations. All upper-division courses count as general electives toward any concentration in the program. Please use this key to decipher the course classifications used in the table:

B = Biblical

F = Fundamentals

FC = Field Core

FE = Field Elective

GA = Global Arena

HV = Human Values

J = Journalism

LA = Local Arena

MS = Media Studies

PC = Program Core

PR = Public Relations

R = Required

R&C = Religion & Culture

Upper-Division Courses

Course descriptions and faculty biographies start on page 17. Syllabi will be posted at <http://scs.georgetown.edu/bals>

| Course Title | Course # | Instructor | Day/time | Qualifies as a concentration course for ... | | | | | | | | | | | | | | | | Non-Western | |
|---|-------------|-----------------|--------------------------|---|------------------|-------------------------|----------------|------------------|----------------------|------------|----------------------|-----------------------|------------|----------------------|---------------------------|-------------------|------------------------|---|--|-------------|---|
| | | | | American Studies | Catholic Studies | Classical Civilizations | Communications | Entrepreneurship | Ethics & Professions | Humanities | Individualized Study | International Affairs | Leadership | Literature & Society | Organizational Leadership | Religious Studies | Social & Public Policy | Theory & Practice of American Democracy | Urban Analysis & Community Development | | |
| American Popular Culture | BLHV 200-01 | Mark Gray | Thursdays, 5:20-7:50pm | | | | | | | | | | | | | | | | | | |
| Business Law | BLHS 352-01 | Hubert Kelley | Wednesdays, 2:00-4:45pm | FE | | | | FC | | | | | | | FC | | FE | FE | | | |
| Career Development and Personal Values | BLHV 199-01 | Vincent Kiernan | Tuesdays, 10am-12:45pm | FE | | | | | | | FE | | | | | | FE | | | | |
| Character, Conscience, and Courage | BLHV 425-01 | Nan Ellen Dixon | Wednesdays, 5:20-7:50pm. | | | | | | HV | | HV | | | FE | | | | | | | |
| Church and Science | BLHS 230-01 | Dan Cautis | Fridays, 10am-12:45pm | | | R&C | | | | | FC | FC | | | | | R&C | | | | |
| Critical Thinking and Ethical Decision Making | BLHV 251-01 | George Reese | Tuesdays, 6:30-9:00pm | | | | | | | FE | | HV | | | HV | | | FE | | | |
| Devel of US National Security Policy | BLHS 246-01 | Michael McMahon | Wednesdays, 5:20-7:50pm | FE | | | | | | | | FC | FC | | | | | FC | FC | | X |
| Diversity and Inclusion | BLHV 299-01 | Kaara Martinez | Mondays, 2:00-5:00pm | | | | | | HV | | | HV | | | | HV | | HV | | | |
| Education and Society | BLHS 486-01 | Patricia Grant | Tuesdays, 8:00-10:00pm | | | | | | | | | | | | | | | | | LA | |
| History of American Espionage | BLHV 249-01 | Jan Goldman | Thursdays, 2:00-4:45pm | FE | | | | | | | | FC | FC | | | | | FC | FC | | |

Upper-Division Courses

Course descriptions and faculty biographies start on page 17. Syllabi will be posted at <http://scs.georgetown.edu/bals>

| Course Title | Course # | Instructor | Day/time | Qualifies as a concentration course for ... | | | | | | | | | | | | | | | | Non-Western | |
|--|-------------|------------------|--|---|------------------|-------------------------|----------------|------------------|----------------------|------------|----------------------|-----------------------|------------|----------------------|---------------------------|-------------------|------------------------|---|--|-------------|----|
| | | | | American Studies | Catholic Studies | Classical Civilizations | Communications | Entrepreneurship | Ethics & Professions | Humanities | Individualized Study | International Affairs | Leadership | Literature & Society | Organizational Leadership | Religious Studies | Social & Public Policy | Theory & Practice of American Democracy | Urban Analysis & Community Development | | |
| Introduction to Chinese (Level 1B) | BLHS 419-01 | Denise Li | Tuesdays, 5:20 p.m. to 7:50 p.m. | | | | | | | | | | | | | | | | | | X |
| International Human Rights Law | BLHV 244-01 | Kaara Martínez | Wednesdays, 5:20-7:50pm. | | | | | | | | HV | HV | | | | | | HV | FE | | |
| Media and Public Opinion | BLHS 220-01 | Veronica Donahue | January 13, 5:20-6:50 pm February 10, 5:20-6:50 March 17, 5:20-6:50 pm April 14, 5:20-6:50 pm | E | | | | | | | | C | | | | | | | C | E | |
| Media and Public Opinion | BLHS 220-01 | Veronica Donahue | December 16, 5:20-6:50 December 23, 5:20-6:50 December 30, 5:20-6:50 January 6, 5:20-6:50 pm | E | | | | | | | | | C | | | | | | C | E | E |
| Pre-Law: An Introduction to Investing in a Legal Education | BLHV 278-01 | Gilda Mossadegh | Fridays, 5:20-7:50pm | | | | | | | | | | | HV | HV | | | | | HV | FE |
| Principles of Marketing | BLHS 299-01 | Stu Eisenman | Tuesdays, 2:00-4:45pm | | | | | | | | | | | | | | | | | FC | |
| Project Management | BLHS 424-01 | Larry Joseph | Tuesdays, 5:20-7:50pm | FE | | | | | FE | FE | | | FE | | | | | | FE | FE | |
| Rabbinic Judaism and Christianity: Parallel Origins | BLHS 435-01 | Joe Jensen | Thursdays, 5:20-7:50pm | E | FE | E | E | E | E | E | E | E | E | E | E | E | E | FC | E | E | Y |

Course Descriptions and Faculty Biographies

Courses in the B.A.L.S. program have a prefix of BLHS or BLHV. BLHS courses numbered 120 and below are “core” (i.e. required courses that all B.A.L.S. students admitted in Fall 2007 or later must complete).

BLHS courses numbered 200 through 299 are core courses in the B.A.L.S. concentrations, which are listed on the top of the chart that starts on page 13. BLHV courses numbered 200 through 299 are human-values courses in the B.A.L.S. concentrations.

BLHS and BLHV courses numbered 300 or above are electives in the B.A.L.S. concentrations; BLHV courses are human-values elective courses. (The exceptions are BLHV 301 and 347 through 349, which are independent study and thesis-related courses.)

American Popular Culture

BLHV 200-01

Mark Gray, Ph.D.

What is popular? How does it become so? In this course students examine themes and topics central to American popular culture through various media and selected readings in history, the humanities, and the social sciences. The course unfolds historically—often highlighting important technological changes that have led to shifts in popular culture. The role of nostalgia and recursive popular culture is examined closely. Students will explore the cultural significance of popular American literature, art, music, film, food, amusement, commentary, and fashion. Case studies cover a broad range of developments including the rise of amusement parks, burlesque and vaudeville, tabloid journalism, the evolution of the sitcom, the role of refrigeration and the microwave in American home cuisine, and the emerging influence of online social networks and gaming. Analyses of trends are made sociologically and critically.

Mark Gray is a Research Associate Professor at Georgetown University and the Director of CARA Catholic Polls at Georgetown's Center for Applied Research in the Apostolate (CARA). Dr. Gray has a Ph.D. in Political Science and a M.A. in Social Sciences from the University of California, Irvine. His research focuses on culture and politics, political participation, democratization, and religion and politics. Methodologically, Mark specializes in survey research, trend analysis, and cross-sectional time-series studies. Dr. Gray came to Georgetown in 2002 after completing his graduate work. Since that time he has been a primary investigator for 13 national surveys of adult Catholics at CARA ranging from media use to sacramental practice. He has also completed national studies regarding the effects of Catholic college enrollment on Catholic students, the outlook for Catholic primary schools, a census of Catholic housing programs, a time-series study regarding Catholic giving, and research on Catholic parishes entrusted to lay people and deacons.

He has taught the following courses: Introduction to the Social Sciences, Computer Based Research in the Social Sciences, Introduction to Political Science, Societal Issues, Latino/a Culture in the United States, and American Cultural Experience. As a graduate student he worked as a journalist for The Orange County Register. Dr. Gray's research spanning political participation, corruption, globalization, trade, and other issues has appeared in the following peer-reviewed journals: Presidential Studies Quarterly, International Organization, PS: Political Science & Politics, Comparative Political Studies, Journal for the Scientific Study of Religion, Review of Religious Research, and European Review. He has been quoted or had his research cited in The New York Times, The Washington Post, The Wall Street Journal, USA Today, TIME Magazine, The Boston Globe, The Chicago Tribune, Newsweek, The Los Angeles Times, U.S. News & World Report, and The Christian Science Monitor.

Biblical Literature and the Ancient World

BLHS 103-01

Joseph Jensen, Ph.D.

Katherine Brown, M.A.

This course studies Biblical literature in the social, political, and religious context of the ancient Mediterranean world. It begins with a historical overview that is careful to map it onto the "Greeks and Romans" course so that students will be oriented historically and geographically and see the overlap. It traces the history (including prehistory) of ancient Hebrews, the emergence of Christianity, the early relationship between Judaism and Christianity, and the struggle for Christianity to define

itself in the Roman Empire before it became for all practical purposes the official religion of the Roman Empire.

Joseph Jensen earned his Ph.D. in Biblical Studies at The Catholic University of America in 2004. He has an M.A. in Theology from St. Mary's University and Seminary in Baltimore, MD (1990), and another in Library Science from the University of Denver (1971). His B.A. is in Philosophy from Regis College in Denver (1968, now Regis University). Dr. Jensen currently teaches Sacred Scripture at Georgetown University and at Trinity University. He works for the Catholic Biblical Association located on the campus of The Catholic University of America in Washington, DC, where he assists in the editing of the periodical Old Testament Abstracts.

Dr. Jensen is a Roman Catholic Permanent Deacon, ordained for the Archdiocese of Baltimore in 1984. As a Deacon he has held assignments as staff to the Archdiocesan Justice and Peace Commission, staff to the Diaconate Recruitment and Formation Program, and as a Parish Administrator. In addition to adult education programs and lectures related to the Bible at Catholic parishes throughout the Baltimore and DC metro areas, Dr. Jensen's current ministry includes work with individuals addicted to drugs and/or alcohol. Dr. Jensen's academic and theological interests include the Bible and Social Justice, Biblical Wisdom Literature, and the life and letters of Paul the Apostle.

Katherine Brown is an instructor at Georgetown School of Continuing Studies and a doctoral candidate (biblical studies) at The Catholic University of America. A graduate of the University of Maryland School of Law (1990) and former trial attorney for the United States Department of Justice, she returned to school to get her M.Div. from Wesley Theological Seminary (2006).

Biblical Literature and the Ancient World (Online)

BLHS 103-100

Richard Lederman, Ph.D.

This course studies Biblical literature in the social, political, and religious context of the ancient Mediterranean world. It begins with a historical overview that is careful to map it onto the "Greeks and Romans" course so that students will be oriented historically and geographically and see the overlap. It traces the history (including prehistory) of ancient Hebrews, the emergence of Christianity, the early relationship between Judaism and Christianity, and the struggle for Christianity to define itself in the Roman Empire before it became for all practical purposes the official religion of the Roman Empire.

Richard Lederman holds a Ph.D. in Ancient Near Eastern Languages and Literature from the Annenberg Research Institute, now the Center for Judaic Studies at the University of Pennsylvania, and a BA in Religion with minors in History and Classical Studies from Miami University in Oxford, Ohio. Dr. Lederman spent 30 years in Jewish Communal Service, most recently as Director of Public Policy and Social Action for the United Synagogue of Conservative Judaism, as well as Executive Director of the Seaboard Region of United Synagogue. From 1988 until 1994, Dr. Lederman served as adjunct instructor in Biblical Studies at the Reconstructionist Rabbinical College in Philadelphia. In addition to teaching at Georgetown, he serves as an adjunct professor in the English Department of Montgomery College in Silver Spring, Maryland, teaching a course titled "The Bible as Literature." He also teaches online courses in Bible for Gratz College in Philadelphia.

Business Law

BLHS 352-01

Bert Kelley, J.D.

The course on Business Law challenges the conventional wisdom, still practiced in business, medical and other professional fields, that all things legal are better left for the lawyers to handle.

Contrary to this bounded view of knowledge, the Business Law course recognizes, rather than shuns, the reality that laws are critical and inescapable in all aspects of our dealings with one another and, on that basis alone, merit understanding rather than dismissal. This is particularly true in American democratic society, mankind's biggest and longest continuing effort to use laws not only to compel conduct and exert control but, also, to accomplish the opposite -- that is, to restrain public and private imposition of force and, by deduction, thereby maximize choice, freedom, open markets and ultimately, productivity. This choice-based approach, now in only its second century and still the minority mindset on earth, has proven superior over the force-based societies of all previous times and places, to optimize economic growth, stability and sustainability, and has made us rethink the entire role of management in all group settings including governments, businesses, organizations and families.

To understand this evolution, our class will need to compress and distill a broad range of data, thinking and knowledge (including 3 years of law school training) into a single semester of class. No doubt a huge, daunting and perhaps impossible mission. But our approach allows us to attempt something law school does not -- that is, to identify recurring themes, problems and solutions that cut across and reach beyond conventional legal, social and cultural disciplines.

In much the same way that search engines such as Google have exposed the flaws and fallacies of old-world classification and boundary systems, and replaced them with data that transcends established hierarchies, this course seeks to use new information sources, data, and technology to both test conventional wisdoms and discover new identities that better define, explain and predict behavior and outcomes in groups of all sizes and types.

By understanding these identities and how to evaluate them, we will then be better equipped to understand how to follow, enforce and make laws in the groups we ourselves inhabit and manage.

Bert Kelley consults with GeorgetownAdvisory.com and has advised on legal and business matters for more than twenty years, practicing in both corporate and law firm settings. Since 1990, he has served as counsel for the Kabool Group of companies (headquartered in Asia, 10,000+ employees worldwide) overseeing matters in the areas of litigation, venture capital investment and business development, dispute resolution, employment, contracts, commercial and regulatory law. In addition, he has served as counsel for the non-profit Institute for Injury Reduction. Mr. Kelley has served on the undergraduate and graduate faculties at both Georgetown University and University of Maryland teaching business law and related subjects. His research on legal and business issues has appeared in *Law and Policy* (Blackwell Oxford Publishing, England), on the CBS News and other media and publications. Mr. Kelley also holds a patent on the Liblex business method for online legal content management.

Mr. Kelley graduated Princeton University with a B.A. in economics, earned his J.D. at Vanderbilt Law School (Dean's Award Honors) and has been admitted to practice law in the District of Columbia, Virginia, Maryland, Pennsylvania and California. Mr. Kelley is a registered Virginia Limited Liability Company (Hubert Kelley LLC, on file with the Virginia Corporations Commission).

Career Development and Personal Values

BLHS 199-01

Vincent Kiernan, Ph.D.

This course will provide an overview of the theories and practical approaches to career development in the work world of the new millennium. Students will learn strategies for discerning their career interests, abilities and values, for identifying potentially appropriate careers, and for pursuing employment in those identified careers. Students will devote significant effort to reflection about their interests, abilities, and values, and will spend time observing and talking with people in the world of work. Students also will learn about the economic and social forces that are reshaping employment in today's world.

Vincent Kiernan is associate dean of the Bachelor of Arts in Liberal Studies program, in which working adults take courses at night and on weekends toward an interdisciplinary college degree. Dr. Kiernan earned a doctorate in philosophy in mass communication from the University of Maryland, College Park, in 2002, and an executive master's in leadership from Georgetown's McDonough School of Business in 2011. His research centers on science and medical journalism, and more particularly on relationships between journalists and the scientific establishment. His 2006 book, *Embargoed Science*, critically examines news coverage of the latest research published in scientific journals. (See <http://insidehighered.com/views/2006/08/21/kiernan> for an excerpt.) Dr. Kiernan has more than 20 years of experience as a working science and medical journalist. Most recently, he worked for nine years as a senior editor and senior writer for *The Chronicle of Higher Education*, a weekly trade newspaper and daily Web site in Washington, D.C.

Character, Conscience and Courage

BLHV 425-01

Nan Ellen Dixon, E.M.L.

Answering the call of leadership is not always easy, particularly when one is faced with ethical dilemmas and moral quandaries. Such situations call for courage in action. This course will focus on the roles of character and conscience in the demonstration of moral courage by leaders. Particular attention will be given to the individual, interpersonal, and institutional processes of character and conscience formation.

Nan Ellen Dixon served as a White House appointee to the Peace Corps headquarters in Washington, D.C. She graduated from Vanderbilt University with a Bachelor of Science degree in Human and Organizational Development with a focus on leadership, and received an Executive Master's in Leadership from Georgetown University McDonough School of Business. In 2007, she visited young people in Palestine, Jordan, and Ethiopia to develop women leaders and encourage an interfaith dialogue. Nan Ellen's visit there inspired her to launch a leadership development business in the United States to empower leaders in moral, servant, authentic, and courageous leadership. Currently, she is an adjunct professor at Georgetown University School of Continuing Studies, teaching three leadership courses: Character, Conscience and Courage; Moral Leadership and Social Justice; and Purpose and Personal Mission.

Church and Science: A Historical Perspective

BLHS 230-01

Dan Cautis, M.S.

This course explores the history of sciences and the relationship with Church theology from the Middle Ages through modern times. There is an emphasis on overviewing historical developments which are disproving the myth that Middle Ages were a period of stagnation and lack of scientific progress; quite the contrary it was a time of significant advances including the birth of the scientific methodology which paved the way for the Scientific Revolution of the seventeenth century.

Beginning with philosophical foundations and the development of new institutions like the universities and the scientific societies, we move on to study methods in practice across the different fields of mechanical philosophy, and the physical sciences. Students will be introduced first to the works for Richard Grossetese, Roger Bacon and Albertus Magnus who early on were the first ones to develop the basis of the scientific method, emphasizing experimental methods and the role of mathematics in natural philosophy thus starting the intellectual process which eventually lead to the Scientific Revolution of Galileo Galilei, Kepler and Isaac Newton. Later on, in the successful march of science, key developments of Charles Darwin, and Albert Einstein will be analyzed and how these new insights will also be bring to question the limits of understanding, and how changing views of nature have delivered new perspectives on the relationship with church teachings and on what it means to be human.

This course will help students grasp fundamental scientific concepts developed over more than eight hundred years which are essential in the understanding of our contemporary world. They will also have an opportunity to understand how and when the so-called "conflict between science and religion" originated and its evolution through the Darwinian revolution until present. Through classroom lectures and discussions, reading assignments, student presentations and issues debates, we will address the complex evolution of arguments at every step of discoveries of scientific concepts about our world and Church's interpretation of them and in the process we will review and analyze one of the most exciting intellectual endeavors ever. This extraordinary display of substantive and original ideas which this debate generated for centuries continues today and allows us to enrich the understanding of our present universe from the smallest subatomic particle to the Big Bang expansion of the cosmos and challenges us to make our own judgment about the meaning of it all.

Dan Cautis is Associate Vice President at Georgetown University. Within UIS (University Information Services) as Director of IT Infrastructure Operations he oversees the university's Data Centers, Computer Operations, Network Operations, Application Production Services, Change Management and Disaster Recovery. He is also Chief Engineer within the Research Office (RO) where he is responsible for the university Science and Research Computational Infrastructure including high performance computing (HPC).

Currently, within the Liberal Studies Program, he teaches the course *Church and Science – A Historical Perspective* where he analyzes the complex philosophical and political interaction between the scientific developments and the Catholic Church from the High Middle Ages until the present time. Dan has a long and distinguished track record in managing hardware and software complex products design and manufacturing (storage systems, magnetic and optical disk drives, high performance lasers, etc.). Prior to Georgetown he has been a senior executive at companies like Maxtor, Seagate, Maxoptix, Western Digital, Lawrence Livermore National Lab (LLNL) where he led large development teams and developed successful strategic partnerships in China, Japan, Thailand with reputed industry leaders like Mitsubishi Chemical, Pentax, Minebea.

For many decades Dan has taught university and postgraduate courses in electrical engineering (at Polytechnic University in Bucharest, Romania, University of California at Berkley Extension) and numerous non-curriculum liberal studies courses and seminars in history of sciences and religion-science relationship. He is the author of two patents, and has published more than

ten papers in the field of electrical engineering/control systems. From 1970-1980 he was Professor of Electrical Engineering at Polytechnic University in Bucharest, Romania, where he received his Master of Science degree in electrical engineering. His main interests (beyond the management and engineering activities) are in the ongoing debates about the scientific-religious interpretations of the fabric of the universe in light of the newest quantum mechanics and cosmological discoveries and theories (Big Bang and inflationary cosmology, multiverses, standard model and string theory).

Critical Thinking and Ethical Decision Making

BLHV 251-01

George Reese, E.M.L.

Each and every day we make choices and decisions, both personally and professionally. Ideally, these choices and decisions are guided by the norms of rationality, made after considered judgment, which, when properly executed, result in effective action. One objective of this course is to identify the individual, interpersonal, and institutional forces that shape our judgment processes. In particular we will identify factors and processes that can lead good people to make bad decisions. A second objective is to identify the strategies and practices that promote rationality and considered judgment. A lack of critical thinking in the workplace produces inferior products and services, leads to groupthink, and reduces the effectiveness of decisions. This class will also examine how groups evaluate and analyze ideas, resolve problems, and make key decisions.

George Reese is the Training Coordinator for Georgetown University Training and Organizational Development. He recently completed the Executive Master's in Leadership degree program through the McDonough School of Business and holds the Training Specialist Certificate through the Center for Professional Development. George is also certified as a Qualified Practitioner in the Apter Motivational Style Profile. Prior to coming to Georgetown, George spent 18 years as a classroom teacher. He earned his BS in Elementary Education from the University of Maryland.

Development of US National Security

BLHS 246-01

Michael McMahon, M.A.

This course provides students with a basic framework for understanding the structure and practice of US national security policy. The class begins by discussing the social, political and intellectual trends that drove the development of national security policy from the founding of the Republic to the current day. We then focus on the modern period, examining policy and institutional developments during the Cold War and the post 9-11 environments. We will conclude with a discussion of major security challenges facing the United States in the 21st century. In addition to scholarly writings, lecture, and classroom discussion, we will be focusing on and examining key primary source documents (federal law and legislation, political treatises, executive orders, international treaties, etc.) that have shaped policy. Upon completion, students should be able to identify key actors, institutions, and historical trends that continue to shape US national security policy.

Michael McMahon says, "I am an adjunct lecturer in Georgetown University's School of Continuing Studies, in the Bachelor of Arts in Liberal Studies program. By day, I am a senior military affairs analyst for the Defense Department. I served seven years as an officer in the United States Navy (Reserve), completing assignments overseas as well as with the Joint Staff in Washington. In addition to my Federal career, I also worked briefly for the Northrop Grumman Corporation as consultant to U.S. Strategic Command. As a defense department civilian and military officer, I have completed overseas assignments supporting UN humanitarian relief efforts in Somalia; diplomatic support with the US embassy in Kiev, Ukraine; operational support to US European Command in Stuttgart, Germany; sea duty in the Persian Gulf enforcing UN sanctions against Iraq; and NATO peacekeeping operations in Bosnia-Herzegovina.

I have served as a guest seminar lecturer at the National Defense University in Washington, DC, the US Marine Corps Command and Staff College in Quantico, VA., and other Defense Department educational institutions. I teach two upper-level undergraduate courses -- entitled "International Relations for the 21st Century", and "Development of US National Security Policy". In each, we examine the traditional theoretical approaches to the study of international politics and national security policy, and explore their utility for understanding a rapidly changing global environment."

Diversity and Inclusion

BLHV 299-01

Kaara Martinez, J.D.

This course provides an introduction to the field of Diversity and Inclusion (D&I) with a focus on application to the modern-day workplace, societal shifts, and the individual's role and perception within such. As societies become more diverse, and as organizations grow from domestic to multinational entities, employees bring both their diverse, individual backgrounds to the workplace as well as work with increasingly diverse colleagues. Further, as Millennials enter the workplace, it has been said that they bring a greater awareness of and appreciation for diversity, and carry higher expectations regarding the duty of the organization toward them. This course is designed to provide students with an understanding of the underlying theories and principles of D&I, and to encourage them to think critically about the notion of inclusion. At its core, this course asks students to explore the relationship between an inclusive work environment and employee engagement, with specific reference to their own experiences. Students will be challenged to think beyond the traditional "diversity categories" of race and gender, and to consider the perspectives of varying geographic, educational, and economic backgrounds, diverse thinking styles, physical appearance, and sexual orientation, and how and why such diversity should be managed in the workplace.

Kaara Martinez is an attorney and educator with expertise in human rights, diversity and equality issues, and business ethics. Earlier in her career, she gained experience with complex commercial litigation matters, including defamation, construction defect, and breach of contract disputes. She has also worked with the Barbados Investment and Development Corporation at the Consulate General of Barbados at Miami, attracting and sustaining international investment for Barbados, and promoting the exportation of Barbadian products and services to North America.

Prof. Martinez obtained her BA and BBA, magna cum laude, from Florida International University, and was elected to Phi Beta Kappa. She has also studied Spanish language and culture in Spain at the Universidad Pontificia de Salamanca. She earned a JD and a Certificate in Refugees and Humanitarian Emergencies from the Georgetown University Law Center, and received the CALI Excellence for the Future Award for her Mediation Seminar paper examining cross-cultural considerations in mediation. Prof. Martinez also holds a Master of Studies (LL.M) in International Human Rights Law, with Distinction, from the University of Oxford in the United Kingdom, and was the first-ever recipient of the Morris Prize for the best dissertation for her study analyzing the relationship between hate speech and genocide. Prof. Martinez's firm commitment to education drove her to become involved with Women LEAD, a leadership development organization for high school girls in Nepal, where she serves on the Board of Directors.

Education and Society

BLHS 486-01

Patricia Grant, Ph.D.

What functions does the educational institution play in contemporary society? How does the educational institution benefit some and burden others? What difference does having an education make in the life chances of our citizens? It is questions such as these that are explored in the both the historical and present-day context of the United States. The current challenges call for creative responses that go beyond the educational institution and include the family and the economy as central to any 'solutions' to the problems we face in the educational arena.

A graduate of Cornell University and the University of Pennsylvania, **Dr. Patricia Grant** is a career educator who is dedicated to research, teaching and service in K-20 education. Dr. Grant currently serves as the Senior Assistant Dean in the McDonough School of Business Undergraduate Program at Georgetown University where she works with students, faculty and administrators to organize a comprehensive curricular and co-curricular experience for undergraduates. The combination of her academic and professional experiences has enabled her to develop proven approaches that assist all students, particularly those who are Black and Latino, in achieving at the highest level that they might also benefit personally, and mentor future generations for the public and private good. Dr. Grant provides thought leadership around: diversity strategy, organizational change, student leadership, educational policy, student retention, and organizational development.

Enlightenment, Revolution and Democracy

BLHS 108-01

Stefan Zimmers, Ph.D.

Henriette Rahusen, Ph.D.

This course examines the Enlightenment from the particular angle of its relationship to the cultivation of democratic ideals and the emergence of modern democracies. It thus examines issues such as toleration, the rights and responsibilities of the

individual, the importance of reason, and the role of religion in society.

Stefan Zimmers is an assistant visiting professor of History at Georgetown University and received his B.A., M.A. and Ph.D. from Georgetown. He is currently a member of the undergraduate history curriculum committee, the Foley Committee as well as the Liberal Studies core faculty. He is a frequent lecturer at the Smithsonian on topics ranging from the general historic themes of modern Europe to the Black Death and the Crusades. His primary scholarly work is on Anglo-Saxon and Angevin England with a specialized focus on the ideology of royal government. However, his other areas of interest include early colonial Latin America as well as early modern and modern Europe. Professor Zimmers is currently in the process of writing an article on the study of kingship in the Heliand, the Old Saxon version of the Gospel, which was first delivered at the meeting of the Haskins Society in 2007. He also continues to work on his book tentatively titled "Wisdom, Kingship and Royal Identity: An Examination of the Discourse on Kingship and Rulership in the Anglo-Saxon Era."

Henriette Rahusen (formerly Henriette de Bruyn Kops) was born and raised in the Netherlands. Her 'foreign' life started with a two-year posting on the island of Dominica in the Caribbean, followed by a supposedly temporary move to Washington DC which ended up being permanent. Interim postings took her to Jakarta, Indonesia, for 3 years and more recently to Sofia, Bulgaria for another 3 years. Dr. Rahusen is Lecturer in Georgetown's School of Continuing Studies. She also works part-time as Researcher / Writer in the Department of Northern Baroque Paintings at the National Gallery of Art, Washington DC.

Faith and Reason in the Middle Ages

BLHS 105

Julia Lamm, Ph.D., Jonathan Ray, Ph.D., and JT Paasch, Ph.D.

The relation between faith and reason is one of the perennial issues in Western thought. With the renaissance of the twelfth century and the founding of universities throughout Europe in the twelfth and thirteenth centuries, the question of faith and reason was dramatically recast. The rediscovery of Aristotle—and so, the use of Aristotelian logic, grammar, physics, and metaphysics—led to the development of new methods of inquiry, categories of thought, and modes of expression. This course begins with the twelfth-century renaissance; the cross-fertilization among Muslim, Jewish, and Christian scholars; the rise of the universities as important institutions; and the development of scholasticism. It focuses on particular on the development of the scholastic method, resistance to it, and, in particular, discussions and sometimes fierce debates about "faith and reason" in Christianity and Judaism. The course also looks at the issue of authority and alternative approaches to faith and reason (e.g., mystical texts and vernacular theologies), the category of "heresy" and its ramifications (social, political, religious).

Julia Lamm specializes in the thought of Friedrich D. E. Schleiermacher (1768-1834), the history of Christian thought, and Christian mysticism.

Education:

Ph.D. (1991) University of Chicago, Theology

A.M. (1984) University of Chicago, Religious Studies

B.A. (1983) College of St. Catherine, History and Philosophy

Jonathan Ray is the Samuel Eig Associate Professor of Jewish Studies in the Theology Department. Prof. Ray specializes in medieval and early modern Jewish history, focusing on the Sephardic civilization. His research explores the "convivencia" or coexistence between Christian, Muslim and Jewish societies in Iberia and throughout the broader Mediterranean world. His courses include: Under Crescent and Cross: Jewish Middle Ages; Jews of Spain in the Middle Ages; and Jews and Judaism in the world of Islam.

JT Paasch (PhD, Oxford University) teaches philosophy at the University of Maryland and Georgetown University's B.A. in Liberal Studies program. His specialty is medieval philosophy, metaphysics, and philosophical theology.

Greeks and Romans

BLHS 102-01

Charles McNelis, Ph.D., John Reuscher, Ph.D., and Alex Sens, Ph.D.

This course introduces students to the literature and culture of the Greeks and Romans, with particular attention paid to texts whose influence will be seen in later parts of the curriculum. It includes a brief overview of the history and geography of the ancient Mediterranean world and includes some discussion of material culture, but its primary focus is textual. The course aims

to introduce students to some of the major genres of writing to come out of the ancient Mediterranean, with special emphasis placed on epic, tragedy, comedy, historiographical prose, and philosophy. Although philosophical texts are taught as a separate segment, they will be read as part of a broader ancient discussion, played out in other genres as well, of questions of justice, freedom, and the like. Given the nature of the texts read, students will require grounding in the basics of ancient Greek and Roman religion and ritual practice. Since this will be one of the first literary courses taken by students, special focus will be placed on close reading and analysis.

Charles McNelis teaches courses on Latin as well as on ancient Greek and Roman literature and myth. In these courses, he is particularly interested to show students the rich and varied thought of the ancients and how ideas about religion and politics, for example, contributed (or did not) to the formation of western civilization. He has written a book on a Roman epic poem written by Statius about the famed Greek city of Thebes (*Statius' Thebaid and the Poetics of Civil War* (Cambridge, 2007)) and is writing another for the Cambridge University Press on Statius' poem about the great Greek hero Achilles. His B.A. is from Columbia University, his M.A. is from the University of Toronto, and his Ph.D. is from the University of California, Los Angeles.

John Reuscher received his doctorate from Fordham University. His primary research interest is the development of Kant's thought with special concentrations on his theory of knowledge and his aesthetics. A secondary background interest is the place of Kant in the history of the problem of knowledge. John Reuscher contributed to *Kant's Latin Writings* and most recently published *A Concordance to the Critique of Pure Reason*. A translation of the *Reflexionen zur Metaphysik* is close to completion. The *Duisburg Nachlass* is finished and may be published separately. A study of the pre-critical origins of *Deduction of the Categories* is also nearing completion.

Education

Ph.D. (1969) Fordham University, Philosophy

Alex Sens primarily teaches courses in Greek and Latin language and literature. He is particularly interested in the way that poets locate themselves in an ongoing literary tradition by alluding to and engaging with the works of their predecessors. In courses in translation, he is interested in introducing students to the ways in which ancient authors both created and played with the boundaries of genre. His goal is for students at all levels is to be able to think independently about the ways in which ancient authors defined their own projects against the background of the various literary traditions they were working with.

With regard to his current research, Professor Sens has recently completed a full-scale commentary on the epigrams of Asclepiades of Samos, one of the most influential poets of the early 3rd century BCE. He is currently working on a commentary on select Hellenistic epigrams for the Cambridge "Green and Yellow" series, as well as on two projects with Georgetown colleagues: with Professor Josiah Osgood, he is editing a collection of essays for the proceedings of a conference on "Greek Poets in Italy" that the department sponsored at the Villa Le Balze in 2007, and he and Professor Charles McNelis are working on a book-length study of Lycophron. Finally, he plans to collaborate with Professor Marco Fantuzzi (Columbia/Macerata) on a commentary on the corpus of Hellenistic epigrams having to do with poetry.

Education: BA Brown, 1986; MA, Harvard, 1989; Ph.D., Harvard 1991

Greeks and Romans (Online)

BLHS 102-100

Charles McNelis, Ph.D., Alex Sens, Ph.D.

See course description above.

History of American Espionage

BLHV 249-01

Jan Goldman, Ph.D.

The United States was founded on the principles of democracy. However, it was not until the revolutionary war it became apparent that in fighting the British, a new form of government would require an intelligence organization to support the war effort. Since then America has led the world in collecting and analyzing information for public policy and conflict. This course covers the role of intelligence from the birth of the United States to cyber's intelwarfare (a combination of intelligence and warfare). The course covers specific times of conflict, to include Korea, Vietnam, domestic intelligence in the 1960s, Cold

War, 9/11 and its aftermath. Studying historical events and historical forces will help us as a country, understand why we are who we are and why we do what we do. It is important to understand how intelligence has shaped contemporary society in America, as well as how the country is governed.

Dr. Jan Goldman is the author or editor of numerous articles and books to include *Ethics of Spying: A Reader for the Intelligence Professional* (volumes 1 & 2), *Words of Intelligence: A Dictionary*, and the recently declassified *Handbook of Warning Intelligence: Understanding the Threat to National Security* by Cynthia Grabo (Scarecrow Press, 2010). He is the editor of the *International Journal of Intelligence Ethics* and an organizer of the first international conference on ethics and intelligence in 2006. Dr. Goldman is a founding member of the non-profit International Intelligence Ethics Association.

International Human Rights Law

BLHV 244-01

Kaara Martinez, J.D.

This course seeks to help students develop an understanding of the fundamentals of international human rights. It introduces students to the world of human rights generally, and provides students with a foundation upon which to understand the pressing human rights concerns of our time. It is an introduction to international human rights, and applicable hard and soft law instruments will be used to guide this overview. The course will provide a broad survey of the principles of human rights and the spectrum of international standards. It will examine the growth of international humanitarian concern, philosophical issues related to human rights, as well as mechanisms for the implementation of human rights. The Universal Declaration of Human Rights will serve as the primary instrument for the course, but various international conventions and mechanisms, such as the Genocide Convention and the Convention on the Elimination of All Forms of Discrimination Against Women will also be studied. Issues relating to women's rights, racial discrimination, and indigenous peoples, among others, will be discussed, and the ongoing debate between universalism and cultural relativism will run throughout the course.

With respect to the universalism/relativism debate, this course asks students to think critically about whether the universality of human rights is necessary or even possible, and whether and to what extent cultural differences should be taken into account. Finally, this course will ask students to look at practical aspects of implementing human rights law on the ground, and to understand both the achievements and limitations of the human rights discourse to date and its prospects for the future. This will include some discussion of international humanitarian law and the law of armed conflict, with respect to the effects of international terrorism on human rights.

Kaara Martinez's bio is on page 22.

Introduction to Chinese (Level 1B)

BLHS 419-01

Denise Li

This is a continuation of the introductory Mandarin Chinese course. It picks up where Level 1A leaves off. In this second part of our intensive beginner's course, students will continue to build a solid foundation for the study of the Chinese language. Emphasis will be on listening and speaking, but instruction on reading and writing characters will be included. Through the study of Chinese language, students will gain a better understanding of China's culture and customs.

The course will begin with simple words and phrases, coupled with the study of Pinyin—the standard Romanization system that provides for proper pronunciation and intonation. We will add Chinese vocabulary, sentence patterns, and written characters each week. Both traditional (used in Taiwan and Hong Kong) and simplified characters (used in China) will be taught. Each week's lesson will be based on a typical conversation topic, so that students can apply what they learn in the classroom to practical, daily situations.

Denise Li is the former associate dean of Georgetown University's Master of Professional Studies in Journalism program, and a long-time instructor of Chinese language and culture. Prior to joining Georgetown, she spent 22 years on CBS News' award-winning broadcast *Face the Nation*, first serving as the program's associate producer, then producer, and finally, senior producer. During her tenure at *Face The Nation*, Li managed the editorial and visual content of the broadcast, coordinated the program's live production needs, increased bookings of exclusive newsmakers and helped *Face The Nation* score repeated double-digit ratings gains. She has also served as a CBS News special events producer, a position that allowed her to cover

elections, inaugurations and other major news events.

In addition to her experience in broadcast news, Li spent several years as a print journalist, researching and reporting for TIME magazine, where she covered Asia, Europe, the former Soviet Union and Africa. She also helped launch a successful series for TIME-LIFE Books as the lead reporter for their Library of Nations Series on China and Japan. Over the years, Li has been active in both the New York City and Washington, DC Chinese-American communities. She taught in the renowned New York Chinese School from 1974 to 1983. In 1984, she co-founded a Chinese school in Rockville, MD to teach Mandarin and Cantonese language to Chinese-American youth in the DC metropolitan area. She also serves as a substitute Mandarin teacher at Georgetown Day School. In 1988, the U.S. Association of Chinese Schools recognized her with its distinguished merit award. Li graduated Phi Beta Kappa from Barnard College with a degree in Linguistics. She holds a master's from Georgetown University.

Introduction to Ethics (Online)

BLHS 100-100

Greg Havrilak, Ph.D.

A signature piece of a Jesuit education is the study of Ethics. While all Core Courses explore human values and moral issues in particular historical contexts, in this course students (1) study and critique fundamental moral principles, categories, and terminology drawn from the Western philosophical and religious traditions; (2) examine basic approaches to and recurring debates about perplexing ethical issues; (3) explore through literature central moral quandaries and complexities of human life; and (4) elucidate what is normative in human experience and whence the norms are determined.

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

Among his recent academic interests, Greg specializes in the field of Political Theology. In the fall semester of 2012, he served as visiting professor at the University of Münster, Germany. He conducted a colloquium on religious terrorism in the faculty of Catholic Theology, the largest department of theology in Europe, while doing research on political theology and working in person with Dr. Johann Baptist Metz, retired professor whose writings inspired two generations of scholarship on political theology. Greg settled in Europe in 1998 to become the Senior Religious Advisor to NATO Airnorth, and to the military attaché at the American Embassy in Paris. When the Kosovo War broke out, he was dispatched to the Balkans to work with Catholic, Islamic and Orthodox leaders and Non-Governmental Agencies in Albania and Kosovo on humanitarian, religious and human rights issues. Among his responsibilities were inspecting refugee camps to ensure Geneva Convention compliance, securing protection of religious/holy sites from destruction, and ministering to Serbian Prisoners of War.

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

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

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

Professor Havrilak currently is a member of the Core Faculty for Graduate Liberal Studies at Georgetown University, and in the 2013-14 school year he teaches courses in the DLS/MALS, BALS and SWP programs.

Introduction to Ethics

BLHS 100-02

Paul Lewis, J.D.

William Buckley, Ph.D.

A signature piece of a Jesuit education is the study of Ethics. While all Core Courses explore human values and moral issues in particular historical contexts, in this course students (1) study and critique fundamental moral principles, categories, and terminology drawn from the Western philosophical and religious traditions; (2) examine basic approaches to and recurring

debates about perplexing ethical issues; (3) explore through literature central moral quandaries and complexities of human life; and (4) elucidate what is normative in human experience and whence the norms are determined.

Paul Lewis is the Minority General Counsel of the House Armed Services Committee. Prior to this position he was the General Counsel for the Committee from 2010-11. From 2007-10 he served in the Office of Legislative Counsel, Office of General Counsel, of the Department of Defense. From 2008-10 he was the Director of that office. Previously, Mr. Lewis was the counsel to the Chairman of the House Ethics Committee and a senior counsel for the House Armed Services Committee. While with the Ethics Committee he served as the lead counsel when the House of Representatives expelled Representative James Traficant in 2002. While serving as counsel to the Chairman in the fall of 2004, the Committee admonished the Majority Leader of the House, Representative Tom DeLay, three times. Mr. Lewis received his undergraduate degree in History from the University of Notre Dame in 1980. After his graduation from Notre Dame Law School in 1983, he served as a judge advocate in the United States Marine Corps, an Assistant District Attorney in the Manhattan DA's office and as a trial attorney in the Organized Crime and Racketeering Section of the Department of Justice. He is admitted to the bars of New York, New Jersey and other federal jurisdictions. Mr. Lewis is an adjunct professor at Georgetown University, where he teaches courses on "Introduction to Ethics," "Ethical Issues in American Politics," and related subjects. He also regularly lectures on ethics and congressional investigations at Georgetown Law School and George Washington University Law School.

After studying philosophy and theology at Cardinal Glennon-Kenrick School of Theology in his hometown of St. Louis, **William Joseph Buckley** completed his MA (Theology) and PhD (Social Ethics) at the University of Chicago, where he was a University Fellow and Junior Fellow at the Institute for the Advanced Study of Religion. Selected a Fulbright Fellow, instead he accepted a German Government and University Fellowship (Deutscher Akademischer Austauschdienst) to continue his dissertation's comparative research on reproductive bioethics and end of life decision-making in Europe and the United States. An ecumenical fellowship commemorating slain seminarian civil rights worker Jonathan M. Daniels, received by Dr. Buckley during his St. Louis years, supported his early work as a volunteer, and then as an organizer of international teams of peace volunteers in Northern Ireland during its civil conflict. Ongoing research into bioethics led to publications and teaching (Georgetown Schools of Medicine and Nursing; Johns Hopkins). Research into how local communities constructively mobilize resources for justice subsequently inspired courses, curricular designed service learning, and publications such as his volume on ethnic conflict and humanitarian intervention entitled *Kosovo: Contending Voices on Balkan Interventions*. Reviewed in over twenty-eight international journals--Kosovo continues to receive online hits, now totaling nearly thirteen million, after over a decade in print. It has been used in some sixteen colleges and universities across six nations. Dr. Buckley's newest work, co-edited with Karen Feldt (PhD, RN), *Taking Sides: Clashing Views in Death and Dying*, addresses the timely topic of end-of-life decision-making.

Dr. Buckley teaches and writes on a range of issues in comparative ethics including; private and public initiatives in geriatric care and genomic innovations; medical futility, end of life care, contending cultural constructions of sexuality; ethnic conflict, the politics of terrorism. His reviews and articles have appeared in the *Journal of Religion*; *Theological Studies*; *Modern Theology*; *Journal of the Society of Christian Ethics*; *Ethics and Medicine: An International Journal of Bioethics*; *The Linacre Quarterly*; *Catholic Medical Association*; *Journal of Lutheran Ethics*, *Religious Studies Review*; *Revista Camino Real: Estudios de las Hispanidades Norteamericanas* (Universidad de Alcalá, Spain); *Revista Cultura y Religión* (Universidad Arturo Prat, Chile); *Filozofski Godisnjak* (Belgrade University). He has served as a consultant to the United Nations Independent International Commission on Kosovo, the Maryland Higher Education Commission, as a member of hospital ethics committees and as a board member of a nationally recognized local domestic abuse shelter (Heartly House).

Introduction to the Social Sciences

BLHS 101-100 (Online)/81 (Intersession)

Mark Gray, Ph.D.

What does it mean to be a member of a particular society? How is it that individuals both form and are formed by society? Who exercises power and in what ways? While all Core Courses address these questions in some way, it is especially the social sciences that are designed to explore them in depth. This course introduces students to the basic theories, methods, and particular contributions of anthropology, psychology, and sociology in attempting to answer such questions. It will provide students with a better understanding of the social and cultural worlds they inhabit and offer needed tools for analyzing the material covered in other Core Courses as well.

Mark Gray's bio is on page 17.

Media and Public Opinion

BLHS 220-01/81 (Intersession)

Veronica Donahue, Ph.D.

In this class students will work to gain proficiency with the rhetoric of public opinion polling commonly encountered in the media but rarely understood by the common viewer. This course concentrates on contemporary concepts of public opinion, theories about public opinion formation, and ways of measuring public opinion, with special reference to political topics and issues. We will answer the questions: What is public opinion? And what moves public opinion?

At the end of the course, students will further develop two essential skills:

- Critical reading skills through engaging with a variety of scholarly work and evaluating the main arguments, evidence, and assumptions of authors.
- Critical writing skills through writing-intensive course work, including weekly discussion boards, quizzes, and take-home exams that engage with the readings, screenings, and class discussions.

Veronica Donahue is currently an Elections and Polling Analyst with the FOX News Channel in NYC and a member of FOX's Decision Desk Team for their 2008 "You Decide" coverage. Dr. Donahue joined the FOX team in 2002. Prior to FOX, Donahue was with Voter News Service, a New York City based national news gathering agency owned and operated by ABC, AP, CBS, CNN, NBC, and FOX News, from 1988-1996. While a consultant at Voter News Service, Donahue was also a graduate student at the Johns Hopkins University where she earned both an MA and PhD in political science. Before pursuing graduate work, Donahue worked for NBC News in New York in their Election and Polling Division and also earned an MA in Media Studies from the New School University.

A graduate of Syracuse University and the mother of 3 boys, she is presently the Associate Dean at Georgetown University for Summer and Special programs. Her published interests focus on the politics of education reform as well as curriculum issues at the undergraduate level. Her most recent publication was a chapter on improving assessment in undergraduate experiential programs in a volume published by the American Political Science Association in 2009.

Medieval Thought and Culture

BLHS 104-01

Cheryl Vann, Ph.D.

This course provides an overview of medieval history and the transformations of medieval society, from the waning of the Roman Empire through the fifteenth (and early sixteenth) centuries. The focus is on Western Europe, although attention will be paid to Europeans' perception of forces, cultures and empires beyond their borders (e.g., the Vikings, the Byzantine Empire, the rise of Islam, etc.). Through a variety of genres (literary, religious, philosophical, and political texts—as well as art and music), this course explores the medieval imagination and the many textures of medieval life and thought.

Cheryl Vann bio: Over the past several years, I have been supplementing my studies in medieval European literature with research into Muslim literature and culture from the inception of Islam to contemporary times, with particular focus on Muslim rule in Spain and in India. I am also very interested in women in culture and have been focusing of late on women in Japanese and Chinese culture in the periods corresponding to the European Middle Ages. I am a frequent spectator at the film and culture offerings of the Freer/Sackler Galleries and a subscriber to the Washington Opera and most of the theaters in DC. To round out my activities, I must include my addiction to crossword puzzles.

New Millennium

BLHS 111-01

Michael Kessler, Ph.D., J.D.

This course must be taken as the student's final course in the Core in that it draws on all the Core Courses. It is divided into two parts. The first part is an overview of the intellectual history of the previous four millennia--the Ancient Near East (2nd millennium BCE), the Classical Period in China, India, and Greece (1st millennium BCE), the Age of World Religions (1st millennium CE), and the Age of Science in the West (2nd millennium CE). The second part of the course will consist of

student presentations applying the ideas studied in the first half to the present and the future. Regarding the present, students will explore the effects of these ideas on such areas as the politics (e.g. human rights, feminism, "animal rights," the environment), religion, economics, and technology (e.g. genetics, computers) of contemporary America. Regarding the future, students will debate such topics as whether human intellectual history suggests the domination of one culture or a synthesis of major cultures, and whether the future will exhibit a cyclical or linear pattern.

Important note: All other core courses (BLHS 100 through 110) must be completed before taking this course. Exceptions must be approved by the B.A.L.S. office *in advance*.

Michael Kessler is Assistant Director of the Berkley Center for Religion, Peace, and World Affairs at Georgetown University and a Visiting Assistant Professor of Government. His current work is on legal and political notions of fundamental rights, particularly about individual moral liberties and religious freedom. Kessler received his Ph.D. in Religion and Moral and Political Theory from the University of Chicago, where he was a William Rainey Harper Fellow and held a Henry Luce Dissertation Fellowship. Kessler's research and writing focus on social, political, and legal theory and philosophical and religious ethics. He is particularly interested in the processes of secularization and the changing bases of political and legal legitimacy under the impact of modernity. He is interested in problems of religious freedom, both globally and in the US constitutional context. He is also engaged in projects on fundamental liberties, morals legislation, and the power of the state to control individual behaviors. He is the author of a number of articles and reviews, and co-editor of *Mystics: Presence and Aporia* (University of Chicago Press, 2003).

Pre-Law: Intro to Invstng in a Legal Education

BLHV 278-01

Gilda Mossadegh, J.D.

Individuals attend law school for a wide variety of reasons. Perhaps your desire to go to law school is a life-long dream or you've recently discovered a passion for the law or maybe it's simply a back-up plan due to the competitive job market that awaits most college graduates. Regardless of why you're contemplating a legal education, this pre-law course will lay the foundation for you to begin "thinking like a lawyer." In the beginning of the semester, students will learn about several legal career paths (e.g., litigation, transactional, regulatory, judicial, policy/lobbying, academia, alternative) as well as discuss the pros and cons of becoming a generalist or a specialist while in law school. Students will also acquire a familiarity with and learn to distinguish different types of laws: the U.S. Constitution, federal & state law, case law, statutes, regulations, and treaties. In addition, students will develop the skills needed for a successful 1L year: perform basic legal research, write a legal memorandum, and brief a case using the IRAC method. Finally, students will conduct a self-assessment of their desire to go to law school and research their preferred law schools' admissions statistics, employment opportunities, tuition costs, areas of specialty, etc. – culminating in an eight to ten page cost/ benefit analysis and reflective essay – to determine whether applying to law school is the most advantageous next step in their education and career path.

Gilda Mossadegh is the Director of J.D. Programs in the Office of J.D. Academic Services at Georgetown Law. Gilda received her J.D. from The Ohio State University, M.Ed. in Counseling in Student Affairs from UCLA, and her B.A. in English Literature from The Ohio State University. Prior to joining the Law Center, Gilda served as the Assistant Dean for the Bachelor of Arts in Liberal Studies program at Georgetown University. While living in California, Gilda was the Student Services Counselor in the Office of Student Affairs at the University of the Pacific, McGeorge School of Law and a Judicial Affairs Officer for the Dean of Students Office at UCLA. In that role, she primarily adjudicated academic and behavioral student misconduct cases. Prior to working in higher education, Gilda served as a Presidential Management Fellow at the U.S. Department of Justice. While in law school, Gilda was a legal intern at the Office of Management and Budget, the U.S. Attorney's Office for the Southern District of Ohio, and a judicial extern for a federal district court judge. In addition, she was Managing Editor of the Ohio State Journal of Criminal Law.

Rabbinic Judaism and Christianity: Parallel Origins

BLHS 435-01

Joseph Jensen, Ph.D.

This course examines the immediate background, origins, and early development of the two phenomena that came to be identified and known as "Rabbinic Judaism" and "Christianity", focusing on the period between 150 B.C.E and 600 C.E. The emphasis is upon what can be discerned regarding the relevant events from available literary sources, in the context of the

historical, social, and cultural backgrounds of Second Temple Judaism and Hellenism and the Roman Empire. Through the methods of historical and literary investigation, attention is given to understanding and interpreting the heritage present in the sources and events themselves, without importing or imposing later ideas, values, and judgments. At the same time, it is presumed that this study can have significant relevance for reforming and shaping current attitudes regarding Christianity and Judaism.

Joseph Jensen's bio is on page 18.

Principles of Marketing

BLHS 299-01

Stu Eisenman, M.Ed.

This course will cover those activities for creating and communicating the message of an organization regarding the goods or services it wishes to offer to customers, clients or members, and will include the concepts of advertising and selling. The course will consider both theoretical and practical aspects of how businesses engage in marketing efforts. Required course for Entrepreneurship and Organizational Leadership concentrations.

Stu Eisenman was raised in the DC area and did his studies at the UMUC system. He holds a bachelor's degree in Accounting and Information Systems, and a Master's in Education Technology. He has taught business courses for twenty-four years including Marketing and Management as well as Computer Science applications. He has owned an accounting and tax service and a hospital supply firm. His pastimes are collecting antiques and spending time with his grandkids.

Project Management

BLHS 424-01

Larry Joseph, Ph.D

This course provides an overview of the theory and practice of managing any project in any organization. The fundamental building blocks of project management are addressed, including project planning, organizing, team building, and effective control mechanisms. Students gain a solid understanding and foundation to successfully manage each phase of the project life cycle, work within organizational and cost constraints, set goals linked directly to stakeholder needs, and utilize proven project management tools to complete the project on time and within budget. Students apply the essential concepts, processes, and techniques that are used in the management of large scale governmental or commercial programs. The key management aspects and proven techniques that differentiate project management from other types of management are fully examined.

This course can be used to satisfy the education requirements needed to take the Project Management Professional (PMP) Exam or the Certified Associate in Project Management (CAPM) Exam.

Larry M. Joseph, PhD, PMP Principal, Joseph Associates LLC, has diverse experience in both public and private sectors including project/program management, new venture formation, technology assessment, strategy development and strategy implementation. This experience in managing complex projects and programs is extensive and has contributed to his current global consulting/teaching practice. Its emphasis is on the strategic aspects of program management and project development for energy, information technology, and defense industry clients.

After receiving his PhD, he accepted a faculty position at the University of Illinois. In a period of growing energy problems, he left academia to accept a position at the Department of Energy. Over his 15 year involvement in the government, he managed several large international programs oriented toward meeting the Nation's energy needs from domestic natural resources while satisfying current and future environmental standards. These innovative program established many new approaches to cost shared partnerships that have become a standard for similar initiatives throughout the government. His tenure in the government was punctuated by a five year stint in the private sector that focused on technology development. With the maturing of the programs that he initiated, Joseph left the government to start a consulting practice and return to a more active role in teaching. He has adjunct faculty positions at three universities, has developed academic and executive education programs, and has taught them worldwide. He has helped global companies in the energy, information technology, and defense industries deal with implementing complex, strategic initiatives using project, program, and portfolio management. He has taught extensively on a world-wide basis in the areas of energy policy as well as project, program, and project portfolio management.

The Early Modern World

BLHS 107-01

Arnold Bradford, Ph.D.

Matthew Shifflett, Ph. D.

This course examines the shift from the medieval to the modern, comparing various theories of chronological demarcation and discovering the difficulty of assessing social, political, religious, and literary phenomena. There are three segments in this course, each of which explores a significant marker of what is "modern."

Arnold Bradford's interest in interdisciplinary studies and human values attracted him to the Liberal Studies Program, where he has been teaching since its inception in the mid-1970's. A career educator, he holds a Ph.D. in Renaissance poetry from the University of Virginia and has served on the English faculty at Georgetown and at Northern Virginia Community College, as well as in academic administration at NVCC. He finds the rich diversity of student background and the academic focus of GU's Liberal Studies an ideal learning situation.

Matthew Shifflett is a teacher and theatre historian with a strong commitment to the liberal arts and to humanistic values. He completed his Ph.D. in Theatre and Performance Studies at the University of Maryland—College Park. His research emphasizes the trans-Atlantic roots of American performance culture, and he has written about European and African performance traditions as they were adapted to American contexts during the colonial period. He has presented his work at the American Society for Theatre Research and at the Mid-America Theatre Conference. He recently published a chapter on England's first generation of actresses for a volume on theatre and the public sphere, *Public Theatres and Theatre Publics*, ed. by Robert B. Shimko and Sara Freeman (2012). In addition to Georgetown, he has also taught at Virginia Commonwealth University, University of Maryland—College Park, and Montgomery College.

Teams and Group Dynamics

BLHS 250-01

Russ Watts, E.M.L.

Collaboration and teamwork, and a cohesive group, are critical ingredients to organizational success. This course will focus on the group dynamics associated with a high performance team. Topics will include stages of team development, the development of group norms, building a cohesive group, the characteristics of high performance teams, barriers to effective teamwork, and group decision-making dynamics.

Russ Watts' bio: For the past 23 years, Russ has guided leaders to reach their potential by using mindfulness, ability to assess situations and behaviors objectively, compassion, humor and authentic support. His work developing leadership awareness has strengthened and encouraged hundreds of clients in understanding their patterns, potential, strengths and weaknesses, thus providing a richer understanding of themselves and the culture and relations they facilitate in the workplace. Russ uses a variety of techniques to help his clients reach far beyond to bring out the hidden talents that are in each individual.

Russ' lifelong passion for individual growth and group cohesion has deepened his understanding of human relations. In his training as an executive coach, he discovered the body as a powerful ally for learning and growth.

Russ has studied with world-class leaders in the field of somatic expression and business culture. He continues to research and develop practices that integrate physical, emotional, and spiritual domains for the sake of being more powerful in daily actions. His most recent position of Dean of Students and Director of Operations at Dog Tag Bakery, he worked created both the business plan and the five month long curriculum to help wounded veterans transition from military life into a deeper business and entrepreneurial understanding of their next phase in civilian life. His clients have come from a wide variety of workplaces including NASA, the World Bank, International Monetary Fund, McCormick Spice, Marriott, Environmental Protection Agency, Oracle, small and large non-profits, University of California at Davis, Georgetown University and Dog Tag Bakery in Washington DC.

With a background in Education and Organizational Development, Russ holds an English Degree from the University of California at Davis, and an Executive Master's Degree in Leadership from the Georgetown University McDonough School of Business. He is a graduate from the Executive Leadership Coach training from Georgetown University and holds an ACC level of certification from the International Coach Federation (ICF). Russ has been coaching for the Georgetown University's Executive Master's in Leadership program since 2012

and has been running team building and communication development workshops for Georgetown University since 2004.

Some of his other passions include mountaineering, river kayaking, rock climbing, cooking, and photography that have allowed him to stand on Denali, Kilimanjaro, and climb Half Dome and Lost Arrow Spire in Yosemite. He has spent much of the last 10 years bringing clients to treasured places around the globe focusing on the transformative power of new experiences in varied cultures. He is fluent in Italian. He spends much of his time in Washington, D.C. gardening, practicing mindfulness and spending time with his family.

The Modern U.S. Presidency – Fifty Years of Political Evolution

BLHV 461-01

Paul Russo

This course will examine two critical aspects of the modern U.S. presidency: first, analyzing the 2012 presidential race and how a president is elected, and second, comparing and contrasting the role and style of contemporary presidents. We will examine the presidential decision-making process in dealing with crisis situations -- from John F. Kennedy to Barack Obama -- with emphasis on foreign policy decisions. We will also consider the changing role of the U.S. President at the beginning of the 21st Century, specifically discussing the impact of terrorism, two wars, and the financial crisis, on the governing process. The course offers an insider's perspective on how major events shape both foreign and domestic White House policy. We will examine America's new role in a rapidly changing world, with emphasis on how the White House is affected by modern technology, the 24-hour news cycle, and globalization. The course will also scrutinize the functions of key White House staff and their expanding role in the governing process, and consider the mechanics and the politics of staffing over 3,500 senior federal positions, including the U.S. Senate confirmation process. There also will be a post-election analysis of the November 2012 General Election.

Paul Russo's political and government experience spans over thirty years, having served in numerous senior positions, both in government and national politics. He was the United States Ambassador to Barbados and the Eastern Caribbean from 1986 through 1988, a position which required confirmation by the United States Senate. Mr. Russo also served in the Reagan White House as Special Assistant to the President for Political Affairs, was Deputy Under Secretary of Labor and a member Ronald Reagan's senior staff during his three presidential campaigns. As Director of Congressional Relations in the 1980 campaign, Mr. Russo acted as the principal contact with members of the United States House and Senate for Governor Reagan and the senior campaign staff, and he also was Director of Candidate Operations in New Hampshire during the primary season. In 1978, he founded and then served as Executive Director and Treasurer of "Campaign America," a political action committee chaired by former U.S. Senate Majority Leader Bob Dole. Ambassador Russo is currently the president of a Washington firm that specializes in the development and financing of projects in the Middle East. Most recently, his company successfully completed several projects in Iraq. Mr. Russo serves on a number of boards, including Layalina Productions, a bi-partisan group of American foreign policy leaders that works to help strengthen U.S./Arab relations by fostering cultural, educational, and professional dialogues via avenues such as television programming, films, and publications. He is also a member of the Board of Directors of the Council of American Ambassadors, and has participated in numerous diplomatic study missions, including missions to Israel; Ireland and Northern Ireland; Mexico and Canada during NAFTA negotiations. In addition, Ambassador Russo serves on the Board of the Council for American Universities Abroad.

A native of Ohio, Mr. Russo holds a Bachelor of Science degree from Ohio State University, with additional studies at Case-Western Reserve University and Georgetown University. From 1991 to 2005, he was a faculty member of Georgetown University's School for Continuing Education, teaching a course on the modern U.S. Presidency.

The 1960's: Decade of Transformation

BLHV 352-01

Greg Havrilak, Ph.D.

"The Times They Are A-Changin'" is the title of a Bob Dylan song from 1964. Perhaps the title itself encapsulates an emerging mood in America during this decade of transformation. The inclusive years of the 1960s begins with the election of John Kennedy as the 35th President of the United States in 1960 and concludes with the end of the Vietnam War on January 27, 1973. This entire period was, in fact, more than a time of change: it was a time of formation. More than 70 million young Americans of the post-war years – "baby boomers" - were coming of age and not liking the direction America was going. Having experienced the conservative and lucrative post-war fifties with the advent of television, rock & roll and super highways, America's youth generally rejected any association with their parents' generation. They experimented with new and radical ways of thinking that powerfully challenged the very fabric of American life. To be sure, many of the revolutionary

ideas from the sixties are shaping life in the West today. The 1960s was not only a decade of transformation in American history, but an era of formation and influence that would lay the foundation for generations to come.

“The 1960s: Decade of Transformation” is an undergraduate course that will review the political landscape and cultural milieu coming from the Eisenhower post-war era, while examining new and ostensibly radical ideology, protest movements, and counterculture of the period that often united politicians and dissidents in similar causes. By design this course is interdisciplinary, as students will have the opportunity to select themes in political science, the arts (music, entertainment, and media), religion, philosophy and sociology (culture studies) for their semester research paper.

Greg Havrilak’s bio on page 26.

The Renaissance / The Renaissance Study Abroad (Intersession)

BLHS 106-01/62 (Study Abroad)

Arnold Bradford, Ph.D. (01)

Nan Morrison, M.A. (01)

Frank Ambrosio, Ph.D. (62)

Deborah Warin, Ph.D. (62)

Arnold Bradford’s bio is on page 31.

Nan Morrison’s bio: An avid painter and native of Atlanta, Ga., Nan has lived in the Washington, D.C. since 1978. She is a board member of the Columbia Pike Artist Studios and member of the Arlington Artists Alliance. She has received wide spread recognition for her art - a high point was when Washington Color School artist Sam Gilliam selected one of her paintings for a juried show. In December, 2014, Nan will enjoy a second solo exhibit at NBC International in Washington, D.C. Amazon Web Services selected one of her large paintings for their AWSome Call for Art in 2013. She was invited to participate in the 2012 special program sponsored by the Graduate Liberal Studies program at Georgetown University. Entitled “Circuitous Roots”, the event celebrated six artists from the Graduate School.

Nan was selected to participate in the 2011, International Artist Exchange and Residency titled Face to Face held at Artisphere in Rosslyn, Va. The 10 day event, sponsored by Arlington County Cultural Affairs and Arlington Sister Cities, included 3 artists from Arlington and 5 from Aachen, Germany. Also that year her painting won first place in the Arlington Artists Alliance show, “Black and White,” juried by Elizabeth Ann Coleman, Textiles and Fashion Curator emeritus, Boston Museum of Fine Art.

Nan is a weekend docent at the National Gallery of Art. She earned a Bachelor of Arts in Liberal Studies (cum laude, 1999) and Master of Arts in Liberal Studies (2002) from Georgetown University. An equestrian for many years, her Master's thesis: The Cultural Values of the Horse and Rider; An Iconological Examination of Equestrian Statuary evolved from her keen interest in horses.

In 2009, Nan retired from a rewarding, lengthy federal government career. She was a specialist in Congressional and Legislative affairs and, during her federal service, was employed by the U.S. Department of the Interior, U. S. Senate and U.S. House of Representatives.

www.nanmorrison.com; Studio located at: Columbia Pike Artist Studios, 932 South Walter Reed Drive, Arlington, VA., 22204 (by appointment).

Francis J. Ambrosio is an Associate Professor at Georgetown University. He was born in New York City in 1949 and graduated from Regis High School in Manhattan. He received a B.A. in Literature and Philosophy, summa cum laude in cursu honoris, from Fordham, where he was elected a member of Phi Beta Kappa. After studies in Italian language and literature in Florence, Italy, he completed his doctoral degree at Fordham University in 1981, with a specialization in contemporary European Philosophy. In 1976, he was appointed Assistant to the President at St. Joseph's University, Philadelphia, and in 1979 became Director of Planning. In 1981, Dr. Ambrosio joined the faculty of the Department of Philosophy of Georgetown University. Dr. Ambrosio’s main research interests are in the areas of hermeneutics and Deconstruction, especially the work of Hans-George Gadamer and Jacques Derrida. He is Co-Director, with Dr. Edward Maloney of CNDLS, of the Georgetown "MyDante" Project, a web based platform for readers of Dante's Divine Comedy. (dante.georgetown.edu) His course "Philosophy, Religion and the Meaning of Life," a 36 lecture series is available as part of the "Great Courses" produce by The Teaching Company. Dr. Ambrosio’s teaching interests are in the areas of Plato, Existentialism, Dante, and Christian

Philosophy. From 1987 until 2007, he regularly conducted study programs for Georgetown at Villa Le Balze, the University's campus in Fiesole, Italy, focusing on the development of the Florentine Renaissance. He continues to lead study tours to Tuscany, Umbria and Le Marche as Director of The Renaissance Company (www.renaissancecompany.com)

Deborah Ross Warin has led more than thirty academic tours to Italy. During a sabbatical semester in Italy, she researched the life and patronage of Battista Sforza, the Duchess of Urbino. In addition to teaching, Deborah has held leadership positions in higher education as director of continuing education at Georgetown, as assistant vice president at Trinity University, as a director of the college credit evaluation program at the American Council on Education, and as Expert Adviser to the European Council's Higher Education, Civil Responsibility and Democracy Initiative in Strasbourg, France. She was editorial advisor to the European Council's recent publication *Advancing Democratic Practice: A Guide for Higher Education*. She has been a member of the Executive Council for Liberal Studies at Georgetown University.

Deborah has lectured in a variety of settings in the United States and abroad, including a sold-out engagement at the Embassy of Italy in Washington, at the Smithsonian Institution's Resident Associates program, the Liberal Studies Alumni program and lecture series for Georgetown University Emerti Faculty Association.

War and Peace

BLHS 110-01

Charles Neimeyer, Ph. D.

This course begins with the physical and psychological devastation of World War I, the aftermath of the Treaty of Versailles, the Bolshevik Revolution. It examines political and social causes for the rise of totalitarian states and the outbreak of war. It also focuses on literary, artistic, and philosophical responses to war, oppression, and the Holocaust. Unlike the other historical courses, the segments for this course are designated according to disciplines or fields. It is especially important that instructors collaborate and know the content and emphases of the other segments.

Charles Neimeyer (PhD in American history from Georgetown) has extensive military, business, teaching, and academic leadership experience at the undergraduate and graduate levels. He is an award-winning published author with broad managerial experience in a variety of military, academic, and other related fields and a proven performer in the leadership and administration of graduate and undergraduate history and national security policy with special skills in Joint Professional Military Education, Terrorism and Counter Terrorism Policy, National Security Affairs and Homeland Security Policy, Academic Leadership and Instruction, and American History. In addition to his duties as the Director and Chief of the Marine Corps historical program, he was recently been appointed as the Director of the Gray Research Cent

Writing in an Interdisciplinary Environment

BLHS 120-01

Kathryn Temple, Ph.D.

This course is an introduction to writing in an academic context. Attention will be paid not only to mechanics but also to style and modes of argument. Students will read widely and work closely with the instructor on improving their analytical skills, developing and organizing their ideas, and writing clear, persuasive, and lively prose. This course must be taken during a B.A.L.S. student's first two semesters, unless the B.A.L.S. office has waived the requirement due to transfer credit.

Kathryn Temple's bio:

Education: PhD and MA, University of Virginia; JD, Emory University School of Law; BA, Georgia State University

Teaching and Research Interests: 18th century British literature and culture, particularly the literature of women; cultural legal studies; history of intellectual property; feminist jurisprudence. Essays on eighteenth-century authorship and "crimes of writing," the gothic, legal literature for women, affect and justice.