

The Graduate School of Political Management

THE GEORGE WASHINGTON UNIVERSITY

M.P.S. in Legislative Affairs

Spring 2021

Feb. 3, 2021 – April 14, 2021

Legislative Politics

LGAF62020.LH

3 Credits

Wednesdays/6:00PM-8:00PM

Virtual - Zoom

BASIC INFORMATION AND RESOURCES

Instructor

Dr. Casey Burgat

Assistant Professor and Legislative Affairs Program Director

The Graduate School of Political Management

The George Washington University

Contact Information

Phone Number: 202-994-2272 (office) or 970-412-0747 (cell)

Email Address: cburgat@gwu.edu

Communication

Individual meetings with the instructor must be pre-arranged appointments usually before or after class unless other arrangements are made. Email is almost always the best way to communicate with me, and I typically respond within 24 hours. If there is an urgent need, feel free to call. If and when we are allowed back in to the GWU offices, I will be there every day during business hours.

Blackboard Site

A Blackboard course site has been set up for this course. Each student is expected to check the site throughout the semester, as Blackboard will be the primary venue for classroom communications between the instructors and the students in this new virtual environment. Students can access the course site at <https://blackboard.gwu.edu>. Support for Blackboard is available at 202-994-4948 or helpdesk.gwu.edu.

Zoom

Weekly class sessions will be held online via the Zoom platform on **Wednesdays from 6:00 – 8:00 pm EST**. We will use the same meeting address each week:

<https://zoom.us/j/7761779138?pwd=NFNPTVB6Q0J1ZGdoQmRESS9iK2RuQT09>

Each week will also require about 1 hour of asynchronous (on your own schedule) work involving the class subjects. These requirements are listed under each week's topic.

Attendance & participation policies for Zoom are outlined below:

- You are expected to attend all online class sessions. Recordings will be available for those who have unavoidable conflicts.
- You are expected to have your camera on, to mute/unmute your microphone as needed, and to use the chat box responsibly and for course purposes.
- If you are unable to keep your camera on consistently in class, please communicate with me (though you are not required to give a reason).
- Please use the chat box and the “Raise Hand” features when you have a question. If I miss your question, please speak up using your microphone.
- If you anticipate any issues or have concerns about these expectations, please contact me as soon as possible.
- Recordings of class sessions are protected by FERPA and any dissemination of course recordings are thus prohibited.

Technology Requirements

It is your responsibility to ensure that you have the required technology to fully participate in this course. The minimum technology requirements for learning online at GW are outlined on the [Technical Requirements and Support](#) web page.

If you have any problems with the technology in this course, you can seek technological support from GW in a variety of ways, outlined on the [IT Support](#) website.

GW is committed to providing an inclusive and welcoming environment that is accessible for everyone, including people with disabilities.

The following links provide more information about the accessibility of technologies that may be used in this course:

- [Blackboard accessibility](#)
- [Microsoft Office accessibility](#)
- [Adobe accessibility](#)
- [Vimeo accessibility](#)
- [YouTube accessibility](#)
- [VoiceThread accessibility](#)
- [Webex accessibility](#)

If you have any issues regarding the accessibility of the technology used in this course, please contact your instructor. You may also explore the [Disability Support Services](#) website.

Technology Expectations

Regarding technology skills, you should be able to:

- Create documents and presentation slides
- Use a webcam and microphone
- Use a digital camera or scanner
- Upload files, including recordings and images

- Be open to learning and registering for new technologies
- Be flexible when technological glitches happen (which is a given)
- Seek technological help when necessary by contacting the Division of Information Technology

If you have any problems with the technology expectations in this course, please contact your instructor.

Academic Integrity

All members of the university community are expected to exhibit honesty and competence in their academic work. Students have a special responsibility to acquaint themselves with, and make use of, all proper procedures for doing research, writing papers, and taking exams. Members of the community will be presumed to be familiar with the proper academic procedures and will be held responsible for applying them. Deliberate failure to act in accordance with such procedures will be considered academic dishonesty. Academic dishonesty is defined as “cheating of any kind, including misrepresenting one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” Acts of academic dishonesty are a legal, moral, and intellectual offense against the community and will be prosecuted through the proper university channels. The University Code of Academic Integrity can be found at <http://studentconduct.gwu.edu/code-academic-integrity>.

University Policy on Observance of Religious Holidays

- Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance.
- Faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.
- Faculty who intend to observe a religious holiday should arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities

Support for Students with Disabilities

GW’s Disability Support Services (DSS) provides and coordinates accommodations and other services for students with a wide variety of disabilities, as well as those temporarily disabled by injury or illness. Accommodations are available through DSS to facilitate academic access for students with disabilities. Please notify your instructor if you require accommodations. Additional information is available at <http://disabilitysupport.gwu.edu/>.

Title IX: Confidentiality and Responsible Employee Statement

The George Washington University (GWU) and its faculty are committed to helping create a safe and open learning environment for all students. If you (or someone you know) have experienced any form of sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available. GWU strongly encourages all members of the community to take action, seek support and report incidents of sexual misconduct to the Title IX Office. Please be aware that under Title IX of the Education Amendments of 1972, faculty members are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Mental Health Services through Colonial Health (counselors are available 24/7 at 202-994-5300 or you can make an appointment to see a counselor in person.). For more information about reporting options and resources at GWU and the community, please visit <https://haven.gwu.edu/>.

In the Event of an Emergency or Crisis during Class

If we experience some an emergency during class time, we will try to stay at this location until we hear that we can move about safely. If we have to leave here, we will meet at **Union Station** in order to account for everyone and to make certain that everyone is safe. Please refer to Campus Advisories for the latest information on the University’s operating status: <http://www.campusadvisories.gwu.edu/>.

Attendance Policy

The expectation is that you show up (even virtually) for each class period. With that said, life happens. If you are to be late or miss a class, please let me know *prior* to the class starting. Multiple missed classes will have an impact on your final grade.

Out-of-Class/ Independent Learning Expectation

Over the course of the semester, students will spend at least 2 hours (100 minutes) per week in class. Given the virtual environment, each week may look a bit different. One week may have a pre-recorded lecture of 60 minutes to be watched at your convenience with the remaining time being spent in a virtual discussion. Others will have more traditional meetings in which the entire class period is spent in a virtual setting. Each class period we will meet at the designated time (6:00PM).

Required reading for the class meetings and written response papers or projects are expected to take up, on average, 7 hours (350 minutes) per week. Over the course of the semester, students will spend 25 hours in instructional time and 87.5 hours preparing for class.

Course Evaluation

At the end of the semester, students will be given the opportunity to evaluate the course through GW’s online course evaluation system. It is very important that you take the time to complete an evaluation. Students are also encouraged to provide feedback throughout the course of the semester by contacting any/all of the following:

Dr. Casey Burgat
Director, Legislative Affairs Program
cburgat@gwu.edu | 202-994-2272

Suzanne Farrand
Director of Academic Administration, GSPM
sfarrand@gwu.edu | 202-994-9309

THE COURSE

Legislative Affairs Program Objectives

Upon completion of the Master's degree in Legislative Affairs, students will:

1. Gain both theoretical and practical knowledge related to the U.S. Congress, general issues in the legislative arena, and how to effectively advance legislation;
2. Hone their oral and written communication skills in both theoretical and technical aspects of legislative affairs;
3. Be able to conduct cutting-edge research and engage in effective problem solving by learning critical thinking skills;
4. Learn how to work effectively with others, the value of collaborative work, and will understand ethical issues involved in the legislative arena.

Graduate School Expectations

Students enrolled in a graduate program should take their academic responsibilities seriously and be prepared to meet the following expectations:

1. Utilize effective time management skills so as to complete and submit their assignments on their required due dates and times.
2. Have attained a mastery of written communication skills including proper sentence structure, grammar, spelling, and word usage.
3. Understand how to properly format in-text citations and references for resources and information integrated into their written assignments.

Course Description and Overview

This course is a requirement for the Masters of Legislative Affairs program. The goal is for the student to develop a working understanding of how the Congress functions and what motivates its Members. The course will focus on the origins, history and development of Congress as an institution. We will examine what drives legislative decision-making, and the role of committees and party leadership in the process.

The course will look at key procedural issues essential to understanding how the modern Congress produces public policies (or not!), such as the, Rules Committee in the House, cloture and the filibuster in the Senate, and the Budget Act of 1974.

Of course, it is impossible to look at legislative politics without discussing how polarization affects policymaking in Congress and the decisions and tradeoffs made by its members. We will also touch on the role of the President within the legislative process.

Finally, we will look at some of the internal issues Members deal with, from staff, budgets, constituent communications and ethics rules, to external issues such as campaigns, fundraising and interest group pressure.

Discussion is absolutely vital for this class. I will make every effort to include contemporary issues and procedures to highlight key topics for discussion, but I will rely heavily on each of you to bring questions, comments, and discussion points for each and every class.

Assignments will include four short essay responses and a final memo, each of which will be uploaded to Blackboard in Microsoft Word format by the due date outlined below.

Course Learning Objectives

1. The goal is for the student to develop a working understanding of how the Congress functions and what motivates its Members. Additionally, the course will introduce the student to, and increase their enthusiasm for studying other topics in the Legislative Affairs program.
2. Understand the origins, history and development of Congress as an institution.
3. Obtain an understanding of what drives legislative decision-making and the role of committees and party leadership in the process.
4. Understand why the Speaker has so much power in the House of Representatives.
5. Learn why the Senate rules are designed to protect the political minority and recent changes.
6. Gain an appreciation for the role of the President as Legislator-in-Chief and how Congress has surrendered and delegated power to the executive branch.
7. Look at the budget and appropriation process – the one thing Congress must complete every year – and how the modern Congress makes (or doesn't make) decisions.
8. Throughout the course we will focus on political polarization, how the modern form has developed, why it is so persistent and how it affects the legislative process. We will explore some ideas for reducing its negative effects.
9. Finally, we will look at some of the internal issues Members deal with, from staff, budgets, constituent communications and ethics rules, to external issues such as campaigns, fundraising and interest group pressure.

Document Citations

We will use the APA Style for essays, citations and bibliographies. A sample of the style can be found on the GW website at: <https://guides.himmelfarb.gwu.edu/c.php?g=27779&p=170369>.

PLEASE NOTE: You can lose points for failure to footnote accurately or for grammatical and spelling errors. This is a graduate course, and graduate level work requires that your work is proofread and presented in an acceptable manner. Also, use footnotes instead of endnotes!

Course Requirements

Students are expected to attend every class having already read the materials assigned. If a student must miss a class, the student must email the professor prior to the beginning of class. Assignment due dates are listed within the syllabus, and late assignments will receive a maximum of 85% of the total grade. **I will be available for office hours every Thursday from 3-5pm EST. Please sign up for a 30-minute office hour chunk on Blackboard under Office Hour Sign Up.** Should you have trouble accessing any of the required reading, please let me know as soon as possible.

Additionally, each student will be responsible for introducing and explaining one assigned reading throughout the course of the semester. A signup sheet is linked from the course's Blackboard page under 'Reading Introductions.' Instructions as to what to include in your presentation are included on the signup sheet. Please make your reading selection by the start of the 2nd class (February 10th).

Finally, in order to liven up discussion (and make sure the readings are being read), students should have a minimum of two (2) discussion questions for the class ready in case being called on. The questions can stem from implications of the topic; or more general takeaways that may lead to a

deeper understanding when discussed. If it becomes clear students don't have discussion questions ready, I reserve the right to make them due on discussion boards (no one wants this!).

Evaluation and Grading

Assignment	Learning Objective(s) Addressed	Due Date	Weight
Short Essay 1			10%
Short Essay 2			10%
Short Essay 3			10%
Asynchronous Hour			20%
Final Paper			25%
Attendance and Participation (including weekly discussion questions posted).	Any graduate seminar discussion is enlivened by the thoughtful contributions of all of the students in class. You shortchange yourself and your colleagues by not being prepared or not participating in our class discussions. Organization, clarity and precision in the spoken and written word are expected of graduate level work but thorough documentation, keen observations and critical insight demonstrate superior effort.		25%
Total			100%

Following is the grade scale for all GSPM classes:

Grade*	Grading Standard
A 94-100	Your work is outstanding and ready for submission in a professional environment. Your material, effort, research, and writing demonstrate superior work.
A- 90-93	Represents solid work with minor errors. Overall, excellent work.
B+ 87-89	Very good. Represents well-written material, research, and presentation, but needs some minor work.
B 83-86	Satisfactory work, but needs reworking and more effort. Note that although not a failing grade, at the graduate level, anything below a "B" is viewed as unacceptable.
B- 80-82	You've completed the assignment, but you are not meeting all of the requirements.
C+ 77-79	Needs improvement in content and in effort. Shows some motivation and concern.
C 73-76	Needs reworking, improved effort, and additional research. Shows minimal motivation and concern.

C-	70-72 (lowest grade to pass)	Poor performance. Major errors, too many misspellings, problems with accuracy, etc.
F	Below 70	Unacceptable performance, or inability to submit the assignment.

*Please note that you may be penalized for late submission of assignment(s).

Required Text and Learning Materials

Congressional Procedures and the Policy Process, Walter Oleszek (8th Ed. 2010)

Congress and Its Members, by Roger Davidson, Walter Oleszek, Frances Lee and Eric Schickler (15th Ed. 2016)

Legislating in the Dark: Information and Power in the House of Representatives, by James Curry (2015).

Optional Supplemental Text and Learning Materials

There will be additional required readings, including book chapters, academic articles, and online articles. Each of these will be made available for free, either on Blackboard class website or via links within this syllabus.

Tentative Course Calendar*

*The instructor reserves the right to alter course content and/or adjust the pace to accommodate class progress. Students are responsible for keeping up with all adjustments to the course calendar.

Introduction, Syllabus Review, and Congress from the Beginning

Class #1 – 2/3/2021

Topic and Content Covered: Introduce the course structure, expectations, assignments.

Reading Due Today:

The Federalist Papers 10 and 51 - <https://guides.loc.gov/federalist-papers/full-text>

Article 1, U.S. Constitution

The House: History of the House of Representatives – Robert Remini, Chs. 1-3 (Blackboard)

Asynchronous Fun: Find two clips of a politics-related TV show or movie (can be two separate), that encapsulates how you think federal/congressional politics *should be* and how federal/congressional politics *is*. Post the two links, and any corresponding notes/context to the discussion board in BlackBoard. **Please post your clips by 2/2/2021.**

The House and Senate – Mastering the Basics and Organization

Class #2 – 2/10/2021

Topic and Content Covered: Organization of Congress, House and Senate, including leadership, committees, caucuses. What are the similarities and differences between the two chambers and why? What are the effects on how each considers legislation? What pressures do members face, and how are they different for each chamber? Rules and norms of each chamber.

Reading Due Today:

Congress and Its Members – Davidson, Oleszek, Lee, and Schickler, Chapters 6 and 7.

Congressional Procedures and the Policy Process – Oleszek. Chapters depend on edition: The Congressional Environment.

Assignment(s) Due Sunday, 2/7 by midnight: Short essay #1. In 2 pages maximum (double spaced), respond to the following prompt:

You have just been elected to your first term in Congress from your home state. The House and Senate steering committees are asking for your committee selection memo. Write a 1-page memo to the Steering Committee outlining your committee choices and reasons for why you chose them assuming you were elected to the House. Be sure to address your memo to the appropriate committee based on your party and chamber. For the second page, outline what different reasons and choices you would make if you were elected to the Senate but are planning a presidential run in the near future.

Asynchronous Fun: Assignment.

The Contemporary Congress – Centralization

Class #3 – 2/17/2021

Topic and Content Covered: the current congressional environment and how it affects who creates and advances policies. The power of leaders and information control, particularly in the House.

Reading Due Today:

Legislating in the Dark – James M. Curry, Chs. 1-4

Assignment(s) Due Today: None.

Asynchronous Fun: View student panel with Dr. James Curry, University of Utah. Post discussion board of main takeaways by Sunday, 2/14 by midnight.

The House – Critical Legislative Procedures, House Version

Class #4 – 2/24/2021

Topic and Content Covered: House Rules Committee and agenda control. Special orders. Unanimous consent. Suspension of the Rules. The House as a majoritarian institution. Conflict

between committees and party leaders. How does the Majority accomplish its agenda? What is the role of the Minority in the House?

*****GUEST SPEAKER*** Lisa Bianco, Chief of Staff to Rep. Joe Neguse (D-CO).**

Reading Due Today:

Congress and Its Members – Davidson, Oleszek, Lee, and Schickler, Chapter 8.

Congressional Procedures and the Policy Process – Oleszek. Chapters depend on edition: Scheduling Legislation in the House and House Floor Procedure.

Assignment(s) Due, 2/28 by midnight: Short essay #2. In 2 pages maximum (double spaced), respond to the following prompt:

We just spent considerable time outlining all of the ways party leaders in Congress have taken over the policymaking process, leaving most rank-and-file members shut out of the game. Assuming most members care about policy (they do), why don't they buck this system? What do rank and file members have to gain from their leaders having near complete control of the agenda and specific policy proposals? How is this good for the average member?

Asynchronous Fun: Assignment.

The (Supermajority) Senate

Class #5 – 3/3/2021

Topic and Content Covered: The Majority Leader and control of the Floor. Right of recognition. Rights of each member. Unanimous consent. The filibuster, especially the silent variety. Cloture. Why is the Senate now referred to as the Supermajority Senate? What is meant by “the Majority determines what comes to the Floor and the Minority determines what leaves it?” Why are Committees weaker in the Senate than in the House? What is the difference between the Minority in the House and the Senate? Majority obstructionism?

*****GUEST SPEAKER*** Dr. James Wallner (R Street, previous Senate Staffer)**

Reading Due Today:

The Supermajority Senate – Gregory J. Wawro, Chapter 19. (Blackboard)

Speaking Up for the Filibuster – James Wallner, Law and Liberty, available at <https://lawliberty.org/speaking-up-for-the-filibuster/>

Filibusters and Cloture – James Wallner, LegislativeProcedure.com, available at <https://www.legislativeprocedure.com/blog/2020/6/16/the-benefits-of-cloture>

Asynchronous Fun: View recorded debate on the future of the filibuster hosted by The Brookings Institution, <https://www.brookings.edu/events/debating-the-future-of-the->

filibuster/. Post a discussion board takeaway from the recording and your view on whether or not to keep the filibuster, including reasoning, by Sunday 3/7 by midnight.

The Rise and Effects of Polarization

Class #6 – 3/10/2021

Topic and Content Covered: Political polarization, its history and current effects. The perpetual campaign. Party-line voting. Party strategies. Role of the minority. Role of media and social media. Relationships between members. Lack of compromise. Why issues with popular support remain unsolved. Where does it end?

Reading Due Today:

PODCAST: Ross, Elizabeth. 2019. “Political Teamsmanship.” June 14, 2019. Innovation Hub: Podcast from WGBH and PRI. Available at, <http://blogs.wgbh.org/innovation-hub/2020/2/14/political-teamsmanship/>

Why We are Polarized – Ezra Klein, Chapter 3 – “Your Brain on Groups.” (Blackboard).

Assignment(s) Due Today: None.

Asynchronous Fun: View recorded lecture on *Insecure Majorities* and *The Big Sort*. Post discussion of main takeaways by Sunday 3/14 by midnight.

NO CLASS – SPRING BREAK

3/17/2021

Policymaking (or not) on Capitol Hill

Class #7 – 3/24/2021

Topic and Content Covered: Goals, motivations, and calculations of various members. Specialize or generalize? Reputation. Role of party in casting votes. Consequences of elections.

Reading Due Today:

Insecure Majorities – Frances Lee, Chapters 1-3. (Blackboard).

“Why Congress Doesn’t Always Do The Right Thing” – Matt Glassman, *New York Times*, <https://www.nytimes.com/2018/02/07/opinion/congress-incentives-public-good.html?smid=tw-nytopinion&smtyp=cur>

Asynchronous Fun: View recorded student panel with former Reps. Ryan Costello (R-PA) and Loretta Sanchez (D-CA). Post main takeaways on discussion board on BlackBoard by Sunday 3/27 by midnight.

Congress and the President

Class #8 – 3/31/2021

Topic and Content Covered: What is the bully pulpit? The President as Legislator-in-Chief. What is the President's Constitutional role in the legislative process? What is his role in the budget process? United vs. Divided government. Vetoes and veto strategies. Other tools: Signing Statements and Executive Orders. Powers Congress cedes to the Executive. Oversight by the Congress over the Executive branch.

*****GUEST SPEAKER*** Joseph Grogan, former Director of the U.S. Domestic Policy Council and Assistant to President Donald J. Trump.**

Reading Due Today:

Congress and Its Members – Davidson, Oleszek, Lee, and Schickler, Chapter 10.

Assignment(s) Due Today: None.

Asynchronous Fun: Get in a group of five and record a 15-20 minute segment comparing how Presidents Trump and Biden used the Bully Pulpit and the office of the presidency in promoting their legislative agendas. Upload the recording (or at least the link) to the discussion board on Black Board by Sunday 4/4 by midnight.

Congressional Reform – Options for Making the Place Work Better

Class #9 – 4/7/2021

Topic and Content Covered: Previous efforts for Congress to modernize and adapt. What issues plague Congress now (outside of the obvious polarization, money in politics, and gerrymandering)? What do members, staffers, and experts tell the Modernization Committee is wrong with Congress and what has the committee recommended in order to tackle those challenges? Is there reason to hope for a stronger, more effective Congress in the near future?

*****GUEST SPEAKER*** Rep. Derek Kilmer (D-WA) and Chairman of the Select Committee on the Modernization of Congress.**

Reading Due Today:

“How to Strengthen Congress” Kevin R. Kosar, *National Affairs*, available at <https://www.nationalaffairs.com/publications/detail/how-to-strengthen-congress>

Assignment(s) Due 4/11 by midnight: Short essay #3. In 2 pages maximum (double spaced), respond to the following prompt:

You have heard a lot about the challenges and problems plaguing Congress, including some from folks who currently work inside its walls. What reform do you wish would be adopted immediately? Why? What are the biggest challenges to making this happen? What is your best advice for overcoming these challenges?

Note: the reforms cannot be money in politics, gerrymandering, or voting rights/access. They must be internal congressional reforms.

Asynchronous Fun: Assignment.

Lobbyists – Friend or Foe? And Class Wrap Up

Class #10 – 4/14/2021

Topic and Content Covered: Role, function, and utilities of special interest groups and lobbyists. What resources do they provide Congress and agencies? Are they as bad as we have been taught?

Reading Due Today:

“How Corporate Lobbyists Conquered American Democracy.” Lee Drutman, *The Atlantic*, available at, <https://www.theatlantic.com/business/archive/2015/04/how-corporate-lobbyists-conquered-american-democracy/390822/>

“The solution to lobbying is more lobbying.” Lee Drutman, *The Washington Post*, available at, <https://www.washingtonpost.com/news/monkey-cage/wp/2015/04/29/the-solution-to-lobbying-is-more-lobbying/>

“Lobbying as Legislative Subsidy,” Richard L. Hall and Alan V. Deardorf, *American Political Science Review*. (Blackboard).

FINAL EXAM: Assignment(s) Due Sunday, 4/18 by midnight: Final Paper uploaded to BlackBoard. More details on this to come.

Asynchronous Fun: None.

Counseling and Psychological Services

GW’s Colonial Health Center offers counseling and psychological services, supporting mental health and personal development by collaborating directly with students to overcome challenges and difficulties that may interfere with academic, emotional, and personal success. For additional information call 202-994-5300 or visit the [Counseling and Psychological Services](#) website.

The Writing Center

The Writing Center is located in Gelman Library at 2130 H St NW in Suite 221 and they can be reached at 202-994-3765 or via email at gwriter@gwu.edu. You can [schedule writing center appointments](#), both in-person or by phone, in advance. Daytime and evening hours are available.

Check for this semester's hours at the [writing center contact page](#). The Writing Center does offer Summer hours.

GWU Libraries

Off campus students have full access to all of the research resources, services, and assistance that the Library offers. The GW community has access to 500+ online subscription databases and to millions of items, electronic and print, in the library catalog. Off-campus students even have additional privileges because the Library will FedEx print materials to your home. For more information visit the [GW Libraries](#) homepage.

Call the Ask Us desk at 202-994-6048 or [contact someone at the library](#) to answer any questions. For questions beyond “Do you have this book/article?” and “How do I login?” use the website mentioned to make a research consultation appointment with a librarian. Librarians are there to guide students through any aspect of the research process, from selecting and narrowing a topic, crafting a research strategy to citation management.

Safety and Security

- **In an emergency:** call GYPD at 202-994-6111 or call 911
- **For situation-specific actions:** review the [Emergency Response Handbook](#)
- **In an active violence situation:** [Get Out, Hide Out or Take Out](#)
- **Stay informed:** review [notification tools for staying informed during emergency and safety related situations](#)

Copyright Statement

Unless explicitly allowed by the instructor, course materials, class discussions, and examinations are created for and expected to be used by class participants only. The recording and rebroadcasting of such material, by any means, is forbidden.