

The George Washington University
Trachtenberg School of Public Policy and Public Administration
PPPA 6061.10
Banking and Financial Institutions Policy
Spring 2024 Syllabus
As of January 24, 2024

Time: 6:10 p.m. – 8:00 p.m., Mondays
Location: Duques Hall (2201 G St NW, Washington, DC) Room 361

Professor: Joseph Firschein
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703-731-5992 (personal cell)
202-329-5090 (work cell)
Office hours by appointment

Course Description:

This course examines the broad range of policy issues applicable to banking and financial institutions -- including those related to financial stability, consumer protection, monetary policy, financial technology (“fintech”), and digital currency/cryptocurrency. This policy area includes questions that are at the forefront of the current national policy debate about how to regulate banks and other financial institutions particularly during a financial crisis. Key questions include the following:

- What policy changes have been implemented by Congress and bank regulators to address financial risk in the banking sector and have these changes helped prevent banks from being “too big to fail”? Are additional changes needed to mitigate against the risk of future bank failures?
- What consumer protection policies were put in place after the 2007-2008 financial crisis related to mortgage lending and payday lending, including creation of the Consumer Financial Protection Bureau (CFPB)? What are the top current policy issues related to consumer financial protection?
- What are the responsibilities of the Federal Reserve related to monetary policy? How has the Fed used these tools under different economic conditions in recent years, including the current inflation challenge?
- How has technology and innovation changed the banking and financial services sector and what are the implications of these changes for public policy? For example, how should “fintech” companies be regulated? Should the Fed create a central bank digital currency and/or a real-time payment system?

The course is designed to be a general survey of these issues for students with different levels of work experience and career interests. It is appropriate for students interested in policy roles at a wide range of public and private sector organizations; at executive agencies; in federal or state legislative policy organizations; at consumer or community development organizations; and in the financial services industry or at industry trade associations. The course also is appropriate for any student interested in regulatory

policy generally given parallels between bank regulation and other regulatory policy areas. Although the course includes a discussion of finance and banking terms commonly used by regulators, financial institutions, and public sector agencies that work with the financial services sector, no previous finance or banking policy experience is required. The course is taught by Joseph Firschein, a senior officer at the Federal Reserve Board of Governors who leads the Fed's policy work on regulations related to bank lending in low-income communities. The course counts towards the following concentrations: urban policy, regulatory policy, social policy, and public/private partnerships.

Course Prerequisites: None

Required Texts:

- 1) Acharya, V. et al. *Regulating Wall Street: The Dodd-Frank Act and the New Architecture of Global Finance* (Wiley Finance). 2011. ISBN-13: 978-0470768778. The text can be obtained via [Amazon](#) and is also available via the campus bookstore.
- 2) Mills, K. *Fintech, Small Business, and the American Dream: How Technology is Transforming Lending and Shaping a New Era of Small Business Opportunity.* 2018. ISBN-13: 978-3030036195. The text can be obtained via [Amazon](#) and other online stores.

For other required readings available for free via the web, see details below under each class. Note that in addition to the required class readings, in some cases there are "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. Describe the history of major U.S. banking and financial regulation and deregulation prior to the enactment of the Dodd-Frank Act in 2010;
2. Identify alternative perspectives on the problems with the financial regulatory framework leading up to the mortgage and financial crisis of 2007-2008;
3. Understand the key changes enacted as part of the Dodd-Frank Act, including provisions related to financial stability, systemic risk, and consumer protection;
4. Understand and evaluate alternative perspectives on the Federal Reserve's monetary policy actions and the policy debate over the appropriateness of Fed's "dual mandate" compared to potential alternatives used by other central banks;
5. Understand the history of consumer protection regulation in the financial services sector, including consumer issues related to the regulation of mortgage lending and payday lending; and
6. Describe and analyze the role that technology and innovation has played in the banking and financial services sector and the impact of this change for public policy.

Class Requirements and Grading:

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 student participation in the class discussions of the assigned required readings and cases. It will also be based on student understanding of the assigned required readings as indicated by class discussions. In class, students should be prepared to discuss the required readings and will also have an opportunity to lead the class discussion of at least one assigned article (we will have a sign-up process for this so that students know in advance which article they will be assigned to lead). Note: students will not be expected to read the “additional optional readings” listed on the syllabus for some class sessions. As noted above, those optional readings are for students seeking more information on a particular topic.
- 2. Policy Memo (30%):** Students will write an individual policy memo related to banking and financial institutions policy. The memo will be organized in the form of a briefing for a member of Congress. The memo will provide an opportunity for students to explore the policy arguments on different sides of an emerging issue. Detailed instructions for the memo will be posted on Blackboard under the Assignments folder. In addition, students should refer to the grading rubric at the end of this syllabus for information on the factors that will be considered in grading the policy memo and the weights that will be applied to each factor. Students should submit their completed Policy Memo via an upload of a Word file in the same folder in Blackboard where the instructions are posted.
- 3. Midterm Exam (30%):** The exam will focus on items specifically discussed in class and in the assigned readings for the class sessions prior to the exam date. It will be a short answer essay format and will take place in class on the date noted on the syllabus. Additional information on the content and format of the exam, including a detailed study guide, will be posted on Blackboard under the Assignments folder. On the day of the midterm exam, students will download the exam from the Tests folder in Blackboard and will submit their completed exam as a Word file in Blackboard via an upload in this same Blackboard folder.
- 4. Final Group Presentation (25%):** Students will divide into small groups and collaborate on a PowerPoint presentation providing an in-depth analysis of one of the major regulatory policy issues discussed in this course, including those related to monetary policy, financial stability, consumer protection in the mortgage market, or community reinvestment. Each student group will be able to select their topic, subject to approval from the instructor. Detailed instructions for the Final Group Presentation will be posted on Blackboard in the Assignments folder.

Use of Zoom for Accessing Class Sessions:

In addition to the in-person classes, we may also use Zoom for certain classes and/or guest speakers. If we confirm that a class will take place via Zoom, please use this [Zoom link](#).

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 Assignment Homework
Jan. 15	<u>No class –Martin Luther King Day</u>	
Jan. 22 Class 1	<p><u>Introduction and overview:</u> Review of course organization and assignments. What is the history of major U.S. financial regulation and deregulation prior to the enactment of the Dodd-Frank Act (DFA)? What are some of the market and regulatory problems that led to the mortgage and financial crisis of 2007-2008 and what high level policy steps did the DFA take to address these problems? To what extent are there still problems with the U.S. approach towards regulating the financial system?</p>	<p>1) Murphy, E. “Who Regulates Whom and How? An Overview of U.S. Financial Regulatory Policy for Banking and Securities Markets”. Pages 1-14. Congressional Research Service. January 30, 2015.</p> <p>2) Acharya V. et al. <i>Regulating Wall Street</i> (course textbook). Pages 1-32.</p> <p>3) Volker Alliance Report. “Reshaping the Financial Regulatory System.” Pages 1-43. April 20, 2015.</p> <p>4) Krugman, P. “Obama’s Other Success: Dodd-Frank Financial Reform is Working.” New York Times. August 3, 2014. Also available on Blackboard as a PDF file under Readings Not on Web.</p> <p><i>Additional Optional Readings:</i></p> <p>1) Baily, M. “Strengthening and Streamlining Prudential Bank Supervision.” Brookings Institution. August 6, 2009.</p> <p>2) President Trump video signing bill to cut Bank Regulations. May 24, 2018. (Clip starts at 8:20)</p> <p>3) Republican Presidential Debate clips on Dodd-Frank</p>

		<p>and too-big-to-fail. Nov. 14, 2015.</p> <p>4) Bernie Sanders Video on Breaking up Big Banks. April 7, 2016.</p>
Jan. 29 Class 2	<p><u>History and Role of the Federal Reserve</u>: What is the history of central banking policy in the U.S.? What are the key responsibilities of the Federal Reserve, including the so-called “dual mandate” in monetary policy and how do the Fed’s responsibilities compare with those of other central banks? What was the impact of the DFA on the Fed’s responsibilities? To what extent is the Federal Reserve independent and is this appropriate?</p>	<p>1) Acharya V. et al. Regulating Wall Street. Pages 51-71.</p> <p>2) Bernanke GW Lecture #1 PowerPoint. March, 2012. To view the video of the lecture, see this link.</p> <p>3) Fischer, S. “Central Bank Independence.” November 4, 2015.</p> <p>4) Clarida, R. “Federal Reserve Independence: Foundations and Responsibilities.” November 30, 2021.</p> <p><i>Additional Optional Readings:</i></p> <p>1) Bernanke, B. “The Crisis as a Classic Financial Panic.” November 8, 2013.</p> <p>2) The Federal Reserve System: Purposes and Functions. 10th Edition.</p> <p>3) Charles Evans speech on the Fed’s dual mandate. September 7, 2011.</p> <p>4) Duke, E. “Come with Me to the FOMC.” October 19, 2010.</p> <p>5) Fessenden, H. and Richardson, G. “Whom Do the Federal Reserve Bank Boards Serve?” Federal Reserve Bank of Richmond. August 2016.</p>

<p>Feb. 5 Class 3</p>	<p><u>Central Banking and the Financial Crisis</u>: What monetary policy tools did the Federal Reserve utilize during the mortgage and financial crisis of 2007-2008 as well as the financial crisis related to COVID-19? What are the policy arguments for and against these tools and what are alternative perspectives on whether additional/alternative tools should be used?</p>	<p>1) Yellen, Janet. "Perspectives on Monetary Policy." June 6, 2012 Speech.</p> <p>2) Powell, J. "Thoughts on Unconventional Monetary Policy." June 27, 2013.</p> <p>3) Ip, G. "The False Promise of a Rules-Based Fed." Wall Street Journal Blog. November 25, 2015. For PDF version, see Blackboard site under Readings Not on Web.</p> <p>4) Smialek, J. "The Fed's \$4 Trillion Lifeline Never Materialized. Here's Why." New York Times. October 21, 2020. For PDF version, see Blackboard site under Readings Not on Web.</p> <p><i>Additional Optional Readings:</i></p> <p>1) Bernanke, B. "The Federal Reserve: Looking Back, Looking Forward." January 3, 2014.</p> <p>2) Michel, N. "Why Congress Should Institute Rules-Based Monetary Policy." Heritage Foundation. February 11, 2015.</p> <p>3) Taylor, J. "Requirements for Policy Rules for the Fed." Testimony Before the Committee on Financial Services, U.S. House of Representatives. July 10, 2014.</p> <p>4) Warren, E. Letter to Fed Nominee Dr. Judy Shelton. January 30, 2020.</p>
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Feb. 12 Class 4	<p><u>Bank Safety and Soundness and Systemic Risk</u>: What is systemic risk and what are the key policy issues posed by the systemic risk of financial institutions? What policy changes were put in place after the 2008 financial crisis to address systemic risk, including changes enacted as part of the DFA? What are alternative perspectives on whether the DFA changes adequately address systemic risk problems?</p>	<p>1) Yellen, J. “Supervision and Regulation.” September 28, 2016.</p> <p>2) Kashkari, N. “Lessons From the Crisis: Ending Too Big To Fail.” February 16, 2016.</p> <p>3) Brainard, L. “Dodd-Frank at Five: Assessing Progress on Too Big to Fail.” July 9, 2015.</p> <p>4) Barr, M. “Capital Supports Lending”. October 9, 2023.</p> <p><i>Additional Optional Readings:</i></p> <p>1) Wessel, D. “What is Bank Capital? What is the Basel III Endgame?” Brookings Institution. November 29, 2003.</p> <p>2) Pearlstein, S. “Let’s Shatter the Myth on Glass-Steagall.” Washington Post. July 28, 2012. For PDF version, see Blackboard site under Readings Not on Web.</p> <p>3) Levitt, H. et al. “Wall Street Takes Fight Over Arcane Banking Rules to Main Street”. Bloomberg. December 1, 2023.</p> <p>4) Gruenberg, M. “Remarks on Basel III Engame.” August 25, 2017.</p> <p>5) Tarullo, D. “The Evolution of Capital Regulation.” November 9, 2011.</p>
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		<p>http://www.federalreserve.gov/newsevents/speech/tarullo20111109a.htm</p> <p>6) Dudley, B. “Ending Too Big to Fail.” November 7, 2013.</p> <p>7) Federal Reserve Bank of Dallas. Choosing the Road to Prosperity: Why We Must End Too Big To Fail Now. 2011 Annual Report.</p> <p>8) Schneider, H. “New Fed Rule Limits Its Crisis Bailout Powers.” Reuters. November 30, 2015.</p> <p>9) Quarles, R. “Between the Hither and the Farther Shore: Thoughts on Unfinished Business.” December 2, 2021.</p> <p>Team assignments for Final Group Presentations will be posted on Blackboard</p>
Feb. 19	<u>No Class -President’s Day</u>	
Feb. 26 Class 5	<p><u>Consumer Financial Protection Policy Issues:</u> What are the key consumer protection requirements that apply to financial institutions, including the ability to repay and qualified mortgage provisions enacted in the DFA? To what extent has the creation of the Consumer Financial Protection Bureau (CFPB) changed the way that consumer protection is applied to banks and other non-bank financial institutions? What are the policy arguments for and</p>	<p>1) Acharya V. et al. Regulating Wall Street. Pages 73-84</p> <p>2) Raskin, S. “Legal Opportunities and Challenges in Crafting a Foreclosure Response.” Speech at the Maryland State Bar Association, Columbia, Maryland. October 4, 2011.</p> <p>3) Consumer Financial Protection Bureau Fact Sheet and Press Release on Ability to Repay and Qualified Mortgage Rule. January 10, 2013.</p>

	against the creation of the CFPB?	<p>4) Cowley, S. “New Proposal Would Ban Most Foreclosures Until 2022.” New York Times. April 5, 2021. Also available on Blackboard as a PDF file under Readings Not on Web.</p> <p><i>Additional Optional Readings:</i></p> <p>1) CFPB Basic Guide for Lenders: What is a Qualified Mortgage?</p> <p>2) The Financial Crisis Inquiry Report, Authorized Edition. Chapter on Subprime Lending. Pages 67-80</p> <p>3) Paul Weiss Client Memo. “Consumer Financial Protection Bureau Issues Ability-to-Repay and Qualified Mortgage Standards Implementing Dodd-Frank.” January 14, 2013.</p>
Mar. 4 Class 6	<u>Team meetings:</u> Team meetings for Final Group Presentation teams. No in-class lecture.	<p>No assigned readings</p> <p>Each team should e-mail an outline of their proposed Final Group Presentation topic to the instructor after the team meeting.</p>
Mar. 11	<u>No class – Spring Break</u>	
Mar. 18 Class 7	<p><u>Consumer Financial Protection Policy Issues #2:</u> What are consumer financial protection issues associated with small dollar consumer loans (including payday loans and bank use of overdraft fees)? What role do banks and non-banks play in this policy area and what are the challenges of regulating these loan products?</p>	<p>1) “Payday Loans Cost 4 Times More in States With Few Consumer Protections” Pew Issue Brief. April 5, 2022.</p> <p>2) Cowley, S. “Consumer Bureau Scraps Restrictions on Payday Loans.” New York Times. July 7, 2020. For PDF version, see Blackboard site under Readings Not on Web.</p>

		<p>3) Weese, K. "Why It Costs So Much To Be Poor In America." Washington Post. January 25, 2018. For PDF version, see Blackboard site under Readings Not on Web.</p> <p>4) Bernard, T. "Banks Slowly Offer Alternatives to Overdraft Fees, a Bane of Struggling Spenders." New York Times. June 22, 2021. For PDF version, see Blackboard site under Readings Not on Web.</p> <p>5) Standaert, D. and Coleman, B. "Ending the Cycle of Evasion: Effective State and Federal Payday Lending Enforcement." November 2015.</p> <p><i>Additional Optional Readings:</i></p> <p>1) CFPB Press Release on Payday Lending Rules. February 6, 2019.</p> <p>2) CFPB White Paper on Payday Loans and Deposit Advance Products. April 24, 2013.</p> <p>3) Edmiston, K. "Could Restrictions on Payday Lending Hurt Consumers?" Economic Review. 2011.</p> <p>4) Bourke, N. Pew Comments on CFPB 2019 Payday Lending Proposal. Executive Summary, pages 1-2 and 10-15. May 15, 2019.</p>
Mar. 25	<u>Midterm Exam</u>	No assigned readings

Class 8		
Apr. 1 Class 9	Guest speaker: Kelvin Chen, Consumer Bankers Association (will arrive at 6:10 pm)	No assigned readings Time will be available in class for Final Group Presentation teams to meet.
Apr. 8 Class 10	<p><u>Fintech Issues</u>: What are the implications for public policy of the proliferation technology companies seeking to provide lending and financial services (often referred to as fintech)? What challenges and opportunities do these firms pose for a range of stakeholders, including banks, regulators, and consumers? What policy issues are raised by banks partnering with fintech firms?</p> <p>Guest Speaker – Kim Wilson, Supervisory Policy Analyst, Federal Reserve Board of Governors (will speak from 7-8 pm)</p>	<p>1) Mills course text. Chapter 5: What Small Businesses Want.</p> <p>2) Mills course text. Chapter 7: The Early Days of Fintech Lending.</p> <p>3) Mills course text. Chapter 10: Regulatory Obstacles: Confusion, Omission, and Overlap.</p> <p>4) Mills course text. Chapter 11: The Regulatory System of the Future.</p> <p><i>Additional Optional Readings:</i></p> <p>1) Brainard, L. “The Opportunities and Challenges of Fintech.” Dec. 2, 2016.</p> <p>2) Evans, C. “Keeping Fintech Fair: Thinking about Fair Lending and UDAP Risks,” <i>Consumer Compliance Outlook</i> (Second Issue 2017).</p> <p>3) “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>4) New York Times Editorial: “Facebook Faces a Reckoning for Redlining”. March 29,</p>

		<p>2019. Also available in Blackboard as Readings Not on Web.</p> <p>5) “Supporting Responsible Innovation in the Federal Banking System: An OCC Perspective.” March 2016.</p> <p>6) Center for Responsible Lending Press Release Opposing OCC Fintech Lending Charter. December 2, 2016.</p> <p>7) GAO Report. “Financial Technology: Agencies Should Provide Clarification of Lenders’ Use of Alternative Data.” December 2018. Pages 1-46.</p> <p>Policy memo due via Blackboard by 6:10 pm</p>
Apr. 15 Class 11	<p><u>Central Bank Digital Currency (CBDC) and Real Time Payment Systems:</u> What are the key policy issues related to central bank digital currency and creation of a central bank real time payment system (FedNow).</p>	<p>1) Federal Reserve Board of Governors. “Money and Payments: The U.S. Dollar in the Age of Digital Transformation.” January 2022.</p> <p>2) Smialek, J. “Fed Opens Debate Over a Central Bank Digital Currency With a Long-Awaited Report.” New York Times. January 20, 2022. For PDF version, see Blackboard site under Readings Not on Web.</p> <p>3) Smialek, J. “The Fed Moves Closer To a New Way To Get People Their Money Faster.” New York Times. August 6, 2020. For PDF version, see</p>

		<p>Blackboard site under Readings Not on Web.</p> <p>4) Lang, H. "Fed Launches Long-Awaited Instant Payment Service, Modernizing System." Reuters. July 20, 2023.</p> <p><i>Additional Optional Readings:</i></p> <p>1) White House Report. "Technical Evaluation For a U.S. Central Bank Digital Currency System." September 2022.</p> <p>2) Lee, M. and Martin, A. "FedNow is Coming in July. What is It and What Does It Do?" New York Fed. June 26, 2023.</p> <p>3) Vasile, C. "What's Wrong With FedNow? Everything." Foundation for Economic Education. August 20, 2023.</p> <p>Time will be available in class for Final Group Presentation teams to meet.</p>
<p>Apr. 22 Class 12</p>	<p><u>Financial Inclusion and Community Reinvestment:</u> What are the key policy issues related to unbanked and under-banked households? To what extent does the Community Reinvestment Act (CRA) address problems with financial inclusion? What are other policy approaches to increase financial inclusion, including public sector support for Community</p>	<p>1) Tescher, J. and Ehrbech, T. "The Vanishing American Dream: The Long Road to Financial Stability." Financial Health Network Blog Post. December 21, 2018.</p> <p>2) Tescher, J. "Checks, Balances, and the Myth of Free." Medium. Jan. 30, 2018.</p> <p>3) Federal Reserve Bank of St. Louis. "The Bank On National Data Hub: Findings from 2020."</p>

	Development Financial Institutions (CDFIs)?	<p>4) Gruenberg, M. "Statement on Final Rule on CRA Regulations." October 24, 2023.</p> <p>5) Center for an Urban Future. "Bolstering Minority- and Immigrant-Owned Businesses By Scaling Up CDFIs." December 2022.</p> <p><i>Additional Optional Readings:</i></p> <p>1) Yellen, J. "The Importance of Asset Building for Low and Middle Income Households." September 18, 2014.</p> <p>2) Brainard, L. "Strengthening the Community Reinvestment Act to Meet the Challenges of Our Time." September 21, 2020.</p> <p>3) Braunstein, S. "The Community Reinvestment Act." Testimony Before the Committee on Financial Services. February 13, 2008.</p> <p>4) Financial Health Network. "Seven Pain-Points in the Consumer Financial Data Ecosystem: Priorities for the CFPB's Rulemaking Under Section 1033 of the Dodd-Frank Act." August 2022.</p>
Apr. 29 Class 13	<u>Final Group Presentations</u>	Completed Final Group Presentations should be e-mailed to the professor by the start of class.

Policy Memo Grading Rubric:

- Content – 80%
 - Complexity, depth of the response, and demonstrated understanding of the subject
 - Clarity and accuracy when describing key concepts
 - Making conclusions and/or recommendations that are supported by the information in the memo and/or in other cited materials
- Quality of Writing – 20%
 - Following the page length and/or format requirements
 - Grammar and punctuation, spelling, and sentence structure
 - Organization and coherence of ideas
 - Supporting the analysis with references that add value to the analysis and support the conclusions and 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

Writing Assignments: All writing assignments must be your original work. There are consequences for plagiarism (intended or not), and plagiarism usually results in no credit earned for an assignment.

Late Papers: Late papers will be accepted but will have a reduced grade if there is not an approved request for an extension. Requests for extensions must reach me before the paper is due. In case of an emergency, this rule can be waived with appropriate documentation and cause.

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 analysis memos and final group presentation materials 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 a policy memo or final group presentation 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 Georgetown University Code of Academic Integrity. **On the midterm exam, you may not submit for evaluation any content (e.g., ideas, text, 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.