



[Fall 2022]

# IAFF 6338

## The Rise of the Far Right in the World

### Syllabus

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**Instructor:** Marlene Laruelle,  
Adjunct Lucas Dolan  
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**Office:** 1957 E St, NW, Suite 412  
**Office Hours:** By Appointment  
**Credits:** 3

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#### Course Details

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**Modality:** In-Person

**Class Time:** Monday 5:10-7:00 pm

**Class Location:** Elliott School, E 112

**Credits:** 3

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#### Course Description & Goals

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This course introduces students to the contemporary rise of the far right worldwide. The class will help students understand how the far right has been able to introduce its concepts and views such as nativism to a broad audience, producing a spectrum that runs from populist and illiberal leaders in power to extreme threats of domestic terrorism. Students will develop critical thinking skills by reading social science articles that combine political science, sociology of gender and race, and cultural anthropology of media and radical subcultures.

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#### Learning Outcomes & Objectives

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- Students will develop their critical thinking skills and formulate their own understandings of the reasons for the rise of far-right movements worldwide.
- Students will be able to identify the main political, economic, social, and technological issues explaining the rise of populism and far-right.

- Students will be able to discuss the policy relevance of these questions and how far-right challenges today's world order.

## Methods of Instruction

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This course uses the following methods of instruction:

- *Lectures*
- *Readings*
- *Discussion*
- *Student presentations*
- *Writing assignments*

## Credit Hour Policy

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- Direct instruction: 1h50min/week
- Independent learning: 3-4h/week

## Prerequisites

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### Academic

No academic prerequisites.

### Technological

As an online student, it is necessary to possess baseline technology skills in order to participate fully in the course. Please consult the [GW Online website](#) for further information about recommended configurations and support. If you have questions or problems with technology for this course, please consult the Technology Help link in the left navigation menu in our course in Blackboard.

You should be able to:

- Use a personal computer and its peripherals.
- Use word processing and other productivity software.
- Use the webcam and microphone on your device.
- Use your computer to upload recordings and images to your computer.
- Seek technology help by contacting [GW Information Technology](#) (202-994-4948).

If you have any problems with the software in this course, please reference the Technology Help link in the left navigation menu in our course on Blackboard.

## Course Materials & Requirements

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### Readings

Students are expected to come to class having completed the required readings for that day and ready to discuss them. All readings are provided in electronic format through Blackboard.

Those interested can familiarize themselves with some readings:

Cas Mudde, *The Far Right Today* (New York: Polity, 2019)

Cas Mudde, ed, *The Populist Radical Right: A Reader* (London: Routledge, 2016).

Jens Rydgren, *The Oxford Handbook of the Radical Right* (Oxford University Press, 2019).

Mark Sedgwick, ed., *Key Thinkers of the Radical Right: Behind the New Threat to Liberal Democracy* (Oxford: Oxford University Press, 2019).

### Grading & Assessment

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- Attendance and Participation: 10%

Students should come to class prepared to discuss the week's readings and suggested questions and should be engaged participants in group activities.

- Literature Summary: 20%

15-minute summary/critiques of the literature of a selected week, along with specific questions for discussion. Sign up for weekly slots on the Google Doc posted in Blackboard.

- Blog Style Articles: 30%

~1,500 words. This assignment simulates the process students would face in submitting their writing for publication. Students will 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. See Foreign Policy, The Conversation, and The Washington Post's "Monkey Cage" for examples. Grade will be an average of the two submissions.

- Research Paper: 40%

The final research paper (10 pages without bibliography, Times New Roman, 12 pt., single-spaced) will be on a topic of the student's choice and may be comparative or focused on one country. Due December 12.

### Grading Scale

Excellent	Good	Satisfactory	Low Pass	Fail
A 96%-100%	B+ 87%-89%	C+ 77%-79%	D+ 67%-69%	F Under 60%
A- 90%-95%	B 84%-86%	C 74%-76%	D 64%-66%	
	B- 80%-83%	C- 70%-73%	D- 60%-63%	

### Course Calendar & Outline

#### August 29. Introduction (Laruelle and Dolan)

Presentation of the syllabus and the assignments

Broad discussion on the main concepts: far-right, populism, illiberalism, extremism, radicalism, etc.

#### September 5. Labor Day—No class

#### September 12. The Transformations of the Far Right (Laruelle)

Bar-On, Tamir. "Fascism to the Nouvelle Droite: The Dream of Pan-European Empire." *Journal of Contemporary European Studies* 16, no. 3 (2008): 327-345.

Philipp Karl, "Monster or Hero? Far-right Responses to Anders Behring Breivik and the July 22, 2011 Terrorist Attacks," *Perspectives on Terrorism* 15, no. 3 (2021): 37-59.

Michael Minkenberg, "Between party and movement: conceptual and empirical considerations of the radical right's organizational boundaries and mobilization processes," *European Societies* 21, no. 4 (2021): 463-486.

#### September 19. Contextualizing Far Right Resurgence: The Rise of Populism (Dolan)

Mudde, Cas. 2016. "The Populist Radical Right: A Pathological Normalcy," in Cas Mudde, ed, *The Populist Radical Right: A Reader* (London: Routledge), pp. 290-308.

Muis, Jasper and Tim Immerzeel. 2017. "Causes and Consequences of the Rise of Populist Radical Right Parties and Movements in Europe." *Current Sociology Review* 65, no. 6: 909-930.

Castelli Gattinara, Pietro and Andrea L.P. Pirro. 2019. "The Far Right as Social Movement." *European Societies* 21, no. 4: 447-462.

Chotiner, Isaac "Redefining Populism." *The New Yorker*. July 9, 2021. <https://www.newyorker.com/news/q-and-a/redefining-populism> (Read online)

Mudde, Cas. "Nativism is Driving the Far-Right Surge in Europe—and it is Here to Stay." November 12, 2019. <https://www.theguardian.com/global/commentisfree/2019/nov/12/nativism-is-driving-the-far-right-surge-in-europe-and-it-is-here-to-stay> (Read online)

### **September 26. The American Far-Right Landscape, Part I (Dolan)**

Wright, Stuart A. 2009. "Strategic Framing of Racial-Nationalism in North America and Europe: An Analysis of a Burgeoning Transnational Network." *Terrorism and Political Violence* 21, no. 2: 189–210.

Continetti, Matthew. 2022. *The Right: The Hundred Year War for American Conservatism*. Basic Books. Chapter 11, "New World Order." 263-287.

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.

Frank, Gillian and Neil J. Young. "What everyone gets wrong about evangelicals and abortion." *The Washington Post*. <https://www.washingtonpost.com/outlook/2022/05/16/what-everyone-gets-wrong-about-evangelicals-abortion/> (Read online)

Hemmer, Nicole. "The man who created president Donald Trump." *CNN*. <https://www.cnn.com/2021/02/17/opinions/trump-is-the-rush-limbaugh-legacy-hemmer/index.html> (Read online)

Goldberg, Jonah. 2015 "Fusionism Then and Now." *National Review*. 67 (21).

### **October 3. The American Far-Right Landscape, Part II (Dolan)**

Skocpol, Theda and Vanessa Williamson. 2012. *The Tea Party and the Remaking of Republican Conservatism*. Oxford University Press. "Introduction: 'I Want My Country Back'" and Chapter 5 "How the Tea Party Boosts the GOP and Prods it Rightward." 3-18, 155-188.

Hawley, George. 2017. *Making Sense of the Alt-Right*. Columbia University Press. "Introduction" and Chapter 5, "The Alt-Right and the 2016 Election." 1-10, 115-138.

Mutz, Diana. 2018. Status threat, not economic hardship, explains the 2016 presidential vote. *PNAS*. <https://www.pnas.org/doi/10.1073/pnas.1718155115> (Read online)

Ismail, Aymann. “We Know Exactly Who the Capitol Rioters Were.” *Slate*. January 4, 2022. <https://slate.com/news-and-politics/2022/01/january-6-capitol-riot-arrests-research-profile.html>(Read online)

Alex DiBranco. “Male Supremacist Terrorism as a Rising Threat.” *Institute for Research on Male Supremacism*. February 10, 2022. <https://www.malesupremacism.org/publications/male-supremacist-terrorism-as-a-rising-threat/> (Read online)

Matthews, Dylan. “A Stunning New Study Shows that Fox News is More Powerful than we Ever Imagined.” *Vox*. September 8, 2017. <https://www.vox.com/policy-and-politics/2017/9/8/16263710/fox-news-presidential-vote-study> (Read online)

### **October 10. The Western European Far-Right Landscape (Laruelle)**

Fred Paxton and Timothy Peace, “Window Dressing? The Mainstreaming Strategy of the Rassemblement National in Power in French Local Government,” *Government and Opposition* (2021), 56, 545–562.

Joanna Sondel-Cedarmas, “Giorgia Meloni’s new Europe. Europe of sovereign nations in the Brothers of Italy party manifestos,” in *The Right-Wing Critique of Europe* (London: Routledge, 2022).

Stefan Couperus, Pier Domenico Tortola & Lars Rensmann, “Memory politics of the far right in Europe,” *European Politics and Society*, 2022, DOI: 10.1080/23745118.2022.2058757.

### **October 17. The Eastern European Far Right Landscape (Laruelle)**

Andrea L.P. Pirro, “Lo and behold. Jobbik and the crafting of a new Hungarian far right,” in Manuela Caiani and Ondrej Cisar, eds. *Radical Right Movement Parties in Europe* (London: Routledge, 2019).

Ivan Gomza and Johann Zajackowski, “Black Sun Rising: Political Opportunity Structure Perceptions and Institutionalization of the Azov Movement in Post-Euromaidan Ukraine,” *Nationalities Papers* 47, no. 5 (2019): 774–800.

Sofia Tipaldou and Katrin Uba, “Movement adaptability in dissimilar settings: the far right in Greece and Russia,” *European Societies* 21, no. 4 (2019): 563-582.

### **October 24. Fall Break—No class**

### **October 31. Which Far Right in the Global South? (Dolan)**

Aytaç, S. Erdem, and Ziya Öniş. 2014. "Varieties of Populism in a Changing Global Context: The Divergent Paths of Erdoğan and Kirchnerismo." *Comparative Politics* 47, (1) 41–59.

McDonnell, Duncan, and Luis Cabrera. 2019. "The Right-Wing Populism of India's Bharatiya Janata Party (and Why Comparativists Should Care)." *Democratization* 26 (3): 484–501.

Deborah Barros Leal Farias, Guilherme Casarões, David Magalhães. 2022. "Radical Right Populism and the Politics of Cruelty: The Case of COVID-19 in Brazil Under President Bolsonaro." *Global Studies Quarterly* 2 (2): 1-13.

Chhibber, Pradeep and Adnan Naseemullah. "This is How Modi is Different from Other Right Wing Populists Like Trump, Erdogan & Duterte." *The Print*. August 21, 2019. <https://theprint.in/opinion/this-is-how-modi-is-different-from-other-right-wing-populists-like-trump-erdogan-duterte/279836/> (Read online)

Javad Heydarian, Richard. "Understanding Duterte's Mind-Boggling Rise to Power." *The Washington Post*. March 20, 2018. <https://www.washingtonpost.com/news/worldpost/wp/2018/03/20/duterte/> (Read online)

Muggah, Robert. "Bolsonaro Is Following Trump's Anti-Democracy Playbook." *Foreign Policy*. January 14, 2021. <https://foreignpolicy.com/2021/01/14/bolsonaro-brazil-trump-anti-democracy-elections/> (Read online)

### **November 7. A Far-Right Transnationalism (Dolan)**

Rydgren, Jens. 2005. "Is Extreme Right-Wing Populism Contagious? Explaining the Emergence of a New Party Family." *European Journal of Political Research* 44 (3): 413–37.

Macklin, Graham. 2013. "Transnational Networking on the Far Right: The Case of Britain and Germany." *West European Politics* 36 (1): 176–98.

Froio, Caterina and Bharath Ganesh. 2018. The Far Right Across Borders. Networks and Issues of (Trans)National Cooperation in Western Europe on Twitter. In: *Post-Digital Cultures of the Far Right* (93-106). Maik Fielitz and Nick Thurston (Eds.)

Dolan, Lucas and Kimberly Tower. "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/> (Read online)

Viujst, Freke "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/> (Read online)

Elisabeth Zerofsky “How the American Right Fell in Love with Hungary.” *The New York Times Magazine*, <https://www.nytimes.com/2021/10/19/magazine/viktor-orban-rod-dreher.html> (Read online)

### **November 14. Gender and the Transformations of Masculinity (Laruelle)**

Annie Kelly, “The Alt-Right: Reactionary Rehabilitation for White Masculinity,” *Soundings* 66 (2017): 68-78.

Lynn Berg, “Between Anti-Feminism and Ethnicized Sexism. Far-Right Gender Politics in Germany,” in *Post-Digital Cultures of the Far Right*, ed. Rob May and Matthew Feldman (De Gruyter, 2019), 79-91.

Cynthia Miller-Idriss, “Soldier, sailor, rebel, rule-breaker: masculinity and the body in the German far right,” *Gender and Education* 29, no. 2 (2017): 199-215.

### **November 21. Far-Right Culture(s) (Dolan)**

Miller-Idriss, Cynthia. 2019. “What Makes a Symbol Far Right? Co-opted and Missed Meanings in Far-Right Iconography,” in *Post-Digital Cultures of the Far Right*, ed. Rob May and Matthew Feldman (De Gruyter), 123-135.

Froio, Caterina, Pietro Castelli Gattinara, Giorgia Bulli and Matteo Albanese, *CasaPound Italia. Contemporary Extreme-Right Politics*, chapter 5 “Collective Identity,” (London: Routledge, 2020), 83-96.

Glathe, Julia. 2016. “Football Fan Subculture in Russia: Aggressive Support, Readiness to Fight, and Far Right Links,” *Europe-Asia Studies* 68, no. 9: 1506-1525.

Fischer, Marc. “From Memes to Race War.” *The Washington Post*. April 30, 2021. <https://www.washingtonpost.com/nation/2021/04/30/extremists-recruiting-culture-community/> (Read online)

### **November 28. The Far-Right Capture of Social Media (Laruelle)**

Joan Donovan, Becca Lewis and Brian Friedberg, “Parallel Ports. Sociotechnical Change from the Alt-Right to Alt-Tech,” in *Post-Digital Cultures of the Far Right*, ed. Rob May and Matthew Feldman (De Gruyter, 2019), 50-65.

Ariadna Matamoros-Fernández, “Platformed racism: the mediation and circulation of an Australian race-based controversy on Twitter, Facebook and YouTube,” *Information, Communication & Society* 20, no. 7 (2017): 930-946.



Philipp Karl. "Creating a New Normal, The Mainstreaming of Far-Right Ideas Through Online and Offline Action in Hungary," in *Post-Digital Cultures of the Far Right*, ed. Rob May and Matthew Feldman (De Gruyter, 2019), 68-78.

### **December 5. Social Media, Democracy, and the Free Speech Question (Laruelle)**

Rebecca Ruth Gould, "Is the 'hate' in hate speech the 'hate' in hate crime? Waldron and Dworkin on political legitimacy," *Jurisprudence. An International Journal of Legal and Political Thought* 10, no. 2 (2019): 171-187.

Joshua A. Tucker, et al. "From Liberation to Turmoil: Social Media and Democracy." *Journal of Democracy* 28, no. 4 (2017): 46–59.

W. Lance Bennett, and Stephen Livingston, "The Disinformation Order: Disruptive Communication and the Decline of Democratic Institutions," *European Journal of Communication* 33, no. 2 (2018): 122–139.

### **Dates for Assignments**

Below is a list of the major due dates in this course. Detailed assignment instructions are posted in Blackboard. These due dates are subject to revision based upon class progress.

Selecting a date for leading the class discussion: before Sept 5

Blog style article: due October 12

Blog style article revision: due November 3

Deciding for a research topic for the final paper: November 10

Final Research Paper: due December 13

### **Policies**

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#### **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:

<https://elliott.gwu.edu/sites/elliott.gwu.edu/files/downloads/acad/advising/forms/incompletecontract.pdf>

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 review the relevant sections in the University Bulletin: <http://bulletin.gwu.edu/university-regulations/#Incompletes>

### Instructor Response Time

We will respond to emails within 24 hours on weekdays.

We will return assignments within 7 to 10 days.

### Statement on Inclusive Teaching

We practice inclusive teaching as outlined in [ESIA's inclusive teaching statement](#).

### Differences in time Zone

All the times in this Blackboard course correspond to the U.S. Eastern Time zone (e.g., Washington, DC). It is your responsibility to convert these times to the time zone of your location so that you can meet this course's deadlines.

### Inclement Weather

Please note that online courses at the George Washington University will continue to be held even when the University is closed for inclement weather.

### Late Work

Under extenuating circumstances, a student may ask the instructor for extended time to complete the assignment. It is the instructor's choice to grant an extension or not. No late assignments will be accepted without advance permission.

Every day that an assignment is late will result in 5% reduction in the grade, up to one week, at which time the student will receive 0 credit for the assignment.

### 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](mailto:dss@gwu.edu) or visit them in person in Rome Hall, Suite 102. For additional information, please visit [GW Disability Support Services](#).

For information about how the course technology is accessible to all learners, see the following resources:

[Blackboard accessibility](#)

[Kaltura \(video platform\) accessibility](#)

[Voicethread accessibility](#)

Microsoft Office accessibility

Adobe accessibility

## 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.