This is a long syllabus, but because we meet infrequently and because you have so many internship-based obligations to occupy your focus, I find it helpful to lay out a lot of detail. Keep this syllabus handy! When you have a question, please be sure the answer is not already here (or in the Washington Seminar Handbook). I hope both are helpful to you.

The Two Courses: 391 and 399

There are two components to Washington Seminar: (a) your internship; and (b) information from experts, both in person and in print, about major national and international concerns. While the 399 class mostly addresses the internship itself, the 391 class builds primarily on the expert briefings.

PLSC 391 (The Friday Seminar)

This course is designed to help you understand how Washington works and how public policy is shaped. You will listen to first-hand accounts from public (government) and private (non-government) officials who participate formally and informally in policy-making. I hope this course, in conjunction with your internship, will motivate you to participate in politics on many levels, including community, state, national, and even international.

The class will be conducted primarily on Fridays. Each Friday we will generally have three sessions—class with the instructor and two briefings with political practitioners—either at the Barlow Center or at the office or agency of the briefer. On rare occasions, we may have a briefing on a weekday evening to suit the schedule of the briefer.

The general themes of PLSC 391 include the following:
• Who shapes policy and how?
• What makes such advocacy influential?
• What are major issues that our country faces, both at home and abroad?

PLSC 391 Learning Objectives

In order to make the most of our briefings, you need to prepare for each briefing and think about the experience after the fact. I have designed a set of practices that, if you follow them conscientiously, should help you do both these things. In addition, PLSC 391 has two more general learning outcomes that we will pursue.
1. **Politics, International Relations, and Political Philosophy.** Students will identify practices that might improve both the overall U.S. system of governance and the ability of government officials in Washington, D.C., to represent U.S. citizens more effectively.

2. **Faith and Political Analysis.** Students will learn to apply *Doctrine and Covenants* 134:1 to their studies and other activities in Washington. D&C 134: 1 reads, “We believe that governments were instituted of God for the benefit of man; and that He holds men accountable for their acts in relation to them, both in making laws and administering them, for the good and safety of society.”

**A Few Words on Political Science**

The two learning objectives just mentioned are couched in the language of the political science department. I think these objectives should be pretty intuitive. The first takes off from the common idea that citizens in this country (and in many others) have been losing trust in government to do the right thing. How could that trust be restored? How might we develop better solutions to our many challenges? The second learning objective is more specific to our LDS community, though it expresses an idea very many Americans would agree with. It lays out an obligation for each of us to understand and to act responsibly in politics.

As I said, I think you will all grasp these ideas easily. I suggest, however, that there are other dimensions of “political science-ness” in the courses that may come harder to some of you. The Washington Seminar has been associated with our BYU political science department for decades, and while we welcome students from across the university, we do teach political science courses in Washington. This requires some adjustment on both our parts. I try to be as explicit as I can about political science concepts, but if I use a term you don’t know, please stop me and ask me or look it up later. I will try to meet you halfway. For example, my department uses Turabian style, but I have no interest in imposing that on you. If you’re an MLA gal or an APA guy, that’s fine by me. On the other hand, if you’re someone who doesn’t cite their work and use reputable sources, you’ll be in trouble in any department. The same goes for mechanics and style issues: there are very few meaningful differences in writing mechanics between the political science and English departments, and I expect Washington Seminar students to get this stuff right. Washington, D.C., punishes sloppy writing, and I generally don’t accept papers until they are polished enough to evaluate.

**PLSC 391 Texts and Materials**

You don’t have to buy any books! But you are required to read a major national newspaper each weekday. In the D.C. context, I strongly prefer *The Washington Post*. This requirement will probably help you attain the course goals more than almost any other activity. The program does not provide copies of the paper. Many of you will have copies of the *Post* available to you at your workplace. You may also read it on the Internet. Keep in mind, however, that some articles in the print edition may not be available in the online edition. We have regular Friday quizzes on the A-section of the *Post* (from the prior week’s Monday–Thursday papers).

In addition, and in preparation for our briefers, I will assign readings tailored to each briefing. These will often include a mix of biographical writing—just to give you a sense of who they are
and where they come from—and analytical writing on their chosen topic. The latter may be authored by our briefer, or it may complement or even challenge what the speaker will say. We will also have readings associated with our site visits at Valley Forge, Philadelphia, and Gettysburg. I require short but sensible “reading responses” detailed below. The actual readings will be sent out a few days prior to the response deadline by me or by our administrative assistant, Brennan.

**Attendance and Participation Policy**

Attendance and quality participation are essential to success in this class (low-quality “participation” is just an annoyance to our briefers and to other students. Be advised that any good faculty can tell the difference). Brennan will take roll each week, and students will be penalized for unexcused absences. Students will be rewarded for quality participation (judged by me). The only excused absences are due to illness or work *required* by your internship supervisor. Any such work-related absences must be cleared with me in advance. The following are not excused absences: choosing to go to your internship, job interviews, family events (including visits from parents), out-of-town trips, and alternative briefing opportunities (unless approved by me beforehand). You should not schedule anything before late-afternoon on Fridays, and before doing so, check to make sure we do not have a briefing scheduled. That said, I like weekends too, and I am not generally inclined to schedule late Friday briefings (e.g., after 3:00 p.m.). When we have them, it is generally for the convenience of the briefer, many of whom have insanely busy schedules and can only squeeze free late on a Friday.

**Code of Conduct for Briefings**

All briefings are off the record and not for attribution, unless announced otherwise. You may not record the briefing or reference the briefing in a public forum (you can always refer to the briefings in papers for the class). This means that you should not blog, tweet, or use your Facebook page to comment on or criticize a briefer. Such behavior is unprofessional and will result in a low participation grade. You should also not do anything like this with your internship, and the internship provider would most likely fire you if you did violate this policy.

Always arrive early for a briefing (at least five minutes, or more if required). Arriving late is discourteous to our speaker and reflects poorly on BYU generally. I won’t tolerate it. If you are even one minute late, you can expect to be denied entry—especially if we are visiting someone at an office that requires a security check. Late entries make the entire group look bad and are very unprofessional. Upon arriving early and finding your seat, focus your attention (and your small talk) on the theme to be discussed in that briefing. In other words, behave professionally and maximize your preparation. Early arrivers occasionally have a chance to interact informally with the briefers, who generally enjoy meeting our students.

Always dress and act appropriately. Men should wear a jacket and tie and women appropriate professional attire. Dozing off, slouching, texting, not remaining attentive, or surfing the web during briefings are unacceptable, make you look foolish, and reflect badly on BYU. Do not have your cell phones or laptops out during any briefing. Take notes with a paper notepad. Most of our speakers will be dynamic and exciting. *Unfortunately, a few will not be.* Please continue to be attentive anyway.
You should always know something about the speaker and the topic before the briefing. The assigned readings are to help you develop some basic knowledge of the issue to be addressed. During the week, pay particularly close attention to articles in The Washington Post that relate to the briefing topic. Check out the speaker’s website. Ask respectful and reasonable questions. It is very likely you will disagree with the views of some speakers. This is by design. Remember, it is possible to disagree without being disagreeable. You are welcome and encouraged to challenge the assertions, facts, or assumptions of any speaker. Be certain to do so in a polite and respectful manner. After you ask one question, please allow everyone else to ask questions before asking another. In some cases, you may also have a chance to chat informally with the speaker after the briefing has concluded.

Please abide by all of these guidelines. I will not hesitate to reduce participation scores for inappropriate behavior, and for repeated offenses I have no qualms about reducing the score more than the 10 percent assigned—you can go below zero on this score.

**Other Barlow Center Lectures**
You are expected to attend any specially scheduled Barlow Center lectures in office attire. This semester, we will have at least one of these, the Faith and Public Service Lecture sponsored by the Church. The speaker, date and time are still being worked out.

**Excursions**
Friday and Saturday, March 22–23: Valley Forge and Philadelphia. Departure at 8:00 a.m. Bagels provided in the Barlow Center lobby at 7:30 a.m.

Saturday, March 30: Gettysburg. Departure at 8:00 a.m. Bagels provided in the Barlow Center lobby at 7:30 a.m.

Spouses of married interns are welcome to join us, though no other student guests are permitted. Accommodations in Valley Forge are rustic, but we always have fun.

**391 Assignment Descriptions**

**Pre-Briefing Reading Response**
Readings are assigned to help you think about the topics addressed in the briefings and help you prepare for writing assignments. In addition, I want you to make connections between the new things you are learning and the things you already know (or at least think you know). Short reading responses are designed to do just this. Thus, *for each assigned reading*, write a paragraph that takes one of the following four forms:

1. **Intra-class connections.** Example: This reading reminded me of the earlier reading by... The connection I see is... This author reads the evidence differently because...
2. **Cross-curriculum connections.** Example: This reading got me thinking about a similar problem I learned about last semester in my economics class...
3. **Data connections.** Example: This reading implied that politicians are genuinely seeking to pursue policy goals, yet *The Washington Post* just carried a story reporting data that stocks “picked” by Senators and Congressmen/women beat the market by almost 10% on average...
4. **Puzzlement.** Example: This reading argued that proposed policy changes should be narrowly focused. But we read something earlier by the same author that said in order to make a proposed change successful, it must attract a large number of supporters. How can both claims be right?

After your paragraphs on each reading, craft one question you could see yourself raising in each briefing. This question should not be so generic that you could ask it of any person (e.g. “What does your typical day look like?”) but something specific to the briefer. Most often, we will have four readings and two briefings per Friday. Thus, your reading response will usually have four paragraphs on the readings and two questions you could pose.

*Send the response via email to me by Thursday at 1:00 p.m.* (wade.jacoby@byu.edu). Send the response in the body of the email, not as an attachment. Include your name and date in the body of the email as well. Use a subject heading such as “WS: RR#2.” The reading responses are graded pass/fail. See the appendix for a solid example. Turning responses in after 1:00 p.m. on Thursday will cost 50%. No credit is given for responses turned in after the Friday briefing.

**Paper Requirements**

Writing assignments are due in hard copy on Friday morning at the beginning of our class meeting unless otherwise indicated. All deadlines are firm. Grades will be reduced 20% for each day an assignment is late. Arrange your schedule to meet these deadlines. If you have an emergency, email me the assignment (as an attachment) and slide a hard copy under my office door later. I put word limits on papers to give you practice saying a lot in a short space. This is critical in Washington, D.C., where some important figures make it a matter of pride never to read past the first page! Though I generally ask for longer papers than that (see below), please try to cut out all extra words. Make every word count. For strong examples from prior semesters, see the Learning Suite website for our class.

**Paper 1: Public Service and My Career Choices** (Due Friday, February 15, at the start of class)

Brigham Young said, “It is the duty of a Saint of God to gain all the influence he can on this earth, and to use every particle of that influence to do good” (1869, *JD* 12:376). How do you plan on doing good in your life? One of the purposes of the briefings (and your internship) is to expose you to a wide array of careers in public service so that you learn there are many ways to be involved as a citizen and to inform your career selection. Many of our speakers weigh the career benefits of salary, job security, and social status against family and church responsibilities. Consider what matters most to you in a career (e.g., salary, job security, social status, family time, intellectual challenge, potential to make a difference). What criteria might you use to choose one job over another? To what extent do you think your life and career will include public service (e.g., informed voting, community service, advocacy for vital issues, government work, public office)? Draw on the readings and briefings and on your internship experiences. Despite the intensely personal subject matter, keep this paper analytical. It’s not meant to be like a journal entry. For example, while you may use first person, please do not
take me through your thought process (or stream of consciousness) in a very informal manner (e.g., “At first, I thought this…. Then, I realized that….“). See notes on writing papers below. The paper should be 1200 words or fewer, which is usually about 4–5 double-spaced pages.

**Paper 2: The Founders and Contemporary Government** (Due Friday, March 29, at the start of class)

Compare and contrast the current federal government’s size and powers with what the Founders expected when drafting the Constitution. This paper responds to both learning objectives by linking past practices with present ones. Use material from the readings, the Constitution Center, the Independence Hall tour, the film *A More Perfect Union*, and the presentations at the Freedoms Foundations and other places to discuss the Founders’ state of mind in 1789. Next, compare their original intent, as you understand it, to current U.S. practice—again, as you understand it. You should focus on two or three elements that you explore in detail. Such elements could include things like the specific areas of government influence, such as revenue generation, market regulation, or the extent of personal freedoms, or they could include discussions about how particular government institutions were expected to operate. These choices will give you some specific things to talk about and not leave you reliant on extremely vague (even if correct) observations like “the Founders expected our government to be smaller.” Outside research is not required to complete this assignment, but better papers will show evidence of considering a range of sources and not just two or three (as always, such sources should be cited in-text, and you should provide a bibliography). Please note: This paper is not about what any specific founder wanted. Rather, it is about what the Founders expected. This paper is also not about what the current federal government’s size and powers should be, whether based on your opinion or those of others. The paper should be 1200 words or fewer, which is usually about 4–5 double-spaced pages.

**Final Paper: How to solve a political problem** (Due Saturday, April 6, at midnight)

Identify a problem confronting your community, state, or the nation, and propose how you will get government to solve the problem. This paper is meant to demonstrate your knowledge about how to be an effective citizen in an area that you care about. The paper should have three sections of unequal length: (1) patterns of effectiveness, (2) the problem, and (3) your solution. I will give separate scores for each part, plus a score for mechanics and style.

First, discuss why some people or groups are more effective than others at influencing government (e.g., bureaucracy, legislature, courts). Using readings (especially Graham) and the briefings, identify three or four factors that increase the odds of being influential. Illustrate these factors using examples drawn from any of the readings, briefings, or current events (from *The Washington Post*). Second, your paper should state the specifics of the problem you wish to solve without spending more than a page explaining why it is a problem. Third, much of your paper should explain the nuts and bolts of your plan for achieving a solution.

Your paper must include details about the focus of your efforts to influence government and
why the level of government you have chosen is the most appropriate for your particular problem. You should integrate multiple course topics, such as how to lobby government officials, how to use the media, etc., and your explanation should be very specific in several places. Example here could include naming specific government officials, citing specific laws or legal texts, or noting important deadlines. You should demonstrate adequate knowledge about parameters of the policymaking process, name specific coalition partners and news media outlets, etc. Excellent papers will identify both the potential opposition and your plan to deal with that opposition. Throughout your solution section, connect your proposed plan back to the general factors that increase influence. If you are not using those factors, you should either explain why or rethink your plan or your factors.

Some things to keep in mind:

- Narrowly focus the problem and the proposed solution: Improving national education policy is impossibly vague. Making an incremental adjustment to hiring standards for school teachers in your local district is much more specific (and realistic). Your solution may not quite solve the problem, but you can succeed on this paper by proposing a solution that is a step in the right direction.
- Be realistic with your proposed solution: If the first step of your plan is to go to law school, you are headed in the wrong direction on the paper. I need to be persuaded that you currently have the skills and resources to have a chance at following through with your plan. Doing so will also help you narrow the focus of your paper appropriately.
- Your problem should not be something to change at BYU unless you plan on getting the government to solve the problem.
- The paper should be under 2500 words or about 8–9 pages, double-spaced.

**Multi-tasking**
If you write a paper for another course (past or present) that uses the same topic as a paper for this course, you need to approve it with me in advance. I will also ask you to turn in to me a copy of the paper from your other course.

**Enrichment Activity**
On Friday, March 1, no briefings will be held so that you can pursue an enrichment activity. This activity should focus on history or the arts. You can visit a historical site or museum, tour one of the many art museums, or attend a play or concert (no movies). This is an opportunity for you to visit a site that may only be open during business hours when you are either at work or in class. Write a brief (one double-spaced page) report summarizing the experience and discussing what you learned. This is graded pass/fail and is due at the start of class on March 8.

**Service Learning**
One Saturday during the semester—scheduled for February 9—will be dedicated to a group service project in the District of Columbia. In a short paper, relate the service you provide to your own ideals about service. This paper is also graded pass/fail. It should be about two double-spaced pages (around 600 words).
## PLSC 391 Point Breakdown

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points (Percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Briefing Reading Responses (10 @ 2 pts each)</td>
<td>20 (20%)</td>
</tr>
<tr>
<td>Three Papers</td>
<td>55 (55%)</td>
</tr>
<tr>
<td>Paper 1: Public Service &amp; Career Choices</td>
<td>15</td>
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<tr>
<td>Paper 2: Founders &amp; Contemporary Gov’t</td>
<td>15</td>
</tr>
<tr>
<td>Final Paper: Political Solutions</td>
<td>25</td>
</tr>
<tr>
<td>Quizzes, Pre-Tests, Attendance, and Participation</td>
<td>15 (15%)</td>
</tr>
<tr>
<td>Enrichment</td>
<td>5 (5%)</td>
</tr>
<tr>
<td>Service</td>
<td>5 (5%)</td>
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</tbody>
</table>
PLSC 399 (Credit for Internship and Associated Academic Work)

This second course joins your internship experience together with more traditional academic material by requiring you to put your day-to-day internship experiences into a broader academic framework. This is achieved through research and writing related to your internship. Your grade is jointly determined by your performance in your internship and by your written assignments. The assigned papers will have you fit your work assignment into the broader picture of national policy-making.

The written work consists of several components, calibrated to the number of 399R credit hours for which you are registered. Following is the break-down of assignments, contingent upon the number of credits you’re taking.

Grade Breakdown for 9 Credit Hours of 399R
- Supervisor Evaluation 25%
- Research Proposal 5%
- Personal Professional Development 5%
- Organization Analysis and Critique 10%
- Portfolio 20%
- Research Paper (15–18 Pages) 35%

Grade Breakdown for 6 Credit Hours of 399R
- Supervisor Evaluation 25%
- Research Proposal 5%
- Personal Professional Development 5%
- Organization Analysis and Critique 10%
- Portfolio 30%
- Research Paper (8–10 Pages) 25%

Grade Breakdown for 3 Credit Hours of 399R
- Supervisor Evaluation 25%
- Personal Professional Development 10%
- Organization Analysis and Critique 20%
- Portfolio 45%

Learning Objectives

1. **Politics, International Relations, and Political Philosophy.** Students will identify practices that might improve both the overall U.S. system of governance and the ability of government officials in Washington, D.C., to represent U.S. citizens more effectively.
2. **Effective Research and Analysis.** Students will build skills useful for future course work and, eventually, for professional life.

3. **Participation in Political Processes.** Students will be encouraged to explore career possibilities and enhance their prospects for future employment.

**PLSC 399 Assignments**

**Personal Professional Development Paper** (Due Friday, January 25, at the start of class)

Systematically consider your particular role within your internship organization. Write a paper that includes the following:

- Your basic job description and your place in the organizational hierarchy (very brief). The skills required to perform your job well.
- A discussion of goals for your internship. Some of these should be devoted to improving your skills.
- A discussion of learning objectives in your internship. Refer to pages 21–27 of the 2009 Washington Seminar Student Handbook for a list of possible learning objectives. These objectives concern how or why an organization does something or interacts with other organizations in a particular manner, in addition to what the organization does. Please be very specific.

The paper should be under 800 words, usually about 2–3 double-spaced pages.

You should discuss some of these items with your supervisor. It will help your supervisor to know you are serious and thoughtful, and in knowing your goals and objectives, your supervisor may steer opportunities your way. In addition, your supervisor may help you choose goals and objectives that are realistic.

**Organization Analysis** (Due Friday, March 15, at the start of class)

Analyze your internship organization in a paper that includes the following three sections:

1. **Description of the organization:** its official purposes (as described in its mission statement) and unofficial purposes, historical origins, size of budget and funding sources, personnel size and qualifications, and organizational structure (and where it fits into a broader organization, if at all).

2. **Analysis of the organization’s performance:** How successful is it in relation to its goals? What metric do you use to assess its performance? Why is or why is it not successful in accomplishing its goals? What is its decision-making process (officially and actually)?

3. **Critique of the organization:** What recommendations would you make to improve the organization’s performance? Why do you think following these recommendations would improve performance? Why do you think your recommendation has not already been tried or adopted? Be honest but realistic. Take into account the resources and powers at the disposal of the agency, as well as the constraints and obstacles it faces.
The paper should be 1200–1800 words or about 4–6 double-spaced pages. Less than half the paper should be description. Over half the paper should be analysis and critique. If you could show your analysis and critique to your supervisor, you are probably not being critical enough. Be frank. I will not share your paper with your supervisor or internship provider.

**Portfolio** (Due Monday, April 29, at 9:00 a.m. [April 12 at the start of class if you are graduating in April])

During your internship, you will increase your skills and knowledge in a variety of areas. A portfolio is a good way to document this growth and illustrate your knowledge and skill development. It also gives faculty an important insight into your substantive work without requiring a lot of extra writing on your part. A good portfolio can contain a variety of entries, including correspondence (both memoranda and letters), reports written for your supervisor or other staff in the organization, notes on meetings or projects, or other general observations from your experience. Include anything that you feel demonstrates your skill or knowledge acquisition in the internship. Be careful not to include anything that might be considered confidential unless you have your supervisor's permission to do so.

**Entry cover page.** Each entry in the portfolio must include a typed cover page with a paragraph addressing each of the following four points:

- Explanation of the entry
- Skills acquired as a result of working on this entry (e.g., writing, interpersonal, computer, analytical, research, quantitative, etc.)
- Knowledge that you have gained or improved as a result of working on this entry
- Questions raised or ideas for future investigation (either during the internship or later) that have come to you as a result of having worked on this entry. If possible, state a concept, principle, etc., from your previous on-campus course work that relates to the entry.

There are examples on pages 19–20 of the 2009 Washington Seminar Student Handbook. Some portfolios are also available in my office. Give thoughtful attention to your response to the last section. Your answer to this question will be used to evaluate how reflective you are about your work and its relevance to previous course work in the discipline. The cover pages should be written over the course of the internship at the same time the portfolio entries are completed. It is less effective (and strongly discouraged) to write them all at the end of the internship just prior to submitting your portfolio.

**Internship summary paper.** At the beginning of the portfolio include an internship summary paper in which you describe the following:

- Knowledge you gained of institutions, processes, concepts related to previous study
- Skills you improved or acquired
- Understanding of career possibilities you acquired
- Your personal growth from the experience
Reference the entries in your portfolio as evidence of your development in the above areas. This paper need not be long, but it should be of sufficient length to show you have been reflective about your experience and to explain why the internship was meaningful for you and how it enhanced your education. You may wish to share a copy with your work supervisor.

Format. Assemble the portfolio as a locked PDF and submit it via email to me by April 29 (April 12 for those graduating in April). The presentation should be professional and organized. Some method of dividing entries (table of contents, tabs, etc.) will make the portfolio more organized and easier to read.

Grading Criteria. A portfolio deserving of an A grade will have at least 12 entries with well written, reflective cover pages and summary paper. It will be well organized and professionally presented. Portfolios that are lacking in any of the above qualities but have reflective cover pages and summary paper will merit a B. Those that are merely descriptive or have few entries will receive a C grade.

Research Paper: Proposal and Final (only for those taking 6 or 9 credits of 399)

Research Project Proposal (Due Friday, February 1, at the start of class).
Submit a research proposal to be used to frame your final research project. The length of this will vary, but 3–5 double-spaced pages should be adequate. Your research design should include a brief introduction to your topic, a clear statement of your research question (be sure there is a question mark!), and a plan to collect the necessary data for the paper (e.g., specialized secondary sources unique to your internship, in-depth interviews, statistical data, etc.). Note that this is a design to do original research, not a design to merely go out and read existing secondary sources. You must read those secondary sources (i.e., do research) before you write the research design to figure out what original research needs to be done. You should discuss these existing secondary sources in the research proposal and cite at least eight quality sources in your bibliography. Students in the social sciences should consider framing their research question in terms of dependent and independent variable(s) and causal mechanisms. All students should bear in mind that most social science research begins with some effort to describe “variation” that the author sees (e.g., in some cities/states/organizations/nations, it is like this; in other cities/states/organizations/nations, it is like that). Then much of the rest of the paper tries to explain that variation (e.g., why do these differences exist?). At the proposal stage, you probably cannot yet explain the variation, but you should at least be able to describe it. As you consider a topic, take advantage of the resources and access afforded you by your internship. Choose a topic closely related (or even identical) to work you are already doing. Talk to your supervisor about this assignment and ask for advice or help in choosing a topic and identifying some data. It may create opportunities for you at work. This is another case where it is both acceptable and advisable to overlap your writing for credit with internship work. I will provide a cover sheet with more information upon request.

Final Research Paper (Due Monday, April 29, at 9:00 a.m. but April 12 at the start of class if you are graduating in April)
The standards listed on pages 30 and 31 of the Washington Seminar Student Handbook are a good starting point for this paper. Political science and international relations majors should follow the guidelines of Political Science 200. We will discuss this paper in more detail during class. If you are required to write a research paper, please schedule an appointment with me to discuss your research paper during my office hours during the first two weeks of class.

For the six-credit class, the research paper should be 2500–3000 words, or about 8–10 pages, double-spaced, not including tables and graphs. For the nine-credit class, the research paper should be 5000–6000 words, or about 16–20 pages, double-spaced, not including tables and graphs. I can be convinced to accept a longer paper if the research is excellent. Again, I will provide a cover sheet with more information upon request.

**Supervisor Evaluation** (Due Friday, April 12 at the start of class)

**Adjustments**
This syllabus—including material on 391, 399, and program excursions—is subject to change. I have spent significant time on it and linked the various parts together. But we are in Washington, and unpredictable events are a predictable occurrence. When one thing changes—perhaps for reasons beyond our control—we may need to make adjustments in others spots. Please be understanding and flexible. In general, updates will be announced either in 391 class or via email. Please check your email daily this semester.
Appendix 1: Sample Reading Response

Heck reading (cross-curriculum response):

Last year, I took a class on Constitutional Law, and we talked a fair amount about electoral campaigns. We read the Citizens United v. FEC case that was decided in 2010. At the time, I was not very familiar with PACS and all the fuzz about them. After reading several cases, I became slightly more familiar with campaign finance and understood the concepts and basic data behind each side’s arguments. However, it was not until the recent controversies on Super PACS that I was finally able to apply the knowledge I gained a year ago. I have tried to keep up with news on Super PACS in the Washington Post and read articles on the subject printed on the National Journal we get at the Embassy. Just yesterday, I read an article in the Post about Obama’s top fundraisers and their occasional visits to events and dinners at the White House, many times after they have made a substantial donation. Reading the article assigned from the New York Times only made me more pessimistic about the whole subject. I can understand that candidates need to raise money, but if laws have been set up to limit the amount of money they receive directly from one supporter, it is for a reason—namely, to prevent a spoils system where donors are compensated for their contributions. As the NYT article explains, the line between coordination between a Super PAC and a campaign are often blurred, but I think it is the responsibility of candidates to play by the rules and abide by the laws established. Even if they are not doing anything wrong, they should even avoid the appearance of evil.

Question: How does your firm ensure that there really is no overlap between the different companies occupying the same space? Can we really trust that there is no coordination at all?

Holt-Viray reading (intra-class response):

Although the paragraph above might make it seem like I know something about Super PACs, reading the second set of readings showed me I really do not know hardly anything. It just seems like this topic is one with rules that do not make sense to me and that apparently are not being enforced. I feel like it is hard for me to take a stand because I feel I do not know enough about the subject to really take a position. Yet I do not think I agree with the idea that corporations have the same rights of free speech under the First Amendment as individuals. I am also unhappy with the idea that corporations and individuals can contribute unlimited amounts to Super PACs; however, I can see how those donations and contributions can help a candidate get his or her message across. In a time when technology is vital, I can understand the need for money to finance different types of campaigns. At the same time, the fear that the elite are running the country looms in the background. There also are the problems in the current GOP nominating campaign for president, in which a super-rich man is single-handedly keeping Gingrich in the race, complicating and dragging out the primaries. I think it is just time for Congress and the Supreme Court to set clear, specific, fair rules where there is little ambiguity. There are more important issues to focus on than who is coordinating with whom and how much someone contributed and to whom. Politics should be a lot simpler than this.

Question: How do we solve the Super PAC issue, and are they really as bad as they seem?
Appendix 2: University Policies for the Washington Seminar

Honor Code
In keeping with the principles of the BYU Honor Code, students are expected to be honest in all their academic work. Academic honesty means, most fundamentally, that any work you present as your own must, in fact, be your own work and not that of another. Violations of this principle may result in a failing grade and additional disciplinary action. Students are also expected to adhere to the Dress and Grooming Standards. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards.

Student Disability
Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (801-422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through grievance policy and procedures by contacting the Equal Employment Office at 801-422-5895.

Academic Honesty
The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life’s work, but also to build character. President David O. McKay taught that "character is the highest aim of education." BYU students should be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Email Policy
All class members must maintain an active email account. It is your responsibility to ensure that the email address that is listed for you in the BYU directory is current. To update, log in to Route Y and select “Update Personal Information.” Here you can specify a current email address if you are not using the one assigned to you by BYU, or you can have your BYU email forwarded to the account you use. The instructor and assistant will communicate time-sensitive class announcements via email. Check your email daily throughout the semester. Email is also a good way to reach me with questions. In fact, if you have anything important to ask or notify me about, you should email it to me. We will then both have a record of it. Do not rely on me to remember anything you say to me in person.
Appendix 3: Sexual Harassment

Preventing Sexual Harassment
Sexual harassment is a serious problem. One way to protect yourselves from sexual harassment and from charges of sexual harassment is to be scrupulously appropriate with all individuals you come in contact with. Brigham Young University is obligated by law to protect its students from gender discrimination, including unlawful sexual harassment, in all programs and activities sponsored by the university. As you embark on your internship, please be aware of what constitutes sexual harassment and what you should do if you encounter it during your internship.

Definition
Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:
• Submission to the conduct is made a term or condition of an individual’s employment; or
• Submission to or rejection of the conduct by an individual is used as a basis for employment decisions affecting the individual; or
• The conduct interferes with an individual’s work performance or creates an intimidating, hostile, or offensive working environment.

Examples
Behaviors that contribute to a hostile environment include, but are not limited to:
• Discussing sexual activities
• Telling off-color jokes
• Unnecessary touching
• Commenting on physical attributes
• Displaying sexually suggestive pictures
• Using crude language or demeaning or inappropriate terms
• Using indecent gestures
• Engaging in hostile physical conduct

Appropriate Response
Both employers and employees have a responsibility to prevent and stop workplace harassment. If you experience harassment while participating in a BYU-sponsored internship, report the behavior to your internship coordinator and your experience provider. They will take appropriate action to address and correct the behavior.

You may also contact the university’s Equal Opportunity Manager or 24-hour hotline at:
Equal Opportunity Manager
Brigham Young University
Telephone: (801) 422-5895
Email: sue_demartini@byu.edu
24-hour hotline: 1 (888) 238-1062
http://www.ethicspoint.com
### Appendix 4: Fall Schedule (subject to revision)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 11</td>
<td>First PLSC 391 class session at 9:30 a.m. in Barlow Center Great Room</td>
</tr>
<tr>
<td>January 25</td>
<td>First 399 paper (Professional Development) due at the start of class</td>
</tr>
<tr>
<td>January 28</td>
<td>Kings vs. Wizards. “Unfrettable” BYU Alumni Night (tickets are $25 or $40)</td>
</tr>
<tr>
<td>February 1</td>
<td>Research Proposal (for those with six or nine 399 credits) due at 8:00 a.m.</td>
</tr>
<tr>
<td>February 9</td>
<td>Service Project Saturday (TBC). Meet in Barlow Center lobby at 8:30 am.</td>
</tr>
<tr>
<td>February 15</td>
<td>First 391 paper (Career Choices) due at the start of class</td>
</tr>
<tr>
<td>February 22</td>
<td>Service Report due at the start of class</td>
</tr>
<tr>
<td>March 1</td>
<td>Enrichment Activity, no Friday briefings</td>
</tr>
<tr>
<td>March 8</td>
<td>Enrichment Report due at the start of class</td>
</tr>
<tr>
<td>March 15</td>
<td>Second 399 paper (Organizational Analysis) due at the start of class</td>
</tr>
<tr>
<td>March 22–23</td>
<td>Valley Forge–Philadelphia Excursion. Depart Barlow Center at 8 a.m.</td>
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<tr>
<td>March 29</td>
<td>Second 391 paper (Founders) due at the start of class</td>
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<tr>
<td>March 30</td>
<td>Gettysburg Excursion. Depart Barlow Center 8 a.m.</td>
</tr>
<tr>
<td>April 4</td>
<td>Students distribute intern evaluation forms to supervisors. Students are responsible to make certain that forms are returned to faculty advisor by April 11. <em>Notify faculty advisor if you will graduate in April.</em></td>
</tr>
<tr>
<td>April 6</td>
<td>Final 391 Paper (Problem-Solving) due at midnight (under my door).</td>
</tr>
<tr>
<td>April 11</td>
<td>Last day of internships (no early terminations permitted)</td>
</tr>
<tr>
<td>April 12</td>
<td>Final PLSC 391 meeting for all students. All forms, intern evaluations and work for PLSC 391 to be submitted. Students graduating in April must also submit all remaining course work (including portfolio and research paper) for PLSC 399R and remind faculty advisor they are graduating.</td>
</tr>
<tr>
<td>April 12–13</td>
<td>Students living at the Barlow Center available for apartment inspections by faculty advisor</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
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</tr>
<tr>
<td>April 13</td>
<td>All students must vacate the Barlow Center (students remaining beyond this date will forfeit housing deposit)</td>
</tr>
<tr>
<td>April 29</td>
<td>Last day to for continuing students to submit course work for PLSC 399R to faculty advisor</td>
</tr>
<tr>
<td>April 30</td>
<td>Faculty advisor submits PLSC 391 grades for all students and PLSC 399R grades for those graduating in April</td>
</tr>
</tbody>
</table>