



## **SOCCER POLITICS (GOVT-3372)**

**Dates:** June 3 - July 26, 2024

**Location:**

Students will participate in the course using Georgetown University's online learning management system called Canvas. To learn more about Canvas, please go through the [Canvas Guide for Students](#).

**Professor:** Danyel Reiche

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**Virtual Office Hours:** Office Hours are available by appointment

## **COURSE DESCRIPTION**

Soccer is the world's most popular sport, and the FIFA men's World Cup is, apart from the Summer Olympic Games, the world's largest mega-sporting event. Qatar was the host of the 2022 FIFA men's World Cup, and the 2026 edition will take place in Canada, Mexico, and the United States, with the vast majority of games played in the U.S. Operating in both the United States and Qatar, Georgetown University is one of the few institutions of higher education with links to both hosts.

Leading up to the Qatar edition of the mega-sporting event, the Qatar campus ran a [research initiative around the 2022 World Cup](#) that looked at the impact of the event on the politics and society of the host country. Main Campus, with its successful women's and men's soccer teams, will be in proximity to several 2026 host cities such as Boston, New York, and Philadelphia.

This class will learn about the history of the FIFA World Cup since its first edition in 1930. It will compare the 2022 and 2026 events and examine the role of soccer in the host countries'

societies (for the 2026 World Cup, the focus will be on the United States). We will discuss the unique U.S. sports culture, where different from most other countries, not one specific sport (on a global scale, mostly soccer, in a few countries other sports such as cricket) is dominating, and talk about the historical development of U.S. soccer, particularly the role immigrants played. We are going to watch the documentary “Soccertown, USA” which shows how Scottish immigrants brought soccer to the city of Kearney in New Jersey. We are going to analyze the success and failure of the North American Soccer League (NASL) which lasted from 1968 until 1984. We will be watching the film “Once in a Lifetime. The extraordinary story of the New York Cosmos” which shows how the NASL and particularly the New York Cosmos shaped developments in global soccer that are common today, for example by linking entertainment with sport and recruiting international stars such as Pele rather than just relying on local players as it was common before. We are also discussing the role of college soccer in the United States. Both the Hoyas men’s and women’s head coach have been interviewed for this class.

We are discussing the role of FIFA, soccer’s global governing body, in the development of the sport worldwide and major issues in the realm of international women’s soccer before we turn our attention to the FIFA Men’s World Cup 2022 in Qatar, discussing the motives of the Gulf state to host the event, which range from being a national development tool for becoming an advanced country by 2030, as the Qatar National Vision states, to foreign policy objectives such as gaining soft power and influence in international affairs and contributing, through the interconnectedness of international sport, to national security. The latter is very relevant for a small state roughly the size of Connecticut, that is surrounded by powerful neighbors. We will discuss controversies around the FIFA World Cup 2022, including issues such as gender discrimination and (the lack of) LGBT rights in Qatar, before examining the impact of hosting the World Cup on Qatar’s policies, particularly policy changes affecting the large migrant worker population.

The first FIFA men’s World Cup in the United States in 1994 broke attendance records and paved the way for the successful relaunch of a professional men’s soccer league in 1996, the Major League Soccer (MLS). The FIFA men’s World Cup 2026 will change its format by being hosted in three countries and expanding from 32 to 48 participating countries. We further analyze distinct current features of U.S. and Qatar soccer, such as in Qatar the reliance on naturalized players and the development gap between the men’s and the women’s game; in the United States, the popularity (and success) of women’s soccer, the women’s soccer players’ struggle for equal pay, and the lack of ethnic diversity in U.S soccer that is, according to U.S. Soccer President Cindy Cone, “largely viewed as a rich white kid sport.”

## COURSE LEARNING OBJECTIVES

By the end of this course, you should be able to:

1. **Understand** the global governance of soccer and its social, political, and economic impact.

2. **Discuss** the history of the FIFA World Cup.
3. **Compare** different soccer cultures across countries, with a main focus on the United States.

## COURSE READINGS

You do not need to buy any textbooks for this course, all articles and book chapters are available on the Canvas course site and are organized by modules. Below are the readings we will engage with during the course:

- Brannagan, Paul Michael, and Danyel Reiche. *Qatar and the 2022 FIFA World Cup: Politics, Controversy, Change*. S.L.: Springer Nature, 2022.
- Geeraert, Arnout. “Bad Barrels: Corruption in International Sport Federations.” In *Corruption in Sport: Causes, Consequences, and Reform*. Routledge, 2017.
- Gerke, Markus. “The Twofold American Exceptionalism in Soccer Fandom: Anti-Discriminatory Activism among Organized Soccer Supporters in the US.” In *Football and Discrimination: Antisemitism and Beyond*, 179–96. Milton: Routledge, 2021.
- Lisi, Clemente A. *The FIFA World Cup: A History of the Planet’s Biggest Sporting Event*. Rowman & Littlefield, 2022.
- Lysa, Charlotte. “Qatari Female Footballers: Negotiating Gendered Expectations.” In *Sport, Politics and Society in the Middle East*, 73–92. London: Hurst, 2019.
- Markovits, Andrei S., and Lars Rensmann. “The Limits of Globalization: Local Identity and College Sports’ Uniquely American Symbiosis of Academics and Athletics.” In *Gaming the World: How Sports Are Reshaping Global Politics and Culture.*, 271–315. Princeton Univ Press, 2013.
- Markovits, Andrei. *Women in American Soccer and European Football: Different Roads to Shared Glory*. Nantucket, Massachusetts: Dickinson-Moses Press, 2019.
- Reiche, Danyel, and Paul Michael Brannagan. *Routledge Handbook of Sport in the Middle East*. Abingdon, Oxon: New York, NY, 2022.
- Ross, Stephen F. *Advanced Introduction to Global Sports Law*. Northampton: Edward Elgar Publishing, 2021.
- Staurowsky, Ellen J., and Allen L. Sack. “Reconsidering the Use of the Term Student-Athlete in Academic Research.” *Journal of Sport Management* 19, no. 2 (2005): 103–16.

- White, G. Edward. *Soccer in American Culture: The Beautiful Game's Struggle for Status*. Columbia: University Of Missouri Press, 2022.
- Wise, Nicholas, and Jan Andre Lee Ludvigsen. "Uniting, Disuniting, and Reuniting: Towards a 'United' 2026." *Sport in Society* 25, no. 4 (2021): 1–10.

We will also watch and listen to the films and podcasts below. All media will be accessible via Canvas.

- *1930 FIFA World Cup™ Official Film*. Streamed. FIFA, 1930.
- *Destined to Play: The Untold Story of Saudi Women's Football*. Streamed. FIFA, 2023.
- *FIFA Uncovered*. Streamed. Netflix, 2022.
- *Once in a Lifetime: The Extraordinary Story of the New York Cosmos*. Streamed. ESPN, Miramax, 2006.
- Sky News. "Power Game: The Story of Qatar 2022." Youtube, 2023.
- *Soccertown USA*. Streamed. Kicking+Screening Soccer Film Festival, 2019.
- US-Qatar Business Council. "From Qatar 2022 to the Americas 2026." Youtube, 2021.
- Akinwolere, Ayo. "Saudi World Cup: What Does It Mean for Football?" Podcast. The Athletic Football Podcast, 2023.
- Reiche, Danyel. "Experiences of Qatari Women in Football." Podcast. Center for International and Religious Studies, 2021.
- Ordal, Hailey, Josephine Sylvestre, and Danyel Reiche. "Sportswashing, Human Rights and National Identity - What Is Happening to the World's Favorite Game?" Podcast. The Europe Desk, 2024.

To engage with the films and podcasts above, you will need access to the following platforms:

- Free spotify account
- Netflix
- FIFA streaming website
- Youtube

## COURSE ASSIGNMENTS AND GRADING CRITERIA

## Graded Assignments

### 1. Weekly discussion board contributions (60%, 15 points each)

Each student is required to write four at least 500-word discussion posts on the reading. The respective discussion questions are posted in each module. Those posts must include two citations from two different readings (two chapters from the same book count as two readings). Your response needs to be posted by **Friday, Noon (12 PM ET)**. Late submissions are graded with 0 (only exception: medical report). You need to write two at least 50 words long responses on posts by classmates, to be submitted no later than **Monday, Noon (12 PM ET)**. Without those two responses, your discussion posts won't be graded. Write at least two discussion posts in the first four weeks. Also, note that you may write more than four discussion posts; your professor will only count those with the highest grades.

### 2. Long essay (40%)

Each student is required to write one long essay due by **Monday, July 22, 2024, 6:00 PM ET**. Upload your long essay in the respective section on Canvas. Late submissions are not accepted and will be given a grade of zero. See the guidelines for the long essay at the end of the syllabus for further details. The topic of the essay will be announced in the second week of the summer term which will give you sufficient time to work on them. By the end of the fourth week of the term (not later than on **Thursday, June 27, 2024, 6PM**), you have to submit an outline and a bibliography with at least 5 academic sources different from the class readings. Press articles can be also listed but do not count as one of the required five academic sources.

## Guidelines for the Long Essay

- Use Chicago 17<sup>th</sup> edition as a reference style.
- The long essay must include quotations from at least five different class readings (journal articles or book chapters from the textbook. One textbook book chapter counts as one class reading, two chapters as two class readings, etc.).
- Use at least five other academic sources (books, academic journal articles, conference papers – you can also use newspaper articles, but they are not counted as academic sources).
- Divide your (alphabetic) bibliography into two sections: Classroom and other sources.
- Basic academic skills such as providing references within your essay have to be met for a passing grade.
- The essay should have a minimum of 2,000 words.
- Write your name and the number of words on the front page of your essay.

- Write on the last page of the essay the Honor Council Statement and add your handwritten signature: “In pursuit of the rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University honor system and to be honest in every academic endeavor. I certify that this paper is free from plagiarism and that all quotes, references, and sources have been included accurately.”
- Upload your Long Essay in the respective section on Canvas by **Monday, July 22, 2024, 6:00 PM ET.**

## **Guidelines for Student Participation in Online Discussion Forums**

With the freedom to voice your opinion and personal thoughts on the web comes responsibility. Keep the following guidelines in mind when developing your posts:

### **Netiquette**

- Identify yourself by your real name. Be mindful of your safety, and avoid including personal information, such as phone numbers or addresses, in discussion forums.
- Write in the first person (this is your opinion).
- Use humor, joking, or sarcasm with caution. We often rely on nonverbal cues such as facial expressions to communicate joking or sarcasm, but these cues are not always clear in an online environment. These cues can be simulated with emoticons to reduce misunderstandings.
- What you write is public--respect your audience and be mindful of proper netiquette. Netiquette, also known as “net etiquette,” includes using language free of profanity, proper tone, and mechanics (including full sentences), as well as courtesy and respect for others’ opinions. I may interpret breaches of netiquette as “disruptive behavior.”

## **Late Assignments & Missed Work**

Please follow each assignment's instructions for completion. Please manage your time to allow for any possible glitches. Technology-related reasons (corruption of files without backups, computer/network failures, etc.) and time management issues (work-related conflicts, work in other courses, locked doors, etc.) are not acceptable justifications for late submissions. Extensions will be granted for documented medical or family emergencies only

## **Grading Scheme**

93 - 100 % = A

90 - 92 % = A-

87 - 89 % = B+

83 - 86 % = B

80 - 82 % = B-

77 - 79 % = C+

73 - 76 % = C

70 - 72 % = C

67 - 69 % = D+

60 - 66 % = D

Below 60 % = F

Grade	Criteria
<b>A</b>	Student has consistently produced outstanding work and drives the discussions forward; papers are well structured, original, and persuasive, free of writing flaws.
<b>A- to B+</b>	Student has produced very good work; clear command of the material, solid contributions to the discussions.
<b>B</b>	Student has produced good work, but shows some problems with written work or contributes less to the discussions; this student shows initiative to improve.
<b>B- to C</b>	Student has submitted satisfactory work, meeting minimum requirements; however, some problems with written work and less successful participation.
<b>C- to D</b>	Student has barely passed the course, producing unsatisfactory work; little grasp of the material, many problems with written work, little initiative, and very limited contributions to the class.

- F** Student is either absent or completely disinterested or fails to turn in assignments or misses his/her presentation.

## COURSE SCHEDULE

This course begins with an Orientation and is divided into eight modules. Below is an outline describing the course structure. Each Module will be released weekly every Sunday at 11:59 pm (ET). Students are required to move through each module in sequential order.

### **ORIENTATION: Opens [May 31, 2024]**

The orientation provides an overview of the course and introduces you to your instructor and peers. You will also learn about the technology requirements and where to get support.

### **MODULE 1: The Politics of FIFA [June 3, 2024]**

- Read
  - Ross, Steven F. “The Proper Mission for National Governing Boards.” In *Advanced Introduction to Global Sports Law*. Northampton: Edward Elgar Publishing, 2021.
  - Geeraert, Arnout. “Bad Barrels: Corruption in International Sport Federations.” In *Corruption in Sport: Causes, Consequences, and Reform*. Routledge, 2017.
  - Conn, David. “Fifa’s Gianni Infantino Accused of Interfering with Governance Committee Decisions.” *The Guardian*, 2017.
  - Wilson, Jonathan. “Our Sin? We Appeared to Take Our Task at Fifa Too Seriously.” *The Guardian*, 2017.
- Watch
  - [FIFA Uncovered](#). Streamed. Netflix, 2022.
- Participate
  - Discuss the politics of FIFA



## **MODULE 2: The history of the FIFA World Cup I [June 10, 2024]**

- Read
  - Chapters 1-4: Lisi, Clemente A. *The FIFA World Cup: A History of the Planet's Biggest Sporting Event*. Rowman & Littlefield, 2022.
  - Bigalke, Zachary R. "Anything but Ringers: Early American Soccer Hotbeds and the 1930 US World Cup Team." *Soccer & Society* 19, no. 7 (2016): 1–21.
- Watch
  - [1930 FIFA World Cup™ Official Film](#). Streamed. FIFA, 1930.
- Participate
  - Discuss the history of the FIFA World Cup (1930-1970)

## **MODULE 3: The history of the FIFA World Cup II [June 17, 2024]**

- Read
  - Chapters 5-8: Lisi, Clemente A. *The FIFA World Cup: A History of the Planet's Biggest Sporting Event*. Rowman & Littlefield, 2022.
- Watch
  - Interview with Mark Abbott, Distinguished Executive in Residence at Georgetown University, former president and deputy commissioner of Major League Soccer (MLS), on the 1994 World Cup in the United States.
- Participate
  - Discuss the history of the FIFA World Cup (1974-2018)

## **MODULE 4: Soccer in Qatar and the World Cup 2022 [June 24, 2024]**

- Read
  - Chapter 9: Lisi, Clemente A. *The FIFA World Cup: A History of the Planet's Biggest Sporting Event*. Rowman & Littlefield, 2022.
  - Brannagan, Paul Michael, and Danyel Reiche. *Qatar and the 2022 FIFA World Cup: Politics, Controversy, Change*. S.L.: Springer Nature, 2022.

- Watch
  - Sky News. “[Power Game: The Story of Qatar 2022.](#)” Youtube, 2023.
- Participate
  - Discuss Controversies around the FIFA World Cup 2022
  - Submit Long Essay Outline and Bibliography

## **MODULE 5: Soccer in the United States [July 1, 2024]**

- Read
  - Chapters 7-9: White, G Edward. Soccer in American Culture: The Beautiful Game’s Struggle for Status. Columbia: University Of Missouri Press, 2022.
  - Gerke, Markus. “The Twofold American Exceptionalism in Soccer Fandom: Anti-Discriminatory Activism among Organized Soccer Supporters in the US.” In *Football and Discrimination: Antisemitism and Beyond*, 179–96. Milton: Routledge, 2021.
- Watch
  - *Once in a Lifetime: The Extraordinary Story of the New York Cosmos*. Streamed. ESPN, Miramax, 2006.
  - *Soccertown USA*. Streamed. Kicking+Screening Soccer Film Festival, 2019.
  - Interview with *Mark Abbott, Distinguished Executive in Residence at Georgetown University, former president and deputy commissioner of Major League Soccer (MLS), about the emergence of the MLS*
- Participate
  - Discuss Soccer in the USA

## **MODULE 6: College Soccer in the United States [July 8, 2024]**

- Read
  - Staurowsky, Ellen J., and Allen L. Sack. “Reconsidering the Use of the Term Student-Athlete in Academic Research.” *Journal of Sport Management* 19, no. 2 (2005): 103–16.

- Chapter 4: White, G Edward. *Soccer in American Culture: The Beautiful Game's Struggle for Status*. Columbia: University Of Missouri Press, 2022.
- Markovits, Andrei S. , and Lars Rensmann. “The Limits of Globalization: Local Identity and College Sports’ Uniquely American Symbiosis of Academics and Athletics.” In *Gaming the World: How Sports Are Reshaping Global Politics and Culture.*, 271–315. Princeton Univ Press, 2013.
- Watch
  - Interview with Brian Wiese, Head Coach Men’s Soccer, Georgetown University, about college men’s soccer at Georgetown
  - Interview with David Nolan, Head Coach Women’s Soccer, Georgetown University, about college women’s soccer at Georgetown
- Participate
  - Discuss College Soccer in the US and at Georgetown

## **MODULE 7: Women’s soccer development in comparative perspective [July 15, 2024]**

- Read
  - Chapter 7: White, G Edward. *Soccer in American Culture: The Beautiful Game's Struggle for Status*. Columbia: University Of Missouri Press, 2022.
  - Chapters 3 & Conclusion: Markovits, Andrei. *Women in American Soccer and European Football: Different Roads to Shared Glory*. Nantucket, Massachusetts: Dickinson-Moses Press, 2019.
  - Lysa, Charlotte. “Qatari Female Footballers: Negotiating Gendered Expectations.” In *Sport, Politics and Society in the Middle East*, 73–92. London: Hurst, 2019.
- Watch
  - [\*Destined to Play: The Untold Story of Saudi Women's Football\*](#). Streamed. FIFA, 2023.
- Listen
  - Reiche, Danyel. “Experiences of Qatari Women in Football.” Podcast. Center for International and Religious Studies, 2021.
- Participate

- Discuss Women's Soccer

## **MODULE 8: Future World Cup's: From United 2026 to Saudi Arabia in 2036 [July 22, 2024]**

- Read

- Wise, Nicholas, and Jan Andre Lee Ludvigsen. "Uniting, Disuniting and Reuniting: Towards a 'United' 2026." *Sport in Society* 25, no. 4 (2021): 1–10.
- Chadwick, Simon, and Paul Widdop. "Saudi Arabia and Sport in the 21st Century from Oil and Gas to Event- Driven Change." In *Routledge Handbook of Sport in the Middle East*, 231–41. Abingdon, Oxon: Routledge, 2022.
- Szymanski, Stefan. "Messi Is Heading to the US as Saudi Arabia Kicks off Bidding War with MLS for Aging Soccer Stars." *The Conversation*, June 7, 2023.
- Panja, Tariq. "Inside Man: How FIFA Guided the World Cup to Saudi Arabia." *The New York Times*, 2023, sec. World.
- Panja, Tariq. "FIFA Will Host 2030 World Cup on Three Continents." *The New York Times*, October 4, 2023, sec. World.

- Watch

- US-Qatar Business Council. "From Qatar 2022 to the Americas 2026: Creating Connections and Opportunities between FIFA World Cup Tournaments." Youtube, 2021.

- Listen

- Akinwolere, Ayo. "Saudi World Cup: What Does It Mean for Football?" Podcast. *The Athletic Football Podcast*, 2023.
- Ordal, Hailey, Josephine Sylvestre, and Danyel Reiche. "Sportswashing, Human Rights and National Identity - What Is Happening to the World's Favorite Game?" Podcast. *The Europe Desk*, 2024.

- Participate

- Discuss Future World Cups
- Submit Long Essay

## INFORMATION ABOUT TOOLS AND TECHNICAL REQUIREMENTS

As a Georgetown student your online classroom experience will be very different but just as rigorous as your residential student experience. You can expect to:

- Communicate with your professor and classmates regularly via email, discussion boards, and other technologies available.
- Navigate the internet using a web browser (note that certain tools may require a specific browser).
- Use applications such as Microsoft Office or Google Docs to create documents and work on projects.
- Submit assignments in Canvas.
- Upload and download saved files (including text, audio, and video).

In this course we will use the following tools:

- **Turnitin.** An originality checking and plagiarism prevention service that checks your writing for citation mistakes or inappropriate copying.
- **Canvas.** An online space that allows professors to post your grades, share information, and add online assignments. It gives you access to your class content and tools in order to complete the course. As an online student, you have 24/7 access to Canvas technical support, including the support hotline at 855-338-2770. In Canvas, click the "Help" icon in the far-left Canvas menu. A Canvas window will show you all available support and feedback options.
- **Zoom.** This live video-conferencing tool is used for office hours.

### Computer Requirements

- You will need access to a computer (Windows or Mac) and adequate Internet service to complete this course. Although you can use other devices such as smartphones and tablets for some online coursework, please note that some tools, such as Proctorio, do not work on tablets or smartphones.
- While you can use any browser to access Canvas, please note that some tools only work with certain browsers (e.g., Proctorio only works with Chrome).

The minimum requirements needed to use Canvas can be found in this [Canvas guide](#).

## COURSE POLICIES AND EXPECTATIONS

### Student Expectations

You are expected to complete all readings, assignments, and activities on time. Participation is essential to your success in this class. You are expected to actively participate in discussions with your peers. It is important to subscribe to the course discussion boards so that you receive notifications when new messages are posted. In order to get full credit for participation, you will have to complete all of your module assignments on time.

### Late Submissions

Students are expected to submit their assignments by the time on the date indicated on Canvas and the syllabus. Please contact the instructor at least 3 business days in advance if you know that you are going to be late or miss an assignment due date. The instructor will review late submission requests and circumstances on a case-by-case basis and will make a determination if an extension is warranted.

### Time Expectations

Our remote learning courses are designed to meet the same academic standards as our place-based (face-to-face) courses. Students should plan on spending approximately 6-9 hours a week on assignments, readings, projects, etc. in addition to the 2.5 hours of instructional time.

### Citation Style

This course uses the Chicago 17<sup>th</sup> edition as the citation style.

### Communication Expectations

*Building an inclusive climate of mutual respect and inquiry in this class:*

I respect your right to be called whatever you want to be called, because I understand that for all of us, social recognition of our sense of self is key to our own integrity and flourishing. I expect everyone in the class to do the same. **In particular, if you would like to be called by a specific set of pronouns or name that might not be obvious from your official school records, please let me know in any way that makes you comfortable.**

Georgetown's Trans, Non-Binary, and Gender Non-Conforming Resource Guide:

<https://lgbtq.georgetown.edu/resources/transatgu/>

#### *Communication with Peers*

You will be expected to engage with your peers via the discussion board and other required tools on a regular basis.

## *Communication with Professor*

Please feel free to email me with your questions, concerns, and/or to schedule a time to meet over Zoom. When sending emails please remember to follow the guidelines outlined below.

If you have general questions about assignments and course materials please post these questions in the [General Question Discussion Board Forum](#), which you can access by clicking Discussions in the course navigation menu. This is an open forum, and you are encouraged to give answers and help each other.

- *Check the syllabus.* Before sending your email or message, be sure that your question has not already been addressed in the syllabus or announcements.
- *Be patient.* If you have a concern and send me a message, you can expect a response within 2 business days. Please allow 4 business days for assessment submission feedback.
- *Specify subject.* Subject line should include the topic of the message and class title.
- *Greet & Close.* E-mails should begin with a formal greeting and end with you signing your name in all messages/emails.
- *Check writing.* Proofread (i.e. grammar and spelling) your message before sending.

## *Netiquette Guidelines*

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

## **Statement on AI Use**

You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material. Failure to do so constitutes a violation of academic integrity. Instances of suspected plagiarism or other forms of academic dishonesty will be dealt with under the Georgetown Honor Code.

Additionally, students should note that the material generated by these programs may be inaccurate, incomplete, or otherwise unreliable. Students should be aware that the misuse of AI may also stifle independent thinking and creativity, as well as limit their capacity to learn independently in this course. Please engage with these resources responsibly, and with integrity.

## ACCOMMODATIONS

### Students with Disabilities

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services among others. Students are responsible for communicating their needs to the [Academic Resource Center](#), the office that oversees disability support services, (202-687-8354; [arc@georgetown.edu](mailto:arc@georgetown.edu); <https://academicsupport.georgetown.edu/disability/>) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](#). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

### Accessibility and Inclusion

One of the central tenets of Georgetown's educational mission is *cura personalis*, a Latin phrase meaning "care of the whole person." Georgetown is committed to showing care and concern for each student by creating an inclusive and accessible learning environment that follows universal design principles to meet the needs of its diverse student body.

I am committed to creating a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). If your name or pronoun needs to be corrected, please let me know early in the semester so that I can make the appropriate changes to my records.

## ACADEMIC INTEGRITY

Students at Georgetown University are expected to maintain the highest standards of academic and personal integrity. Although most Georgetown students conduct themselves in accordance with these standards, occasionally, there are students who violate the code of conduct. Cheating harms the University community in many ways. For example, honest students are frustrated by the unfairness of cheating that goes undetected and students who cheat can skew the grading curve in a class, resulting in lower grades for students who worked hard and did their own work.



Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to failure of the course, termination from the program, and revocation of degrees already conferred. All students are expected to fully adhere to the policies and procedures of [Georgetown's Honor System](#) and to take the Honor Code Pledge.

## Honor Code Pledge

*In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system:*

- *To be honest in every academic endeavor, and*
- *To conduct myself honorably, as a responsible member of the Georgetown community as we live and work together.*

## Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the [Gervase Programs](#). If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out [Plagiarism.org](#).

All submissions must be your original work. Any submission suspected of plagiarism will be immediately referred to the Honor Council for investigation and possible adjudication. All students are expected to follow Georgetown's honor code unconditionally. If you have not done so, please read the honor code material located online at the [Honor Council website](#).

## SUPPORT SERVICES

Georgetown offers a variety of support services for students that can be accessed online and has put together [this newsletter](#) which aims to provide you with information about well-being resources and virtual meetings that can connect you with mental health professionals on and off campus during this time. Below are some resources available to you:

- [Academic Resource Center](#)  
202-687-8354 | [arc@georgetown.edu](mailto:arc@georgetown.edu)
- [Counseling and Psychiatric Services](#)  
202-687-6985

- [Institutional Diversity, Equity & Affirmative Action \(IDEAA\)](#)  
(202) 687-4798

## **Title IX/Sexual Misconduct**

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator.

If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.]. More information about reporting options and resources can be found on the Sexual Misconduct Website:

<https://sexualassault.georgetown.edu/resourcecenter>.

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

- Health Education Services for Sexual Assault Response and Prevention: confidential email [sarp@georgetown.edu](mailto:sarp@georgetown.edu)
- Counseling and Psychiatric Services (CAPS): 202.687.6985 or after hours, call (833) 960-3006 to reach Fonemed, a telehealth service; individuals may ask for the on-call CAPS clinician.

More information about reporting options and resources can be found on the Sexual Misconduct Website.

## **Title IX/Pregnancy and Parenting Accommodations**

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case-by-case basis and will depend on medical needs and academic requirements. Students seeking a pregnancy adjustment or accommodation should follow the process laid out on the [Title IX website](#).

Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff.

## Office of the Student Ombuds (OSO)

*Confidential | Independent | Impartial | Informal*

The Office of the Student Ombuds (OSO) serves all undergraduate and graduate students, including SCS and BGE, on the main campus. Consider contacting the Student Ombuds when you want to talk to a caring professional about a university-related issue but don't know where to turn. The OSO is a confidential and safe space that is independent of formal university organizations or structures where students can discuss their concerns, share their experiences, ask questions and explore their options. The student ombuds can help your problem-solve, identify your goals, and empower you to think through ways to navigate complex situations. Some reasons for you to visit the office may be to address academic concerns, clarify administrative policies, discuss interpersonal conflicts, seek coaching, mediation or facilitation to handle a sensitive situation, advise you on the process to file a formal complaint if you are experiencing bias, harassment, bullying or other forms of intimidation, identify other appropriate campus resources, and allow you to safely express your frustrations and concerns.

Request an in-person or zoom appointment with the Student Ombuds by writing [studentombuds@georgetown.edu](mailto:studentombuds@georgetown.edu) or calling 202-784-1081. The OSO is located in Room 207 of the Reiss Building (across from Arrupe Hall). Find more information at <http://studentombuds.georgetown.edu>.

## Georgetown Library

If you have a question for a librarian you can go to their [“Ask Us”](#) page where you will have the option to chat online, send an email, or schedule a Zoom appointment to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](#) for additional information.

## eResources

Students enrolled in courses have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). You can access these resources through the [Library's Homepage](#) by using your NetID and password.

## Learning Resources

Georgetown offers a host of [learning resources](#) to its students. Two that you might find particularly helpful in this course are the [Writing Center](#) and [Refworks](#).

- [The Writing Center](#) offers peer tutoring by trained graduate and undergraduate students who can assist you at any point in the writing process. They help at any stage of your writing process, from brainstorming to revision. Tutors can offer advice on thesis

development, use of evidence, organization, flow, sentence structure, grammar, and more. The Writing Center will not proofread or edit papers; rather, they will help to improve your proofreading and editing skills to become a better writer. Appointments can be booked online through their website.

- [Refworks](#) is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

## **Technical Support**

All students have 24/7 access to Canvas technical support 24 hours a day, 7 days a week, including live chat and a support hotline at 855-338-2770. Use the 'Help' icon in the lower left of your Canvas window to view all available support and feedback options. If you're looking for help on a specific feature, check out the [Canvas Student Guide](#).