

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

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Office Hours: Tuesdays 10am-noon, 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 SLP Research Symposium on Friday, November 22.

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.

Course Requirements:

- **Grading:** Your final grade will be determined by the following assessments:
 - Research Log – 10%
 - Participation – 10%

- Engagement in class and CITS guests/alumni visits (including at least 3 CITS event reflections in your SLP journal)
- Grant – 10%
 - Group proposal – 5%
 - peer evaluation – 5%
- Research Project – 70%
 - Proposal & Annotated Bibliography – 5%
 - Revised Proposal & Outline – 5%
 - Draft of Lit Review – 2%
 - 1st Full Draft for Peer Review – 5%
 - Peer Review (3 x 2%) – 6 %
 - Op-Ed – 12%
 - 2% 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.

Grant Proposal – grant writing is an important skill that many of you will encounter in your careers and is rarely taught to undergrads. But lucky for you, we will discuss the key elements of a grant and you will practice writing and submitting a grant proposal. Most excitingly, your grant proposal may shape the future of this program and one group will be awarded a scholarship for their proposal. Details on the grant writing assignment will be provided later in the semester.

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.

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:

- 9/12 – **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.
- 10/1-10/8 (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 of sections within paper, specific arguments, and quotes. Upload to same proposal ELC Assignment folder.
- 10/14 – **Op-Ed Proposal & Hook Due** (2%)
- 10/24 - **Op-Ed Due** (10%)
- 10/31 – **Draft of Lit Review** (2%): Uploaded to Lit Review Discussion Group
- 11/8 – **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.
- 11/11 – **Peer responses** (6%): 1-page response to each of the drafts of your group members (uploaded as response to the discussion post)
- 11/13-15 – **Class Presentations** (5%): 3-minute brief of your research project followed by Q&A (no PPT)
- 12/11 – **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.** I will have a link to a Google form on ELC. If you use AI for any of your assignments, you **MUST COMPLETE THE GOOGLE FORM.** As a course that centers Active Learning, the form is there to help you (and me!) learn how AI was (or wasn’t) useful for your assignment. Just a heads up that the form will ask you for (1) the site used, (2) specific prompt/commands used (copy and pasted) (4) a copy and paste of

the output in response to your prompt and (5) any changes to those prompts/commands, explaining why the changes were made and what the effect was on the output.

- **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.
- **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.
 - **Office of Student Care & Outreach** (coordinate assistance for students experiencing hardship/unforeseen circumstances) – 706-542-7774 or by email sco@uga.edu
 - **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)
 - **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

WEEKS 1 & 2: Introduction

Wednesday, August 14 (class 1) – Expectations for this semester and thinking about your research project

- TURN NOTIFICATIONS ON FOR COURSE!

Friday, August 16 (class 2) – Professionalization Day: Think Tanks, Grants & Grant Writing

- Read Grant Writing Assignment on ELC

**Complete Research Ideas Short Assignment on ELC by the start of class 8/19*

Monday, August 19 (class 3) – Discussing Your 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 reference the video and assume you have watched it.**
- Powner Ch. 1

**Complete Big Questions Short Assignment on ELC by the start of class on 8/21*

Wednesday, August 21 (class 4) – Discussing Big Questions and Early Research Ideas

- No Reading

Friday, August 23 (class 5) – Group Grant Writing

**Email Full Draft of Group Grant Proposal to me by Sunday, 8/25*

WEEK 3: Preparing Research Proposals

Monday, August 26 (class 6) – Continuing to Discuss Research Projects

- Powner Chs. 2 & 3

**Complete Proposal BLUF Short Assignment on ELC before the start of class 8/28*

Wednesday, August 28 (class 7) – BLUFing Your Proposal

Friday, August 30 (class 8) – Grant Feedback & Discussion Day

Weeks 4-7: Proposals & Feedback

Monday, Sept. 2– No School (Labor Day)

**Complete Proposal Draft short assignment on ELC before the start of class 9/4*

Wednesday, Sept. 4(class 9) – Peer Workshopping Proposals

Friday, Sept. 6 (class 10) – Wrapping up Grants & Prepping for 20th Anniversary

***Final Revised Grant due as PDF Sun 9/8 – emailed to me*

***Grant Peer Eval due by Mon 9/9 – see announcements for link*

Monday, Sept. 9 - (class 11) – Professionalization Day: Grad School, Law School, & Post-UGA Ed

Wednesday, Sept. 11 (class 12) – MIIS Visit with Nomsa Ndongwe

Friday, Sept. 13 (class 13) – SPIA Reference Librarian Elizabeth White

***Sun 9/15 - Final Research Project Proposal & Annotated Bibliography due to ELC Assignment Folder*

Monday, Sept. 16 (class 14) – Feedback on Proposal: Small group 1

Wednesday, Sept. 18 (class 15) – Feedback on Proposal: Small group 2

Friday, Sept. 20 (class 16) – SLP 20TH ANNIVERSARY

Monday, Sept. 23 (class 17) – Feedback on Proposal: Small group 3

Wednesday, Sept. 25 (class 18) – Feedback on Proposal: Small group 4

**Thurs. Sept 26, Global Decisions – Sandra Garcia*

Friday, Sept. 27 (class 19) – Professionalization Day: Internships & Jobs – Visit with Will Donnelly, SPIA Career Services Coordinator

WEEKS 8 & 9: Feedback on Research Outlines

Monday, Sept. 30 (class 20) – SLP in-class office hours

*** Tues 10/1 – Group 1 Outlines due*

Wednesday, Oct 2 (class 21) – Feedback on outline: Small group 1

*** Thurs 10/3 – Group 2 Outlines due*

Friday, Oct. 4 (class 22) – Feedback on outline: Small group 2

*** Sun 10/6 – Group 3 Outlines due*

Monday, October 7 (class 23) – Feedback on outline: Small group 3

*** Tues 10/8 – Group 4 Outlines due*

Wednesday, October 9 (class 24) – Feedback on outline: Small group 4

Friday, Oct. 11 (class 25) – Flex day

- Building in cushion as we have lots of visitors in October!

WEEK 10 & 11: Op-Ed Writing

Monday, Oct. 14 (class 26) - Op-Ed Writing: Translating Academic Research into an Op-Ed

- Read assignment
- TBD

**Complete Op-Ed Hook Assignment discussion on ELC by start of class 3/16*

Wednesday, Oct. 16 (class 27) – Op-Ed Writing: Hooking your Audience

Friday, Oct 18 (class 28) – Research Design & Data Collection

- Powner Ch. 4

**Complete Op-Ed Draft Assignment on ELC before the start of class 10/21*

Monday, Oct. 21 (class 29) – Op-Ed Peer Workshop

- No need to bring hard copy

Wednesday, Oct. 23 (class 30) – Professionalization day: TBD

***Op-Ed Due to the SLP's Google page Thursday, 10/24*

Friday, Oct. 25 (class 31) - Grants & Dr. Conrad, CITS Director

WEEKS 12 & 13: Lit Review & Theory Drafting

Monday, Oct. 28 (class 32) – Lit Review Day

- Reading TBD

Wednesday, Oct. 30 (class 33) – Pomodoros in Class

**Draft of Lit Review uploaded to ELC Discussion Board by Thurs. 10/31*

Friday, Nov. 1 – NO CLASS: Fall Break

Monday, Nov. 4 (class 34) – Theory Check-In Day

Wednesday, Nov. 6 (class 35) – Independent Research – Draft Writing

Friday, Nov. 8 (class 36) – Independent Research – Draft Writing

***Research Paper Drafts (full lit review and theory – rest outlined) Due by 11/8 to Drafts Discussion Board (**Word or PDF only** – NOT G-doc)*

Peer responses to drafts due before start of class Mon, 11/11 – see **discussion board prompt for peer response directions

WEEKS 14-16: Presenting Research

Monday, Nov. 11 (class 37) – Peer-Workshopping Research Paper Drafts

Wednesday, Nov. 13 (class 38) – SLP Presentation of Research Projects

Friday, Nov. 15 (class 39) – SLP Presentation of Research Projects

**Upload Draft of Presentation/Poster to “Presentation” Discussion board by start of class 11/18*

Monday, Nov. 18 (class 40) – Symposium Prep & Professionalization Day: Undergraduate Publishing & Conference Presentations

- Powner Ch. 11

Wednesday, Nov. 20 (class 41) – Professionalization Day: Fellowships & Competitive Scholarships

**Thur. 11/21 Global Decisions: Bob Carey*

Friday Nov. 22 (class 42) – SLP Research Symposium ****PINNACLE ROOM TIMES TBD**

- Everyone will be presenting their research either on a panel or as a poster
- Family/friends invited!

Weeks 16 & 17: Wrapping up the SLP

Monday, Nov. 25 (class 43) – Nice Day

Wednesday, Nov. 27 & Friday, Nov. 29 – No Class: Thanksgiving

Monday Dec. 2 – (class 44) – Nicest Day

Tuesday, Dec. 3 (class 45) – Peeps End of Year Dinner Celebration at Casa Muddegher!

Wed, Dec 4 – CITS End of Semester Celebration

****Final Research Projects Due Wednesday, December 11**