

Gn Hon 3071H (Proposed): Kinder-RAI Honors Practicum II (Two Credit Hours)

Course Description

An interdisciplinary experiential course for students participating in the Kinder-RAI Oxford Summer School. This 2-credit-hour section of Gn Hon 3071H is one of two “minor” course options that take place in the afternoons—either Mon/Wed or Tues/Thurs. The specific theme and focus of the course will vary depending on the expertise of the professor teaching it, but all themes will be expansive enough to ensure students take advantage of the opportunities of Oxford University and its faculty in innovative ways. Course tasks, assignments, experiences, and discussions will encourage students to apply their knowledge of revolutions and constitutions to real world contexts, settings, or audiences.

What follows is a mock version of the course as was delivered in Summer 2025 that illustrates the week-to-week rigor of the course and the types of outside-of-class engagement that will be associated with it. The proposal below fleshes out a public history option and a separate two-credit Gn Hon 3070H proposal— explores an alternative version). Assignments, course policies, and general course structure will remain the same to provide consistency of student experience.

Cover Image: The Oxford Union

Meeting Times: 1:00-3:00pm, or Arranged
Tuesdays and Thursdays

Location:

Rothermere American Institute
University of Oxford

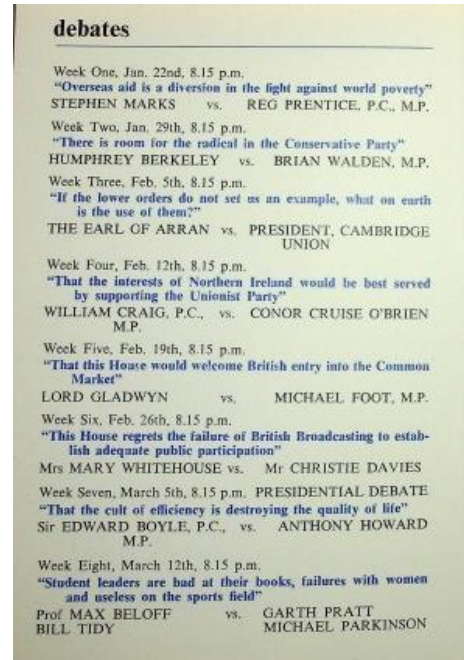
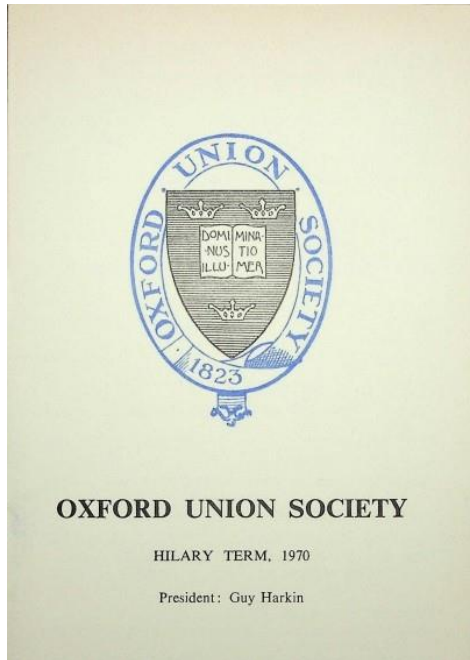
Course Description

The University of Oxford has had close ties to world leaders, and geopolitics from the very beginning. Thirty-one Prime Ministers, and at least 28 other world leaders have studied or taught at the University. The famous Oxford Union debating society, meanwhile, has hosted speakers including Madeleine Albright, Jimmy Carter, Benazir Bhutto, Queen Elizabeth II, Henry Kissinger, Jawaharlal Nehru, Ronald Reagan, and Desmond Tutu. Researchers within the University also frequently collaborate with international organizations, and national and local governments across the world. A great deal of this knowledge and expertise sharing happens through thinktanks, geopolitical risk analysis organizations, professional commissions, or policy briefings.

Students in this course will consider how researchers engage with policymaking communities and bring their expertise to bear on present-day political and policy conversations. The course includes visits to important sites of political debate and policy exchange, and interactions with experienced practitioners. Students will learn how to communicate with policymaking communities locally, nationally, and internationally, and analyze complex geopolitical issues. Over the course of the month, students will create a real-world policy brief that assesses an aspect of contemporary geopolitical change. At the same time, they will develop skills to effectively shape policy through clear, informed, and neutral writing and research.

Honors Statement

This course applies student knowledge from the revolutions and constitutions sequence to present-day geopolitics and policy, exposing them to practitioners, and pushing them to conduct research and writing in the style of a policy brief. Part internship, part research, this is a course that invites students into the business of applied learning.



Oxford Union Term Card, 1970

Required Texts

There are no required books to purchase for this course. Students will, however, be expected to read closely and remain up to date with Oxford Analytica's "The World Next Week Newsletter" (free to sign up [here](#)) and The Oxford Policy Engagement Network's (OPEN) [webpages](#).

Other readings pertinent to the policy brief group task will be shared on Canvas.



Oxford Skyline

Course Schedule

Guest speakers are provisional and may change due to professional obligations.

Week 1: Policy and Politics in Oxford

Session 1: Tour of the Oxford Union

Students will begin the course at the Oxford Union. The Oxford Union is a world-renowned debating society, founded in 1823 at a time when the University prevented students from publicly discussing certain topics. By visiting the site of many important debates, and key speakers, students will be encouraged to think about how ideas are discussed in different forums.

Session 2: Geopolitical Analysis

Guest Speakers: Dr Andrew Hammond (Former Editor, Oxford Analytica), and Dr Nigel Bowles (North America Region Head, Oxford Analytica)

This session will build upon the previous class, and include guest talks from various individuals who have worked for geopolitical consulting firms and think tanks. Students will have opportunities to hear presentations and ask questions of geopolitical risk analysis experts, but also talk more about best practices for disseminating evidence-based judgements and predictions to key decision-makers.

While there are no required readings for this session, students may wish to read more about geopolitical consulting firms and think tanks. UK-based examples include:

[Chatham House](#)

[Ditchley Foundation](#)

[Eurasia Group](#)

[Oxford Analytica](#)

[Tenco](#)

Week 2: Thinking About Political Communication and Policy Analysis

Session 3: Policy Engagement at National and International Levels

Guest Speakers: TBC

This session will begin with talks from individuals who have experience engaging with policymaker communities nationally and internationally, as project officers and as researchers. After listening to these talks, students will consider how specialists communicate insights and contribute to real-world policy discussions.

Session 4: Communicating with Different Audiences

Guest Speakers: Dr Richard Johnson (Policy Impact Fellow, Queen Mary, University of London)

Policymakers are increasingly interacting in new ways with different audiences. Print and broadcast media remain important, but so too are other communication forms. In this session, students will talk with experienced politics and policy communicators about how they go about reaching and influencing specialist, and non specialist audiences.

Week 3: Policy Brief Analysis and Development

Session 5: Policy Brief Analysis

In this session, students will select one policy brief, or political analysis, and present it to the class. The presentations will deconstruct the brief -- considering its structure, target audience/s, and how it presents its analysis and evidence.

A non-exhaustive list of websites where real-world examples of briefs can be found will be distributed by Dr Rowe at the end of Week 2.

Session 6: Policy Brief Tutorial

In this session, students are given time to collaborate on their policy briefs in their groups. After putting together a draft outline, they will also have an Oxford style tutorial to discuss their ideas with the tutor.

Week 4: Research Brief Presentations

Session 7: Boardroom Policy Brief Presentation

The groups will present their research brief to the class, and invited guests in this session. At the same time, they will also respond to questions from the guests, other students, and tutor.

This class will also include opportunities to reflect of the experience and lessons learned from writing a policy brief and thinking about communicating research to different audiences.

Session 8:

There will be no session on Thursday, July 31 because of the summative tutorials for the Glorious Revolution in Oxford course.

Assignments

Assignment	Weight
Participation and Attendance	30%
Policy Brief	45%
Reflection Paper	25%

I. Attendance and Participation (30%)

Attendance and participation are essential components of a study abroad experience. Getting the most out of the program requires prioritizing your time in class as well as actively engaging with your Oxford tutors, each other, and the intellectual stakes of the material. As such, participation and attendance in this course make up a substantial proportion of your final grade (30%).

Attendance: Any genuinely extraordinary circumstance that prevents your attendance in class will be accommodated. In all other cases, however, there is a strict expectation for students to be present at all class sessions. Beyond impacting your grade, failing to meet this requirement may result in dismissal from the program or other disciplinary actions. If an extraordinary circumstance does prevent your attendance in class, please email Dr. Coleman immediately.

Participation: Your participation in this course will be assessed holistically based on an evaluation made against the following general benchmarks:

A = Always contributes, in an engaged and substantive fashion. Shows curiosity in the material by asking and answering questions as well as listening and responding to other students' remarks in a manner that exemplifies academic interest, respect, and generosity. Shows enthusiasm for learning through the quality of their interactions with readings, peers, and activities during discussion.

B = Contributes most times with questions or direct engagement with course material, but not always as substantively. Acknowledges peers' comments or questions but tends to focus only on their own ideas. May occasionally disengage when not actively contributing.

C = Often does not contribute or engages minimally with peers and course materials. May participate well but very infrequently. May engage with the class in a way that does little to demonstrate active listening.

D = Rarely participates, never fully or responsively. Demonstrates little meaningful engagement with course materials. May exemplify hostility or overzealous argument when engaging with peers or instructors.

F = Never participates. Demonstrates little to no meaningful engagement with course materials.

Please note: participation is not evaluated purely on the frequency of your contributions. Quality of contribution is much more significant than quantity.

- The best kind of participation requires preparing well for class and listening carefully.
- It means engaging respectfully and empathetically with your instructors and your peers.
- It means when not speaking that we listen attentively—using respectful body language and/or taking notes.
- And it means supporting a community that looks out for one another as we address topics, themes, and language that may, at times, be challenging or uncomfortable.

Speaking frequently is not a prerequisite for making a positive impact. But failing to attend class, routinely arriving late, conducting side conversations, or spending class time engaged with your phone or laptop instead of our discussion, for example, can detract from everyone's experience. Although we expect speaking in class to come with a certain amount of nervousness, if you find you are experiencing insurmountable obstacles that are hindering your participation in class, please reach out. We can discuss strategies for you to be successful throughout this course.

II. Policy Brief and Presentation (45%)

This group-based research project takes the form of a strategic policy brief, undertaken in groups of ~three. Students will select a geopolitical, or policy issue, and produce a concise, evidence-driven note intended for a specific audience of policymakers/clients.

The brief will collectively be 2,000 words in length, and will be written in the style of a thinktank, or geopolitical risk analysis corporation. The policy briefs and presentations should draw on the insights that emerge from the practitioner talks in Weeks 1 and 2, the classroom discussions, and visits. The final briefs, and presentations should clearly identify a distinct geopolitical development, or policy area, and offer practical, persuasive, and evidence-supported policy recommendations. Emphasis will be placed on clarity, neutrality, and the ability to translate complex, specialist ideas into advice for national or international decision-makers.

Once they have chosen a topic, students will work closely with each other and the tutor who will offer feedback and guidance on works-in-progress in a 30-minute tutorial. Each group will deliver 15-minute boardroom style presentations of their policy briefs in the penultimate class. Further details about this assignment, will be discussed by Dr Rowe in class. Due Thursday, July 31 (Week 4).

The written research brief comprises 70% of the result while the oral presentation makes up the other 30%. Grading rubrics and processes for equitable inter-group participation in the project will be available separately, on Canvas.

III. Reflection Paper (25%)

Due at the conclusion of the course, this assignment asks you to address what you learned—about yourself, the material, and the class—over the course of the session. What have you learned in this class and in what ways have you developed intellectually during it? To explore this question, you may consider:

- How has this class that changed the way you think, or challenged you?
- Was there an idea or way of thinking that initially didn't make sense but that eventually came into focus?
- What did you expect to get out of this class? To what extent did the course surprise you?

Overall, the piece should aim to reflect on your intellectual development. Can you trace how your ideas, engagement with the class, or ways of approaching the core questions evolved throughout the session? Was there a session you attended, a news story, a movie, or another study abroad experience where you thought “oh, I can place this into conversation with the work or discussions we had in this practicum?”

This assignment should be 2-3 double-spaced pages in length. Due Tuesday, July 29 (Week 4).



Council Chamber, Oxford Town Hall

Course Policies

A Note on Themes and Language

At times, this course will address themes and subject matter that are graphic and upsetting. There will be instances when historical language is quoted in historical documents—or images displayed—which are contemporarily offensive. These images and excerpts are not a reflection of the instructor's personal beliefs or opinions; they are representative of pasts and viewpoints we are grappling to understand. We will strive, in our own words and discussions, to avoid perpetuating offensive terms, images, and ideals from the past in our present.

Submission Procedures for Written Work

All written work is to be submitted through Canvas, and should be uploaded as .doc, .docx, or .pdf attachments. It is your responsibility to ensure copies of your work are saved.

Late Work

Only coursework completed and submitted on time is eligible to receive full credit.

- For A-F graded assignments, late work is penalized at a rate of 5% per calendar day and work submitted more than 72-hours past the deadline receives 0%.
- For tasks graded complete/incomplete, work cannot be submitted for credit once the deadline is past.

Work submitted after its deadline will not be accepted for full credit in the absence of extenuating circumstances. Genuine emergencies and extenuating circumstances will be accommodated. If you experience circumstances beyond your control that impact the timely completion of your work, be in touch with me as soon as possible.

Grading Scale

Grading will be conducted on a standard percentage scale, not formally "curved." Students are responsible for submitting work that demonstrates the depth and quality of their engagement and that reflects their mastery of the skills assessed. While we want all students to do well, please note that standards of excellence in this course are set at a level that exceeds average performance.

A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

AI use in this course

This course does not pretend that AI tools do not exist. Rather, we aim to utilize the opportunities of AI in a productive, ethical, and transparent manner. Some assignments *may* ask you engage with AI in specific ways and to reflect on and analyze the results. But as a developing technology, AI poses risks as well as opportunities. The following guidelines are designed to help us make the best use of the tools available to us:

- AI tools may aid your research process and assist with editing and refining your prose (such as applications like Grammarly or spellcheck). However, AI cannot be substituted for original work. Neither ideas nor writing produced by AI can be attributed to yourself.
- Use of AI tools must be acknowledged. The best means for doing so can vary from one assignment to another (keep an eye out for instructions!) but

failing to acknowledge AI assistance may violate the University's policies on academic misconduct.

- Do not trust AI tools to produce accurate results. You are responsible for any errors AI makes if they are included in your work.
- When using AI, be aware that any personal information you put into it is at risk. Please take care to guard your privacy.
- AI technology is constantly changing and evolving: avail yourself of the most up to date techniques for using AI ethically and to its fullest. And always feel free to chat with me for guidance.

For specific guidance on citation practices from the *Chicago Manual of Style* see: <https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html>.

ACADEMIC POLICIES

All University policies and processes will be followed. For more, visit the relevant University website <http://registrar.missouri.edu/policies-procedures>.

Unsure about something? Ask us!

Accommodations

We never wish or intend to penalize students who experience circumstances beyond their control that impact the quality or timely completion of their work. If you encounter medical problems (including mental health issues) at any point that impact your participation in class discussion or the completion of your assignments, please contact me or the [The University of Missouri Disability Center](#) without delay to establish an [accommodation plan](#). Documented disabilities include *hearing, vision, mobility, learning and attention, psychological health and physical health*. Students' accommodations are implemented with the input of students to maximize the learning experiences. And the MU Disability Center keeps information about a student's disability confidential. *For Study Abroad we strongly recommend setting up accommodation plans with the Disability Center before the start of the program.*

Mental Health Advisory

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and reduce your ability to participate in daily activities. The University of Missouri is committed to supporting student well-being through an integrated network of care, with a wide range of services to help students succeed. The MU Counseling Center offers professional mental health care, and can help you find the best approach to treatment based on your needs. Call to make an

appointment at 573-882-6601. Any student in crisis may call or go to the MU Counseling Center between 8:00–5:00 M-F. After hours phone support is available at 573-882-6601.

Visit <https://wellbeing.missouri.edu> to take an online mental health screening, find out about workshops and resources that can help you thrive, or learn how to support a friend. Download Sanvello, a phone app that teaches skills and strategies to help you maintain good mental health. Log in with your Mizzou e-mail to unlock all the tools available through Sanvello at no cost to you.

For emergency and non-emergency protocols in the event of experiences any form of misadventure while studying abroad please refer to up-to-date information from [MU Study Abroad](#) and [myStudyAbroad](#). If in doubt, consult the MU Program Leader, Dr. Coleman. If you require urgent medical assistance in the United Kingdom, call 0-0-0.

Plagiarism Guidelines

You should familiarize yourself with the university's policy on plagiarism. Plagiarism is a serious academic offense and will be dealt with accordingly. For further clarification and information, please see the university's policy on plagiarism. You must write your papers specifically for this class; you should not borrow material from another class; and you should not use another person's words or ideas without attribution, whether those words or ideas come from conversations, the internet, or printed materials. If you are in doubt about whether you are committing plagiarism, feel free to ask the course instructor; but a good rule of thumb is that if you are in doubt, then cite a source. Students are strongly advised to keep all rough and draft work related to a particular assignment until the assignment has been marked and returned.

Classroom Misconduct

Classroom misconduct includes forgery of class attendance; obstruction or disruption of teaching, including late arrival or early departure; repeated failure to turn off or mute cellular telephones leading to disruption of teaching; emailing/texting, watching videos, listening to music, playing games, or surfing the Internet on phones, tablets, or laptop computers, unless instructed to do so; physical abuse or safety threats; theft; property damage; disruptive, lewd, or obscene conduct; repeated failure to attend class when attendance is required; and repeated failure to participate or respond in class when class participation is required. Students are asked to arrive for class on time and to avoid early departures.

Audio and Video Recording of Class

University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. In this class, students may not make audio or video recordings of course activity, except students permitted to record as an accommodation under Section 240.040 of the Collected Rules. All other students who record and/or distribute audio or video recordings of class activity are subject to

discipline in accordance with 9 provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Those students who are permitted to record are not permitted to redistribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Intellectual Pluralism

The University community welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact your Faculty Chair or the Associate Dean for Undergraduate Studies; the Director of the Office of Students Rights and Responsibilities (<http://osrr.missouri.edu/>); or the MU Equity Office (<http://equity.missouri.edu/>), or by email at equity@missouri.edu. All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course

Basic Needs Security Statement

If you have difficulty affording groceries or accessing sufficient food to eat every day, or you lack a safe and stable place to live and believe this may affect your performance in the course contact the [Dean of Students](#) for support. Furthermore, please notify me if you are comfortable doing so. This will enable me to provide any resources I may possess.



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Oxford Open Policy Engagement Network and Oxford Analytica Logos