



*GEORGETOWN UNIVERSITY*  
*School of Continuing Studies*

## THEO 160 Courage, Hope, Justice

**Dates:** June 6 –July 29

**Location:** This course is conducted entirely online, which means students do not have to be on campus to complete any portion of it. 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:** Prof. Kerry Danner

**Professor Contact Information:** [Kerry.Danner@georgetown.edu](mailto:Kerry.Danner@georgetown.edu)

**Virtual Office Hours:** Drop-in office hours are available every week, if those times don't work, email me to set-up an alternate time.

## COURSE DESCRIPTION

How do we become courageous but not reckless? Maintain hope in a world full of despair? This course addresses the virtues of courage, hope, and justice and its religious, psychological, and social dimensions. We will explore physical, moral, and spiritual courage, hope, and justice through the lives of individuals, such as Colin Kaepernick, and communities, such as the protestors of the Dakota Access Pipeline and the people of Burkino Faso. We will look at how courage and hope manifest in everyday life—in addiction, in financial stress, and during Covid 19. Special attention will be given to how religious practices and music sustain courage, hope, and justice. While there is an emphasis on Christian ethics, discussions and applications are not limited to Christian approaches. Students are encouraged to put their own religious traditions and experiences in conversation with course material. Credits: 3

## COURSE LEARNING GOALS

1. Explain the key concepts of a virtue ethics framework

2. Describe the moral virtues of prudence, courage, temperance, and justice in Aristotle
3. Assess the strengths and weaknesses of a virtue framework
4. Describe the theological virtues of faith, hope, and charity as well as other virtues such as humility
5. Analyze the types of justice and ways justice is a virtue and explain the distinction between charity
6. Describe a particular exemplar or social movement that manifests the dispositions or virtues of justice
7. Analyze the religious, cultural, and social resources available to articulate and foster social justice
8. Analyze the virtue of courage in Aristotle, Christian and humanist tradition
9. Analyze the virtue of hope in the Christian and humanist tradition

## REQUIRED TEXTS

- Lamoureux, Patricia and Paul J. Wadell. *The Christian Moral Life: Faithful Discipleship for a Global Society*, New York: Maryknoll, Orbis, 2010. (Electronic copies of chapters will be made available.)
- Aristotle. *Nicomachean Ethics*. Terence Irwin, trans. Indianapolis, IN: Hackett Publishing, 1999 (2nd ed.) and available online: <http://classics.mit.edu/Aristotle/nicomachaen.html>
- *Optional*: Walter Brueggemann, *The Prophetic Imagination*. 2nd edition. Minneapolis, MN: Fortress Press, 2001.

## COURSE ASSIGNMENTS AND GRADING CRITERIA

### GRADED ASSIGNMENTS

#### 1. Participation in Discussion Boards (20%)

You will be asked to participate in 7 discussion board activities. Some require a series of two posts. Failing to complete one discussion board will not harm your grade. You will receive one grade for discussion board participation based on completion, thoroughness, spelling, grammar and timely submission.

#### 2. Personal Reflections (3) (15%)

You will complete three personal reflections grounded on the readings, lectures and/or media.

#### 3. Learning Engagement Activities, Minor Assignments (7.5%)

This grade includes the quality and timeliness of voicethread comments, your participation in the general discussion board, and other indicators of engagement. There will be two required synchronous meetings for students. These will be scheduled at a time that meets your schedule.

#### 4. Quizzes (2) (20%)

You have two 30 minute cumulative quizzes during the course.

## 5. Exemplar Project (12.5%)

Each student will select, research and contribute a Voice Thread presentation focused on a social actor or organization they admire.

## 6. Final Paper (25%)

You will have three options for your final paper: Character Trait or Virtue(s) and an Exemplar (Person or Organization), Character Trait or Virtue(s) in Relation to Self's Flourishing / Vocation, and Character Trait or Virtue(s) in Relation to Social Justice/Injustice.

**Assignment Completion:** Written work is due by the assigned due date on Canvas. Submit your assignments online by the time assigned in Canvas; DO NOT SEND YOUR PAPERS TO OTHER PERSONAL OR PROFESSIONAL EMAIL ADDRESSES. Discussion posts and class participation are contingent on the timely submission of your responses.

**Late Work Submission Policy:** Discussion board posts will not be counted as complete if submitted late. Many discussion boards have two parts; complete both for full credit. Quizzes cannot be taken late. Plan accordingly. Reflections and papers will receive grade penalties for late submissions.

**Important Notice:** All faculty are required to document a student's academic activity at the beginning of each course. In order to document that you began this course, **please complete the "Module 1 | Discussion Board: Gift, Task & Perception" academic activity by the end of the first week of classes** or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

## GRADING OPTIONS

Students will have the option to choose one of two grading frameworks for Summer 2021 courses, either

1. a letter grade, or
2. Satisfactory (S); Credit (CR); or No-credit(NC): (S=grades A through C; CR=C-, D+, D; NC=F)

Students can make this choice in *MyAccess* beginning up until the last day of classes. The choice to take a class S/CR/NC can apply to any course: Core, major, minor, certificate or free elective. The choice can be made without permission from the deans (per the usual process). The S/CR/NC options will not be counted toward the stated maximum of student's degree programs (e.g., "six" as outlined in the Undergraduate Bulletin). The withdrawal date will also be extended to the last day of classes. A transcript notation will explain that S/CR/NC was instituted because of the 2020 COVID-19 pandemic.

## GRADING SCHEME

94 - 100% = A

87 - 89% = B+

90 - 93% = A-

84 - 86% = B

80 - 83% = B-  
 77 - 79% = C+  
 74 - 76% = C  
 70 - 73% = C-

67 - 69% = D+  
 65 - 66% = D  
 64% or below = F  
 Course grades will be rounded up if .75 or higher.

## COURSE SCHEDULE

Please read this section to review module topics. You are required to move through each module in sequential order. Beginning with Module 1, each module will be released (unlocked) on the scheduled date at 12:01AM ET.

### ORIENTATION: Opens Late May

The orientation provides an overview of the course and introduces you to your professor and peers. You will also learn about the technology requirements and where to get support. **Due:** Your first assignment, which is designed to practice technology and introduce yourself, is due 11:59 ET on Tuesday, June 7.

### Module 1: Introduction to the Moral Life and a Virtue Framework June 6-12 – RELEASED 6/5

**Course-level objective:** Examine the key concepts of a virtue ethics framework

#### Module-level Learning Objectives:

- Describe the role of perception in the moral life
- Define the concept of a metavirtue
- Describe the role of habits, dispositions and flourishing
- Define the cardinal virtues of prudence, courage, temperance, and justice

#### Topics Flourishing

- Seeing in the Moral Life
- Virtues & Flourishing

#### Required Readings/Viewings and Activities

- Reading:
- Lamoureux and Wadell, Ch. 1 “Gift and Task”  
Lamoureux and Wadell, Ch.2: The Christian Moral Life and Learning to See
  - Lamoureux and Wadell, Ch. 5 “The Virtues—How to be Good at Being Human,” 109-136 (note end page as you don’t have to read the whole chapter).
  - Aristotle, *Nicomachean Ethics*, Book II-III.5 (1103a15-1115a5)
- Due:**
- Respond to TWO of your classmates’ VoiceThreads using the Comment tool by Wednesday, June 8.
  - Post your response to discussion board by midnight,

Friday, 6/10 and post TWO responses to your classmates' discussion posts by Sunday, 6/12

**Optional Reading:** None

## Module 2: Introduction To Aristotle's Virtue Ethics June 13-19 – RELEASED 6/5

**Course-level objective:** Describe the cardinal virtues of prudence, courage, temperance, and justice in Aristotle

<b>Module-level Learning Objectives:</b>	<ul style="list-style-type: none"><li>● Examine the cardinal virtues</li><li>● Describe the concept of mean in relation to virtues</li><li>● Apply the concepts of incontinence and continence</li><li>● Identify key reference points for Aristotle's approach to justice and friendship</li></ul>
<b>Topics</b> Flourishing	<ul style="list-style-type: none"><li>● Prudence</li><li>● Temperance</li><li>● Courage</li><li>● Justice &amp; Friendship</li></ul>
<b>Required Readings/Viewings and Activities</b>	<p>Reading:</p> <ul style="list-style-type: none"><li>● Jay Wood, "Prudence" in <i>Virtues &amp; Their Vices</i>, ed by Kevin Tempe and Craig Boyd (Oxford University Press: 2014), 37-48 (excerpt, Canvas)</li><li>● Aristotle, <i>Nicomachean Ethics</i>, Book III.6- III.12 (1115a5-1119b15).</li></ul> <p><b>Due</b></p> <ul style="list-style-type: none"><li>● Discussion board on VOICETHREAD due by 11:59 p.m. EST, Wednesday, 6/15</li><li>● 30 minute timed quiz which can be taken anytime between 9 a.m. Saturday, 6/18 and midnight Sunday, 6/19.</li></ul>

**Optional Reading:** Aristotle, *Nicomachean Ethics*, Books V and VIII-IX

## Module 3: Challenges to a Virtue Ethics Approach June 20-26 – RELEASED 6/12

**Course-level objective:** Assess the strengths and weaknesses of a virtue framework

<b>Module-level Learning Objectives:</b>	<ul style="list-style-type: none"><li>● Evaluate the role of luck in Aristotle's virtue framework</li><li>● Examine how some persons' and communities' well-being may be burdened</li><li>● Assess various inhibitors and enhancers in behavior</li></ul>
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	<ul style="list-style-type: none"> <li>● Compose an assessment of strengths and weaknesses</li> </ul>
<b>Topics</b> Flourishing	<ul style="list-style-type: none"> <li>● Luck</li> <li>● Burdened Virtues</li> <li>● Moral Psychology of Inhibitors and Enhancers</li> </ul>
<b>Required Readings/Viewings and Activities</b>	<p>Readings</p> <ul style="list-style-type: none"> <li>● Review Luck/Flourishing PowerPoint</li> <li>● Lisa Tessman, “The Burden of Political Resistance,” in <i>Burdened Virtues: Virtue Ethics for Liberatory Struggles</i>. Oxford, 2005, 107-132. (Canvas)</li> <li>● Review the Mixed Helping Trait PowerPoint</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>● Comments on peers Voicethreads by Wednesday, 6/19</li> <li>● Personal Reflection due, Wednesday, 6/22.</li> </ul>
<p><b>Optional Reading:</b> Miller, Christian B. “Mixed Helping Traits” in <i>Moral Character: An Empirical Theory</i>, 153-200. Oxford, Oxford University Press, 2013. (Canvas)</p>	

**Module 4: Christian Virtue Ethics & the Theological Virtues**  
**June 27- July 3 – RELEASED 6/20**

**Course-level objective:**

- Describe the theological virtues of faith, hope, and charity as well as other virtues such as humility
- Compare the virtues in the traditions of Aristotle and Aquinas and contemporary challenges to these traditions

<b>Module-level Learning Objectives:</b>	<ul style="list-style-type: none"> <li>● Examine the role of grace in the infused theological virtues</li> <li>● Assess their relationship of the infused theological and moral virtues</li> <li>● Describe the virtues of faith, hope and charity</li> <li>● Describe the types of love</li> <li>● Describe the faith as an attitude and as a virtue</li> </ul>
<b>Topics</b> Flourishing	<ul style="list-style-type: none"> <li>● Kingdom of God as Christian telos</li> <li>● Virtue of Charity</li> <li>● Agape, Eros and Philia</li> <li>● Virtue of Faith</li> </ul>
<b>Required Readings/Viewings and Activities</b>	<p>Readings</p> <ul style="list-style-type: none"> <li>● Lamoureux and Wadell, Ch. 3: “The Treasure We Seek—The Reign of God and the Moral Life, 52-74.</li> <li>● Stephen Pope, “Virtue in Theology” in <i>Virtues &amp; Their Vices</i>, ed by Kevin Tempe and Craig Boyd Oxford University Press: 2014, 400-411,</li> <li>● Lamoureux and Wadell, 5 “The Virtues—How to be Good at</li> </ul>

	<p>Being Human,” 137-143 only. (Required text)</p> <ul style="list-style-type: none"> <li>• Paul Wadell, “Charity: How Friendship with God Unfolds in Love for Others” in <i>Virtues &amp; Their Vices</i>, ed by Kevin Tempe and Craig Boyd. Oxford University Press: 2014, 369-389. (Canvas)</li> <li>• Lamoureux and Wadell, “Love—The Only True Path to Life,” in <i>The Christian Moral Life</i>, 194-205 (excerpt).</li> <li>• Kathryn D. Blanchard and Kevin J. O’Brien, “Faith: Personal, Political and Technological Responses to Climate Change” in <i>Ecology, Virtue and Ethics: An Introduction to Christian Environmentalism</i>. Waco, TX: Baylor University Press, 2019, 107-126. (Canvas)</li> </ul> <p>Due</p> <ul style="list-style-type: none"> <li>• Personal Reflection due Monday, 6/27</li> <li>• 30 minute timed cumulative quiz which can be taken anytime between 9 a.m. Saturday, 7/2 and midnight Sunday, 7/3.</li> </ul>
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**Optional Reading:** None

**Module 5: JUSTICE**  
**July 4 - July 10 – RELEASED 6/26**

- Course-level objective:**
- ❑ Analyze the types of justice and ways justice is a virtue and explain the distinction between charity
  - ❑ Describe a particular exemplar or social movement that manifests the dispositions or virtues of justice
  - ❑ Analyze the religious, cultural, and social resources available to articulate and foster social justice

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| <b>Module-level Learning Objectives:</b> | <ul style="list-style-type: none"> <li>• Describe distributive, commutative and contributive social justice</li> <li>• Analyze the tension between charity and justice</li> <li>• Explain various subvirtues of justice</li> <li>• Identify the role of exemplarhood in your own life</li> </ul> |
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| <b>Topics Flourishing</b> | <ul style="list-style-type: none"> <li>• Justice in the Christian tradition</li> <li>• Charity and Justice</li> <li>• Supporting Virtues: Hospitality and Solidarity</li> <li>• Role of Exemplars</li> </ul> |
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| <b>Required Readings/Viewings and Activities</b> | <p>Readings</p> <ul style="list-style-type: none"> <li>• Paul Wadell, “Reimagining the World: Why Justice for One demands Justice for All” in <i>Happiness and the Christian Moral Life</i>. (Second Edition. Plymouth: Rowman &amp; Littlefield, 2012), 219-240.</li> </ul> |
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- Lamouruex and Wadell, Ch. 10: “The Mission of Public Discipleship” in *The Christian Moral Life*, 246-264.
- Kate Ward, “Jesuit and Feminist Hospitality: Pope Francis’ Virtue Response to Inequality” *Religions* 2017, 8, 71; doi:10.3390/rel8040071 (Canvas)

Due

- Discussion Board Post, Wednesday, 7/6.
- Discussion Board Post, Sunday, 7/10
- Identify an Exemplar Post, Sunday, 7/10

**Optional Readings:**

- David Hollenbach, “Poverty, Justice, and the good of the city.” In *The Common Good & Christian Ethics*. Cambridge University Press, 2002,173-211. (Canvas)
- Walter Brueggemann, *The Prophetic Imagination*. 2<sup>nd</sup> edition. Minneapolis, MN: Fortress Press, 2001, 21-57.

**Module 6: COURAGE**  
**July 11-17 – RELEASED 7/3**

**Course-level objective:** Analyze the virtue of courage in Aristotle and in the Christian tradition

**Module-level Learning Objectives:**

- Identify the excess and deficiency of courage
- Explain why courage is understood differently by Aquinas and Aristotle
- Identify the role of religious and social practices in sustaining courage

**Topics Flourishing**

- Virtue and Vice of Courage
- Tools of Christian Courage
- Courageous Exemplars

**Required Readings/Viewings and Activities**

Readings

- Rebecca Konyndyk DeYoung, “Courage as Christian Practice” *Journal of Spiritual Formation & Soul Care*, Vol. 2 (Fall 2013): 301-312.
- John Branch, “The Awakening of Colin Kaepernick” *New York Times* (Online) , New York: New York Times Company. Sep 7, 2017.
- Kerry Walters. *Profiles in Christian Courage: Extraordinary Inspiration for Everyday Life*. Lanham. MD: Rowman & Littlefield, 2014. Three short selections (Canvas)
- Oliner, Samuel P. “Visions of a More Just World: The Acts of Moral Leaders” in *Do Unto Others: Extraordinary Acts of Ordinary People*, 137-172. Westview/ Perseus Books Group. Boulder, CO, 2003. (Canvas)



Due

- Discussion Board Due Wednesday, 7/13.
- Comments on Discussion Board due 7/16
- Exemplar Project Due Sunday, 7/17

**Optional Readings:**

- Stanley Hauerwas and Charles Pinches, "Courage," in *Virtue: Readings in Moral Theology No. 16*. ed. Charles Curran and Lisa Fullam, 227-249. New York: Paulist Press, 2011. (Canvas).
- Patrick M. Clark, "The Case for an Exemplarist Approach in Catholic Moral Theology" *Journal of Moral Theology* Vol 3.,No. 1 (2014): 54-82. (Canvas)

**Module 7: HOPE & Its Intersections**

**July 18-30 – RELEASED 7/5**

**Course-level objective:** Analyze the virtue of hope in the Christian tradition

**Module-level Learning Objectives:**

- Identify the excess and deficiency of hope
- Consider hope's relationship to certitude/faith
- To deepen your understanding of what it means to be a thoughtful engaged social and civil actor
- To reflect on how specific local communities create structures to model being women and men for others
- To consider how specific local communities seek to increase the agency of and respect the dignity of all individuals.

**Topics Flourishing**

- Hope, Hope as a Virtue, Application to Addiction
- Hope as a Social Virtue, application to Burkina Faso
- Virtue and Conversion, application to Standing Rock
- Rest as a Virtue

**Required Readings/Viewings and Activities**

- Frederick John Dalton. *The Moral Vision of César Chávez*. Maryknoll, New York: Orbis Books, 2003. Excerpts on nonviolent action of pilgrimages, strikes and boycotts.
- Adam Kadlac, "Hope as a Virtue" *Ethical Theory and Moral Practice*. April 2015, Volume 18, Issue 2: 337–354. (Canvas)
- Seline Palm and Cline Le Bruyns, "Transforming Hope? A Theological Vision, Virtue and Practice for the Common Good." *Journal of Theology for Southern Africa* 146 (July 2013): 104-121.
- Lamouruex and Wadell, Ch. 4, "Starting Over Again and Again: Sin and Conversion in the Christian Life," 75-107.
- Jama L. White, Amanda M. Blackburn, and Mary K. Plisco, "Rest as a Virtue: Theological Foundations and Application to Personal and Professional Life" *Journal of Psychology & Theology* Vol. 43, No. 2 (2015): 98-120. (Canvas)

#### Due

- Discussion Board Due, Wednesday, July, 20
- Comments due by Saturday, July 23
- Prospectus for Final Paper Due by Noon, Saturday, July 23
- Personal Reflection Due, Sunday, July 24
- \*Final Paper due via Canvas no later than 11:59 p.m., Friday, July 29 \*final paper can draw on earlier reflection papers and exemplar projects

**Optional Reading:** Walter Brueggemann, *The Prophetic Imagination*. 2<sup>nd</sup> edition. Minneapolis, MN: Fortress Press, 2001, 21-57.

## INFORMATION ABOUT TOOLS AND TECHNICAL REQUIREMENTS

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to:

1. Communicate with your professor and classmates regularly via email, discussion boards, and other platforms.
2. Navigate the internet using a web browser (note that certain tools may require a specific browser).
3. Use office applications such as Microsoft Office or Google Docs to create documents..
4. Submit assignments in Canvas.
5. Upload and download saved files (including text, audio, and video).
6. Use a microphone to record audio.
7. Use an internal or external camera to record video.

## TOOLS AND TECHNICAL SUPPORT

In this course, we will use Canvas, Turnitin, VoiceThread and Zoom.

- **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 [Canvas live chat](#) and 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. If you're looking for help on a specific feature, check out the [Canvas Student Guide](#).
- **Turnitin.** This writing assessment tool integrated with Canvas promotes academic integrity and supports learning outcomes. They have a [student start guide](#) to get you started. Visit the [Georgetown Canvas Support page](#) if you have a technical question.

- **VoiceThread:** This collaborative tool offers video, voice, and text commenting. To get started, review the [Getting Started with VoiceThread page](#). For support, you can find more guides or request help on the [VoiceThread at Georgetown page](#).
- **Zoom.** This live video-conferencing tool enables users to conduct live discussions, presentations, lectures, office hours, etc. via audio, video, text chat, and content sharing. You can also use it to create audio or video recordings. Visit the [Web Conferencing with Zoom](#) page if you have technical issues.

## 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.
- *You will also need an internal or external microphone and camera to complete this course.* 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

Written work is due by the assigned due date on Canvas. You must submit your weekly written assignment online by the time assigned in Canvas; Follow-ups and class participation are contingent on the timely submission of your initial responses. Discussion board posts will not be counted as complete if submitted late. Quizzes cannot be taken late. Plan accordingly. Reflections and papers will receive grade penalties for late submissions. Reflections and papers that are late by more than 48 hours without faculty approval will receive a failing grade. **DO NOT SEND YOUR PAPERS TO OTHER PERSONAL OR PROFESSIONAL EMAIL ADDRESSES.**

### TIME EXPECTATIONS

Our online classes are designed to meet the same academic standards as our place-based (face-to-face) courses. You can think of each module equal to the same level of participation, commitment, and academic rigor as a face-to-face class. Students should plan on spending approximately 10-12 hours per week on the work for each online module.

### COMMUNICATION EXPECTATIONS

### *Communication with Peers and with Professor*

You will be expected to engage with your peers via VoiceThread and discussions on a regular basis.

Students should check their e-mail regularly. Please use the following guidelines when sending academic and professional related communication:

- **Check the syllabus.** Before sending your e-mail or message, be sure that your question has not already been addressed in the syllabus or an announcement.
- **Use the preferred medium.** Double check in the syllabus or orientation to see whether email or Canvas message is your professor's preferred medium.
- **Be patient.** You will receive a response within 48 hours on business days. Please do not wait until the night before an assignment is due to ask a question. Please allow 48-72 hours for assessment submission feedback
- **Use a clear subject line.** The subject line should include the topic of the message and the class title.
- **Greet & close.** E-mail and Canvas messages should begin with a formal greeting and end with a closing as well as your name.
- **Check your 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.

## **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**

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.).

## **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 live out a commitment to integrity in all my words and actions; 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; to live out the ideals of Georgetown University I commit myself to be a person for others in my daily life,

respectful of difference and disagreement; To care for this venerable campus and all of those with whom I share it; and to fulfill in all ways the trust placed in me to carry on the Georgetown tradition.

## **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 recognizes that COVID-19 has a significant impact on everyone in the Georgetown community. 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

## **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](#).

## **TITLE IX PREGNANCY MODIFICATIONS AND ADJUSTMENTS**

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. SCS students must complete the [Pregnancy Adjustment Request Form](#) and submit it to the SCS Deputy Title IX Coordinator at [titleixscs@georgetown.edu](mailto:titleixscs@georgetown.edu). Upon receiving the completed form, the Deputy Title IX Coordinator will schedule a meeting with the student to discuss the requested adjustments and implementation process. More information about pregnancy modifications can be found on the [Title IX at Georgetown University Website](#) 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.

## **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. 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.