

SOC 2189-10: Abolition in Theory and Practice
Spring 2023

Instructor: Prof. Amanda Pierson[▲]
apierson@gwu.edu
OH: MW 6:00 PM – 7:00 PM or by appointment
Phillips Hall 409 N

Course: TR 4:45 PM – 6:00 pm
1776 G St NW, Room C-119
Note: Ideally, I'd like to have class outside as much as possible, depending on weather and student ability and preference.

Contacting Me

Communications should be collegial, polite, and professional. You can generally expect a response within 48 hours. Please avoid informalities in emails and other written communication. Please include SOC 2189 in the subject line as I teach multiple courses.

Professor Pierson Bio

I have a B.A. in criminal justice with a minor in statistics and a M.A. in criminology from GW. My educational background and publications are rooted in the sociology of law and policy, with a special focus on immigration, surveillance/biopolitics, capitalism/neoliberalism, and contemporary theories of data. In graduate school I taught intro to criminal justice and techniques of data analysis and was the recipient of the 2019 Amsterdam Teaching Award. Since then, I've been teaching intro to criminal justice as an adjunct professor at GW. I have four very cute and destructive cats (Chonk, Beans, Grady, and Sonia Sotomeowor). On a more serious note, **please note that I have a severe airborne peanut allergy**. As a result, please don't eat peanuts or peanut butter when we are sharing an enclosed space, e.g. during class or in my office.

Statement of Positionality

I currently work for, and have previously been employed by, organizations that may have vested interests in the continuation of police and prisons. I am currently employed by the government as a statistician and The George Washington University as an adjunct professor in the Department of Sociology. I have previously been employed by the Kansas Department of Corrections and the George Washington University Police Department. The course content and my personal and academic views should not be conflated with the views of my employers, past or present. While working in these institutions has greatly shaped my personal views of criminal justice, my views have also been influenced significantly by the experience of my colleagues, friends, family, news, media, and the academic literature surrounding these institutions. In other words, like all academic courses, this class focuses on generalizations of institutions and may or may not reflect my experience as an employee of these institutions.

Special Thanks

This course was adapted from – and greatly aided by – resources created and provided by Nikkita Oliver* (www.nikkitaoliver.com) and Dr. Anyabwile Love[†] (Twitter @AnyabwileLove) via

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the African American Intellectual History Society (www.aaihs.org). I hope this syllabus and class honors their labor and contributes to the public discourse on abolition, as they have done for myself and others.

About the Course

Americans by and large agree action is necessary to reform the U.S. criminal justice system.¹ But is reform enough? In a survey conducted by the Associated Press in 2020, nearly a third of respondents believed major changes to the US criminal justice system are insufficient, calling for a “complete overhaul” of the system. The growing idea that the U.S. criminal justice system is one of police abuse, mass incarceration, racialized policies, and profiteering has been followed by calls to abolish ICE, defund the police, and close local jails. These policies, once thought radical, have become more mainstream in the last decade. In other words, more people are turning to philosophies of abolition.

In light of this, it is becoming increasingly important that students are familiar with the theory and practice of abolition within the United States criminal justice system. This class builds on students’ understanding of the criminal justice system and past reforms to contextualize research, ideas, and policies surrounding abolition. Students will be asked to think imaginatively to consider the criminal justice system not as it is today, but what it could be. Such an inquiry raises questions such as what acts should be defined as crimes, alternatives to policing, and the purpose of incarceration. The factual knowledge and critical thinking skills honed in this course will serve future criminal justice majors as well as students going on to other majors and jobs in related fields of policy making, sociology, philosophy, and political science.

Prerequisites

Students enrolled in this course must have completed SOC 1003 (Introduction to Criminal Justice); and SOC 1001 (Introduction to Sociology) or SOC 1002 (The Sociological Imagination). This course is recommended primarily for seniors and high-performing juniors majoring in criminal justice or sociology, though other students are not prohibited from the course.

Learning Objectives

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

- Know, explain, and use factual information, terms, and ideas about abolition used by both academics and policy makers;
- Compare theories and conceptual approaches to abolition and reform;
- Situate concepts of abolition in the context of the histories of punishment and policing in the US;
- Identify the role of intersectionality in abolition movements; and
- Understand barriers to reform and abolition movements in the United States

Additionally, students are expected to complete the course with significant advancement in the following areas:

- Analysis and evaluation of complex information;

¹ See <https://apnews.com/article/police-us-news-ap-top-news-politics-kevin-richardson-ffaa4bc564afcf4a90b02f455d8fdf03>

- Analysis of scholarly literature, in particular, its theoretical orientation and sources of support; and
- Formulation an academic argument based on the analysis of scholarly literature.

Course Structure

The course is comprised of both lecture and discussion. Although there is no assigned textbook, there will be required readings and multimedia assignments throughout the semester. These items will be made available to you via Blackboard at no cost beyond your exorbitant tuition.

The grading structure is as follows:

Comprehensive Exam 1 – 35%
 Comprehensive Exam 2 – 35%
 Weekly Reading Summaries – 20%
 Participation – 10%

Requests for grading “bumps” or rounding up will not be granted. Extra credit is not offered in this course, including at the end of the semester.

The course is centered around two comprehensive exams, each comprised of a series of short essay questions. These exams are open-note and open-book and are completed outside of class time. Although the exams are take-home and open-resource, students are not to collaborate or discuss the contents of the comprehensive exams. All work submitted must be exclusively the work of the student. Synthesizing the readings, lectures, and concepts will be key to success in the course. There will be no final exam. Additional instructions for the comprehensive exams are available on Blackboard.

Additionally, there are weekly reading summaries students will upload via SafeAssign. Additional information and templates for these summaries are available on Blackboard. The goal of these summaries is twofold: (1) These summaries allow students to formulate their thoughts and organize information prior to class, and (2) If done well and refined over time, students will be able to incorporate these summaries into their notes and will serve as critical resources during their comprehensive exams.

Finally, 10% of the course grade is dedicated to participation. Participation in this course is self-assessed and rooted in skill-building rather than blind assessment (see Gillis 2019). The instructions for the self-assessment are on Blackboard and are completed through Google Forms. While participation is self-assessed, you must submit the self-assessment thoughtfully and on time to receive full credit. Although attendance will not be counted toward your participation grade per se, attendance is strongly encouraged.

On Equity, Diversity, and Respect

When approaching any topic, we come with our habitus – our personhood, experiences, perspective, and ignorance – and I am no different. It is my expectation that all members of the course actively work to create a space where students are able to express themselves free of judgment. Students are strongly encouraged to practice self-awareness, humility, and respect when having difficult conversations regarding race, class, gender identity, sexuality, religion, political affiliation, and other potentially sensitive topics. Hateful, violent, or sexually explicit comments will not be tolerated.

This includes use of the “N-word” and all its variants. Because we look to historical and advocacy literature in this course, we will encounter this word a lot. It is expected that in this classroom students do not say this word, even if our authors or materials do. When appropriate, students may include this word when directly quoting or citing a work from class in writing for this course. It is still considered inappropriate to say the N-word and its variants in class discussion, even when discussing or quoting the literature.

Because of the nature of the course, limited trigger or content warnings (TWs) will be provided. This course is centered, by its very definition, around concepts of violence, victimization, and issues of equity. These topics are, for most people, uncomfortable. For some, they are unbearable. Unfortunately, these are topics that cannot be avoided and will be discussed with such frequency and range that some TWs would be ubiquitous. In other words, you should assume these topics will be discussed throughout and within every class. That being said, I pledge to do my best to include TW for especially graphic or disturbing depictions of violence. While these will likely still be numerous and unavoidable, I hope to give the class as much information as possible to prepare yourselves for at least some of the most disturbing content from the course.

On Preparation, Time Management, and Organization

To receive an A in the course, students will likely find organization, time management, and synthesizing knowledge paramount (in other words, how do concepts relate to each other across materials and readings? How do authors “converse” with one another through their writings?)

For each credit of a course, students are expected to spend a minimum of 100 minutes in independent learning for every 50 minutes of direct instruction for a minimum total of 2.5 hours per week or 37.5 hours for the semester. **For this 3-credit course, for example, students will receive 2.5 hours of direct instruction and should expect a minimum of 5 hours of independent learning per week** for a combined minimum total of 7.5 hours per week or 112.5 hours per semester. See [Assignment of Credit Hour Policy](#) for more information.

Readings and Assignments

Reading summaries are due before the first class of the week and should cover the readings that will be discussed that week. The idea here is that students will have already read and thought through the readings for the week, and will be able to come to the discussion to better refine those ideas. There is no reading summary due for the readings in week 1. I strongly suggest reading/listening to the materials in the order they’re presented on the syllabus.

<p>Week 1: Welcome to the course // Have a little imagination!</p> <p>T 1/17:</p> <p>W 1/18: Participation goals due by 11:59PM</p> <p>R 1/19:</p>	<ul style="list-style-type: none"> • Syllabus • Comprehensive exams instructions • Participation goals instructions • Reading summaries instructions • Gillis[▲] (2019) “Reconceptualizing Participation as Skill Building” <i>Teaching Sociology</i> 47(1): 10-21 • Skim, esp. p. 415-end - Dozono[†] (2022) “A Curriculum and Pedagogy of Prison Abolition” <i>The Urban Review</i> 54(1): 411-427.
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	<ul style="list-style-type: none"> • Russell-Brown[▲] (2021) “Race and Crime Literacy” from <i>The Color of Crime: Racial Hoaxes, White Crime, Media Messages, Police Violence, and Other Race-Based Harms</i> 3rd ed. New York University Press (New York) P. 153-166. • “A Message from the Future II: The Years of Repair” (2020) from <i>The Intercept</i>. https://www.youtube.com/watch?v=2m8YACFJIMg • Kaba[▲] (2021) “Justice: A Short Story” from <i>We Do This ‘Til We Free Us</i>
<p>Week 2: Have a little imagination!</p> <p>T 1/24: Week 2 Reading Summaries due via Blackboard by 4:44 PM</p> <p>R 1/26:</p>	<ul style="list-style-type: none"> • Khasnabish[†] and Haiven[†] (2014) “Introduction: The importance of the radical imagination in dark times” from <i>The Radical Imagination: Social Movement Research in the Age of Austerity</i> • Selections from Gordon[▲] (2008): <i>Ghostly Matters: Haunting and the Sociological Imagination</i>. University of Minnesota Press: St. Paul. • Purnell[▲] (2021) “Introduction: How I Became a Police Abolitionist” and “Chapter One: What Justice?” from <i>Becoming Abolitionists</i> • “Becoming Abolitionists” from <i>Codeswitch</i> by NPR • Parker[▲] (2020) “What about the rapists and murderers?” from <i>Medium</i>
<p>Week 3: Reform, Abolition, or Something Else?</p> <p>T 1/31: Week 3 Reading Summaries Due via Blackboard by 4:44 PM</p> <p>R 2/02:</p>	<ul style="list-style-type: none"> • Satterberg[†] (2022). “2020 Vision and the Five Pillars of Criminal Justice Reform” from <i>Progressive Prosecution: Race and Reform in Criminal Justice</i> Eds. Kim Taylor-Thompson and Anthony C. Thompson. P. 55-94 • Excerpt from Balko[†] (2021) “Reform” <i>Rise of the Warrior Cop: the Militarization of America’s Police Forces</i>. Public Affairs (New York). P 433-439. • Neyfakh[†] (2015). “OK, So who gets to go free?” <i>Slate</i>. • Herskind[†] (2020) “Three reasons advocates must move beyond demanding release for ‘nonviolent offenders’” <i>Medium</i>. • “Angela Davis vs. The Liberal Reformers” from <i>Existential Comics</i> • Coleman[†] (2020) “Police reform, defunding, and abolition, explained” <i>Vox</i>. • Ben-Moshe[▲] (2013) “The Tension Between Abolition and Reform” from <i>The End of Prisons: Reflections from the Decarceration Movement</i>. Eds. Mechtthild E. Nagel and Anthony J. Nocella II. Rodopi (New York). P. 83-92
<p>Week 4: Reform, Abolition, or Something Else?</p>	<ul style="list-style-type: none"> • Pelot-Hobbs[▲] (2018) “Scaling Up or Scaling Back? The Pitfalls and Possibilities of Leveraging

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<p>T 2/07: Week 4 Reading Summaries Due via Blackboard by 4:44 PM</p> <p>R 2/09:</p>	<p>Federal Interventions for Abolition” <i>Critical Criminology</i> 26(1). P. 423-441.</p> <ul style="list-style-type: none"> • Newsome Bass[▲] (2020). “Black cops don’t make policing any less anti-Black” <i>Medium</i>. • Schrader[†] (2020). “More than Cosmetic Changes: The Challenges of Experiments with Police Demilitarization in the 1960s and 1970s.” <i>Journal of Urban History</i> 46(5). P. 1002-1025. • Vitale[†] (2018). “1: The Limits of Police Reform” <i>The End of Policing</i>. Verso: London. P. 1-30. • Rodriguez[†] (2020) “Reform isn’t Liberation, It’s Counterinsurgency” from <i>Medium</i> • Benjamin[▲] (2019) “The Shiny, High-Tech Wolf in Sheep’s Clothing” <i>Race After Technology: Abolitionist Tools for the New Jim Code</i>. Published in <i>Medium</i>. • “Reformist reforms vs. abolitionist steps in policing” from <i>Critical Resistance</i>, no date.
<p>Week 5: Contemporary Theories of Abolition</p> <p>T 2/14: Week 5 Reading Summaries Due via Blackboard by 4:44 PM</p> <p>R 2/16:</p>	<ul style="list-style-type: none"> • Abu-Jamal[†] (2020). “From One Struggle to Another: Lessons from the First Abolition Movement” <i>Medium</i>. • Davis[▲] (2020) “Why Arguments Against Abolition Inevitably Fail” from <i>Medium</i> • Acheson[*] (2022) “Introduction” from <i>Abolishing State Violence: A World Beyond Bombs, Borders, and Cages</i>. Haymarket Books: Chicago. P. 1-15 • Lester[†] (2021). “Whose democracy in which state?: Abolition democracy from Angela Davis to W.E.B. Du Bois. <i>Social Science Quarterly</i> 102(1): 3081-3086. • Selection from James[▲] (2021) “Police Ethics through Presidential Politics and Abolitionist Struggle: Angela Y. Davis and Erica Garner” from <i>The Ethics of Policing: Perspectives on Law Enforcement</i> Eds. Ben Jones and Eduardo Mendieta. P. 179-188
<p>Week 6: Contemporary Theories of Policing</p> <p>T 2/21: Week 6 Reading Summaries Due via Blackboard by 4:44 PM</p> <p>R 2/23: Comprehensive Exam 1 Released</p>	<ul style="list-style-type: none"> • Hadden[▲] (2021) “Police and Slave Patrols: A History of State-Sponsored White-on-Black Violence” from <i>The Ethics of Policing: New Perspectives on Law Enforcement</i>. Eds. Ben Jones and Eduardo Mendieta. P. 205-221. • Evans[†] and Petty[†] (2020) “Slavery, Mass Murder and the Birth of American Policing” from <i>Behind the Bastards</i> • Evans[†] and Petty[†] (2020) “How the First Police Went from Gangsters to An Army for the Rich” from <i>Behind the Bastards</i>

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	<ul style="list-style-type: none"> • Evans[†] and Petty[†] (2020) “The History of American Police and the Ku Klux Klan” from <i>Behind the Bastards</i> • May[†] and Yancy[†] (2020). “Policing is doing what it was meant to do. That’s the problem” <i>The New York Times</i>. • Sierra-Arévalo[†] (2021) “Reward and ‘Real’ Police Work” from <i>The Ethics of Policing: New Perspectives on Law Enforcement</i>. Eds. Ben Jones and Eduardo Mendieta. P. 66-85. • Neocleous[†] (2021) “5 Law, Order, Political Administration” <i>A Critical Theory of Police Power: The Fabrication of Social Order</i>. Verso: London. P. 185-222.
<p>Week 7: Abolish the Police</p> <p>T 2/28: Week 7 Reading Summaries Due via Blackboard by 4:44 PM</p> <p>R 3/02:</p>	<ul style="list-style-type: none"> • Maher[†] (2021). “Conclusion: Democracy or the Police?” <i>A World Without Police: How Strong Communities Make Cops Obsolete</i>. Verso: London. P. 213-231. • Goff[†] (2021). “Perspectives on Policing” <i>Annual Review of Criminology</i>. 4(1): 27-32. • Kaba[▲] (2020). “Yes, we mean literally abolish the police.” <i>Medium</i>. • Acheson[*] (2022) “Chapter 1: Disbanding Police” from <i>Abolishing State Violence: A World Beyond Bombs, Borders, and Cages</i>. Haymarket Books: Chicago. P. 17-38. • McDowell[*] and Fernandez[†] (2018). “Disband, Disempower, and Disarm’: Amplifying the Theory and Practice of Police Abolition” <i>Critical Criminology</i> 26(1): 373-391. • Gray-Garcia[▲] (2020) “NOT Calling the Kkkops-EVER: How a grassroots, poor and indigenous peoples-led movement in stolen amerikklan remains Po’Lice and devil-oper free” from <i>How to Not Cal the Po’Lice EVER</i>. POOR Magazine. • Gray-Garcia[▲] (2020) “10 (11 or 12) Things you can do to Not ever call the Po’Lice, CPS and APS: The beginning of a life-long list created by POOR Magazine/Presna POBBRE/Homefulness family” from <i>How to Not Cal the Po’Lice EVER</i>. POOR Magazine.
<p>Week 8: Abolish the Police</p> <p>T 3/07: No Class</p> <p>R 3/09: Week 8 Reading Summaries Due via Blackboard by 4:44 PM; Participation Midyear Review due by 11:59 PM</p>	<ul style="list-style-type: none"> • Meares[▲] (2021) “Clashing Narratives of Policing? The Quest for Lawful versus Effective Policing and the Possibility of Abolition as a Solution” from <i>The Ethics of Policing: New Perspectives on Law Enforcement</i>. Eds. Ben Jones and Eduardo Mendieta. P. 25-37. • Markowitz[†] (2019). “Abolish ICE and then what?” <i>Yale Law Journal</i>

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<p>F 3/10: Comprehensive Exam 1 Due by 11:59 PM via Blackboard</p>	<ul style="list-style-type: none"> • Gramlich[†] (2020). “Are police obsolete in Minneapolis? Racial capitalism and police abolition” <i>Social Science Quarterly</i> 102(1): 3149-3157. • Harvard Law Review (2021). “Prosecuting in the Police-less City: Police Abolition’s Impact on Local Prosecutors” <i>Harvard Law Review</i> 134(1): 1859-1880.
<p>**NO CLASS – SPRING BREAK**</p>	
<p>Week 10: Decriminalize, Destigmatize, Legalize</p> <p>T 3/21: Week 10 Reading Summaries Due via Blackboard by 4:44 PM</p> <p>R 3/23:</p> <p>F 3/24: Comprehensive Exam 1 Rewrite Due by 11:59 PM via Blackboard</p>	<ul style="list-style-type: none"> • Feagin[†] (2008). “Book Review: W.E.B. Du Bois on Crime and Justice” <i>Crime Law and Social Change</i> 50(1): 399-401. • Hodge[▲] and Flingai[†] (2021). “What happened when Boston stopped prosecuting nonviolent crimes” <i>Vera</i> • Cussen[▲] and Block[†] (2000). “Legalize Drugs Now! An Analysis of the Benefits of Legalized Drugs” <i>American Journal of Economics and Sociology</i>. 59(3): 525-536 • Kuznicki[†] (2016). “Prohibition and Mass Incarceration” <i>The Cato Institute</i>. • Gray-Garcia[▲] (2020) “Houselessness & KKKop-Calling” from <i>How to Not Call the Po’Lice EVER</i>. POOR Press • Herring[†] (2019) “Complaint Oriented Policing: Regulating Homelessness in Public Space” <i>American Sociological Review</i> 84(5):769-800. • Goldfischer[†] (2020) “From Encampment to Hotspots: the changing policing of homelessness in New York City” <i>Housing Studies</i> 35(9): 1550-1567.
<p>Week 11: Cotemporary Theories of Punishment and Prisons</p> <p>T 3/28: Week 11 Reading Summaries Due via Blackboard by 4:44 PM</p> <p>R 3/30:</p>	<ul style="list-style-type: none"> • Smith[†] (2015) “Review of the First Civil Right: How Liberals Built Prison America” <i>Political Science Quarterly</i> • Murakawa[▲] (2014). “The Last Civil Right: Freedom from State-Sanctioned Racial Violence” <i>The First Civil Right: How Liberals Built Prison America</i>. Oxford University Press: London. P. 148-156. • Price[▲] (2019) “Weaponizing Justice”. <i>Federal Sentencing Reporter</i>, 31(4-5), 309-315. • Wilson-Gilmore[▲] (2007) “Prologue” and “Introduction” from <i>Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California</i>. University of California Press: Berkeley. • Kaba[▲] and Herzing[▲] (2021) “Transforming Punishment: What is Accountability without

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	<p>Punishment?" from <i>We Do This 'Til We Free Us</i>. Haymarket Books: Chicago.</p> <ul style="list-style-type: none"> • Nagel[▲] (2013) "Thirteen: An Ubuntu Ethic of Punishment" from <i>The End of Prisons: Reflections from the Decarceration Movement</i>. Eds. Mechthild E. Nagel and Anthony J. Nocella II. Rodopi: New York. P.177-186.
<p>Week 12: Abolish Prisons</p> <p>T 4/04: Week 12 Reading Summaries Due via Blackboard by 4:44 PM</p> <p>R 4/06: No Class</p>	<ul style="list-style-type: none"> • Acheson* (2022). "Chapter 2: Dismantling Prisons" from <i>Abolishing State Violence: A World Beyond Bombs, Borders, and Cages</i>. Haymarket Books: Chicago. P. 39-68. • Berger[†] (2013) "Social Movements and Mass Incarceration: What is to be Done?" <i>Souls</i> 15(1-2): 3-18.
<p>**NO CLASS – CATCH UP WEEK**</p>	
<p>Week 14: Abolish Prisons</p> <p>T 4/18: Week 14 Reading Summaries Due via Blackboard by 4:44 PM; Comprehensive Exam 2 Released</p> <p>R 4/20:</p>	<ul style="list-style-type: none"> • Davis[▲] (2003). <i>Are Prisons Obsolete?</i> Seven Stories Press: New York. • Wilson-Gilmore[▲] (2007) "What is to be done" and "Conclusion" from <i>Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California</i> University of California Press: Berkeley. • Bagaric[†] et al (2021) "Prison Abolition: From Naïve Idealism to Technological Pragmatism" <i>The Journal of Criminal Law and Criminology</i> 111(2): 331-406.
<p>Week 15: The Future of Activism</p> <p>T 4/25: Week 15 Reading Summaries Due via Blackboard by 4:44 PM</p> <p>R 4/27: Participation End of Year Review Due by 11:59 PM</p> <p>F 4/28: Comprehensive Exam 2 Due Friday by 11:59 PM via Blackboard</p>	<ul style="list-style-type: none"> • Kaba[▲] (2021) "Free Us All: Participatory Defense Campaigns as Abolitionist Organizing" from <i>We Do This 'Til We Free Us</i>. Haymarket Books: Chicago. • Khasnabish[†] and Haiven[†] (2014) "Convoking the Radical Imagination: Social Movement Research, Dialogic Methodologies, and Scholarly Vocations" <i>Cultural Studies and Critical Methodologies</i> 12(5): 408-421. • Acheson* (2022) "Conclusion: Abolition as Movement" from <i>Abolishing State Violence: A World Beyond Bombs, Borders, and Cages</i>. Haymarket Books: Chicago. P. 257-267.
<p>Weeks 16 and 17: No Class</p> <p>F 5/12: Comprehensive Exam 2 Rewrites Due by 11:59 PM via Blackboard</p>	

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Technology Policy

Please turn your phones to do not disturb/silent during class. Laptops are allowed during regular class time, though again, please make sure you're muted. If I recall correctly, this classroom is particularly devoid of outlets, so please ensure you have something to take notes with should your battery die.

There are some technologies that are never allowed to be used in or during class. These include headphones, vapes / THC pens, and recording devices. This list may be expanded throughout the semester.

I highly recommend all students download Zotero, a citation engine software that is free and embeds within Microsoft Word and Google Chrome. It's an absolute lifesaver and is pretty user-friendly. The download link is here: <https://www.zotero.org/download/>

University Policy

Academic Integrity Code

Academic integrity is an essential part of the educational process, and all members of the GW community take these matters very seriously. As the instructor of record for this course, my role is to provide clear expectations and uphold them in all assessments. Violations of academic integrity occur when students fail to cite research sources properly, engage in unauthorized collaboration, falsify data, and otherwise violate the [Code of Academic Integrity](#). If you have any questions about whether or not particular academic practices or resources are permitted, you should ask me for clarification. If you are reported for an academic integrity violation, you should contact the Office of Student Rights and Responsibilities (SRR) to learn more about your rights and options in the process. Consequences can range from failure of assignment to expulsion from the university and may include a transcript notation. For more information, please refer to the SRR website (<https://studentconduct.gwu.edu/academic-integrity>), email rights@gwu.edu, or call 202-994-6757.

University Policy on Observance of Religious Holidays

Students must notify faculty during the first week of the semester in which they are enrolled in the course, or as early as possible, but no later than three weeks prior to the absence, of their intention to be absent from class on their day(s) of religious observance. If the holiday falls within the first three weeks of class, the student must inform faculty in the first week of the semester. For details and policy, see "Religious Holidays" at provost.gwu.edu/policies-procedures-and-guidelines.

Use of Electronic Course Materials and Class Recordings

Students are encouraged to use electronic course materials, including recorded class sessions, for private personal use in connection with their academic program of study. **Electronic course materials and recorded class sessions should not be shared or used for non-course related purposes unless express permission has been granted by the instructor. Students who impermissibly share any electronic course materials are subject to discipline under the Student Code of Conduct.** Please contact the instructor if you have questions regarding what constitutes permissible or impermissible use of electronic course materials and/or recorded class sessions. Please contact Disability Support Services at disabilitysupport.gwu.edu if you have questions or need assistance in accessing electronic course materials.

Academic Support

Writing Center

GW's Writing Center cultivates confident writers in the University community by facilitating collaborative, critical, and inclusive conversations at all stages of the writing process. Working alongside peer mentors, writers develop strategies to write independently in academic and public settings. Appointments can be booked online at gwu.mywconline.

Academic Commons

Academic Commons provides tutoring and other academic support resources to students in many courses. Students can schedule virtual one-on-one appointments or attend virtual drop-in sessions. Students may schedule an appointment, review the tutoring schedule, access other academic support resources, or obtain assistance at academiccommons.gwu.edu.

Disability Support Services (DSS)

Any student who may need an accommodation based on the potential impact of a disability should contact Disability Support Services at disabilitysupport.gwu.edu or 202-994-8250 to establish eligibility and to coordinate reasonable accommodations.

Other Sources of Support

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. healthcenter.gwu.edu/counseling-and-psychological-services; 202-994-5300

Safety and Security

In an emergency: call GWPD 202-994-6111 or 911

For situation-specific actions: review the Emergency Response Handbook at:

safety.gwu.edu/emergency-response-handbook

In an active violence situation: Get Out, Hide Out, or Take Out. See go.gwu.edu/shooterpret

Stay informed: safety.gwu.edu/stay-informed

[From the Office of Equity, Diversity, and Inclusion \(https://diversity.gwu.edu/resources-0\)](https://diversity.gwu.edu/resources-0)

[Resources on Allyship](#)

[Resources on Anti-Semitism](#)

[Resources on the Black Experience](#)

[Resources on Decolonization](#)

[Resources on Disability Culture](#)

[Resources on Elections and Politics](#)

[Resources on Gender and Sexuality](#)

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