

Obligation, Obedience, and Power (PSC 2991-11)

Syllabus subject to change as necessary

Professor: Lucia M. Rafanelli

Course Information

Course: PSC 2991-11 – Obligation, Obedience, and Power

Semester: Spring 2021

Meeting Time: Mondays and Wednesdays, 12:45-2:00 PM Eastern Time

Location: Virtual Classroom – Blackboard Collaborate

Contact Information

Email: lmrafanelli@gwu.edu (typical response time: 1-2 business days)

Office Hours: Tuesdays 2-4 PM (you must sign up in advance—the sign-up link will be on Blackboard), or by appointment

Course Pre-requisites

Academic

There are no academic pre-requisites for this course.

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 remote learning guide (under “Technology Help”) on our course’s Blackboard page. I also recommend you consult this guide before classes start, as it contains information on performing basic tasks on Blackboard and in Blackboard Collaborate.**

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 files.
- Seek technology help by contacting [GW Information Technology](#) (202-994-4948).

Course Description

This course examines some of the central moral questions of political life, as discussed by both contemporary and historical political theorists. Topics include: when we are morally obligated to obey or disobey the law, how the various resources and opportunities available in a society should be distributed, how our political arrangements affect people's characters and vice versa, and how the moral responsibilities of political officials differ from those of ordinary citizens.

Course Format

Class meetings will typically combine both lecture and discussion. You should come to class having done the readings for that day, and ready to talk about them. It is ***very important*** that you complete the readings for each session before that session, that you take notes on the readings, and that you bring the readings with you. We may discuss and close-read specific passages, so you'll want to have the texts in front of you.

You're also encouraged to ask questions in class. If there's something you're curious about or don't understand, don't be shy about bringing it up. We're all in this together—trying to understand our readings and what they can tell us about our world—and discussing your question may very well help others as well as yourself.

The class is divided into four units:

Political Obligation: Obedience and Disobedience

We often assume that we ought to obey the law. But is this right? And why is it right (or wrong)? Why and under what circumstances are we obligated to obey the state? Is disobedience ever justified? If so, when, and what means are people justified in using when they disobey the law? If people justifiably disobey the law, should they still be punished for their disobedience?

Distributive Justice

How should the various resources and opportunities (e.g., money, access to certain jobs or educational institutions, social status) available in a political society be distributed? Are some distributions more just than others? What role should the state play in influencing how resources and opportunities are distributed?

The Relationship between the “Personal” and the “Political”

We often speak as if there is a clear distinction between the “political” (or “public”) and the “personal” (or “private”) realms. However, they are linked in many ways. Political institutions can influence the personal characters of the people subject to them, and citizens’ personal characters can in turn influence the nature of the political institutions they help constitute. Political institutions may reflect a society’s prominent social hierarchies (such as those that establish racial or gender inequality) even if they aren’t officially codified in law. And reforming social relations (like those prominent in family life) may be one of the most effective ways to prompt change in political institutions. In the coming weeks, we’ll explore these interconnections between the “political” and the “personal,” and ask what they can tell us about how we should organize our political and social life.

Political Responsibility

Do people who take on public office acquire special moral responsibilities the rest of us don’t have? What should they do if their special responsibilities as office-holders conflict with the responsibilities they have in their capacities as ordinary people? To what degree are ordinary citizens in a democratic society responsible for the actions of their political leaders? Are individuals responsible for the effects of social practices they contribute to (such as global trade), even if their respective contributions are small? If individuals are responsible for the effects of such practices, how ought they to discharge this responsibility?

At the end of each unit, we’ll have an in-class debate about a question central to that unit’s topic. I’ll distribute the debate question in advance of class and you’ll be randomly assigned to different teams in class. These debates are a great opportunity to practice respectful dialogue with your peers and try out making philosophical arguments of your own.

To help prepare you for your final paper, one session of class will be devoted to a “political theory writing workshop.” Writing in a philosophical discipline like political theory is different than writing in some other disciplines (the goals, style, and methods used in political theory papers are different than those used in some other disciplines). And even those of us with experience writing in political theory can benefit from reflecting on what good philosophical writing requires. Hence our writing workshop. The purpose of this session will be to familiarize—or re-familiarize—you with what makes a good political theory paper good.

Building an Inclusive Classroom

In this class, we will often discuss issues that are both serious (many of them questions of life and death) and about which there is significant disagreement. At one point or another, you will probably find yourself disagreeing with another student, with an author we've read, or with me. That's normal, and I encourage you to express your point of view—as long as you do so respectfully. Discussion and disagreement can be healthy and productive, pushing us to better understand others' perspectives as well as our own. But, if undertaken disrespectfully, they can be harmful and counterproductive, closing channels of communication and disempowering participants.

I hope we'll be able to enact the first, healthy and productive, model of discussion and disagreement. To accomplish this, it is imperative that there be an atmosphere of trust and safety in the classroom. I will do my best to foster an environment in which every student has the opportunity to be heard and feels respected. But **I cannot do this alone! We all must work together to make our classroom one in which everyone feels empowered to contribute, feels safe being themselves, and feels like a valued member of the class.** This is no less important because our classroom happens to be a virtual space rather than a physical one.

If something said or done in class makes you especially uncomfortable, or you feel disrespected or unfairly targeted, you should always feel free to talk to me about it. GW also has a number of avenues by which you can report bias incidents. See: <https://diversity.gwu.edu/bias-incident-response>.

Learning Outcomes

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

1. Carefully read and critically analyze philosophical texts
2. Make cogent philosophical arguments of their own, both orally and in writing
3. Apply their ideas and arguments to moral questions relating to contemporary politics

In the service of these goals, this course will teach students to:

4. Clearly state a thesis and support that thesis with evidence and/or argument
5. Interpret philosophical texts
6. Analyze complex arguments and identify their strengths, weaknesses, and real-world implications
7. Synthesize arguments and ideas from multiple sources

Workload Expectation

In a 15-week semester, including exam week, students are expected to spend a minimum of 100 minutes of out-of-class work for every 50 minutes of direct instruction, for a minimum total of 2.5 hours a week. This 3-credit course includes 2.5 hours of direct instruction each week during the 14-week class period, and you should spend a minimum of 5 hours each week on independent learning, for a total minimum commitment of 7.5 hours each week. You should expect to spend at least an additional 7.5 hours on your final paper, bringing your total work load to (at least) 37.5 hours per week for 15 weeks.

Required Course Materials

All students should obtain copies of the following texts:

- Frederick Douglass, *My Bondage and My Freedom* (New Haven, CT: Yale University Press, 2014)
- Victor Gourevitch ed., *Rousseau: The Discourses and other early political writings* (Cambridge: Cambridge University Press, 1997)
- Robert Nozick, *Anarchy, State, and Utopia* (New York: Basic Books, 1974) (The 2013 edition is also acceptable.)
- John Rawls, *A Theory of Justice: Revised Edition* (Cambridge, MA: Belknap Press of the Harvard University Press, 1999)

Readings not from these texts will be made available on Blackboard.

Assignments and Grading

- Attendance: 15% of course grade

Ideally, you should attend all synchronous class sessions and stay for the entire length of the sessions (Mondays and Wednesdays, 12:45 – 2:00 PM Eastern Time). With Blackboard Collaborate, I can see who attends each session and how long you stay. **That said, my attendance policy will be flexible.** If there is some reason you can't attend a particular session or need to arrive late/leave early, please let me know. Similarly, if there is a reason you will regularly have to miss class (e.g., you have an unreliable internet connection, you live in a time zone that makes attending synchronous sessions infeasible), please let me know. I realize the COVID pandemic has impacted many of our living and working situations in unexpected and unavoidable ways, and **my aim is for this class to be as accessible as possible to all students, no matter your individual**

circumstances. As such, if you are unable to attend class (either for a particular session or in general), I am happy to work with you to find a way to make up your absence. Usually, this will involve watching the recorded class session(s) and turning in a short write-up on the questions we discussed in class. Of course, I can only accommodate you if you let me know what your situation is, so it's important that you talk to me if you anticipate attendance being an issue for you. **Also, please note that sometimes Blackboard displays a percentage-based grading scale that doesn't correspond to the grading scale I use. You should not assume any Blackboard-generated grading scale reflects how I will translate your attendance into a letter grade. If you have questions about this, you can always ask me.**

- Participation (Blackboard discussion posts): 25% of course grade

Each week (except the first and last weeks of class and the week of your midterm), I will post a question on Blackboard (under "Discussion Board") related to the week's readings, which you should reply to on Blackboard. You can either answer the question directly or respond to someone else's answer. There is no length requirement or limit, though **250 words is a good target.** For full credit, you should participate in some way (either by answering the week's question directly or by responding to someone else's answer) each week. I should be able to tell from reading your posts that you put some effort into them. (E.g., they shouldn't be one-word answers or completely unrelated to the topic of the thread.) I reserve the right to not give credit for a post if it exhibits less-than-sufficient effort on your part. (If you make a post I don't think deserves credit, I will let you know. So, if you make a post and don't hear from me, you can assume you got credit for it.) There will be 11 total forums over the course of the semester. If you make (and get credit for) a post in all 11 forums, you'll get an A in participation; 10 gets you an A-; 9 gets you a B+; and so on. **Contributions will be due by 11:59 PM Eastern Time each Friday, unless otherwise noted. The Blackboard forums will close at the deadline, so make sure you contribute on time!**

- Midterm Exam: 30% of course grade

There will be a "take-home" style exam made available on Blackboard after class on Wednesday, March 3rd and due, also via Blackboard, before class on Monday, March 8th. The exam will consist of short-answer essay questions. It will be an open-book, open-note exam. You will be free to draw on external sources as long as you cite them properly. However, I ask that you do not collaborate with each other. I will provide more details about the exam as it approaches.

- Final Paper: 30% of course grade

I will release a few prompts for the final paper before the semester ends. You will choose one to write on, in a paper of about 1000 words. We'll discuss the expectations for the final paper in more detail as it approaches. Final papers will be due via Blackboard by 11:59 PM Eastern time on 6 May 2021.

You will get a letter grade for each of Attendance, Participation, Midterm Exam, and Final Paper, corresponding to a four-point scale. (A = 4, A- = 3.67, B+ = 3.33, B = 3, B- = 2.67, etc.).

Your overall course grade will be computed using the same four-point scale. Your overall course grade will be given by the following formula: $(0.15 * \text{Attendance grade}) + (0.25 * \text{Participation grade}) + (0.3 * \text{Mid-term Exam grade}) + (0.3 * \text{Final Paper grade})$

If your course grade falls between two letter grades, you will get the letter grade it is numerically closer to. E.g., if your course grade is a 3.9, you will get an "A" in the class, because 3.9 is closer to 4 (an "A") than it is to 3.67 (an "A-").

Late exams and final papers will incur a grading penalty of minus 1/3 of a letter grade for each 24-hour period (or part thereof) it's late (e.g., if you turn in an "A" quality paper 24 hours late, you'll get an "A-"; if you turn it in 48 hours late, you'll get a "B+").

Course Schedule

INTRODUCTION

Monday, January 11

Welcome—there's no assigned reading for this session, but please come ready for some lively discussion!

UNIT 1: Political Obligation: Obedience and Disobedience

We often assume that we ought to obey the law. But is this right? And why is it right (or wrong)? Why and under what circumstances are we obligated to obey the state? Is disobedience ever justified? If so, when, and what means are people justified in using when they disobey the law? If people justifiably disobey the law, should they still be punished for their disobedience?

Wednesday, January 13: The Basis of Political Obligation

- Thomas Hobbes, *Leviathan*

- Part I: Ch. XIII-XVI (pp. 86-110)

Monday, January 18: NO CLASS (Martin Luther King Day)**Wednesday, January 20: NO CLASS (Inauguration Day)****Monday, January 25: The Basis of Political Obligation**

- Thomas Hobbes, *Leviathan*

-Part II: Ch. XVII-XXI (pp. 111-42, skip the paragraphs on scripture: middle of p. 132 to top of p. 134)

- Part II: Ch. XXVI (pp. 166-8 only, read through the end of the paragraph numbered “5”)

- Part II: Ch. XXVIII (p. 191 only, read the first two paragraphs)

- Part II: Ch. XXIX (pp. 197-8 only, read through the end of the paragraph ending in “Whereby the Commonwealth is distracted and *Weakened.*”)

Wednesday, January 27: The Basis of Political Obligation

- John Locke, *Second Treatise of Civil Government*

-Start at “Of Civil-government: Book Ii,” and read Ch. I-V (pp. 95-117); Ch. VII-IX (pp. 128-50)

Monday, February 1: The Basis of Political Obligation

- John Locke, *Second Treatise of Civil Government*

-In “Of Civil-government: Book Ii,” read Ch. X-XIV (pp. 150-67)

Wednesday, February 3: The Case for Nonviolent Resistance

- Martin Luther King, Jr., “Letter from Birmingham Jail,” in Bina Gupta and J.N. Mohanty eds., *Philosophical Questions: East and West* (Lanham, MD: Roman & Littlefield, 1999), 260-71.
- M.K. Gandhi, “Hind Swaraj,” in *Gandhi: ‘Hind Swaraj’ and Other Writings*, Anthony J. Parel, ed. (Cambridge: Cambridge University Press, 2009)”

- Ch. XVI-XVII (pp. 77-97)

Monday, February 8: Beyond Civil Disobedience?

- John Rawls, *A Theory of Justice*

-OPTIONAL: pp. 62-3 on the definition of “fair equality of opportunity”

-Sections 55 (pp. 319-23); 57 (pp. 326-31); 59 (pp. 335-43)

- Tommie Shelby, “Justice, Deviance, and the Dark Ghetto,” *Philosophy & Public Affairs* 35, 2 (2007): 126-60

Wednesday, February 10: Beyond Civil Disobedience?

- George Breitman, ed., *Malcolm X Speaks: Selected Speeches and Statements* (New York: Grove Press, 1965)

- Malcolm X, “The Black Revolution,” pp. 45-57

- Malcolm X, “Appeal to African Heads of State,” pp. 72-7

Monday, February 15: NO CLASS (Presidents Day)

Wednesday, February 17: The Case for Violent Resistance

- Frantz Fanon, *The Wretched of the Earth*, Richard Philcox trans. (New York: Grove Press, 2004), Ch. 1 (pp. 1-62)

** In-class debate: topic to be distributed before class **

UNIT 2: Distributive Justice

How should the various resources and opportunities (e.g., money, access to certain jobs or educational institutions, social status) available in a political society be distributed? Are some

distributions more just than others? What role should the state play in influencing how resources and opportunities are distributed?

Monday, February 22: Rawls's Theory of Justice

- John Rawls, *A Theory of Justice*

- Ch. 1, sections 1-4 (pp. 3-19)
- Ch. 2, sections 10-14 (pp. 47-78)

Wednesday, February 24: Rawls's Theory of Justice

- John Rawls, *A Theory of Justice*

- Ch. 2, sections 15-18 (pp. 78-97)
- Ch. 3, sections 22 (pp. 109-112); 24-26 (pp. 118-39); 29 (pp. 153-60)

Monday, March 1: Rawls's Theory of Justice

- John Rawls, *A Theory of Justice*

- Ch. 4, section 31 (pp. 171-6)
- Ch. 5, sections 41 (pp. 228-34); 43 (pp. 242-51); final statement of the 2 principles (p. 266); section 48 (pp. 273-7)

- John Rawls, *Justice as Fairness: A Restatement*, Erin Kelly ed., (Cambridge, MA: The Belknap Press of Harvard University Press, 2001)

- pp. 42-5 (revised statement of the two principles); pp. 135-40 (the idea of property-owning democracy)

Wednesday, March 3: Criticizing Rawls from the Right

- Robert Nozick, *Anarchy, State, and Utopia*

- Ch. 3, pp. 26-35 (read from the beginning of the chapter and stop right before "Constraints and Animals")
- Ch. 7, pp. 149-64, 167-82 (read the whole chapter *except* the section "Sen's Argument")
- Ch. 8, pp. 232-8 (read from the beginning of the chapter and stop right before "Self-Esteem and Envy")

***** MID-TERM EXAM *******Monday, March 8: Criticizing Rawls from the Left**

- G. A. Cohen, “Where the Action Is: On the Site of Distributive Justice,” *Philosophy & Public Affairs* 26, 1 (1997): 3-30

Wednesday, March 10: Democratic Equality

- Elizabeth S. Anderson, “What is the Point of Equality?” *Ethics* 109, 2 (1999): 287-337

** In-class debate: topic to be distributed before class **

Monday, March 15: NO CLASS (Spring Break)**Wednesday, March 17: NO CLASS (Spring Break)****Monday, March 22: Review of Units 1 and 2**

There’s no assigned reading for this session, but please come prepared with some questions about the material from the first two units of the class.

UNIT 3: The Relationship between the “Personal” and the “Political”

We often speak as if there is a clear distinction between the “political” (or “public”) and the “personal” (or “private”) realms. However, they are linked in many ways. Political institutions can influence the personal characters of the people subject to them, and citizens’ personal characters can in turn influence the nature of the political institutions they help constitute. Political institutions may reflect a society’s prominent social hierarchies (such as those that establish racial or gender inequality) even if they aren’t officially codified in law. And reforming social relations (like those prominent in family life) may be one of the most effective ways to prompt change in political institutions. In the coming weeks, we’ll explore these interconnections between the “political” and the “personal,” and ask what they can tell us about how we should organize our political and social life.

Wednesday, March 24: Political Society and Personal Character

- Jean-Jacques Rousseau, *Second Discourse* in Victor Gourevitch ed., *Rousseau: The Discourses and other early political writings* (Cambridge: Cambridge University Press, 1997)

- Preface and Part I (pp. 124-60)

Monday, March 29: Political Society and Personal Character

• Jean-Jacques Rousseau, *Second Discourse* in Victor Gourevitch ed., *Rousseau: The Discourses and other early political writings* (Cambridge: Cambridge University Press, 1997)

- Part II (pp. 161-88)

- Selections from Rousseau's Notes (pp. 197-204, 218-22)

Wednesday, March 31: Political Society and Personal Character

• Mary Wollstonecraft, *A Vindication of the Rights of Woman*

- Ch. II (pp. 20-34); Ch. IV (pp. 45-64)

Monday, April 5: Political Society and Personal Character

• Frederick Douglass, *My Bondage and My Freedom*

- Ch. 5-8 (pp. 65-104)

Wednesday, April 7: Political Society and Personal Character

• Frederick Douglass, *My Bondage and My Freedom*

- Ch. 10-11 (pp. 114-31)

- Ch. 17-18 (pp. 187-215)

Monday, April 12: Political Society and Personal Character

• Frederick Douglass, *My Bondage and My Freedom*

- Ch. 20-2 (pp. 242-85)

Wednesday, April 14: The Law and Informal Social Hierarchies

• Catharine A. MacKinnon, *Toward A Feminist Theory of the State* (Cambridge, MA: Harvard University Press, 1989), Ch. 8 (pp. 157-70)

** In-class debate: topic to be distributed before class **

UNIT 4: Political Responsibility

Do people who take on public office acquire special moral responsibilities the rest of us don't have? What should they do if their special responsibilities as office-holders conflict with the responsibilities they have in their capacities as ordinary people? To what degree are ordinary citizens in a democratic society responsible for the actions of their political leaders? Are individuals responsible for the effects of social practices they contribute to (such as global trade), even if their respective contributions are small? If individuals are responsible for the effects of such practices, how ought they to discharge this responsibility?

Monday, April 19: Responsibility and Complicity

- Iris Marion Young, "Responsibility and Global Justice: A Social Connection Model," *Social Philosophy and Policy* 23, 1 (2006): 102-30

Wednesday, April 21: Responsibilities for Political Officials

- Max Weber, "Politics as a Vocation," in *From Max Weber: Essays in Sociology*, H.H. Gerth and C. Wright Mills, trans. and eds. (London: Routledge, 2009), pp. 118-28 (Start at "Now then, what relations do ethics and politics actually have?" on the bottom of p. 118.)
- Michael Walzer, "Political Action: The Problem of Dirty Hands," *Philosophy & Public Affairs* 2, 2 (1973): 160-80

** In-class debate: topic to be distributed before class **

Monday, April 26: Political Theory Writing Workshop

- The Pink Guide to Philosophy: <https://sites.google.com/a/wellesley.edu/pinkguidetophilosophy/>
- Jim Pryor Guidelines on Writing a Philosophy Paper: <http://www.jimpryor.net/teaching/guidelines/writing.html>

Wednesday, April 28: Review of Units 3 and 4

There's no assigned reading for this session, but please come prepared with some questions about the material from the first two units of the class.

Thursday, May 6

***** FINAL PAPERS DUE BY 11:59 PM *****

University policies

University policy on observance of religious holidays

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, see: provost.gwu.edu/policies-procedures-and-guidelines

Academic Integrity Code

Academic Integrity is an integral part of the educational process, and GW takes these matters very seriously. Violations of academic integrity occur when students fail to cite research sources properly, engage in unauthorized collaboration, falsify data, and in other ways outlined in the Code of Academic Integrity. Students accused of academic integrity violations should contact the Office of Academic Integrity to learn more about their rights and options in the process. Outcomes can range from failure of assignment to expulsion from the University, including a transcript notation. The Office of Academic Integrity maintains a permanent record of the violation.

More information is available from the Office of Academic Integrity at studentconduct.gwu.edu/academic-integrity. The University's "Guide of Academic Integrity in Online Learning Environments" is available at studentconduct.gwu.edu/guide-academic-integrity-online-learning-environments. Contact information: rights@gwu.edu or 202-994-6757.

Differences in Time Zone

All the times referenced in this 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.

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.

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](#).

Support for students outside the classroom

Virtual Academic Support

A full range of academic support has been offered virtually since fall 2020. See coronavirus.gwu.edu/top-faqs for updates. For technical support and help with a variety of student services, see the "Technology Help" tab on Blackboard or <https://online.gwu.edu/student-support>.

Tutoring and course review sessions are offered through Academic Commons in an online format. See academiccommons.gwu.edu/tutoring.

Writing and research consultations are available online. See academiccommons.gwu.edu/writing-research-help.

Coaching, offered through the Office of Student Success, is available in a virtual format. See studentsuccess.gwu.edu/academic-program-support.

Academic Commons offers several short videos addressing different virtual learning strategies. See academiccommons.gwu.edu/study-skills. They also offer a variety of live virtual workshops to equip students with the tools they need to succeed in a virtual environment. See tinyurl.com/gw-virtual-learning.

Writing Center

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

Academic Commons

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

Disability Support Services (DSS): 202-994-8250

Any student who may need an accommodation based on the potential impact of a disability should contact [Disability Support Services](https://disabilitysupport.gwu.edu) to establish eligibility and to coordinate reasonable accommodations. See disabilitysupport.gwu.edu.

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

[Blackboard accessibility](#)

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

Counseling and Psychological Services: (202)-994-5300

GW's Colonial Health Center offers counseling and psychological services, supporting mental health and personal development by collaborating directly with students to overcome challenges and difficulties that may interfere with academic, emotional, and personal success. healthcenter.gwu.edu/counseling-and-psychological-services.

Safety and Security

- In an emergency: call GWPD 202-994-6111 or 911
- For situation-specific actions: review the Emergency Response Handbook at safety.gwu.edu/emergency-response-handbook
- In an active violence situation: Get Out, Hide Out or Take Out. See go.gwu.edu/shooterprep
- Stay informed: safety.gwu.edu/stay-informed