



Spring 2023

IAFF 6338

Can it Happen Here? The American Far Right in Historical and International Perspective

Instructor: Lucas Dolan

Email: imdolan@gwu.edu

Location: 1957 E, 112

Time: Mondays, 5:10 – 7:00 PM

Office Hours: By Appointment

Credits: 3

Course Description

Today, the American far right constitutes a major threat to democracy. This threat is not entirely novel, as it draws from nativist and authoritarian currents deeply rooted in American history. Neither is the threat isolated, containing contemporary parallels in several western democracies, as well as important cases in the global south, such as India and Brazil. This course situates the contemporary American far right in these dual contexts—historical and international. The course is structured around a series of paired comparisons. Students will study contemporary American domestic terrorism alongside Italian neo-fascist violence, Pat Buchanan’s populism alongside Jean-Marie Le Pen and Jörg Haider, the “militia movement” alongside paramilitaries in Ireland and eastern Europe. Topically focused, this course is designed to help students develop a limited expertise on the American far right and its closest international counterparts. Beyond substantive knowledge, students will be pushed to engage with the conceptual, theoretical, and normative debates at the core of contemporary far right studies. In particular, the structure of the course confronts American exceptionalism as a methodological practice, encouraging students to think creatively about the status of the United States in comparison with other states and societies.

Learning Outcomes & Objectives

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

- Situate the contemporary American far right within historical context
- Identify major points of convergence between the American far right and parallel movements abroad
- Discuss areas of strength and weakness within the academic literature relevant to this topic
- Weight the merits of competing causal explanations for the success of far-right parties and movements
- Assess the value of American exceptionalism as a methodological practice

Methods of Instruction

This course uses the following methods of instruction:

- *Readings*
- *Discussion*
- *Written Assignments*
- *Lectures*

Credit Hour Policy

In this 3 credit graduate course students are expected to work for 450 minutes per week (this includes 110 minutes of time spent in class per week); totaling 112.5 hours of work over the duration of this 15-week semester.

Grading & Assessment

Attendance/Participation

Success in this course is premised on thorough engagement with the assigned reading material. You need to come to every class prepared—having done the reading and being ready to talk about it. Discussion is essential, and you should take your role in it seriously for two reasons: 1) learning is a collaborative endeavor, not a one-way process where the instructor imparts knowledge to you from on high. Taking active responsibility for your learning will benefit yourself and those around you, while making our time in class a much more enjoyable and fulfilling experience. 2) Public speaking, while difficult or uncomfortable for many, will be an important skill for most of your future careers and if you choose to continue your education.

Because of participation's central role in the learning process, class attendance is paramount. If you are not in class, you are unable to participate. This affects all of us. Thus, you are expected to be in class except in cases of emergency. Nevertheless, life happens. I do not attempt to adjudicate excused or unexcused absences. Each student is allowed to miss two class periods without explanation. After two absences, your grade will be reduced a half-letter grade (i.e. from an A to an A-) for each additional class period you miss. Following the same logic, frequently arriving to class late will result in a half-letter grade reduction. For ongoing emergencies or crises that lead to attendance issues, contact me as soon as possible. In these cases, you should also work with the Dean of Students office. Especially given the ongoing circumstances of this pandemic, I understand things may come up that are out of our control.

Reading Reactions

Each week students will be responsible for two "reading reactions." Students will share their reactions with the class, I will map them on the board, and the themes that emerge will serve as the starting point for the week's discussion.

Reading reactions generally come in four categories, but students need not feel limited by this:

- **A personal reaction** is any contribution connecting the reading to personal experiences or observations that are pertinent to broader course subject matter and learning goals.
- **A topic for clarification** calls our attention to a specific passage in the reading that you found confusing or misleading and would like help from the class in clarifying.
- **A topic for evaluation** draws our attention to a passage you understood but believe is important for us to discuss or evaluate as a class.
- **Connections to other material** take something we read in class and directly tie it to another reading (from this class or another) or to current or historical events.

Reading reactions can deal with the week's texts synthetically or focus specifically on a single reading or passage. Each reaction should only be a few sentences (no more than one paragraph).

Blog Style Pitch + Article

The first written assignment for this course is a "blog style article." This assignment simulates the process students would encounter in submitting their writing for publication. Students will submit a "pitch," receive "editorial feedback" on a first draft and resubmit a second, revised draft. The key here is to use academic theory or concepts to shed light on current events. Students can refer to outlets like *Foreign Policy*, *The Conversation*, or *The Monkey Cage* for examples.

The pitch, worth four percent of your total grade, is due **Friday, February 10th**. The first draft will be due **March 6th**. After receiving feedback, the final draft will be due **March 31st**. The article itself is worth 30 percent of your course grade and will be an average of the grades of the two drafts.

Final Paper

The final paper for this course will be a traditional academic essay of 8-10 pages. Students have two options for the final paper in this course: they can complete a book review or research paper of 8-10 pages.

Course Evaluation

Teaching evaluations can be an unreliable and biased measure of performance except with high rates of participation from students. With high response rates, evaluations are a crucial tool for my improvement of this course and my pedagogical practices more generally. Students who submit confirmation of their completed course evaluation will receive points equal to one percent of the total points possible in the course.

<i>Assignment Type</i>	<i>Total Percent of Final Grade</i>
<u>Attendance/Participation</u>	<u>15%</u>
<u>Reading Responses</u>	<u>15%</u>
<u>Blog Pitch</u>	<u>4%</u>
<u>Blog Style Article</u>	<u>30%</u>
<u>Final Paper</u>	<u>35%</u>
<u>Course Evaluation</u>	<u>1%</u>
<i>Total: 100%</i>	

The grading scale below, determines your final letter grade.

Excellent	Good	Needs Improvement	Low Pass	Fail
A 94%-100%	B+ 87%-89%	B- 80%-83%	C 74%-76%	F Under 70%
A- 90%-93%	B 84%-86%	C+ 77%-79%	C- 70%-73%	

Course Calendar

IMPORTANT DATES:

- February 10 – Blog pitch due
- March 6 – Blog first draft due
- March 31 – Blog second draft due
- May 8 – Final Paper due

Week 0: NO CLASS — MLK JR Day

Monday, January 16

Week 1: Introduction

Monday, January 23

- Mudde, Cas. 2007. *Populist Radical Right Parties in Europe*. Chapter 1. "Constructing a conceptual framework." 11-31.
- Eatwell, Roger. 2003. "Ten Theories of the Extreme Right." In *Right-Wing Extremism in the Twenty-First Century*, edited by Peter H. Merkl and Leonard Weinberg, 47–73. London: Routledge.
- Tarrow, Sidney. 2010. "The Strategy of Paired Comparison: Toward a Theory of Practice." *Comparative Political Studies* 43 (2): 230–59. <https://doi.org/10.1177/0010414009350044>.
- Pitcavage, Mark. 2019. "Surveying the Landscape of the American Far Right." *Program on Extremism, The George Washington University*. August 2019. https://extremism.gwu.edu/sites/g/files/zaxdzs2191/f/Surveying%20The%20Landscape%20of%20the%20American%20Far%20Right_o.pdf
- Calmes, Jackie 2021. "My Front Row Seat to the Radicalization of the Republican Party." *Los Angeles Times*. June 13, 2021. <https://www.latimes.com/opinion/story/2021-06-13/republican-party-radicalization-ronald-reagan-donald-trump>
- Levitsky, Steven and Daniel Ziblatt. 2021. "The Greatest Threat to Democracy is the GOP Stealing the Next Election." *The Atlantic*. July 9, 2021. <https://www.theatlantic.com/ideas/archive/2021/07/democracy-could-die-2024/619390/>

Week 2: Nativism and Migration Restriction

Monday, January 30

- Higham, John. 1955. *Strangers in the Land*. Rutgers University Press. Chapter 1, "Patterns in the Making" & Chapter 10, "The Tribal Twenties." 3-11, 264-299.
- Betz, Hans-Georg. 2017. "Nativism Across Time and Space." *Swiss Political Science Review* 23 (4): 335-53. <https://doi.org/10.1111/spsr.12260>.
- Duyvendak, Jan Willem, and Josip Kesic. 2018. "The Rise of Nativism in Europe." *EuropeNow*. February 1, 2018. <https://www.europenowjournal.org/2018/01/31/the-rise-of-nativism-in-europe/>.
- Rogers, Katie and Nicholas Fandos. 2019. "Trump Tells Congresswomen to 'Go Back' to the Countries They Came From." *The New York Times*. July 14, 2019. <https://www.nytimes.com/2019/07/14/us/politics/trump-twitter-squad-congress.html>
- Hobo Media. 2010. "Mr. Controversial." <https://www.youtube.com/watch?v=1gNolSL6u4o>

Week 3: Discrimination and Diffusion

Monday, February 6

- Whitman, James Q. 2017. *Hitler's American Model: The United States and the Making of Nazi Race Law*. Princeton: Princeton University Press. 1-72.

Week 4: Fascism at Home and Abroad

Monday, February 13

- Hart, Bradley W. 2018. *Hitler's American Friends: The Third Reich's Supporters in the United States*. New York: St. Martin's Press. 1-22, 160-182.
- De Caprariis, Luca. 2000. "'Fascism for Export'? The Rise and Eclipse of the Fasci Italiani All'Estero." *Journal of Contemporary History* 35 (2): 151-83.

Week 5: NO CLASS — Presidents' Day

Monday, February 20

Week 6: Antisemitism

Monday, February 27

- Tevis, Britt P. 2021. "Trends in the Study of Antisemitism in United States History." *American Jewish History* 105 (1–2): 255–84. <https://doi.org/10.1353/ajh.2021.0018>.
- Wodak, Ruth. 2018. "The Radical Right and Antisemitism." In *The Oxford Handbook of the Radical Right*, edited by Jens Rydgren, 61–85. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780190274559.013.4>.
- Stoenner, Karin. 2016. "'We Are the New Jews!' And 'The Jewish Lobby' - Antisemitism and the Construction of a National Identity by the Austrian Freedom Party.'" *Nations and Nationalism* 22 (3): 484–504. <https://doi.org/10.1111/nana.12165>.
- Cohen, Mari. 2022. "Deborah Lipstadt Vs. the Oldest Hatred." *Jewish Currents*. April 28, 2022. <https://jewishcurrents.org/deborah-lipstadt-vs-the-oldest-hatred>

Week 7: Paramilitaries and Militias

Monday, March 6

- Jackson, Sam. 2020. *Oath Keepers: Patriotism and the Edge of Violence in a Right-Wing Antigovernment Group*. New York: Columbia University Press. Introduction, Chapters 2 & 3. 1–8, 29–37, 39–63.
- Gallaher, Carolyn. 2007. *After the Peace: Loyalist Paramilitaries in Post-Accord Northern Ireland*. Chapters 1, 6 & 7. 1–27, 129–157, 158–188.

Week 8: SPRING BREAK, NO CLASS

Monday, March 13

Week 9: Far Right Terrorism

Monday, March 20

- Simi, Pete, and Bryan F. Bubolz. 2016. "Far Right Terrorism in the United States." In *The Handbook of the Criminology of Terrorism*, 295–309. Hoboken: Wiley. <https://doi.org/10.1002/9781118923986.ch19>.
- Byman, Daniel. 2022. *Spreading Hate: The Global Rise of White Supremacist Terrorism*. Chapter 4, "Europe: The Return of the Knights Templar." 78–92.

- Walters, Joanna and Alvin Chang. 2021. "Far-right Terror Poses Bigger Threat to US than Islamist Extremism Post-9/11." *The Guardian*. September 8, 2021. <https://www.theguardian.com/us-news/2021/sep/08/post-911-domestic-terror>
- *United Nations*. 2022. "Terrorist Attacks on the Basis of Xenophobia, Racism and Other Forms of Intolerance, or in the Name of Religion or Belief." Report of the Secretary-General. August 3, 2022. <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N22/450/52/PDF/N2245052.pdf?OpenElement>
- Abrahms, Max. 2019. "Don't Give White Nationalists the Post-9/11 Treatment." *The Atlantic*. August 7, 2019. <https://www.theatlantic.com/ideas/archive/2019/08/how-not-fight-white-nationalist-terrorists/595618/>

Week 10: Women in the Far Right

Monday, March 27

- Blee, Kathleen. 2021. "Where Do We Go from Here? Positioning Gender in Studies of the Far Right." *Politics, Religion & Ideology* 21 (4): 416–31.
- Blee, Kathleen. 2017. "Similarities/Differences in Gender and Far-Right Politics in Europe and the USA." In *Gender and Far Right Politics in Europe*. 191-204. Springer.
- Sehgal, Meera. 2012. "Mothering the Nation: Maternalist Frames in the Hindu Nationalist Movement in India. In *Women of the Right: Comparisons and Interplay Across Borders*. Penn State University Press. <https://doi.org/10.1515/9780271061719>
- Meret, Susi, Birte Siim, and Etienne Pingaud. 2016. "Men's Parties with Women Leaders: A Comparative Study of the Right-Wing Populist Leaders Pia Kjaersgaard, Marine Le Pen and Siv Jensen." In *Understanding the Populist Shift: Othering in a Europe in Crisis*, 122-149. Milton Park: Routledge.
- Senior, Jennifer. 2021. "The Women Who Paved the Way for Marjorie Taylor Greene." *The New York Times*. February 7, 2021. <https://www.nytimes.com/2021/02/07/opinion/marjorie-taylor-greene-republican-women.html>
- *Agence France-Presse*. 2022. "Italy's PM is a Trailblazer, Just Don't Call Her Feminist." *France 24*. October 25, 2022. <https://www.france24.com/en/live-news/20221025-italy-s-pm-is-a-trailblazer-just-don-t-call-her-feminist>

Week 11: Islamophobia

Monday, April 3

- Lajevardi, Nazita. 2020. *Outsiders at Home: The Politics of American Islamophobia*. Cambridge: Cambridge University Press. 1-33.

- Williams, Michelle Hale. 2010. "Can Leopards Change Their Spots? Between Xenophobia and Trans-Ethnic Populism among West European Far Right Parties." *Nationalism and Ethnic Politics* 16 (1): 111–34. <https://doi.org/10.1080/13537110903583385>.
- Hafez, Farid. 2014. "Shifting Borders: Islamophobia as Common Ground for Building Pan-European Right-Wing Unity." *Patterns of Prejudice* 48 (5): 479–99. <https://doi.org/10.1080/0031322X.2014.965877>.

Week 12: Counter-Jihad

Monday, April 10

- Bridge Initiative Team. 2020. "Fact-Sheet: Counter-Jihad Movement." *Georgetown University Bridge Initiative*. September 17, 2020. <https://bridge.georgetown.edu/research/factsheet-counter-jihad-movement/>
- Goodwin, Matthew. 2013. "The Roots of Extremism." *Chatham House Briefing Paper*. March 2013. http://www.euro-islam.info/wp-content/uploads/2013/04/0313bp_goodwin.pdf
- Pertwee, Ed. 2020. "Donald Trump, the Anti-Muslim Far Right and the New Conservative Revolution." *Ethnic and Racial Studies* 43 (16): 211–30. <https://doi.org/10.1080/01419870.2020.1749688>.
- Vossen, Koen. 2011. "Classifying Wilders: The Ideological Development of Geert Wilders and His Party for Freedom." *Politics* 31 (3): 179–89. <https://doi.org/10.1111/j.1467-9256.2011.01417.x>.

Week 13: Populist Mobilization

Monday, April 17

- Blum, Rachel. 2020. *How the Tea Party Captured the GOP: Insurgent Factions in American Politics*. Chicago: The University of Chicago Press. 1-12, 59-77.
- Bale, Tim. 2018. "Who Leads and Who Follows? The Symbiotic Relationship between UKIP and the Conservatives – and Populism and Euroscepticism." *Politics* 38 (3): 263–77. <https://doi.org/10.1177/0263395718754718>.
- *Pew Research Center*. 2019. "Trump's Staunch GOP Supporters Have Roots in the Tea Party." <https://www.pewresearch.org/politics/2019/05/16/trumps-staunch-gop-supporters-have-roots-in-the-tea-party/>
- Norris, Pippa. 2019. "Was Farage the Midwife Delivering Johnson's Victory? The Brexit Party and the Size of the Conservative Majority." *LSE BPP* (blog). <https://blogs.lse.ac.uk/politicsandpolicy/ge2019-brexit-party-impact/>

Week 14: Religious Right

Monday, April 24

- Diamond, Sara. 1995. *Roads to Dominion: Right-Wing Movements and Political Power in the United States*. New York: The Guilford Press. Chapters 4, 7 & 10. 92-106, 161-177, 228-256.
- Molle, Andrea. 2019. "Religion and Right-Wing Populism in Italy: Using 'Judeo-Christian Roots' to Kill the European Union." *Religion, State and Society* 47 (1): 151-68. <https://doi.org/10.1080/09637494.2018.1532266>.
- Vergara, Camila. 2022. "How Christian Nationalism is Taking Root Across the World." *POLITICO*. October 27, 2022. <https://www.politico.com/news/magazine/2022/10/27/global-far-right-christian-nationalists-00063400>
- Walker, Shaun 2019. "Orbán Deploys Christianity with a Twist to Tighten Grip in Hungary." July 14, 2019. <https://www.theguardian.com/world/2019/jul/14/viktor-orban-budapest-hungary-christianity-with-a-twist>
- *University of Helsinki*. 2019. "Finnish New Right and Religious Right Converge." April 15, 2019. <https://www.helsinki.fi/en/news/good-society/finnish-new-right-and-religious-right-converge>

Week 15, Part I: Transnationalism

Monday, May 1

- Kaplan, Jeffrey and Leonard Weinberg. 1998. *The Emergence of a Euro-American Radical Right*. New Brunswick: Rutgers University Press. Introduction & Chapter 4. 1-22, 75-97.
- Mudde, Cas. 2007. *Populist Radical Right Parties in Europe*. Cambridge: Cambridge University Press. Chapter 7, "Europe for the Europeans." 158-183.
- McDonnell, Duncan, and Annika Werner. 2018. "Respectable Radicals: Why Some Radical Right Parties in the European Parliament Forsake Policy Congruence." *Journal of European Public Policy* 25 (5): 1-17. <https://doi.org/10.1080/13501763.2017.1298659>.
- Dolan, Lucas and Kimberly Tower. 2022. "The French Right is Obsessed with Fighting Wokeness." *Foreign Policy*. April 14, 2022. <https://foreignpolicy.com/2022/04/14/the-french-right-is-obsessed-with-fighting-wokeness/>
- Viujst, Freke. 2017. "How Geert Wilders Became America's Favorite Islamophobe." *Foreign Policy*. March 1, 2017. <https://foreignpolicy.com/2017/03/01/how-geert-wilders-became-americas-favorite-islamophobe/>
- Zerofsky, Elisabeth. 2021. "How the American Right Fell in Love with Hungary." *The New York Times Magazine*. October 19, 2021. <https://www.nytimes.com/2021/10/19/magazine/viktor-orban-rod-dreher.html>

Week 15, Part II: The Fascism Debate

Monday, May 3

No

- Matthews, Dylan. 2015. "I Asked 5 Fascism Experts Whether Donald Trump Is a Fascist. Here's What They Said." Vox. December 10, 2015. <https://www.vox.com/policy-and-politics/2015/12/10/9886152/donald-trump-fascism>.
- Evans, Richard J. 2021. "Why Trump Isn't a Fascist." *The New Statesman*. January 13, 2021. <https://www.newstatesman.com/world/americas/north-america/us/2021/01/trump-fascist>
- Robin, Corey. 2021. "Trump and the Trapped Country." *The New Yorker*. March 13, 2021. <https://www.newyorker.com/news/our-columnists/trump-and-the-trapped-country>
- Barlow, Rich. 2022. "Are Trump Republicans Fascists?" *BU Today*. (Interview with Jonathan Zatlin). February 11, 2022. <https://www.bu.edu/articles/2022/are-trump-republicans-fascists/>

Yes

- Jason Stanley appearance on Brian Stelter's "Reliable Sources." CNN. August 30, 2020. https://www.youtube.com/watch?v=c4MTns3MyxQ&ab_channel=CNN
- Paxton, Robert O. 2021. "I've Hesitated to Call Donald Trump a Fascist. Until Now." *Newsweek*, January 11, 2021. <https://www.newsweek.com/robert-paxton-trump-fascist-1560652>.
- Ganz, John. 2021. "My Fascism Problem and Yours." *Unpopular Front* (Substack). January 25, 2021. https://johnganz.substack.com/p/my-fascism-problem-and-yours-6b14fe6fbc74?r=1pdg9c&utm_campaign=post&utm_medium=web
- Dolan, Lucas and Simon Pratt. 2021. "Fascism Starts with Paramilitary Ties to Mainstream Parties." *Foreign Policy*. March 10, 2021. <https://foreignpolicy.com/2021/03/10/fascism-republicans-paramilitary-trump-far-right-violence/>

Policies

Incomplete Grades

At the option of the instructor, an Incomplete may be given for a course if a student, for reasons beyond the student's control, is unable to complete the work of the course, and if the instructor is informed of, and approves, such reasons before the date when grades must be reported. An Incomplete can only be granted if the student's prior performance and class attendance in the course have been satisfactory. Any failure to complete the work of a course that is not satisfactorily explained to the instructor before the date when grades must be turned in will be graded F, Failure.

If acceptable reasons are later presented to the instructor, the instructor may initiate a grade change to the symbol I, Incomplete. The work must be completed within the designated time period agreed upon by the instructor, student, and school, but no more than one calendar year from the end of the semester in which

the course was taken. To record the exact expectations, conditions, and deadlines of the Incomplete please use the Elliott School's Incomplete Grade Contract:

[Incomplete Grade Contract for Graduate Courses](#)

The completed and signed contract is to be submitted to the Academic Affairs and Student Services Office. All students who receive an Incomplete must maintain active student status during the subsequent semester(s) in which the work of the course is being completed. If not registered in other classes during this period, the student must register for continuous enrollment status. For more information regarding Incompletes, please visit the [University Bulletin](#).

Instructor Response Time

I will respond to emails within 24 hours on weekdays and on the next business day over weekends and holidays. If I do not respond, you are encouraged to send a follow-up.

I will return assignments within ten days.

Statement on Inclusive Teaching

In support of inclusive excellence, the Elliott School is committed to supporting our faculty and students in exercising inclusive teaching throughout our curriculum. All faculty members are expected to practice inclusive teaching as outlined in [ESIA's inclusive teaching statement](#) and to include a stated commitment in the syllabus. For more information, please visit [ESIA's resource page for inclusive teaching](#).

Late Work

Students facing extenuating circumstances may request an extension, which will be granted at the discretion of the instructor. No late work will be accepted without prior consultation. Obvious exceptions will be made for emergencies and major life events such as illness, death in the family, etc.

GW Acceptable Use for Computing Systems and Services

All members of the George Washington University must read and comply with the Acceptable Use Policy when accessing and using computing systems and services, including email and Blackboard. Please read [the Acceptable Use Policy](#) to familiarize yourself with how GW information systems are to be used ethically.

Netiquette

Please observe the following rules of netiquette for communicating online:

- Remain professional, respectful, and courteous at all times.
- Remember that a real human being wrote each post and will read what you write in response. It is easy to misinterpret discussion posts. Let's give the benefit of the doubt.
- If you have a strong opinion on a topic, it is acceptable to express it as long as it is not phrased as an attack. Please be gracious with differing opinions.
- When upset, wait a day or two prior to posting. Messages posted (or emailed) in anger are often regretted later.
- Proofread and use the spell check tool when you type a post. It makes the post easier to read and helps your readers understand what you are saying.

I reserve the right to delete any post that is deemed inappropriate for the discussion forum, blog, or wiki without prior notification to the student. This includes any post containing language that is offensive, rude, profane, racist, or hateful. Posts that are seriously off-topic or serve no purpose other than to vent frustration will also be removed.

Academic Integrity

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.

Please review [GW's Policy on Academic Integrity](#). All graded work must be completed in accordance with the George Washington University Code of Academic Integrity. For more information, see [Promoting Academic Integrity](#).

Sharing of Course Content

Unauthorized downloading, distributing, or sharing of any part of a recorded lecture or course materials, as well as using provided information for purposes other than the student's own learning may be deemed a violation of GW's Student Conduct Code.

Use of Student Work (FERPA)

The professor will use academic work that you complete during this semester for educational purposes in this course during this semester. Your registration and continued enrollment constitute your consent.

Copyright Policy Statement

Materials used in connection with this course may be subject to copyright protection under Title 17 of the United States Code. Under certain Fair Use circumstances specified by law, copies may be made for private study, scholarship, or research. Electronic copies should not be shared with unauthorized users. If a user fails to comply with Fair Use restrictions, he/she may be liable for copyright infringement. For more information, including Fair Use guidelines, see [Libraries and Academic Innovations Copyright page](#).

Bias-Related Reporting

At the George Washington University, we believe that diversity and inclusion are crucial to an educational institution's pursuit of excellence in learning, research, and service. Acts of bias, hate, or discrimination are anathema to the university's commitment to educating citizen leaders equipped to thrive and to serve in our increasingly diverse and global society. We strongly encourage students to report possible bias incidents. For additional information, please visit [Bias Incident Response](#).

Disability Support Services & Accessibility

If you may need disability accommodations based on the potential impact of a disability, please [register with Disability Support Services \(DSS\)](#). If you have questions about disability accommodations, contact DSS at 202-994-8250 or dss@gwu.edu or visit them in person in Rome Hall, Suite 102. For additional information, please visit [GW Disability Support Services](#).

Religious Observances

In accordance with University policy, 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. For details and policy, please see [GW's Policy on Religious Observances](#).

Counseling and Psychological Services

The University's Counseling and Psychological Services office 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. For additional information, call 202-994-5300 or visit [GW's Counseling and Psychological Services office](#).

Emergency Preparedness and Response Procedures

The University has asked all faculty to inform students of these procedures, prepared by the GW Office of Public Safety and Emergency Management in collaboration with the Office of the Executive Vice President for Academic Affairs.

To Report an Emergency or Suspicious Activity

Call the University Police Department at 202-994-6111 (Foggy Bottom) or 202-242-6111 (Mount Vernon).

Shelter in Place – General Guidance

Although it is unlikely that we will ever need to shelter in place, it is helpful to know what to do just in case. No matter where you are, the basic steps of shelter in place will generally remain the same.

- If you are inside, stay where you are unless the building you are in is affected. If it is affected, you should evacuate. If you are outdoors, proceed into the closest building or follow instructions from emergency personnel on the scene.
- Locate an interior room to shelter inside. If possible, it should be above ground level and have the fewest number of windows. If sheltering in a room with windows, move away from the windows. If there is a large group of people inside a particular building, several rooms may be necessary.
- Shut and lock all windows (for a tighter seal) and close exterior doors.
- Turn off air conditioners, heaters, and fans. Close vents to ventilation systems as you are able. (University staff will turn off ventilation systems as quickly as possible).
- Make a list of the people with you and ask someone to call the list in to UPD so they know where you are sheltering and who is with you. If only students are present, one of the students should call in the list.
- Await further instructions. If possible, visit [GW Campus Advisories](#) for incident updates or call the GW Information Line 202-994-5050.
- Make yourself comfortable and look after one other. You will get word as soon as it is safe to come out.

Evacuation

An evacuation will be considered if the building we are in is affected or we must move to a location of greater safety. We will always evacuate if the fire alarm sounds. In the event of an evacuation, please gather your personal belongings quickly (purse, keys, GWorld card, etc.) and proceed to the nearest exit. Every classroom has a map at the door designating both the shortest egress and an alternate egress. Anyone who is physically unable to walk down the stairs should wait in the stairwell, behind the closed doors. Firemen will check the stairwells upon entering the building.

Once you have evacuated the building, proceed to our primary rendezvous location: the court yard area between the GW Hospital and Ross Hall. In the event that this location is unavailable, we will meet on the ground level of the Visitors Parking Garage (I Street entrance, at 22nd Street). From our rendezvous location, we will await instructions to re-enter the School.

Alert DC

Alert DC provides free notification by e-mail or text message during an emergency. Visit [GW Campus Advisories](#) for a link and instructions on how to sign up for alerts pertaining to GW. If you receive an Alert DC notification during class, you are encouraged to share the information immediately.

GW Alert

GW Alert provides popup notification to desktop and laptop computers during an emergency. In the event that we receive an alert to the computer in our classroom, we will follow the instructions given. You are also encouraged to download this application to your personal computer. Visit [GW Campus Advisories](#) to learn how.

Additional Information

Additional information about emergency preparedness and response at GW or the University's operating status can be found on [GW Campus Advisories](#) or by calling the GW Information Line at 202-994-5050.