

**SEMESTER IN WASHINGTON**  
[SCS.GEORGETOWN.EDU/SEMESTERINFO](http://SCS.GEORGETOWN.EDU/SEMESTERINFO)

**INTRODUCTION**

Georgetown University's Semester in Washington Program (SWP) offers *undergraduate students* a unique opportunity to spend a semester as an *intern in the nation's capital*, while living and *studying on campus*. Students gain valuable practical work experience to be competitive in today's job market. The program leverages the expansive resources on the Georgetown campus and in Washington DC, enabling students to connect with a wide array of professionals, including elected officials, White House staffers, global leaders, international policy-makers, and practitioners from the public and private sectors. Guest speakers frequenting the seminar provide students a behind-the-scenes perspective on the trends and challenges in a given industry. Through on-site visits, students have a unique opportunity to discuss the roles and interactions of elected officials and key players on the world stage directly with them. The program consists of three components:

<b>Academic Seminar</b>	<b>Internship</b>	<b>Research Seminar</b>
Fall/Spring (9 cr.) - twice a week Summer (3 cr.) –once a week	Fall/Spring (3 cr.) – three times a week Summer - five times a week	Fall/Spring (3 cr.)– once a week Summer (3 cr.) –once a week
Students learn theoretical insights and practical applications from varied sources, including class lectures, on-site visits, assigned readings, guest lectures and discussion groups.	Internship coach helps find an internship in chosen field. Fall/Spring includes an accompanying Internship Class that meets once a week.	Students complete a guided independent research project culminating in an original paper focused on a current and emerging topic.

**PROGRAM MODEL**

*Academic Seminar*

The academic seminar will help students craft a better understanding of the complex global and national issues influencing management practices and policies. The course will place critical emphasis on the “Georgetown advantage”, leveraging our location in the nation’s capital by studying topics through the unique lens of proximity. Students will not only study theoretical academic issues but also attend closely to how these theories play out in practice. Guest speakers/off-site visits will be regularly scheduled for the class to highlight and compliment the readings, objectives and discussion. This class will also provide a structured environment for students to reflect on their internship practices and experiences. Readings and assignments will require students to consider the organizational dynamics of their place of work, the ethical and leadership implications of their activities, and the role their internships can have on the larger society in which they live. Rooted in Georgetown’s Jesuit tradition, the seminar will keep leadership, ethics, and social justice at the forefront.

*Internship*

Students will mix theory with practice by participating in the internship. Students will immerse themselves in a professional experience in government, defense, private sector or international organization. Internships take students behind the scenes for a first-hand look at the complex world of global development that shapes the particular industry. Students may carry out management related tasks in the highly demanding and politically sensitive environment of international organizations. Students

will forge valuable connections with key industry leaders in Washington. The internship placement process begins as soon as the student is admitted into the program. The student is matched with an Internship Advisor, a seasoned professional who has extensive industry experience and guides the student throughout the process. Together with the advisor the student will identify several internship opportunities based on the student's academic interests and career goals.

### *Research Seminar*

The research seminar is designed to support students in the creation of new knowledge. Relying on the myriad scholarly and cultural resources offered by the greater Washington DC area, each seminar participant will conceive and execute a research project on topic of leadership, ethics, social justice or law. The research project may be a standalone project or a discrete element of a larger project that the student envisions undertaking at their home institution. In either case, the students will complete a written report on the project. In the weekly seminar, students will learn new skills and help each other refine their projects as they unfold.

### PROGRAM DATES AND LOCATION

The courses will be delivered on the Georgetown campus in a semester(s) in the Fall, Spring and Summer semesters. The program will follow Georgetown University's academic calendar.

### ASSESSMENT

Students must meet all learning objectives to earn Georgetown University credits. Attendance will be mandatory and assessment will include submission of course deliverables. Instructional methodology for the Academic Seminar and Research Seminar may include applied practicums, interactive sessions, assigned readings, simulations, guest speakers, lecture and discussion. Students will be evaluated in writing by their internship supervisor during and after the internship. Participants will earn a letter grade for the Academic Seminar, Internship and Research Seminar.

### CONTACT

James Parenti, Associate Dean; 202-687-8663; [jvp7@georgetown.edu](mailto:jvp7@georgetown.edu)  
Katerina Kulagina, Assistant Dean; 202-687-8722; [kyh@georgetown.edu](mailto:kyh@georgetown.edu)

### ENCLOSURES

List of SWP guest practitioner lecturers  
List of recent SWP internship placements  
Course objectives for existing SWP tracks (Business Government being developed)  
Sample syllabi for SWP's International Affairs Academic Seminar  
SWP Faculty Bios: <http://scs.georgetown.edu/departments/19/semester-in-washington/faculty.cfm>



**SEMESTER IN WASHINGTON**  
**SCS.GEORGETOWN.EDU/SEMESTERINFO**

**GUEST PRACTITIONER LECTURERS**

Reeza Pahlavi, His Royal Highness Prince of Iran  
EJ Dionne, Syndicated Columnist, author, Brookings scholar  
Michael Gerson, former speechwriter for President George W. Bush  
Dimitri Simes, President, The Nixon Center  
Paul Saunders, Executive Editor, The National Interest  
Lee Hamilton, former Congressman, President of Woodrow Wilson Center, Vice-Chair of 9/11 Commission  
Bruce Mehlman and Alex Vogel, founders of lobbying firm Mehlman, Vogel, and Castagnetti  
Levar Stoney, Executive Director, The Democratic Party in Virginia  
Michael Sheehan, Speech Coach for President Clinton and President Obama  
Aleksander Kwasniewski, former President of Poland  
Jose Maria Aznar, former President of Spain  
Alvaro Uribe, former President of Colombia  
John O'Keefe, former Ambassador to Kyrgyzstan, Executive Director, Open World Leadership Center  
Robert Reilly, former President of Voice of America  
Ken Mehlman, former Chairman of the National Republican Party and Campaign Manager for President George W. Bush's Re-election Campaign  
Spencer Abraham, former Secretary of Energy and former Senator from Michigan  
Tucker Carlson, former host of Crossfire and Tucker, founder of the Daily Caller  
Tom Tamm, Justice lawyer and *Newsweek* cover man  
Partners at Hart and Lake Research (two of the nation's leading poll firms)  
John Yoo, legal advisor to President Bush  
Roger Pilon, Chairman, Constitutional Studies at Cato  
Robert Reilly, Former Voice of America Director  
Gregory Garland, Foreign Service officer and Director, OSD African Affairs at US Department of Defense  
John Bolton, U.N. Ambassador under President George W. Bush  
Tim Pawlenty, former Governor of Minnesota, potential Republican nominee for 2012 Presidential election  
Brian Mulroney, former Prime Minister of Canada  
Zalmay Khalilzad, former US ambassador to the UN, Afghanistan and Iraq  
Ben Bernanke, Chairman, Federal Reserve Bank  
Penny Ojeda, Director, International Activities, National Endowment for the Arts  
Namik Tan, Ambassador of Turkey to the US  
Kristin M. Lord, Vice President and Director of Studies, Center for a New American Security  
Rachel Goslins, Executive Director President's Committee on Arts and Humanities  
Scott Sforza, Deputy Assistant to President George W. Bush for Communications  
Karen Finney, Former Spokesperson and Director of Communications at the Democratic National Committee  
Ted Turner, Founder CNN  
Rick Wiley, Political Director, Republican National Committee  
Ron Kessler, best-selling author  
Garrett Graff, editor-in-chief *The Washingtonian*



**SEMESTER IN WASHINGTON**  
[SCS.GEORGETOWN.EDU/SEMESTERINFO](http://SCS.GEORGETOWN.EDU/SEMESTERINFO)

**RECENT INTERNSHIP PLACEMENTS**

<p>Advocacy Project American Academy of Diplomacy American Bar Association American Civil Liberties Union The American Israel Public Affairs Committee American Red Cross Amnesty International Brady Campaign to Prevent Gun Violence Brookings Institution Canadian Embassy CATO Institute Carnegie Endowment for International Peace CBS News Children’s Rights Council Council of Court Excellence The Center for Victims of Torture The Clinton Bush Haiti Fund CNN Political Unit DC Office of the Attorney General Deloitte &amp; Touch USA LLP Department of Justice Disability Rights Section Democratic National Committee Democratic Senatorial Campaign Committee Embassy of France Environmental Defense Fund Ernest &amp; Young Freedom House Genocide Intervention Network The Heritage Foundation Human Rights Watch Jubilee Foundation Library of Congress League of United Latin American Citizens Malaria No More Metro TeenAIDS Middle East Institute Millennium Challenge Corporation Muslim Public Affairs Council NASA History Division National Association for the Advancement of Colored People</p>	<p>National District Attorneys Association National Park Service National Republican Senatorial Committee National Research Center for Women and Families NBC news New Zealand Embassy Organization of American States Patton Boggs LLP Peace Corps Polaris Project Project on National Security Reform Public Defender Service Public Strategies Inc. Republican National Committee Smithsonian Institution Society for Women’s Health Research Teach for America Tew Cardenas LLP The Interfaith Alliance TransAfrica Forum United Nations Foundation United Palestinian Appeal Urban Institute US Chamber of Commerce US Congress US Department of Health and Human Services US Department of Housing and Urban Development US Securities and Exchange Commission US Global Leadership Coalition US Senate Vietnam Veterans Memorial Fund Voice of America World Wildlife Fund The Woodrow Wilson Institute The World Bank</p>
---	---



**SEMESTER IN WASHINGTON**  
**SCS.GEORGETOWN.EDU/SEMESTERINFO**

**COURSE OBJECTIVES**  
**FOR EXISTING ACADEMIC TRACKS**

**AMERICAN POLITICS AND PUBLIC AFFAIRS ACADEMIC SEMINAR (SWGT)**

This course interrogates aspects of the past, present, and future of democracy in the United States. The course begins with an exploration of the emergence of the current political environment. Then it explores a number of analytic frameworks for understanding the nature of American politics. In the last part of the course, students consider substantive issues and debates concerning American politics, including debates about public policy and institutional structure. The course aims to leverage the advantages afforded to us by our presence in the nation's capital by seeking to synthesize experiential and academic material.

**INTERNATIONAL AFFAIRS ACADEMIC SEMINAR (SWIA)**

This course interrogates aspects of the past, present, and future of the American-led international order, with a particular emphasis on the prospects for American primacy. The course begins with an exploration of the architecture of the American-led system as it emerged after World War II and evolved in the aftermath of the Cold War. Then it explores a number of analytic frameworks for understanding the nature of the US international positions and the key factors that will influence its future development. In the last part of the course, students consider substantive issues and debates concerning American grand strategy in the post-9/11 world. The course aims to leverage the advantages afforded by Georgetown's presence in the nation's capital, not only in terms of access to key institutions but also in terms of understanding how American primacy has shaped the development of the city of Washington itself.

**AMERICAN POLITICS AND LAW ACADEMIC SEMINAR (SWLW)**

This class will examine how law functions in contemporary American society. Students will study the ways in which law serves as a political and social institution, how it mediates social interaction and expectations, and the extent to which it has shaped popular culture. Inquiries will focus on formal legal institutions and actors and the ways in which law has been mobilized and used to create social and political change. Students will also explore how law relies upon informal norms, symbols, and dialogues that adapt to contextual demands. In addition, students will discuss the varied beliefs and values in American society that impact the rule of law and perceptions of justice, and get an up-close look at how those laws are administered. Activities and discussion sessions will build upon classroom lectures. Students will use and expand their analytical skills by expressing opinions, examining reasons for and against legal policies and positions, and developing persuasive legal arguments. Through interactive discussions with legal and policy experts and visiting places where laws are made and enforced, students will expand their understanding of how law influences contemporary society.

**AMERICAN POLITICS AND RELIGION ACADEMIC SEMINAR (SWRP)**

This course helps students understand the variety of religion in the U.S., and the many ways that it influences politics. It also considers the ways that politics affects religion. The course begins with a discussion of the history of religion and politics in the U.S. Then students explore the unique character of American religion and politics that allow for a much different relationship in the U.S. than in other countries. Moving forward, students consider the various ways that religious and secular citizens are organized in American politics. Students explore the role of large religious coalitions and the role of denominations and individual churches in American politics. Students examine religious appeals and mobilization in election campaigns, and how parties and candidates seek to win votes of different religious constituencies. Next, students consider the voice of religious group in the policy process – policy advocacy, lobbying, and working in coalitions to influence government. Finally, students consider how politics influences religion.

**RESEARCH SEMINAR**

This course has two major goals for students: to become familiar with a range of rigorous research methods and to produce a research paper. Students will choose topics, present preliminary findings, and work with their instructor and peers in refining their explanatory puzzles, application of research techniques, and evaluation of alternative explanations. By the end of the semester, students will produce and present an original research paper that: identifies a relevant question; lays out a strategy for addressing the question; discusses the relevant research literature; uses empirical evidence to address the question; describes and justifies the methods used to address that question; and comes to an explanation for the puzzle posed by the research question.



**GEORGETOWN  
UNIVERSITY**  
SCHOOL OF CONTINUING STUDIES

**SEMESTER IN WASHINGTON**  
SCS.GEORGETOWN.EDU/SEMESTERINFO

**FALL/SPRING/SUMMER TERMS**  
**INTERNATIONAL AFFAIRS**

**SAMPLE ACADEMIC SEMINAR SYLLABUS**

**OBJECTIVES**

This course interrogates aspects of the past, present, and future of the American-led international order, with a particular emphasis on the prospects for American primacy. We begin with an exploration of the architecture of the American-led system as it emerged after World War II and evolved in the aftermath of the Cold War. We then explore a number of analytic frameworks for understanding the nature of the US international positions and the key factors that will influence its future development. In the last part of the course, we consider substantive issues and debates concerning American grand strategy in the post-9/11 world. The course aims to leverage the advantages afforded to us by our presence in the nation’s capital, not only in terms of access to key institutions but also in terms of understanding how American primacy has shaped the development of the city of Washington itself.

**REQUIREMENTS**

Students are expected to complete all required readings and to come prepared to discuss and debate their contents. The class itself will consist of a mixture of lectures, class discussions, and occasional field trips.

**GRADES**

Students’ grades will depend upon three elements: class participations (20%), an in-class midterm (35%) and a final (55%). Both exams will consist of synthetic essays.

**UNDERGRADUATE GRADING SCALE**

A	100-93	B-	82.99-80	D+	69.99-68.00
A-	92.99-90	C+	79.99-78	D	67.99-60.00
B+	89.99-88	C	77.99-73	F	59.99-below
B	87.99-83	C-	72.99-70		

**POSSIBLE READINGS**

Readings are subject to the instructor’s discretion, but might include such books as: G. John Ikenberry, *After Victory: Institutions, Strategic Restraint, and the Rebuilding of Order After Major Wars*; Derek Chollet and James Goldgeier, *America Between the Wars: From 11/9 to 9/11*; and Stephen Brooks and William Wohlforth, *World Out of Balance: International Relations and the Challenge of American Primacy*. Most of the readings will come from scholarly and public affairs articles, such as: Robert Pape, “Soft Balancing Against the United States,” *International Security* 30,1 (2008); Weber, Steven et al. “A World Without the West,” *The National Interest* 90 (July/August 2007); Barry Posen, “Command of the Commons: The Military Foundations of U.S. Hegemony,” *International Security* 28,1 (2003); and Alexander Cooley, “U.S. Bases and Democratization in Central Asia” *Orbis* 52,1 (2008).

**COURSE OUTLINE**

*The Post-War Order*

Three sessions covering the United Nations, the US alliance system, the Bretton Woods System, and the development of Washington, DC as a center of world power.

### *Analytic Perspectives*

Three sessions covering “Alliance Politics and the Balance of Power,” “Hegemonic Orders and Power Transitions,” and “Institutions and Norms.”

### *The End of the Cold War and the Politics of the Unipolar Moment*

Three sessions covering the evolution of the US-led order in the 1990s, with a possible emphasis on the changing faces of NATO and the EU, UN Peacekeeping Operations, the “Washington Consensus” and the East Asian Financial Crisis, and growing environmental challenges.

### *The Age of Terror and Empire?*

Three sessions covering September 11 and the US-led invasion of Afghanistan, the “War on Terror,” and the origins and evolution of the Iraq War,

### *Midterm*

#### *The Age of Terror and Empire? (cont.)*

A single session exploring the debate over whether or not the United States is an “imperial power” and what consequences might follow from it being one, with a special focus on the US overseas basing network.

#### *The Contours of the Contemporary Grand Strategy Debate*

Two sessions covering contemporary debates over US grand strategy, with a focus on neoconservative thought, offshore balancing, selective engagement, liberal internationalism, and isolationism.

#### *Terrorism and WMD*

Two-three sessions addressing debates over the threat posed by terrorism and WMD proliferation, as well as appropriate responses

#### *The Rise of China*

Two sessions focusing on the parameters and consequences of China’s rise, for both East Asia and the globe.

#### *A Resurgent Russia?*

One session on Russia, with a special focus on the 2008 Russia-Georgia conflict and its aftermath.

#### *The Future of the Middle East*

One session on the endgame of the Iraq War and the parameters of the contemporary Middle East, with a special focus on US policy options.

#### *Globalization*

Two-three sessions on the nature and consequences of globalization, with a focus on (a) debates over the future of the “western order”, (b) the contemporary global financial crisis and new thinking about how to manage the global economy, and (c) energy interdependence.

### GEORGETOWN UNIVERSITY HONOR CODE

All students at Georgetown must abide by the Honor Code and maintain the highest standards of academic and personal integrity in pursuit of their education. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. Suspected violations of the Honor Code are reported to the Honor Council for investigation.

### *The Honor Code Pledge*

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

### ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities should contact the Academic Resource Center (Leavey Center, Suite 335; 202-687-8354; [arc@georgetown.edu](mailto:arc@georgetown.edu); <http://ldss.georgetown.edu/index.cfm>) before the start of classes to allow their office time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your instructors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

### CLASSROOM ETIQUETTE AND STUDENT CONDUCT

Students should turn off all cell phones, pagers, or other communication devices while in class. Class discussions should be respectful and considerate of others' views and opinions. Student blogs, email, online portfolios and social media (i.e., Facebook, Twitter) should remain respectful and professional as well. Students who cause disruptions may be referred to their Associate Dean or the Office of Student Conduct and may be withdrawn from the course/program (without a refund).

### UNIVERSITY RESOURCES

- Georgetown University Writing Center (Lauinger Library, 217A; 202-687-4246; <http://writingcenter.georgetown.edu/>)
- Academic Resource Center (Leavey Center, Suite 335; 202-687-8354; [arc@georgetown.edu](mailto:arc@georgetown.edu); <http://ldss.georgetown.edu/>)
- Counseling and Psychiatric Services (One Darnall Hall; 202-687-6985; <http://caps.georgetown.edu/>) are available for full-time students and for students in emergency/crisis situations.





**SEMESTER IN WASHINGTON**  
**SCS.GEORGETOWN.EDU/SEMESTERINFO**

**FALL/SPRING/SUMMER TERMS**  
**INTERNATIONAL AFFAIRS**

**SAMPLE RESEARCH SEMINAR SYLLABUS**

**OBJECTIVES**

This course has two major goals for students: to become familiar with a range of rigorous research methods and to produce a research paper of approximately 15-20 pages. Students will choose topics, present preliminary findings, and work with their instructor and peers in refining their explanatory puzzles, application of research techniques, and evaluation of alternative explanations. By the end of the semester, students will produce and present an original research paper that: identifies a relevant question; lays out a strategy for addressing the question; discusses the relevant research literature; uses empirical evidence to address the question; describes and justifies the methods used to address that question; and comes to an explanation for the puzzle posed by the research question.

**REQUIREMENTS**

Students are expected to read all required texts, to come prepared to discuss their comments, to complete each stage of the process of developing and producing a research paper, to provide appropriate feedback on peer projects, and to write a final research paper.

**GRADES**

Students' grades will depend upon three elements: class participations and peer evaluation (25%), the completion of each stage of the research process (25%) and the final paper (50%).

**UNDERGRADUATE GRADING SCALE**

A 100-93	B- 82.99-80	D+ 69.99-68.00
A- 92.99-90	C+ 79.99-78	D 67.99-60.00
B+ 89.99-88	C 77.99-73	F 59.99-below
B 87.99-83	C- 72.99-70	

**THE RESEARCH PROCESS**

The research process involves a number of stages, with each stage to be completed at a time chosen by the instructor.

1. Selection of a *general topic*.
2. Production of *literature notes* reviewing existing social-scientific research related to the topic.
3. Production of a *research design* that specifies an explanatory puzzle, the techniques the student will use to tackle that puzzle, and alternative explanations the student will refute.
4. Presentation of draft papers in class.
5. The handing in of a final draft.

## POSSIBLE READINGS

Readings are subject to the instructor's discretion, but might include such books as: Charles Lipson, *How to Write a BA Thesis*; Janet Johnson and H.T. Reynolds, *Political Science Research Methods*; Stephen Van Evera, *Guide to Methods for Students of Political Science*; and selections from Robert E. Goodin and Charles Tilly (eds.), *The Oxford Handbook of Contextual Political Analysis*; and Clifford Geertz, *The Interpretation of Cultures*. Articles might include any number of political science texts that exemplify particular research designs, and such methods pieces as David Collier and Steven Levitsky, "Democracy with Adjectives: Conceptual Innovation in Comparative Research," *World Politics* 49,3 (1997).

## COURSE OUTLINE

### *Hypothesis Testing and Correlative Analysis*

Three sessions examining traditional variable-based analysis, including hypothesis testing and falsification, Mill's methods of difference and agreement, and quasi-statistical and statistical analysis.

### *Configurational and Mechanism-Based Analysis*

One session examining configurational and mechanism-based analysis, such as that associated with Max Weber's concept of "Singular Causal Analysis" and found in some variants of historical institutionalism.

### *Ethnographic and Discourse Analysis*

Two sessions covering topics in hermeneutic, ethnographic, and discourse analysis.

### *Research Designs*

Two sessions in which students divide into small groups for peer evaluation of research designs.

### *Working Sessions*

Three joint sessions to discuss challenges and developments in the students' research

### *Presentations*

The equivalent of four sessions devoted to student presentations and discussion.

## GEORGETOWN UNIVERSITY HONOR CODE

All students at Georgetown must abide by the Honor Code and maintain the highest standards of academic and personal integrity in pursuit of their education. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. Suspected violations of the Honor Code are reported to the Honor Council for investigation.

### *The Honor Code Pledge*

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

## ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities should contact the Academic Resource Center (Leavey Center, Suite 335; 202-687-8354; [arc@georgetown.edu](mailto:arc@georgetown.edu); <http://ldss.georgetown.edu/index.cfm>) before the start of classes to allow their office time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your instructors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

#### CLASSROOM ETIQUETTE AND STUDENT CONDUCT

Students should turn off all cell phones, pagers, or other communication devices while in class. Class discussions should be respectful and considerate of others' views and opinions. Student blogs, email, online portfolios and social media (i.e., Facebook, Twitter) should remain respectful and professional as well. Students who cause disruptions may be referred to their Associate Dean or the Office of Student Conduct and may be withdrawn from the course/program (without a refund).

#### UNIVERSITY RESOURCES

- Georgetown University Writing Center (Lauinger Library, 217A; 202-687-4246; <http://writingcenter.georgetown.edu/>)
- Academic Resource Center (Leavey Center, Suite 335; 202-687-8354; [arc@georgetown.edu](mailto:arc@georgetown.edu); <http://ldss.georgetown.edu/>)
- Counseling and Psychiatric Services (One Darnall Hall; 202-687-6985; <http://caps.georgetown.edu/>) are available for full-time students and for students in emergency/crisis situations.



**SEMESTER IN WASHINGTON**  
SCS.GEORGETOWN.EDU/SEMESTERINFO

**FALL/SPRING/SUMMER TERMS**  
**INTERNATIONAL AFFAIRS**

**SAMPLE INTERNSHIP SEMINAR SYLLABUS**

**OBJECTIVES**

This class provides a structured environment for students to reflect on their internship practices and experiences. Readings and assignments require students to consider the organizational dynamics of their place of work, the ethical and leadership implications of their activities, and the role their internships can have on the larger society in which they live.

**REQUIREMENTS**

Students are expected to read all required texts and contribute to class discussion. Students are also required to produce: a schematic map of the organization they are interning with a discussion of the actual division of functions within it, a short paper (1-2) pages describing an ethical dilemma related to the organization, and an e-portfolio that describes the activities they engage in and reflects upon them in terms of their current and prior education. More details on the e-portfolio will be provided by the instructor.

**GRADES**

Students' grades will be based on the following components:

1. Class Participation (30%)
2. Schematic Map (10%)
3. Ethical Dilemma Paper (10%)
4. E-portfolio (50%)

**UNDERGRADUATE GRADING SCALE**

A 100-93	B- 82.99-80	D+ 69.99-68.00
A- 92.99-90	C+ 79.99-78	D 67.99-60.00
B+ 89.99-88	C 77.99-73	F 59.99-below
B 87.99-83	C- 72.99-70	

**POSSIBLE READINGS**

Readings are subject to the instructor's discretion, but might include such books (or selections from such books) as: James Q. Wilson, *Bureaucracy*; Michael Barnett and Martha Finnemore, *Rules for the World: International Organization in Global Politics*; Malcolm Gladwell, *The Tipping Point: How Little Things Can Make a Big Difference*; Nils Brunsson, *The Organization of Hypocrisy: Talk, Decisions, and Actions in Organizations*; James G. March, *On Leadership*; and Max Weber's "Politics as a Vocation."

Articles might include: Baumgartner, T., et al. 1975. "Relational Control: The Human Structuring of Cooperation and Conflict." *Journal of Conflict Resolution* **19**, 3 (September): 414-440; Carpenter, R. Charli. 2007. "Setting the Advocacy Agenda: Theorizing Issue Emergence and Nonemergence in Transnational Advocacy Networks." *International Organization* **51**, 1

(March): 99-120; Cooley, Alexander and James Ron. 2002. "The NGO Scramble: Organizational Insecurity and the Political Economy of Transnational Action." *International Security* **27**, 1 (Summer): 5-39; Granovetter, Mark.

1973. "The Strength of Weak Ties." American Journal of Sociology 78, 6 (May): 1360-1380; March, James G. and Johan P. Olsen. 1998. "The Institutional Dynamics of International Political Orders." International Organization 52, 4 (Autumn): 943-969; and Neumann, Iver B. 2007 "'A Speech That the Entire Ministry May Stand for,' or: Why Diplomats Never Produce Anything New," International Political Sociology 1,2 (June): 183-200; Silverstein, Ken. 2007 "Their Men in Washington: Undercover with D.C.'s Lobbyists for Hire," *Harper's Magazine* (July) :35-52

#### COURSE OUTLINE

##### *Getting in the Door*

Looks at work on how people acquire jobs--and even internships. Strength of weak ties and brokerage? Meritocracy principles? Personal characteristics? Status markers?

##### *Organizational Norms and Procedures*

The equivalent of four sessions examining the workings of organizational culture and structure. Topics include logics of social action, the norms of organizational behavior, the relationship between power and organizational structure, and the impact of funding streams on organizational behavior.

##### *Applications: Your Schematic Map*

The equivalent of two-three sessions in which students present their schematic maps and discuss them in light of principles from the earlier units.

##### *Organizational Power*

The equivalent of two sessions on organizational autonomy and the power of different kinds of organizations in Washington, DC... with an international relations focus.

##### *Leadership and Organizational Ethics*

The equivalent of two sessions that look at the public and private responsibilities associated with different kinds of organizations, and the specific ethical responsibilities of leaders and managers.

##### *Presentation and Discussion of Ethical Dilemma Papers*

The equivalent of two-three sessions devoted to discussion of students "ethical dilemma" papers, to be circulated beforehand.

#### GEORGETOWN UNIVERSITY HONOR CODE

All students at Georgetown must abide by the Honor Code and maintain the highest standards of academic and personal integrity in pursuit of their education. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. Suspected violations of the Honor Code are reported to the Honor Council for investigation.

##### *The Honor Code Pledge*

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

#### ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities should contact the Academic Resource Center (Leavey Center, Suite 335; 202-687-8354; arc@georgetown.edu; <http://ldss.georgetown.edu/index.cfm>) before the start of classes to allow their office time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your instructors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

#### CLASSROOM ETIQUETTE AND STUDENT CONDUCT

Students should turn off all cell phones, pagers, or other communication devices while in class. Class discussions should be respectful and considerate of others' views and opinions. Student blogs, email, online portfolios and social media (i.e., Facebook, Twitter) should remain respectful and professional as well. Students who cause disruptions may be referred to their Associate Dean or the Office of Student Conduct and may be withdrawn from the course/program (without a refund).

#### UNIVERSITY RESOURCES

- Georgetown University Writing Center (Lauinger Library, 217A; 202-687-4246; <http://writingcenter.georgetown.edu/>)
- Academic Resource Center (Leavey Center, Suite 335; 202-687-8354; [arc@georgetown.edu](mailto:arc@georgetown.edu); <http://ldss.georgetown.edu/>)
- Counseling and Psychiatric Services (One Darnall Hall; 202-687-6985; <http://caps.georgetown.edu/>) are available for full-time students and for students in emergency/crisis situations.