INTL 4425R: Advanced Research in International Security Policy
CITS Richard B. Russell Security Leadership Program
University of Georgia – Spring 2024
MWF 3-3:50pm – CITS 6th Floor

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Office Hours: Wednesdays 9:30am-12pm, by appointment only (link on ELC)

Course Overview and Objectives:
INTL4425R is the second required course in the Center for International Trade and Security's Richard B. Russell Security Leadership Program (SLP). In this course you will build upon the skills you developed in last semester's practicum to complete an independent research project focused on a national or international security issue. The purpose of this project is to further develop your research and writing skills, and to provide you with a significant independent research experience. You will have opportunities to present this research on and off campus and to submit it for publication.

Conducting independent research can be both empowering and daunting. My role in this course as your research mentor and supervisor is to provide you constructive feedback, help when you're stuck, and keep you on course to complete your project. Your work will be completed in stages, each with its own deadline, and we will meet in small groups approximately every three weeks to discuss your progress and to review the work you've submitted. In addition to receiving feedback from me, you'll receive support and suggestions for improvement from your colleagues. Since this is a 3-credit course with an "R" designation, you are expected to dedicate a **minimum** of **9 hours/week** to your research and you are all required to present your research at the SPIA Undergraduate Research Colloquium in April.

Although the primary focus of this semester is your independent research project, we will also continue your professional training for careers in national and international security. There will be several professionalization meetings, as well as CITS-related events and alumni visits that you are expected to attend. Finally, we will devote several classes to preparing for site visits for the CITS Spring Break trip to Washington, DC.

Course Requirements:
- **Grading:** Your final grade will be determined by the following assessments:
  - Research Log – 10%
  - Participation in class and CITS visits – 5%

- Grant writing peer evaluation – 5%
- Group Brief on DC Site Visit – 5%
- DC Trip Reflection & Survey – 5%
- Research Project – 70%
    - Proposal & Annotated Bibliography – 5%
    - Revised Proposal & Outline – 5%
    - Draft of Lit Review – 3%
    - 1st Full Draft for Peer Review – 5%
    - Peer Review (2 x 2%) – 4 %
    - Op-Ed – 13%
        - 3% hook and proposal assignment + 10% completed
    - Presentation – 5%
    - Final Paper – 30%

Letter grades correspond to the following 0-100 scale:

94-100	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	00-59	F

Required Text:
There is 1 required text for this course. We'll read and discuss several chapters, however you are expected to rely on the rest of the text to help guide your individual project.

Leanne Powner. 2014. *Empirical Research and Writing: A Political Science Student's Practical Guide*. CQ Press.

Research Log & Participation: Your participation will be based on your preparation and engagement during class meetings (including professionalization meetings, alumni visits, and CITS evening events), as well as small-group meetings and completion of ELC short assignments on time.
- **Research Log**: As you know, you are committed to working for at least 9 hours a week on your research for this course. One of the key struggles for scholars is setting aside time to work given constant other (seemingly urgent) demands on our time. To help develop a successful research practice we will set weekly research goals starting week 2 and log our research activity using a shared Google doc (see ELC). You can choose to record your time in minutes or "Pomodoros." We'll discuss ways to set goals for using this time effectively during the first week of class.
- **Attendance**: You are expected to be in class for all class meetings except for days when I'm meeting with a small group (other than yours) to give feedback on their progress. Those days are for your independent research and your progress during this time should be reflected in your research log updates.

Group Briefs on DC Site Visit: Working in your research groups, you will be assigned one of the places we will visit in DC to create a BLUF and "top 5 things to know" about the visit on the provided google doc as well as to deliver, as a group, as well as a 1 min brief followed by 5 min Q&A for each group. Your top 5 list should highlight the functions of the organization, key policy areas, where it fits amongst other institutions, and any recent developments. The written portion must be **on the DC Trip Google Doc by Feb 27** with discussions taking place on Friday, February 28.

Research Papers: each student will write an independent research paper and a related op-ed. We'll go over in detail what the project entails during the first weeks of classes. All students will have the following deadlines for submission:

- 1/31 – **Topic Proposal & Annotated Bibliography** (5%): 1-2 paragraphs describing your primary question, why this question is important/relevant, your theory (i.e. expected answer to the question and why), primary hypothesis (if your theory is right/wrong, what will you see), what methods think you will use (e.g. likely case selection). The bibliography must include **at least 5 academic sources** with 2-3 sentences below each citation explaining how/why it is relevant to your paper. Upload to ELC Assignment folder.
- 2/18-2/27 (depends on group) – **Revised Proposal and Outline** (5%): Revised proposal at top of page followed by a detailed outline of final paper, minimum 4 pages, demonstrating structure, organization, specific arguments, and quotes. Upload to same proposal ELC Assignment folder.
- 3/17 – **Op-Ed Proposal & Hook Due** (3%)
- 3/24 - **Op-Ed Due** (10%)
- 3/29 – **Draft of Lit Review** (3%): Uploaded to Lit Review Discussion Group
- 4/5 – **First Full Draft of Paper** (5%): Draft of approximately 1/2 of paper (should be completed lit review and theory with outline of remaining parts). Uploaded to Discussion Group on ELC as a **word or PDF** doc – NOT GOOGLE DOC.
- 4/8 – **Peer responses** (4%): 1-page response to each of the drafts of your group members (uploaded as response to the discussion post)
- 4/15-17 – **Class Presentations** (5%): 3-minute brief of your research project followed by Q&A (no PPT)
- 5/6 – **Final Project** (30%): uploaded to ASSIGNMENTS folder on ELC.

AI Tools Policy:
I'm open to you using AI in this course if you adhere to the following 3 principles:
- ***Originality of YOUR Ideas***. It is most important that the ideas and analysis presented are your own. AI may be useful in this course for editing purposes, but if you use it as your starting point - if it is generating the ideas and analysis - then you are not developing the skills at the heart of this pre-professional program. Do not undermine yourself and weaken your skills development for the sake of a grade. It's not worth it.
- ***Openness***. If using AI, you must be open about doing so and document your use. **Using AI without documenting that you did so will be considered a violation of the Honor Code.** The final page of each assignment should include, when relevant, a list of the ways in which AI was employed, including: (1) the site used, (2) specific prompt/commands used (3) any changes to those prompts/commands, explaining why the changes were

made and what the effect was on the output. As a course which centers Active Learning, it's important for you to have space to reflect on when AI is (not) helpful.

- ***Referencing and validating*.** You take full responsibility for any AI-generated information included in your work. This means all ***ideas*** must be attributed to an actual source (not AI) with a citation that you have checked, and facts must be true and cited. AI can present some issues that you should be aware of before using it. (1) All AI relies on existing language/materials, which can be out of date, so be sure you know the most up-to-date information on a situation. Outdated information will lead to poor policy analysis. (2) AI can "hallucinate" by misattributing a reference (so be sure to go to the original source) or may not cite sources (but you must). (3) AI can produce biased outputs as it relies on data that is not fully representative, especially of marginalized communities. You will be held accountable for the information you provide and thus must validate all information included in your work.

Other important information:
- **Communication and Email:** I will keep you updated about the course and any changes to the syllabus through the "ANNOUNCEMENTS" board on the class ELC page. ****PLEASE REGISTER FOR ANNOUNCEMENT NOTIFICATIONS!**
  - Again, to sign up for Announcement Notifications: your name on the class ELC page > Notifications > Scroll to "Instant Notifications" > Announcements
  - When emailing me please only use your UGA email account and include your course number in the subject line. In most cases I will respond to emails within 24 hours. Importantly, before you email me **please check the syllabus** and the **Announcements** posted on ELC to be sure that your question has not been previously addressed.
  - *A note on etiquette*: please use **appropriate salutations** including **my name** in the opening (**NOT** Miss/Ms./Mrs. Gallagher!) and your name in the closing. (Hint: you can't go wrong with "Dear Professor Gallagher").
  - For further guidance see: http://www.wikihow.com/Email-a-Professor.
- **Office Hours** – Think of office hours as "student hours. They are an opportunity to get to know your professor, ask questions about the course, the major, or life beyond UGA. I will be available to meet with students during the office hours listed above. **You can sign up for an office Hours appointment and find the zoom link on ELC.**
- **Academic Dishonesty –** As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: http://www.uga.edu/honesty. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Any student caught cheating or plagiarizing will be referred to Judicial Affairs, as required by university policy. The most common issue of academic dishonesty I have come across is plagiarism. To be clear, plagiarism is copying from any source material (direct or paraphrasing of ideas), published or unpublished (this includes Wikipedia!), without giving proper credit. I will post a link to the Chicago Manual of Style citation format on ELC.
- **Students with Disabilities:** UGA is committed to providing equal access to academic programs and university-administered activities and reasonable modifications to students with disabilities. Students in need of academic accommodations need to request such

services from the Disability Resource Center located at 114 Clark Howell Hall (for more information visit www.drc.uga.edu) and should make an appointment to see me with their appropriate paperwork from the DRC within the **first two weeks** of classes.

- UGA's code of conduct protects student privacy and intellectual property and thus **prohibits recording and digital release of classroom lectures and conversations unless a student has an accommodation from the DRC**. Students with DRC approved accommodations for recording should make an appointment with me to discuss a plan that protects your right to privacy, that of your classmates, and everyone's intellectual property.

- UGA has a vast array of resources to support students facing a variety of challenges. Please don't hesitate to speak with me or contact these resources directly. *Please be aware that UGA faculty and staff are obligated to report any knowledge of sexual assault/harassment and/or relationship violence to UGA's Equal Opportunity Office.* UGA's Relationship and Sexual Violence Prevention (info below) can speak to students confidentially.
  - o **Office of Student Care & Outreach** (coordinate assistance for students experiencing hardship/unforeseen circumstances) – 706-542-7774 or by email sco@uga.edu
  - o **Counseling and Psychiatric Services** (CAPS) - 706-542-2273 (during regular business hours) *After Hour Mental Health Crisis:* 706-542-2200 (UGA Police—ask to speak to the CAPS on-call clinician)
  - o **Relationship and Sexual Violence Prevention (RSVP)** – 706-542-SAFE (The advocates at RSVP can provide students confidentiality).

- **This syllabus is subject to change throughout the semester**

Class & Deadline Schedule

WEEK 1: Introduction
Mon., Jan. 8 (class 1) – Expectations for this semester and thinking about your research project
- TURN NOTIFICATIONS ON FOR COURSE!

Wed., Jan 10 (class 2) – Grant Feedback & Discussion Day

Fri., Jan. 12 (class 3) – Professionalization Day: Internships & Jobs

**Revised Grant due as PDF Sun 1/14 – emailed to me*
**Grant Peer Eval due by Mon 1/15 – see announcements for link*

WEEKS 2 & 3: Preparing Research Proposals
Mon., Jan. 15 – NO CLASS: MLK

Complete Research Ideas Short Assignment on ELC by 1/16

Wed., Jan. 17 (class 4) – Discussing Research Projects
- Read Research Project Directions
- Watch video on doing an empirical research project (on ELC) – seriously, you need to watch this as I will assume
- Powner Ch. 1

Fri., Jan. 19 (class 5) – Professionalization Day: Internships – Visit with Will Donnelly, SPIA Career Services Coordinator

Mon., Jan. 22 (class 6) – Continuing to Discuss Research Projects
- Powner Chs. 2 & 3

Complete Proposal BLUF Assignment on ELC before the start of class 1/24

Wed., Jan 24 (class 7) – BLUFing Your Proposal

Fri., Jan 26 (class 8) – SLP Visit: Dr. Dan Reiter, Emory University

Weeks 4, 5, 6: Proposals & Feedback

Mon., Jan. 29 – Peer Workshopping Proposals
- Bring a hard copy of proposal (not annotated bib)

Wed., Jan. 31 (class 10) – Independent Research: Working on Proposal

** *Wed 1/31 - Final Research Project Proposal & Annotated Bibliography due to ELC Assignment Folder*

2/1 - *GLOBAL DECISIONS: Judy Boyd – "Justice & Security in the Arctic"

Fri., Feb. 2 - (class 11) – Feedback on Proposal: Small group 1

Mon., Feb. 5 (class 12) - Feedback on Proposal: Small group 2

Wed., Feb. 7 (class 13) – SLP Visit: Diplomat in Residence, Saúl Hernandez

Fri., Feb. 9 (class 14) – Feedback on Proposal: Small group 3

Mon., Feb. 12 (class 15) – Feedback on Proposal: Small group 4

Wed., Feb. 14 (class 16) –   Professionalization Day: Grad School, Law School, & Post-UGA Ed

Fri., Feb. 16 (class 17) – Grants & Dr. Conrad, CITS Director

** *Sun 2/18 – Group 1 Outlines due*

WEEKS 7 & 8: Feedback on Research Outlines

Mon., Feb. 19 (class 18) – Feedback on outline: Small group 1

** *Tues 2/20 – Group 2 Outlines due*

Wed., Feb. 21 (class 19) – Feedback on outline: Small group 2

** Thurs 2/22 – Group 3 Outlines due

Fri., Feb. 23 (class 20) – Feedback on outline: Small group 3

** Sun 2/27 – Group 4 Outlines due

Mon., Feb. 26 (class 21) – Feedback on outline: Small group 4

** Group Briefs on DC Site Visits due by 2/27

Wed., Feb 28 (class 22) – Professionalization Day: Thinking about Think Tanks & the DC Trip
- Jake Sullivan. Nov/Dec 2023. "The Sources of American Power: Foreign Policy for a Changed World." *Foreign Affairs*.
- Oral Briefs on DC Site Visits

2/29 - *GLOBAL DECISIONS: Dr. Maleeka Glover – "Redefining National Security"

Fri., March 1 (class 23) – Independent Research & Preparing for DC Trip

March 3-8: SLP SPRING BREAK TRIP TO WASHINGTON DC

WEEKS 9 & 10: Recapping DC & Op-Ed Writing
Mon., March 11 (class 24) – Independent Reflection: DC Trip
- ***Reflection on DC Trip and Survey due by March 12*

Wed., March 13 (class 25) – In-Class Debriefing on the DC Trip

Fri., March 15 (class 26) - Op-Ed Writing: Translating Academic Research into an Op-Ed
- Read assignment
- TBD

*Complete Op-Ed Hook Assignment on ELC by March 17

Mon., March 18 (class 27) – Op-Ed Writing: Hooking your Audience
- Bring 1 hard copy of your hook assignment to class for peer workshop

Wed., March 20 (class 28) – SLP Visit with Pope Globalization Academy
- CITS Alum Bronson Lee and students from Pope HS

*Complete Op-Ed Draft Assignment on ELC before the start of class March 22

Fri., March 22 (class 29) – Op-Ed Peer Workshop
- No need to bring hard copy

**Op-Ed Due Sun 3/24 (location for upload TBD)

WEEK 11: Lit Review Writing

Mon., March 25 (class 30) – Lit Review Day
- TBD

Wed., March 27 (class 31) – Independent Research – Draft Writing

3/28 - *GLOBAL DECISIONS: Dr. Bradley Parks – "Monitoring and Evaluating the World's Largest Official Source of International Development Finance"

Fri., March 29 (class 32) – Independent Research – Draft Writing

*Draft of Lit Review uploaded to ELC Discussion Board by Sun. 3/31

WEEKS 12 & 13: Drafting and Presenting Research

Mon., April 1 (class 33) – Theory Check-In Day

Wed., April 3 (class 34) – Independent Research – Draft Writing

Fri., April 5 (class 35) – Independent Research – Draft Writing

***Research Paper Drafts (full lit review and theory – rest outlined) Due by 4/5 to Drafts Discussion Board (**Word or PDF only** – NOT G-doc)*

Peer responses to drafts due before start of class Mon, April 8 – **see discussion board prompt for peer response directions

Mon., April 8 (class 36) – Peer-Workshopping Research Paper Drafts

*Upload Draft of URC Presentation/Poster to "Presentation" Discussion board by start of class 4/10

Wed., April 10 (class 37) – Professionalization Day: Undergraduate Publishing & Conference Presentations
- Powner Ch. 11

Fri., April 12 (class 38) – Professionalization Day: Fellowships & Competitive Scholarships

WEEK 14: In-Class Presentations

Mon., April 15 (class 39) – SLP Presentation of Research Projects

Wed., April 17 (class 40) – SLP Presentation of Research Projects

Fri., April 19 (class 41) – SPIA Undergrad Research Colloquium

- Everyone will be presenting their research either on a panel or as a poster

Week 15 & 16: Wrapping up the SLP

Mon., April 22 (class 42) – Nice Day

Wed., April 24 (class 43) – Independent Research – Final Project

Fri., April 26 (class 44) – Even Nicer Day

Mon., April 29 (class 45) – End of Year Celebration!

Final Research Projects Due Monday, May 6