

Government 241- Public Affairs Internship Seminar

Georgetown University and The Fund for American Studies
Capital Semester, Spring 2010

Location: White-Gravenor (WGR), Room 206
Georgetown University

Instructor: Karen M. Czarnecki

Class Schedule: Mondays 5:50-8:20PM

Office Hours: By Appointment

SYLLABUS (As of January 7, 2010)

Book: *How Washington Really Works*, by Charles Peters (available in GU bookstore)

Supplemental Reading: Additional Reading Materials, articles, and book chapters will be posted on the Web site. Please consult the Web site weekly for updates and new postings.

Web Address: www.karenczarnecki.com.
Click on "Academic Corner".
Code is TFAS09 (case sensitive)

Course Goals:

- To further an understanding of how Washington, DC works
- To examine how the internships offer practical experience for various public policy careers
- To understand the complex nature and challenges of public policy careers
- To develop writing and presentation skills applicable to careers in public policy
- To highlight current events in the context of internship experiences

Format:

- Subject matter lectures
- Readings, including:
 - *How Washington Works* by Charles Peters, and
 - Additional chapters/articles/reading material as assigned
- Active discussion regarding class topics and internships
- Student group presentations illustrating class work, assigned readings, and research on various public policy issues
- Two typed homework assignments, plus Outline of policy figure
- Public Policy Guest Speakers

Grading:

- Class Attendance & Participation, including: 30%
 - Policymaker Biography Outline
 - knowledge of readings

- Overview/Presentation of Internship, plus “Factoids”
- Out-Of-Class Activities**
- Service Project at the DC Central Kitchen**
- Interview Summary (1-2 pages), laying out answers to proposed questions 20%
- Group Presentation (15-20 minute presentation, plus Q & A) 20%
- Strategy Memo (4-6 pages), dealing with internship organization 30%

** The following Out-of-Class activities are required for this course and are considered in your participation grade. They are the following:

- State Department Briefing
- Pentagon Tour
- World Bank Briefing
- Embassy Briefing

** Students are also required to participate in a service project at the DC Central Kitchen arranged by The Fund for American Studies. Lily will provide you with additional information about this.

NOTE: In preparation for the first class:

- 1 Read the Chapter 16, “A Compassionate Conservative,” *from A Charge To Keep* (18 pages). (Web)
- 2 Come prepared to discuss your view of the role of government in policy matters.
- 3 Read Material on Ethics & Ethics Violations (Web)

COURSE CALENDAR

Class #1 January 25, 2010- Course Overview

- Introduction to Subject matter
- “Who’s Who of Washington” Interactive Quiz
- Class Introductions and brief descriptions of Internships
- General Ethics Discussion & Discussion of the Role of Government
- Group Presentation Topics Assigned
- Long-term assignment: Policymaker Biography

Homework Assignment:

- Work on Student Group Project assignments
- Read *How Washington Works*, Chapter 1 (Press)
- Write an Internship Summary (See guidelines and instructions)

Class #2 February 1, 2010 - The Press

- Hand in Hard Copy of “Internship Summary” at start of class
- Presentation from Press/Media Student Group Project
- General Discussion on How the Press, Public Relations Experts, and Modern Media (Social Media) Affect Policy Formation
- Guest Speaker

Homework Assignment:

- Work on Student Group Project assignments
- Read *How Washington Works*, Chapter 7 (Congress)
- Read 2 chapters on legislative/committee procedure (Web)
- Read additional materials on Congress (Web)

Class #3 February 8, 2010 - The Congress

- Presentation from Congress Student Project Group
- General Discussion on How Congress Works, It’s Relationship with other Branches

Homework Assignment:

- Work on Student Group Project assignments
- Read Chapter 4, *Competing in the Marketplace of Ideas: The Strategies of Think Tanks*, from “Do Think Tanks Matter?” by Donald E. Abelson (Web)
- Read Chapter 6, *On the Road to the White House: Presidential Candidates and the Think Tanks that Advised Them*, from Do Think Tanks Matter, by Donald Abelson (Web)
- Locate a well-written public policy document from a think tank, print it, bring it to class, and be prepared to discuss why you think it’s effective

Class # 4 February 22, 2010 - Think Tanks

- Presentation from Think Tank Student Project Group
- Discussion on How Think Tanks Influence Public Policy
- Class discussion of think tank materials/publications

Homework Assignment:

- Read *How Washington Works*, Chapter 2 (Lobbies)
- Read additional lobbying articles (Web)

Class # 5 March 1, 2010 – Lobbies

- Presentation from Lobbyist Student Group Project
- General Discussion on How Lobbying Affects Policy Development
- Guest Speaker

Homework Assignment:

- Work on Student Group Project assignments
- Read 2 chapters/material on polling and campaign consultants (Web)

Class # 6 March 15, 2010 – Polling and Outside Influences

- General discussion on polling, campaign consultants and public opinion
- 1st Group- Policymaker Presentations

Homework Assignment:

- Read Chapters 3 (Bureaucracy) and 6 (Regulators)
- Read additional materials and be prepared to discuss in class (Web)

Class #7 March 22, 2010 - The Bureaucracy and the Regulators

- Presentation from Bureaucracy/Regulators Student Group Project
- General Discussion on the government bureaucracy
- Guest Speaker on Regulation

Homework Assignment:

- Work on Student Group Project assignments
- Read *How Washington Works*, Chapter 4 (Foreign Services)

Class #8 March 29, 2010 - International Arena

- No Student Presentation
- Guest Speaker on International Aid

Homework Assignment:

- Work on Student Group Project
- Review several white papers on trade policy (Web)

Class # 9 April 5, 2010 – Trade Policy

- Presentation – Trade Student Group Project
- General Discussion of free trade agreements and trade policy

Homework Assignment:

- **Prepare INTERNSHIP STRATEGY MEMO**
- Read Chapter 8 (White House)
- Review “The Rankings”, & “Appendix 1: Methodology of Rankings” by James Lindgren, from *Presidential Leadership: Rating the Best & the Worst in the White House* (see web)

Class #10 April 12, 2010 – The White House

- Presentation from White House Student Group Project
- General Discussion on Operations of the White House, How Administrations Control the Agenda, the View From the Top
- Submit Internship Strategy Memo
- Policymakers Presentations

Homework Assignment:

- Read A Way Out (p. 159)

Class #11 April 19, 2010 – Internships/Career Paths

- Policymaker Presentations
- General Discussion about public policy career paths and options
- General review of resumes & cover letters
- Possible guest speakers

Class #12 April 26, 2010 – Course Wrap Up

- Complete Policymaker Presentations
- General Discussion about Policymakers and Attributes

Course Policies:

- **Class attendance and participation is mandatory. Absences must be arranged and approved in advance by professor, not TFAS staff.**
- **Assignments and topics in the Syllabus are subject to change. Please consult Web weekly as new reading assignments will be added regularly.**
- **Homework must be turned in at the beginning of each class on its due date in person, not via email.**
- **If you are absent from class due to illness when a written assignment is due, the paper must be submitted before class begins that day or the paper will not be accepted for credit. The professor assumes no responsibility for missing assignments. It is the full responsibility of the student to ensure that assignments are turned in on time on the due date.**
- **All student work is based on Georgetown University’s Honor Code.**

INTERNSHIP SUMMARY INSTRUCTIONS:

Write an **INTERNSHIP SUMMARY** based on meeting with a Senior Manager/Supervisor in the organization in which you intern and address the following questions:

- 1 What is the organization's mission?
- 2 What are the sources of funds for the organization?
- 3 What are the immediate and long range goals of the organization?
- 4 What is the audience they seek to influence?
- 5 What is the biggest challenge/concern facing the organization?
- 6 How is the organization addressing this challenge, if at all?

GUIDELINES FOR INTERNSHIP SUMMARY

- 2 pages maximum
- Use proper grammar and punctuation
- Put in “**memo format**”
- Do not use Question & Answer format – use paragraphs, full sentences, and develop each question thoroughly
- Do not provide one word or very short answers. Give examples if possible, spell out the details (especially on the budget); develop your thoughts.

GUIDELINES FOR POLICYMAKER BIOGRAPHY

Select a biography or autobiography from the library (or online) on a “policymaker” you admire. Read the book and answer the following questions in outline form.

- All biographies must be approved in advance.
- There are no repeat biographies allowed. First-signed up, first selected.
- Current and the immediate past president is not an option (Bush 43, Obama).
- Length: 1-2 pages maximum
- Include your name, title of the book, author, & year at right hand corner of 1st page
- Be prepared to give a short presentation in class on your selected person (5- 10 minutes total)
- Practice your presentation several times so you are well rehearsed and abide by the time limit.

POLICYMAKER FORMAT:

- Give a BRIEF overview of the person's life and positions he/she has held (approx. 10 major things)

- Tell why you chose this person
 - Discuss the positives & negatives in his/her life from a policy perspective
 - Share policy insights they discussed in the book (ie. Advice, lessons learned, what public service taught them)
 - Discuss obstacles they may have faced in their public service. Give examples.
 - Do you admire the person? Why or Why not?
-

INTERNSHIP STRATEGY MEMO GUIDELINES:

Write a 4-6 page memo explicitly drawing on your interview, your internship experience, and what you have learned in class, laying out how you would advise your internship organization to solve its biggest challenge. Please use examples to illustrate your points. You have the choice to solve 1 2 or 3 of the organization's problems, as long as each issue has a solution.

Note: This is NOT a repeat of the first assignment. It is your chance to show your problem-solving abilities. You can be as creative as you like as long as the ideas are rational and comprehensive.

Please be mindful of grammar, punctuation and spelling. Hint: Have someone proofread it.