

The George Washington University
Trachtenberg School of Public Policy and Public Administration
PPPA 6063.10
Policy Issues in Corporate Social Responsibility and Impact Investing
Summer 2024 Syllabus
As of May 18, 2024

Time: 6:10 p.m. – 8:20 p.m., Tuesdays and Thursdays

Location: Phillips Hall Room 209 (801 22nd Street NW)

Professor: Joseph Firschein
joseph.a.firschein@frb.gov
703-731-5992 (cell)
202-329-5090 (work cell)
Office hours by appointment

Course Description:

This course examines the role of the public and nonprofit sectors in supporting corporate and investor activities that are intended to have social and environmental benefits in addition to financial benefits. These activities -- often referred to as “Corporate Social Responsibility” (CSR), “Environmental, Social, and Governance” (ESG), and “impact investing” -- have been described as creating social benefits in addition to being in the financial best interests of the corporation or investor. At the same time, some critics of these activities have said that they are less about producing social benefits and more about marketing private sector activities that are primarily designed to produce corporate financial gains.

The course explores what is meant by these terms, what steps the public and nonprofit sectors have taken to support the wide range of activities that these terms encompass, and what have been the results of this work both in the United States and in other countries. The course also addresses emerging trends that are likely to affect the public and nonprofit role in CSR and impact investing in the future. No previous finance or policy experience related to the class is required. The course is taught by Joseph Firschein, an officer at the Federal Reserve Board of Governors who leads the Fed’s regulatory policy work on bank lending and investing in low- and moderate-income communities. The course counts towards the following concentrations: urban policy, regulatory policy, social policy, state/local management, public/private partnerships, politics/policy & administration, and nonprofit management.

Course Prerequisites: None

Required Texts:

- 1) “The Market for Virtue: The Potential and Limits of Corporate Social Responsibility.” David Vogel, Brookings Institution Press. 2005. ISBN: 978-0815790761.

- 2) “Reimagining Capitalism In a World On Fire.” Rebecca Henderson, Public Affairs Press. ISBN: 978-1-5417-3015-1 (hardcover); 978-1-5417-3013-7 (ebook).
- 3) Harvard Business Publishing Coursepack. The coursepack includes the eight cases listed below – the first three are focused on CSR and the remaining five are focused on impact investing:
 - a) “Crown Worldwide: Integrating Corporate Social Responsibility in Business.” Asia Case Research Centre. 2010.
 - b) “The New Meaning of Corporate Social Responsibility.” Reich, R. California Management Review, Case CMR099. 1998.
 - c) “Timberland: Commerce and Justice.” Harvard Business School, Case 9-305-002. December 21, 2004.
 - d) “Omidyar Network: Pioneering Impact Investment.” Harvard Business School, Case 9-313-090. January 2, 2013.
 - e) “Frameworks for Dialogue and Research on Social Impact Investing.” Harvard Business School, Case 9-312-091. May 31, 2012.
 - f) “Acumen Fund: Measurement in Impact Investing (A).” Harvard Business School, Case 9-310-011. May 9, 2011.
 - g) “Acumen Fund: Measurement in Impact Investing (B).” Harvard Business School, Case 9-310-017. May 9, 2011.
 - h) “H&M in China”. Thunderbird School of Global Management. 2021.

The coursepack is available from the following Harvard Business Publishing link. The link requires students to register with a username and password (if you don’t have a username, you can create one on the site the first time you register):

<https://hbsp.harvard.edu/import/1169095>

For other required readings available for free via the web, see details below under each class. Some readings (e.g., New York Times articles) may be behind a pay wall – PDF files of those readings can be accessed via Blackboard. To access these files, select the Assignments folder and then select the Readings Not on Web folder. Note that in addition to the required class readings, in some cases there are a number of “additional optional readings.” These readings are for students seeking additional information on a particular topic.

Student Learning Outcomes:

As a result of completing this course, students will be able to:

- 1) Understand the terminology commonly used to describe CSR, ESG, and impact investing and the activities typically categorized as being part of these fields;
- 2) Identify and understand the public policy issues associated with CSR and impact investing, including steps that have been taken to date by the public sector and nonprofit organizations to facilitate CSR and impact investing;
- 3) Understand the available evidence on the effectiveness of public and nonprofit sector actions undertaken to date to facilitate CSR and impact investing and the limitations of these activities to produce social benefits;
- 4) Describe some of the challenges of public sector and nonprofit organizations working to facilitate CSR and impact investing in developing countries; and

- 5) Understand and analyze strategies employed by high performing public and private sector organizations working in the CSR and impact investing fields and describe some of the new approaches being pursued by these organizations.

Class Requirements:

Students are expected to complete the following requirements:

1. **Class Participation (15%):** Regular course attendance is required. The class participation grade will be based on students' informed participation in the class discussions of the assigned required readings and cases. Students are also encouraged to use the "Discussions" link in Blackboard to post questions or comments related to the class readings or related information. In class, students may be called on to answer questions or summarize assigned articles and cases. Note: students will not be expected to read the "additional optional readings" listed on the syllabus. As noted above, those optional readings are for students seeking more information on a particular topic.
2. **Policy Memo (25%):** Students will write an individual memo on an assigned policy issue related to CSR and impact investing. Detailed instructions for the memo are posted on Blackboard in the Tests folder under Policy Memo. The memo is due on **June 20**. Please submit the memo as a Word file submission (.doc or .docx file format) in Blackboard via the Tests folder.
3. **Midterm Exam (30%):** The exam will take place in class on **June 11** and will include materials covered in the class sessions prior to the midterm exam. It will focus on items discussed in class and in the assigned readings. For a study guide of topics to be covered on the midterm exam, see the Assignments folder in Blackboard and select the Midterm Study Guide folder. On the day of the exam, please access the exam at the beginning of class at 6:10 pm via the Tests folder in Blackboard. Students will upload their completed exams at this location in Blackboard by the end of class on the date of the exam.
4. **Final Exam (30%):** The exam will take place in class on **June 27** and will focus on materials covered in the class sessions after the midterm exam. As with the midterm exam, a study guide for the final exam has been posted in the Assignments folder in Blackboard. On the day of the exam, please access the exam at the beginning of class at 6:10 pm via the Tests folder in Blackboard. Students will upload their completed exams at this location in Blackboard by the end of class on the date of the exam.

Blackboard Site:

A Blackboard course site is set up for this course. Each student is expected to check the site throughout the semester as Blackboard will be the primary venue for outside classroom communications between the instructors and the students.

Use of Zoom for Accessing Class Sessions:

If needed, we will use the following Zoom link to access the class sessions: <https://gwu-edu.zoom.us/j/92170288288?pwd=RTY0UGxFMG5jWGtsQ2RBTnlQWk8rZz09>

Class PowerPoints:

To find PowerPoint slides for each class, see the Assignments folder in Blackboard and select the Class PowerPoints folder.

Background on Instructor:

Joseph Firschein is Associate Director at the [Federal Reserve Board of Governors](#) in the Division of Consumer and Community Affairs (DCCA). Over his fifteen-year career at the Fed, he has served in several leadership roles, including leading the Federal Reserve Board's community development function and leading teams responsible for developing and implementing bank supervision policies. He currently leads the Federal Reserve Board's Community Reinvestment Act (CRA) policy team that is responsible for developing and implementing CRA regulations to support bank lending, investment, and services in low- and moderate-income communities. He also oversees the DCCA Mergers and Acquisitions (M&A) team that makes recommendations to Board members on bank merger applications, including advising Board members on the impact of a potential bank merger on the convenience and needs of the communities to be served by the institutions applying for a merger.

Prior to joining the Federal Reserve Board, Joseph had leadership roles in two private sector organizations – first for four years as a product manager at America Online (AOL), where he led software development teams working on broadband products; and second for four years as a Director in Fannie Mae's Housing and Community Development Division where he managed the business segment responsible for financing community development financial institutions. Prior to joining AOL, Joseph served in leadership roles at two public sector organizations – first for five years as lead community development analyst at the U.S. Office of Management and Budget (OMB) Housing Branch; and second for four years managing lending to community development financial institutions at the U.S. Treasury Department Community Development Financial Institutions (CDFI) Fund.

Joseph has served as a board member of several local nonprofit community development and policy organizations and is an adjunct professor at Georgetown University and George Washington University, where he teaches courses on community development finance and policy. Joseph has an MBA in Finance from the University of Maryland, Robert H. Smith School of Business; a Master of Public Policy from the University of California, Berkeley, Goldman School of Public Policy; and a B.A. in Psychology from Stanford University.

Joseph is available for office hours by appointment. Please reach out to schedule a time using the contact info at the top of the syllabus.

Class Schedule

(Note: Guest speakers are still being confirmed)

Date	Topic	Reading
May 21 Class 1	<p><u>Introduction and overview:</u> Review of course organization and assignments. What is meant by the terms “CSR” and “impact investing”? What are examples of how public sector and nonprofit organizations have been involved in facilitating this work? What are some of the challenges facing policymakers and practitioners working in this area? How have the public and private sector roles evolved over time?</p>	<p>1) Vogel, D. “The Market for Virtue: The Potential and Limits of Corporate Social Responsibility” (course text). Chapter 1 (pgs. 1-15).</p> <p>2) Gunther, M. “Unilever’s CEO Has a Green Thumb.” Fortune Magazine. June 10, 2013. Also available in Blackboard as Readings Not on Web</p> <p>3) Friedman, M. “The Social Responsibility of Business is to Increase its Profits.” The New York Times Magazine. September 13, 1970. Also available in Blackboard as Readings Not on Web</p> <p>4) “Henderson, R. “Reimagining Capitalism In a World on Fire” (course text). Chp. 1 (Shareholder Value as Yesterday’s Idea).</p> <p>5) Larry Fink’s Letter to CEOs on Purpose and Profit. BlackRock. 2019.</p> <p><i>Additional Optional Readings:</i></p> <p>1) Benioff, M. “The Social Responsibility of Business.” New York Times. October 24, 2018. Also available in Blackboard as Readings Not on Web</p> <p>2) Sorkin, Andrew R. “BlackRock’s Message: Contribute to Society or Risk Losing Our Support.” New York Times. January 15, 2018. Also available in Blackboard as Readings Not on Web</p> <p>3) Gelles, D. “Unilever Finds That Shrinking Its Footprint Is a Giant Task.” New York Times. November 21, 2015. Also available in Blackboard as Readings Not on Web</p> <p>4) Apple press release on climate change</p>

		investment fund with Goldman Sachs. April 15, 2021.
May 23 Class 2	<u>Focus on Impact Investing:</u> How has the impact investing industry defined itself? How does it differ from more traditional community development lending and investing efforts? What is the current size of the industry and how has the public and nonprofit sector been involved to date?	<p>1) Leonard, H. “Frameworks for Dialogue and Research about Social Impact Investing.” Harvard Business Publishing Coursepack. To purchase, use link under “required texts” section of syllabus.</p> <p>2) Pinsky, M. “Impact Investing: Theory, Meet Practice.” San Francisco Federal Reserve Bank. Community Development Investment Review. 2011. Pgs. 48-52.</p> <p>3) Wood, D., Thornley, B., and Grace, K. “Impact at Scale: Policy Innovation for Institutional Investment with Social and Environmental Benefit.” Pgs. 1-30.</p> <p>4) Bernand, T. “The Biden Administration Proposes Reversing Trump-Era Rules on Socially Conscious Investing.” New York Times. Oct. 13, 2021. Available in Blackboard as Readings Not on Web</p> <p>5) Max, S. “From the Gates Foundation: Direct Investment, Not Just Grants.” NY Times Dealbook. March 12, 2015. Also available in Blackboard as Readings Not on Web</p> <p><i>Additional Optional Readings:</i></p> <p>1) Eisinger, J. “How Mark Zuckerberg’s Altruism Helps Himself.” New York Times. December 3, 2015. Also available in Blackboard as Readings Not on Web</p> <p>2) Madrigal, A. “Against Big Philanthropy.” The Atlantic. June 27, 2018. Also available in Blackboard as Readings Not on Web</p> <p>3) Barkan, J. “Charitable Plutocracy: Bill Gates, Washington State, and the Nuisance of Democracy.” Nonprofit Quarterly. April 2016. Also available in Blackboard as</p>

		<p>Readings Not on Web</p> <p>4) Summary of the 17th Annual Financial Innovations Roundtable on “Donor Advised Funds as Investors in US Community Development.” Federal Reserve and Carsey School of Public Policy. March, 2017.</p> <p>5) Brooks, D. “How to Leave a Mark.” New York Times. January 27, 2015. Also available in Blackboard as Readings Not on Web</p>
<p>May 28 Class 3</p>	<p><u>Focus on CSR</u>: How has the public and nonprofit sector been involved in CSR to date? Is it appropriate for the public sector to support CSR activities? What are some current examples of corporate CSR efforts with a significant public sector and nonprofit component? What are the key takeaways from the Timberland case?</p>	<p>1) U.S. Government Accountability Office Report. “Globalization: Numerous Federal Activities Complement U.S. Business’s Global Corporate Responsibility Efforts.” Pgs. 1-35. August 2005.</p> <p>2) Nelson, J. “CSR and Public Policy: New Forms of Engagement Between Business and Government.” Kennedy School of Government. May 2008.</p> <p>3) Austin, J., Leonard, H., and Quinn, J. “Timberland: Commerce and Justice.” Harvard Business Publishing Coursepack. To purchase, use link under “required texts” section of syllabus.</p> <p>4) Inkpen, A. and Gamso, J. “H&M in China” Harvard Business Publishing Coursepack. To purchase, use link under “required texts” section of syllabus.</p> <p>5) “ESG Should Be Boiled Down To One Simple Measure: Emissions.” The Economist. July 21, 2022. Also available in Blackboard as Readings Not on Web</p> <p><i>Additional Optional Readings:</i></p> <p>1) Taparia, H. “One of the Hottest Trends in the World of Investing is a Sham.” New York Times. September 29, 2022. Available in Blackboard as Readings Not on Web</p>

		<p>2) Mohn, T. "Howard Schultz, Starbucks and a History of Corporate Responsibility." New York Times. November 15, 2017. Also available in Blackboard as Readings Not on Web</p> <p>3) McGregor, J. "With Protests, Silence Is 'Not An Option' For Corporate America." The Washington Post. June 1, 2020. Available in Blackboard as Readings Not on Web</p> <p>4) Gelles, D. and Yaffe-Bellany, D. "Shareholder Value Is No Longer Everything, Top CEOs Say." New York Times. August 19, 2019. Also available in Blackboard as Readings Not on Web</p> <p>5) Karoff, P. "The First Rule of Corporate Social Responsibility Is Not What You Think." Stanford Social Investment Review. December 2012.</p> <p>6) Porter, M. "Why Business Can Be Good at Solving Social Problems." June 2013 Ted Talk.</p> <p>7) Risen, C. "Cummins: An Engine Maker Bets on Clean Air – and Wins." Fortune Magazine. June 8, 2015. Also available in Blackboard as Readings Not on Web</p>
May 30 Class 4	<p><u>The Challenge of Measuring Nonfinancial Impact:</u> What steps have been used to date to measure the community impact of impact investments? To what extent are there standards or independently verified certifications in place to make clear what qualifies as an impact investment and what does not qualify? What are the key takeaways from the Acumen Fund cases?</p>	<p>1) Veldman, P. "Learning Social Metrics from International Development." Pgs. 71-112. SF Fed Community Development Investment Review.</p> <p>2) Burd-Sharps, S. , Guyer, P., and Lewis, K. "Metrics Matter: A Human Development Approach to Measuring Social Impact." Pgs. 26-34. SF Fed Community Development Investment Review.</p> <p>3) "Acumen Fund: Measurement in Impact Investing (A and B)." Harvard Business Publishing Coursepack. To purchase, use link</p>

		<p>under “required texts” section of syllabus.</p> <p>4) Tricks, H. “A Broken System Needs Urgent Repairs.” The Economist. July 21, 2022. Also available in Blackboard as Readings Not on Web</p> <p>5) Sorkin, Andrew R. et al. “When Doing Well Means Doing Good: The SEC is Making ESG a Priority.” New York Times, March 15, 2021. Also available in Blackboard as Readings Not on Web</p> <p><i>Additional Optional Readings:</i></p> <p>1) “How to Make ESG Real.” McKinsey Quarterly. August 2022. Available in Blackboard as Readings Not on Web</p> <p>2) Theodos, B. and Seidman, E. “From Compliance to Learning: Helping CDFIs Better Determine and Demonstrate Their Results.” Urban Institute. May 2017.</p>
<p>June 4 Class 5</p>	<p><u>Pay for Success</u>: What are some emerging trends in “pay for success” initiatives as a way of financing and encouraging impact investing? How will these trends affect the role of public sector and nonprofit organizations working in this area?</p>	<p>1) Roman, J. et al. “Foundational Concepts and Terms of Pay for Success.” Urban Institute. December 2015.</p> <p>2) Letsinger, E. and Kim, M. “The Story Behind the World’s First Environmental Impact Bond.” Living Cities Blog. December 2016.</p> <p>3) Stid, D. “Pay for Success is not a Panacea.” SF Fed. Community Development Investment Review.</p> <p>4) Lakshmanan, S. et. al. “The Evolving Promise of Pay for Success.” Stanford Social Innovation Review. October 23, 2019. Also available in Blackboard as Readings Not on Web.</p> <p><i>Additional Optional Readings:</i></p> <p>1) U.S. Government Accountability Office</p>

		<p>Report. “Collaboration among Federal Agencies Would Be Helpful as Governments Explore New Financing Mechanisms.” September 2015.</p> <p>2) Anderson, J. and Phillips, A. “What We Learned From the Nation’s First Social Impact Bond.” Huffington Post. July 13, 2015.</p> <p>3) MDRC Statement on the Vera Institute’s Study of the Adolescent Behavioral Learning Experience (ABLE) Program at Rikers Island. July 2015.</p> <p>4) Popper, N. “Success Metrics Questioned in School Program Funded by Goldman.” New York Times. Nov. 3, 2015. Also available in Blackboard as Readings Not on Web.</p> <p>5) Godeke, S. “Community Reinvestment Act Banks as Pioneer Investors in Pay for Success Financing.” SF Fed. 2013.</p> <p>6) Roman, J. “Solving the Wrong Pockets Problem.” Urban Institute. September 2015.</p>
June 6 Class 6	<u>Midterm Review:</u>	No assigned readings
June 11 Class 7	<u>Midterm Exam</u>	No assigned readings – see midterm exam study guide to prepare for exam
June 13 Class 8	<u>International Context for CSR and Impact Investing:</u> What are the unique challenges posed by CSR and impact investing outside of the United States? What are the lessons learned from the international context on the role of public and nonprofit activities that support these activities? What are the key takeaways from the Omidyar Network	<p>1) “Omidyar Network: Pioneering Impact Investment.” Harvard Business Publishing Coursepack. To purchase, use link under “required texts” section of syllabus.</p> <p>2) “Crown Worldwide: Integrating Corporate Social Responsibility in Business.” Harvard Business Publishing Coursepack. To purchase, use link under “required texts” section of syllabus.</p> <p>3) “Henderson, R. “Reimagining Capitalism In a World on Fire” (course text). Chp. 3 (The</p>

	and Crown Worldwide cases?	Business Case For Reimagining Capitalism.) 4) “Some of the Biggest Brands Are Leaving Russia. Others Just Can’t Quit Putin. Here’s a List.” New York Times. April 7, 2022. Also available in Blackboard as Readings Not on Web.
June 18 Class 9	<u>Benefit Corporations and B Lab; Special topics in CSR:</u> We will use this class to drill down on the question of whether states should enact Benefit Corporation legislation and the extent to which B Lab fulfills a valuable role in encouraging the development of Benefit Corporations. In addition, we will explore special topics in CSR.	1) White Paper on the Need and Rationale for the Benefit Corporation. January 18, 2013. 2) B Corporations Video: “On Better Business.” December 2010 Ted Talk. 3) Freeland, C. “Capitalism, but With a Little Heart.” New York Times. July 18, 2013. Also available in Blackboard as Readings Not on Web. 4) Vogel, D. “The Market for Virtue: The Potential and Limits of CSR.” Chapter 7 (pgs. 162-174). 5) “The New Meaning of Corporate Social Responsibility.” Harvard Business Publishing Coursepack. To purchase, use link under “required texts” section of syllabus. <i>Additional Optional Readings:</i> 1) “Benefit Corporations Aim to Make Profit, With Community Impact.” March 2012 PBS NewsHour clip . 2) Honeyman, R. “What’s the Difference Between Certified B Corps and Benefit Corps?” August 26, 2014. Triple Pundit.
June 20 Class 10	<u>Lending and Investing in Businesses:</u> What is the Small Business Administration’s Small Business Investment Company (SBIC) program and what steps has the SBA	1) Cowley, S. et al. “Small Business Loan Program, Chaotic From Start, Gets 2nd Round.” New York Times. April 26, 2020. Also available in Blackboard as Readings Not on Web. 2) Start-Up America Impact Investment SBIC

	<p>taken to support impact investing as part of this program? What are other public and nonprofit sector tools used to support lending and investing for impact?</p>	<p>Initiative Policy Update. September 2012.</p> <p>3) “Impact Investing Fund Grows Threefold.” SBA Press Release. January 27, 2015.</p> <p>4) “Henderson, R. “Reimagining Capitalism In a World on Fire” (course text). Chp. 5 (Rewiring Capitalism.) and Chp. 7 (Protecting What Has Made Us Rich and Free).</p> <p>Policy Memo due by the beginning of class via upload to Blackboard (please upload a Word document rather than a PDF).</p>
<p>June 25 Class 11</p>	<p><u>Fintech</u>: What are the policy implications of technology companies seeking to provide lending and financial services (often referred to as fintech)? Do these firms offer opportunities to provide community impact in ways that are not possible from traditional lenders? What risks do they pose for consumers and small businesses?</p>	<p>1) Brainard, L. “The Opportunities and Challenges of Fintech.” Dec. 2, 2016.</p> <p>2) “Financial Technology: Agencies Should Provide Clarification on Lenders’ Use of Alternative Data.” U.S. General Accountability Office. July 25, 2019.</p> <p>3) Evans, C. “Keeping Fintech Fair: Thinking about Fair Lending and UDAP Risks,” <i>Consumer Compliance Outlook</i> (Second Issue 2017).</p> <p>4) “McCarthy, B. “Regulation Could Be Blessing in Disguise for Online Lenders.” American Banker. August 4, 2015. Also available in Blackboard as Readings Not on Web.</p> <p><i>Additional Optional Readings:</i></p> <p>1) New York Times Editorial: “Facebook Faces a Reckoning for Redlining”. March 29, 2019. Also available in Blackboard as Readings Not on Web.</p> <p>2) Fair, L. “The Avant Settlement: New Financial Platforms, Established Consumer Protections.” FTC Blog. April 15, 2019.</p> <p>3) “Supporting Responsible Innovation in the Federal Banking System: An OCC</p>

		<p>Perspective.” March 2016.</p> <p>4) Consumer Organization Letter Opposing OCC Fintech Charter. April 14, 2017.</p> <p>5) “A Smart Loan For People With No Credit History (Yet).” Shivani Siroya Ted Talk on lending to people with no credit history. February 2016.</p> <p>6) Center for Responsible Lending Press Release Opposing OCC Fintech Lending Charter. December 2, 2016.</p>
June 27 Class 12	<u>Final Exam</u>	No assigned readings – see final exam study guide that will be posted on Blackboard

Other Class Information:

Policy Memo Grading Rubric:

- Content – 80%
 - Complexity, depth of the response, and demonstrated understanding of the subject and assigned readings
 - Clarity and accuracy when describing key concepts
 - Making conclusions and/or recommendations that are supported by examples and/or by cited references
- Quality of Writing – 20%
 - Following the page length and/or format requirements
 - Grammar and punctuation, spelling, and sentence structure
 - Organization and coherence of ideas
 - If applicable to the assignment, supporting the writing with references that add value to the analysis and support the conclusions/recommendations

University Policies:

University Policy on Religious Holidays

1. 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.
2. Faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.
3. 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 Outside the Classroom

- 1. Disability Support Services (DSS):** Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in the Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: <http://disabilitysupport.gwu.edu/>
- 2. Mental Health Services 202-994-5300:** The University's Mental Health Services offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations confidential assessment, counseling services (individual and small group), and referrals. counselingcenter.gwu.edu/

Academic Integrity Code

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. For the remainder of the code, see: studentconduct.gwu.edu/code-academic-integrity.

Use of Generative Artificial Intelligence

Generative Artificial Intelligence (GAI) tools such as ChatGPT are becoming important resources in many fields and industries. Accordingly, you are permitted to use such tools to generate content on the policy memo submitted for evaluation in this course. You remain responsible for all content you submit for evaluation. If you include content (e.g., ideas, text, images) in an analysis memo that was generated, in whole or in part, by GAI tools (including, but not limited to, ChatGPT and other large language models) in work submitted for evaluation in this course, you must document and credit your source. For example, text generated using ChatGPT-4 should include a citation such as: "ChatGPT-4. (YYYY, Month DD of query). 'Text of your query.' Generated using OpenAI. <https://chat.openai.com/>." Material generated using other tools should be cited accordingly. Failure to do so in this course constitutes failure to attribute under the George Washington University Code of Academic Integrity. **On the midterm exam and final exam, you may not submit for evaluation any content (e.g., ideas, text, code, images) that was generated, in whole or in part, by Generative Artificial Intelligence tools (including, but not limited to, ChatGPT and other large language models).**

Out of Class Learning

Average minimum amount of independent, out-of- class, learning expected per week: In a 15 week semester, including exam week, students are expected to spend a minimum of 100 minutes of out-of- class work for every 50 minutes of direct instruction, for a minimum total of 2.5 hours a week.