

**Master of Arts in Global Policy
Leading Change in a Global Environment
Georgia Global Residency
Application Seminar
Module V, Fall 2019**

Module V class dates: September 6/7; September 20/21; October 4/5; November 8/9; November 22/23
Georgia Global Policy Residency: October 13-19
Formal presentation of final reports: December 14, 2019

Instructors

Daniel Markey, dmarkey@jhu.edu
Elisa Catalano Ewers, ecatala2@jhu.edu
Theresa Sabonis-Helf, tsabonis@verizon.net
Rebecca Aman, raman2@jhu.edu

Course Description

Leading Change in a Global Environment consists of three interrelated components that provide the thematic background and tools to successfully complete this year's Global Policy Residency in Georgia.

The first component includes thematic sessions on Georgia delivered as Application Seminars. Experts from both the policy and academic communities will discuss Georgia's history, politics, economics, regional security environment, development agenda, and foreign policy. In addition to providing introductory lectures and answering general questions, these experts are important resources, points of contact, and colleagues or mentors who may be helpful throughout the entire capstone process (and beyond).

The second component provides students with practical tools to improve the quality of their research and overseas experience. This component will include sessions on research methods, interviewing, intercultural communications, and public speaking and presentation skills.

The third component consists of the writing and editing of capstone policy briefs (3-5,000 words) and preparation of final presentations (3 minutes, plus Q&A). These briefs are intended to offer original, substantive contributions to real-world policy issues in a high-quality format that rivals those of expert policy briefs produced by top-tier think tanks and other research institutions.

The syllabus is designed so that students will have in-class time to discuss research areas, workshop drafts, and coordinate trip logistics. Please note that in-class time will not alone be sufficient for successful completion of the capstone. Students should budget significant time outside the classroom for research, writing, interviews, and scheduling meetings (in-person and/or virtual).

Readings and Resources

Short reading assignments provide context for in-class discussions on Georgia (see more on Application Seminars) and the research/writing process. Students are expected to complete all required readings before class. The course is "front-loaded" with in-class instruction during the earlier weeks of the module. Later in the module, there will be greater flexibility for individual research and preparation.

Grading

Students will receive 1 credit for the Application Seminar, 2 for the Residency, and 4 for the Capstone Course.

We recognize that no grading structure can adequately capture all of the various aspects of a complicated and extended set of assignments. This is an attempt to account for your active participation in class, and the quality and timeliness of your graded deliverables.

The *Application Seminar* consists of five lunchtime seminars on Georgia with SAIS faculty and other outside experts. Georgia-focused seminars will begin in Modules 3 and 4, and carry through to the weekend before your trip, with the goal of providing adequate background information.

Students are expected to attend each seminar and turn in 1-2 questions based on the assigned background readings. Students must submit short versions of these questions on Blackboard at least 48 hours before the lecture.

The *Residency* consists of the weeklong trip to Georgia and all planning specifically devoted to that trip, as follows:

- Work plan for week in Georgia: 20%
- Interview planning, including interview guides: 20%
- Submission of meeting notes, blog entry, and journal: 20%
- Participation on the trip: 40%

The *Capstone Course* consists of the in-class work related to the final policy memos and presentations, as follows:

- On-time submission of drafts: 30% total, broken down by the following:
 - Terms of Reference: 5%
 - Literature Review: 5%
 - Outline: 5%
 - Draft 1: 5%
 - Draft 2: 5%
 - Draft presentation: 5%
- Class participation, including workshopping and discussions: 20%
- Final memo: 30%
- Final presentation: 20%

NOTE: Students who miss a class session will have to negotiate additional “make-up assignments” that are appropriate to the weekend missed. This could include separate workshopping of papers with fellow students, extra short writing assignments related to missed seminars, etc.

Instructors

Each MAGP student will have one primary capstone “advisor” (Elisa Catalano Ewers, Rebecca Aman, or Theresa Sabonis-Helf) Those assignments will be made according to your research topics, and every effort will be made to place you with an advisor most appropriate to your interests. In addition, Daniel Markey will serve as a secondary advisor to all students and will be involved throughout the module. He will read your final policy briefs, attend your final presentations, and consult with your primary advisor on final grades.

The MAGP will also have several writing tutors available to students. These tutors can be valuable resources at every stage of the writing process, from brainstorming to final edits. We recommend that you work with a writing tutor as a means to improve your assignments before sharing them with your primary advisers.

Writing TAs:

Devan Kerley (dkerley2@jhu.edu)

Maya Camargo-Vemuri (camargovemuri@jhu.edu)

Charles Klimpel (charlesklimpel@gmail.com)

Mariana Zepada (mzepeda2@jhu.edu)

Week 1: September 6/7

Reading/Preparation

1. Read (or re-read) Adam Garfinkle, *Political Writing: A Guide to the Essentials*, chapters 6 (“The Op-Ed,” especially pp. 105-108) and 9 (“Memoranda,” especially pp. 146-147). Note that your final capstone policy brief will be a mixture of these two forms of political writing.
2. Read critically, and diagram the *structure* of the arguments (explaining in simple terms what the author is doing in each section) for at least one of the student policy briefs below. Consider whether the author has made his/her point effectively. What more could have been added? What might have been left out? Come prepared to discuss on Friday afternoon.

Cohort 3 Examples (See Blackboard)

Russ Hanser, *Human Trafficking in Morocco: Systematic Challenges and International Options*.

Matthew Hearn, *One Belt and Road to the Pillars of Hercules: Chinese Influence in Morocco and Recommendations for U.S. Policymakers*.

Ashley Kennedy, *Trading Away Mediocrity: Strategies to Fully Realize the Benefits of the U.S.-Morocco FTA*.

Niru Pradhan, *Youth Unemployment in Morocco: Priorities and Policy Recommendations*.

4. Come to class Friday (9/6) with a **topic idea** for your policy memo and begin outlining a Terms of Reference (TOR) paper that you can refine over the weekend. Review the Terms of Reference questions as you get started. Understand that you can (and most likely will) revise the TOR as you conduct your research, but that it is intended to help you define the scope of your work at the outset.

Friday Morning

Objective: To introduce Georgia residency course, travel requirements, and begin refining research topics.

09:00 AM -09:30 AM Introduce project
09:30 AM-11:00 AM Research topic conversations with small groups and residency advisors
10:00 AM-12:00 PM Discuss travel requirements and work plans

Friday Lunch Session: Working lunch with SAIS Librarians

Friday Afternoon

Objective: To understand research expectations, and begin discussing the structure of policy briefs.

02:00 PM- 03:15 PM Introduce syllabus and project expectations
03:15 PM- 03:30 PM Walk to Embassy of Georgia
03:30 PM- 05:00 PM Embassy of Georgia Briefing

Saturday Morning

Objective: To understand research expectations and policy brief structure. To discuss policy brief ideas with classmates and research advisors. To understand expectations for Literature Reviews.

09:00 AM- 10:00 AM Small group discussion/ critique of Cohort 3 student policy brief
10:00 AM- 10:30 AM Cohort discussion/ critique of Cohort 3 student policy brief
10:30 AM- 12:00 PM Parts of a policy memo discussion

Saturday Lunch Literature Review and TOR conversation with advisors

Deliverables

Bring a draft or basic outline of your TOR to class on Friday. Final TOR Due by COB Monday, 9/9.
Feedback returned: 9/13

Week 2: September 20/21

Reading/Preparation

Cross-Cultural Communication

[How Different Cultures Understand Time \(2014\)](#)

[Why Americans Smile So Much \(2017\)](#)

[How Close is Too Close Depends on Where You Live \(2017\)](#)

Readings for Application Seminar: See blackboard

Continue initial reading/research to refine your TOR and develop your literature review.

Schedule

Friday Morning

Objectives: To better understand how individuals from different cultures communicate with one another, and how one can endeavor to communicate across cultures. To learn from the perspectives of US policymakers working on Georgia.

09:00 AM-12:00 PM: Cross-Cultural Communication (Sinisa Vukovic)

Friday Lunch: Application Seminar: Panel discussion with USG officials working on Georgia

Friday Afternoon

Objectives: To discuss expectations for project deliverables, and to hear from officials at the Embassy of Georgia.

02:00 PM-02:30 PM Cohort review of literature review expectations
02:30 PM-04:30 PM Workshop Terms of Reference
04:30 PM-05:00 PM Cohort Discussion of Terms of Reference

Saturday Morning

Objectives: To develop your Georgia work plan with colleagues and advisors.

09:00 AM-09:30 AM Cohort discussion to review Georgia work plan including group meetings
09:30 AM-12:00 PM Georgia work plans (focus on travel outside Tbilisi). Meet with advisors.

Saturday Lunch

Programming Seminar: Policy Speaking and Presentations Workshop with Nayera Haq

Deliverables:

Draft work plan and literature reviews should be completed before class on Friday (9/20).

Georgia Work Plan submitted via Blackboard by COB Monday, 9/23. Should include anticipated travel outside Tbilisi. Feedback returned 9/27.

Literature Review submitted via Blackboard by COB Monday, 9/23. Feedback returned: 9/27.

Week 3: October 4/5

Readings/Preparation

Application Seminar Readings: See blackboard

Continue research on memo topics, complete literature review based on feedback, begin drafting long outline based on memo template. Come to class with preliminary draft of long outline to share.

Friday Morning

Objective: To understand how to conduct and interview, draft interview guides and learn interviewing best practices.

09:00 AM-11:00 AM Discussion on interview guides with Professor Raul Roman

11:00 AM-12:00 PM Work on interview guides. Meet with research advisors.

Friday Lunch: Application Seminar: Panel discussion with USG officials working on Georgia

Friday Afternoon

Objective: To work on and draft long outlines and continue workshopping project deliverables.

02:00 PM-02:30 PM Cohort discussion: Long outline and trip updates

02:30 PM-05:00 PM Workshop long outlines

Saturday Morning

Objective: To learn about Georgian Business culture and discuss trip logistics.

09:00 AM-10:30 AM Discuss Georgian culture with Valerian Sikhuashvili.

10:30 AM-12:00 PM Cohort discussion of trip logistics and travel protocol. Meet with research advisors.

Saturday Lunch

Application Seminar: Discussion on Georgian Domestic Politics with Miriam Lansko

Deliverables

Draft long outline should be completed before class on 10/4.

Interview Guides submitted via Blackboard by COB Monday, 10/7. Feedback returned: 10/11 prior to travel.

Long Outline submitted via Blackboard by COB Monday,10/7. Feedback returned: 10/11 prior to travel.

Week 4: November 8/9

Reading/Preparation

Readings for Application Seminar: See blackboard

1. Read (or re-read) Chapters 2 and 3 of Adam Garfinkle, *Political Writing: A Guide to the Essentials*.
2. Read *and follow* SAIS MAGP style guide as well as the “Top Ten Tips for Writing a Good Policy Brief.”

3. For additional tips on writing and editing, you may wish to consult the following:

- https://irregardless.ly/style_guides/475?name=alphabetical&collection_id=475
- Bill Bryson, *Bryson's Dictionary for Writers and Editors*
- Don K. Ferguson, *Grammar Gremlins*
- Kitty Burns Florey, *Sister Bernadette's Barking Dog*
- Grammar Girl, <https://www.quickanddirtytips.com/grammar-girl>
- Karen Judd, *Copyediting: A Practical Guide*
- William Strunk and E. B. White, *The Elements of Style*
- Jan Venolia, *Write Right!*

4. Complete first draft of policy memo based on outline feedback and trip interviews. Arrive Friday 11/8 prepared to share your draft with fellow students.

Friday Morning

Objective: Discuss expectations of final presentations, role of discussants, and begin workshopping drafts.

09:00 AM-09:30 AM Cohort Discussion: Review workshopping tools, and discuss final presentation.
09:30 AM-12:00 PM Workshop drafts in small groups. Meet with research advisors.

Friday Lunch: Application Seminar: Congress and Foreign Policy with Danielle Pletka

Friday Afternoon

Objective: Continue to edit and offer advice on the drafts of fellow classmates.

2:00 PM- 5:00 PM Continue to workshop drafts in small groups.

Saturday Morning

Objective: Learn some techniques to create an effective presentation, and begin storyboarding your own presentation.

09:00 AM -10:00 AM Cohort Discussion: PowerPoint and Presentations Workshop
10:00 AM -12:00 PM Storyboard presentation in small groups

Saturday Lunch: Optional: Public speaking practice with MAGP alumni

Deliverables:

Initial draft complete before class on 11/8.

Draft# 1 submitted via Blackboard COB Monday, 11/11. Feedback returned: 11/15

Week 5: November 22/ 23

Readings/ Preparation

Continue revising policy memo after feedback from first draft. Come to class with a second draft to workshop with classmates.

Prepare presentation, including draft slides.

Friday Morning:

Objective: Continue to workshop drafts and practice presentations

09:00 AM- 12:00 PM Workshop second drafts, also individual consultations with instructors

Friday Lunch: Open

Friday Afternoon

2:00 PM-2:30 PM Cohort Discussion:
1. Course wrap-up and logistics for December 14.
2. Presentations - expectations and how to prepare/practice them.

2:30 PM-5:00 PM Workshop second drafts, also individual consultations with instructors.

Saturday Morning:

9:00 AM- 12:00 PM Practice presentations with instructor feedback.

Saturday Lunch: Optional: More practice

Deliverables:

Draft #2 submitted via Blackboard by COB Monday 12/3. Second draft must also be shared with one “outside expert” of your choice to receive feedback. Provide the name of your outside expert with the second draft. Feedback returned: 12/6

Draft #3 due for outside discussant: COB 12/9

Final Capstone Policy Brief: COB 12/13

Draft Presentation: COB Monday, 12/3. Feedback returned: 12/6.

Final Presentation PPT: COB 12/13

Attachments:

1. Terms of Reference Questionnaire
2. SAIS MAGP Style Guide
3. Top Ten Tips for Writing a Good Policy Brief