



## School of Liberal Arts

# POLS 4240 Special Topics in International Relations: Justice after Genocide, Spring 2022

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### Instructor Information

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**Instructor:** Dr. Dovile Budryte

**Office:** C-1225

**E-mail:** [dbudryte@ggc.edu](mailto:dbudryte@ggc.edu)

**Teams softphone (mobile softphone, explained below):** (470) 563-9613

**Office hours (online):** Tuesdays and Thursdays 11:30-12:20: [link to office hours](#)

### Communication

At any time, you can contact me by email (preferred), or by using the Teams softphone number above. The softphone is an add-on to Microsoft Teams which allows you to call or text me *from a phone*, as you call any other phone number. It allows me to receive calls and text messages in a variety of places, similar to using a cell phone. When you call my softphone number, you do not use Teams. Of course, you can also call me or send messages using the Teams app.

Communications received Monday through Thursday after 5pm EST will be returned by the next day. On the weekend or when I am away from campus (e.g. at a conference), my response may be irregular.

You should check your GGC email every day. When corresponding by email, I will communicate with you using only your GGC email. Due to the Family Educational Rights and Privacy Act (FERPA), I will not respond to emails from other domains (yahoo.com, gmail.com, hotmail.com, etc.).

When you email me, you should consider the email as official correspondence. As such, the email should not appear as a text message but should have proper spelling, grammar, and punctuation.

Please address me as Dr. Budryte, not by my first name.

You should also check your Brightspace (Desire2Learn) course site every day.

### Technology Covenant

Technology will be used to deliver content, provide resources, assess learning, and facilitate interaction, both within the classroom and in the larger learning community. This covenant provides a general guideline for the course. I reserve the right to make periodic and/or necessary changes to the covenant, including technology use and communication channels, in order to accommodate the needs of the class as a whole and fulfill the goals of the course.

## Expectations of Students

All students at GGC need to have access to a computer. If you do not have one, computer labs are available on campus. A limited number of laptops are available for checkout from the GGC Technology Helpdesk; please contact me about this if you need one.

Students can access the course materials and grades via Brightspace (Desire to Learn).

Students should check GGC email regularly (at least twice a day).

All completed homework assignments will be submitted through Brightspace (Desire2Learn). Major projects are due by midnight on the due date unless other arrangements are made.

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## Course Information

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### Class Details

**Course Details:** POLS 4240-01 Special Topics in IR: Justice after Genocide, 3 credits

**Class Time:** asynchronous

**Course Location:** online

### Online Tests

This course will use Blackboard Collaborate for online tests and quizzes.

### Course Description

This course focuses on the following questions: What is justice after genocide? Who should be held accountable? How can justice be pursued? Which actors (both domestic and international) should be engaged in these processes? How should injustices be remembered publicly?

### Course Prerequisites

POLS 1101 and ENGL 1102 with a grade of "C" or above or permission of the instructor

### Course Resources

#### Required Texts

Elazar Barkan. *The Guilt of Nations: Restitution and Negotiating Historical Injustices*. W.W. Norton, 2000.

Other required readings will be posted on D2L. I will assign additional videos and readings for each week, which will be made available on the D2L website, Content.

### Course Goals and Objectives

Students taking this course will learn to:

- 1) Analyze various theoretical perspectives on historical justice;

- 2) Delve into several case studies of genocides and their aftermaths in recent history;
- 3) Apply various theoretical concepts related to justice to these specific case studies;
- 4) Develop their writing, speaking and critical thinking skills.

## Course Outcomes

Upon completion of this course, students will:

- 1) Demonstrate an understanding of various theoretical perspectives on historical justice;
- 2) Demonstrate knowledge of relevant historical background for understanding genocides in recent history;
- 3) Demonstrate an ability to apply various theoretical concepts related to justice to specific case studies;
- 4) Demonstrate adequate writing, speaking and critical thinking skills.

## Course Requirements and Grading

You can expect to access the course materials and grades via our course in Brightspace (Desire to Learn). Students should check this Brightspace course daily, as changes will always be announced and recorded on the course site.

### Grading Scale

- A (Excellent) 90-100
- B (Good) 80-89
- C (Fair) 70-79
- D (Poor) 60-69
- F (Failure) 59 and below

### Grading Percentages

<b>Grading Category</b>	<b>Percent Weight</b>
<b>2 Exams</b>	30%
<b>Weekly essays and responses (discussion board); 13 forums</b>	39%
<b>Research Project and Video Presentation</b>	31%

### Late Work Policy

Because the assignments will be due via the D2L website, it is your responsibility to make certain that the assignments are turned in on time. If you encounter problems with the website, then I can allow for an email submission to demonstrate the timeliness of the submission of the assignment. However, to receive full credit, you will need to email the assignment at the time it is due.

You may request extensions for the assignments by sending an email message to me at least 24 hours before the assignment is due. Late penalties may be applied. In exceptional cases (such as emergencies), late work will be accepted.

## Assessment Tools

### 1. Two Exams (15% each, 30% total)

Exams will be delivered via the D2L quiz function and will consist mostly of essay questions. The exams will focus largely upon lecture material, videos and the readings. Test 2 (the final exam) will be comprehensive.

### 2. Weekly essays and responses (13 forums; 3% each; 39% total)

You will be asked to participate in the weekly online forums focusing on the assigned readings and other materials. Your participation will consist of an essay (at least 250 words not including bibliography) and a thoughtful response to two of your classmate's comments (at least 100 words each response). **Your weekly essay is worth 20 points, and your responses to the peers' posts are worth 10 points.** The evaluation rubric is available from D2L (Content, "rubrics"). The forum will be open until 11:59 PM on Fridays; however, please post your individual essay submission by Wednesday night (11:59 PM) to make sure that you have time to respond to your classmates' essays and comments. Late penalties may be applied. Please document the sources carefully in the body of the essays.

### 3. Research project and video presentation (31%)

This is one of the most important assignments in this class, demonstrating your ability to pursue guided research. The assignment consists of several parts:

1) Research question: It should identify the focus of your paper. I must approve it before you can move on to the other parts of this assignment (1% of the grade)

The topic for your paper can be any topic of interest to you in the area of historical justice, broadly defined as the ways in which societies address the past wrongs. In selecting your topic keep in mind that your topic should be one that can be empirically researched. Please do not recycle papers from other Political Science classes.

***Once your research proposal is approved, your topic cannot be changed without my approval.***

2) Working draft: A working draft will be due during week 13, together with research presentations. **Please post in the Discussion section.** The final grade for the research project will be reduced by one letter grade if I do not receive the working draft.

3) Students will write a 12-13 page (at least 3,000 words), double spaced (not including bibliography and graphs), research paper. The research paper will include an abstract, introduction with thesis and argument, literature review, theory and hypotheses, a brief description of data and methods, a quantitative or qualitative analysis, discussion of results, and a conclusion. (25% of the grade)

#### *Introduction*

The first section required as part of the paper is the introduction. The introduction serves to introduce the reader to your topic and why it is important. You need to capture the attention of the reader and indicate why the reader should care about your paper. Include your thesis and argument.

Define the general topic, point out the trends of what has been published. These could include conflicts in theory, gaps in scholarship, or a pertinent problem that needs to be addressed.

#### *Literature Review*

The second section required is a literature review. In this section you will review what scholars have found out in the past concerning your topic and identify how your research fits into the existing research. You should attempt to place your topic into context of the existing literature and how it attempts to advance our knowledge.

Please note: the focus of a literature review is to summarize and synthesize the arguments and ideas of other authors without adding new (original contributions).

#### *Theory and Hypotheses*

In this section you will identify the research question of interest and propose explanations to answer the question of interest. You will provide a specific statements or series of statements of how you believe the phenomena of interest are related. You should refer back to the literature in the justification of the hypotheses you are going to test.

#### *Data and Methods*

In this section you should describe the data and methodology you will use to test your hypotheses. That is, how will you answer the questions raised in the previous sections?

#### *Analysis*

This section will include the application of the methodology outlined in the previous section and case studies (if applicable).

#### *Conclusion*

The conclusion of the paper should identify your findings and their significance.

4) Presentation: You will be asked to post your working draft online and present it to your peers for feedback. Your presentation should use at least one visual aid and clearly summarize your findings. The research presentation should last approximately 4-5 minutes. (5% of the grade)

## Course Outline/Assessments

*Please note: Additional readings and videos will be added. Please check your GGC email for the updates. I reserve the right to change the schedule if needed.*

*Please note: Additional readings and may be added. Please check your GGC email and D2L site for the updates. I reserve the right to change the schedule if needed.*

### **Week 1 (January 18-21)**

What is meant by “genocide”? Different perspectives on genocides

Adam Jones. 2011. *Genocide: A Comprehensive Introduction* (e-book, 2<sup>nd</sup> edition). London: Routledge. Part 1: Overview (p. 3-53). Available from Galileo, ebook collection.

Mohammad Pizuar Hossain. 2021. “Stages of the Rohingya Genocide: A Theoretical and Empirical Study.” *Holocaust and Genocide Studies* 35 (2).

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## **Week 2 (January 24-28)**

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What is meant by “historical justice”? Relevant concepts and historical context

Barkan, introduction and Chapter 1

Scholars’ Circle radio, “What Do Acknowledgement and Commemoration Mean for Genocide Awareness and Justice?” (2021)

[Link to the program 1](#)

Scholars’ Circle radio, “Survey of Historical and Current Practices to Redress Crimes Against Humanity”

[link to the program 2](#)

## **Week 3 (January 31-February 4)**

Case study 1

The Armenian genocide and the post-World War I trials in Turkey

Nanor Kebranian. “Genocide, History, and the Law: Legal Performativity and the Recognition of the Armenian Genocide in France and Germany,” *Holocaust and Genocide Studies*, vol. 34, no. 2 (Fall 2020), pp. 253-273

Vahakn N. Dadrian. “The Turkish Military Tribunal’s Prosecution of the Authors of the Armenian Genocide: Four Major Court-Martial Series,” *Holocaust and Genocide Studies*, vol. 11, no. 1 (Spring 1997), pp. 28-59

Excerpts from film “The Armenian genocide”

## **Week 4 (February 7-11)**

Case study 2: The Holocaust: The Main Developments; the Crimes

The Holocaust by Bullets

US Holocaust Memorial Museum: Introduction to the Holocaust and Timeline of Events

[Link to the article about the Holocaust](#)

Father Patrick Desbois. 2008. *The Holocaust by Bullets*. New York: Palgrave Macmillan (an excerpt available from D2L)

## **Week 5 (February 14-18)**

Case study 2 (Continued)

Nazi Crimes: The Nuremberg

Holocaust Encyclopedia, The Nuremberg trials, [Link to the article about the trials](#)

Nuremberg trial testimony of Avrom Sutzkever, [Link to the testimony by Avrom Sutzkever](#)

Robert Wolfe, "Flaws in the Nuremberg Legacy: An Impediment to International War Crimes Tribunals' Prosecution of Crimes against Humanity," *Holocaust and Genocide Studies*, Vol. 12, no. 3 (Winter 1998), pp. 434-53

### **Week 6 (February 21-25)**

Case study 2 (continued)

Postwar Justice and Ongoing problems associated with historical justice after the Holocaust

Moyshe Feygnboym, "Why Historical Commissions?" [Link to the article about the commissions](#)

Holocaust Encyclopedia, "The Eichmann Trial" [Link to the article about Eichmann's trial](#)

Restitution in East Central Europe (Barkan, Chapter 6)

Sarah Federman, "How Companies Can Address Their Historical Transgressions" (2022) [Link to Corporate Responsibility](#)

### **Week 7 (February 28-March 4)**

**Midterm exam**

### **Week 8 (March 7-11)**

Case study 3

Lithuania: Mnemonic Conflicts Surrounding the Holocaust

Timothy Snyder. 2010. *Bloodlands: Europe between Hitler and Stalin*. Philadelphia: Basic Books. Chapter 6. (D2L).

Snyder's lecture at LSE:

[Link to Snyder's Lecture](#)

Holocaust by Bullets: Yahad-in-Unum Approach to the Study of Genocide

[Link to Yahad-in-Unum map](#)

Saulius Sužiedėlis and Šarūnas Liekis. 2013. "Conflicting Memories: The Reception of the Holocaust in Lithuania." In Joanna Michlic and John-Paul Himka, *Bringing the Dark Past to Light: The Reception of the Holocaust in Postcommunist Europe*. University of Nebraska Press.

### **Week 9 (March 14-18)**

Case study 4

Colonial genocides and issues of historical justice

David Bargeño. 2012. "Cash for Genocide? The Politics of Memory in the Herero Case for Reparations," *Holocaust and Genocide Studies* 26 (3).

Klaus Bachmann, Gerhard Kemp. 2021. "Was Quashing the Maji-Maji Uprising Genocide? An Evaluation of Germany's Conduct through the Lens of International Criminal Law," *Holocaust and Genocide Studies* 35 (2).

Barkan, Chapter 8 "Native American Restitution: Land, Human Remains and Sacred Objects"

### **Week 10 (March 21-25)**

**Spring break**

### **Week 11 (March 28-April 1)**

Case Study 5

Slavery

Barkan, Chapter 12: Restitution for Slavery: Opportunity or Fantasy?

Ta-Nehisi Coates, "The Case for Reparations," *The Atlantic*, June 2014, [Link to Case for Reparations](#)

### **Week 12 (April 4-8)**

Case Study 6

Jessica Auchter. 2015. "Theorizing Haunting and the International after Genocide: The Cases of Rwanda and Darfur," *Ethnicity Studies/Etniškumo studijos* 15 (2), a special issue edited by Dovile Budryte and Erica Resende, 2015

Thomas Olesen. 2012. "Global Injustice Memories. The 1994 Rwanda Genocide." *International Political Sociology* 6.

Mark Anthony Geraghty. 2020. "Gacaca, Genocide, Genocide Ideology: The Violent Aftermaths of Transitional Justice in the New Rwanda," *Comparative Studies in Society and History* 62 (3).

### **Week 13 (April 11-15)**

**Working draft of the research paper and video presentation are due**

**Online discussion of the research papers and presentations**

### **Week 14 (April 18-22)**



## Case Study 7

### The Former Yugoslavia

Excerpt from Michael Ignatieff. 1993. *Blood and Belonging: Journeys into the New Nationalism*.

Leydesdorff, Selma. 2011. *Surviving the Bosnian Genocide: The Women of Srebrenica Speak*. Translated by Kay Richardson.

Stephanie Scwander-Sievers and Melanie Klinker. 2019. "Longing for Lost Normalcy: Social Memory, Transitional Justice, and the 'House Museum' to Missing Persons in Kosovo," *Nationalities Papers*, 47 (2).

## Week 15 (April 25-29)

### Changing International Norms and Historical Justice

Lea David. 2020. *The Past Can't Heal Us: The Dangers of Mandating Memory in the Name of Human Rights*. Cambridge UP (excerpts)

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## Final Exam Details

The final exam will be given during the week of May 3-9. The date and time of the final exam is set by the registrar and will be posted at midterms. The exam schedule cannot be changed at the convenience of the student. You should not plan to be absent during that week. A make-up final exam will only be given in cases of a verifiable excused absence.

## Course Expectations

- 1) Students will be responsible for learning **all** course material, whether it is delivered via lecture, video or reading.
- 2) It is crucial that an atmosphere of respect prevails and that we support each other as we tackle challenging ideas. Excellent online participation is respectful and thoughtful participation. Disruptive online behavior will not be tolerated, and it may affect your course grade.
- 3) Please make sure to have access to the required textbook; this will help to complete the assignments. It is highly recommended to make specific references to the textbook in weekly discussions.
- 4) Additional assignments, readings and video material will be added on a regular basis. Please check the Brightspace (D2L) and ggc.edu e-mail regularly. I will send reminders every week (usually on Friday) about the assignments for the upcoming week.
- 5) If you experience trouble with online assignments, including quizzes, please take a screen shot immediately if you would like to make-up the assignment. Please consider contacting GGC Help Desk at helpdesk@ggc.edu or call 678 407 5611 for technical help.
- 6) Please allow a reasonable amount of time for grading essays and research papers, which is at least ten to fifteen working days.
- 7) Make-up exams will be scheduled for students directly involved in documented emergencies. Please let me know as soon as possible if you are unable to take the exam or a quiz as scheduled.
- 8) All writing assignments must be spell checked and edited. A "Works Cited" page is required. Do not use Wikipedia as the main source.

Please consult [this website](#) for help with citations. This website includes references to APA, MLA and Turabian, all of which are acceptable styles of documentation in this class.

## Important Dates

January 18: Classes Begin

January 24: Drop/Add Period Ends

Week 7 (February 28-March 2): Test 1 (midterm exam); online

March 7: Midterm Grades Due

March 9: Last Day to Drop a Class with a W (by 5:00 p.m.)

March 21-26: Spring Break

May 2: Last Day of Classes

May 3-9: Final Exams

May 12: End of Semester Grades Due

May 16: Grades Available in Banner

## Course Changes

This course syllabus provides a general plan for this course. The instructor reserves the right to make changes to the syllabus, including changes to assignments, projects, examinations, etc., in order to accommodate the needs of the class as a whole and fulfill the goals of the course.

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## School of Liberal Arts

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### Vision/Mission Statement

The School of Liberal Arts provides an innovative, multidisciplinary, student-centered, flexible curriculum that prepares the student for further study or work in a global economy. The School seeks to develop the student's learning through faculty engagement in cross-disciplinary teaching, research and service with a flexible curriculum that responds to increased globalization.

### School/Program Outcomes

Integrated Educational Experience Goals:

**The IEE Goals met by the objectives of this course are in bold/strong format:**

- **IEE-1: Clearly communicate ideas in written and oral form.**
- **IEE-2: Demonstrate creativity and critical thinking in inter- and multi-disciplinary contexts.**
- IEE-3: Demonstrate effective use of information technology.

- **IEE-4: Develop intercultural awareness of diverse viewpoints and of local and global perspectives.**
- IEE-5: Produce scholarly or creative works that reflect information literacy knowledge, skills, and dispositions.
- **IEE-6: Demonstrate ethical and moral principles.**
- IEE-7: Demonstrate and apply leadership principles.
- IEE-8: Demonstrate competence in quantitative reasoning.

## Academic Integrity and Use of Turnitin

Students are responsible for avoiding every aspect or appearance of plagiarism by appropriately citing the sources of ideas, thoughts, or words of others that appear in their academic work. Students must include complete citations for any work which is not totally original. When appropriate, I will use the originality check feature of Turnitin to assist students in learning how to cite work appropriately.

Examples of plagiarism include:

- Directly quoting another's words without appropriate citation and punctuation
- Overusing quotations in a written work
- Paraphrasing another's words without appropriate citation
- Submitting assignments and other work that are not your own
- Citing primary and secondary sources incorrectly

Examples of academic dishonesty include:

- Submitting a single assignment for multiple courses without the instructors' knowledge or permission;
- Using assignments submitted by other students;
- Using unauthorized materials during an exam.

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## Student Resources

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### Academic Enhancement Center (AEC)

The Academic Enhancement Center offers tutorial services on campus and online.

Tutors are available on campus 9 AM-7 PM Monday-Thursday, 9 AM-5 PM Friday, and 1-5 PM Saturday and Sunday. All sessions are 45 minutes long. Students also have the option to upload their papers online to have tutors look at them and return them with comments, usually within 24 hours.

To make an appointment for an on-campus session, please call the AEC at **678-407-5191**. To schedule an online session, log in to MyCourses and click the **Free Online Tutoring** button at the top of the homepage. The AEC looks forward to helping you achieve your academic goals!

## Online Study Group Resource: CircleIn

**CircleIn**, a virtual study support app, is available to all GGC students. Hop on a video call, text with classmates, create study groups, and share notes and flashcards to prepare for success in your courses. By engaging with your peers in these activities, you also can earn points towards scholarships and other rewards.

**To get started**, [download the app](#) or use a browser to visit the [CircleIn website](#). Search Georgia Gwinnett College, enter your school login credentials, and select “Authorize” to get started.

## Counseling and Psychological Services (CAPS)

CAPS is a safe, secure, and **confidential** space designed to support GGC students. Meeting with a CAPS clinician is a chance to explore issues and determine possible courses of action or resolution in a respectful and confidential setting. Your mental health and wellness are our priority and we hope to help you succeed.

Your first step to starting your relationship with CAPS is to schedule an initial information-gathering appointment (Intake), where you meet with a clinician to discuss your needs. From here, a clinician will work with you to decide your next steps. Counseling is a collaborative effort that necessitates your willingness and commitment.

Counseling services are available for all currently-enrolled GGC students. Services are free to students and are offered year-round.

For more information, please visit [the CAPS website](#), or contact us at **678-407-5592**.

Also, for students who may need immediate support that cannot wait for a scheduled appointment, students have access to our **24/7 Support Line: 833-910-3366**.

## Dean of Students

GGC's Dean of Students is an advocate and resource to support student success at GGC. The Dean has oversight for all [student affairs](#) areas. The Dean of Students can assist students in [crisis situations](#) including [food/home insecurities](#), hospitalizations, medical issues and other issues related to health and safety. Your wellness matters! You can contact the Dean of Students at [tjimenez@ggc.edu](mailto:tjimenez@ggc.edu), [studentaffairs@ggc.edu](mailto:studentaffairs@ggc.edu) or **678-407-5882**.

## Disability Services

**Access and Accommodations:** It is important to GGC that all students have equal access to the classroom and their educations. If you have already established accommodations with Disability Services, please provide me with your **Faculty Accommodation Notification**, with your approved accommodations listed. Please do so at your earliest convenience, so we can discuss your needs in this course.

If you have not yet established services through Disability Services (located in **D-1404**), but have a permanent disability (such as but not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), or temporary condition that requires accommodations, you are encouraged to meet with Disability Services. **To contact disability services please call 678-407-5195 or send an email to [disabilityservices@ggc.edu](mailto:disabilityservices@ggc.edu).**

Disability Services offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process requiring the student and disability services staff to meet. Disability services will review the documentation provided, discuss functional limitations with the student, along with the classroom environment

and potential barriers or access issues. Georgia Gwinnett College is committed to creating an inclusive and accessible learning environment consistent with federal and state law.

## Kaufman Library

The Daniel J. Kaufman Library and Learning Center provides a wealth of resources, services, and space, in support of your academic success. Tens of thousands of full text articles as well as e-books, e-book chapters, reports, statistics, streaming media, virtual anatomy and chemistry models, etc., are available from [library databases, e-books, e-journals](#), and [media](#) collections covering a wide variety of subject areas. Books available at GGC and other USG institutions can be located in [GIL-Find, the library catalog](#), and print books can be borrowed from other USG institutions. [Research and course guides](#) provide access to discipline specific databases, books, websites, etc. [Ask a Librarian](#) offers research assistance via chat, e-mail, phone, and walk-in. In-depth research assistance is available by [scheduling a research consultation](#). Kaufman Library has individual and group study space throughout the building as well as 37 individual and group study rooms that can be booked via the [online reservation system](#). There is a Quiet Reading Room located on the third floor. Computers, fully loaded with campus software, and printing are also available in Kaufman Library.

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## Georgia Gwinnett College Policies

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### Academic Integrity

Student Honor Statement: We will not lie, steal, or cheat, nor tolerate the actions of those who do.

Georgia Gwinnett College students are expected to adhere to the highest standards of academic integrity and are expected to encourage others to do the same. Further, students are expected to take responsible action when there is reason to suspect dishonesty on the part of others.

Academic dishonesty carries severe penalties ranging from a grade of "0" on the affected assignment to dismissal from Georgia Gwinnett College. Each faculty member at Georgia Gwinnett College bears the responsibility for assigning penalties for cases of academic dishonesty utilizing the faculty adjudication process. Please contact the Office of Student Integrity to report alleged violations of academic dishonesty. Students may appeal a penalty as outlined in the [Student Handbook](#), Section 4.6.5, Student Code of Conduct.

### Academic Respect

The college exists to foster educational excellence. To this end, a classroom atmosphere that supports learning must be maintained. Students are expected to be active, attentive participants in the class. Students are also expected to abide by class policies and procedures and to treat faculty and other students in a professional, respectful manner. Students are expected to be familiar with the [Student Handbook](#), Section 4.6.5, Student Code of Conduct.

### Americans with Disabilities Act Statement

Georgia Gwinnett College provides reasonable accommodation to employees, applicants for employment, students, and patrons who have physical and/or mental disabilities, in accordance with applicable statutes. Georgia Gwinnett College takes affirmative action to employ and advance in employment persons who are qualified disabled veterans, veterans of the Vietnam Era, or other covered veterans. If you are a student who is

disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Office of Disability Services](#). A CDS Counselor will coordinate those services.

For more information, refer to [GGC's web page on the ADA and Reasonable Accommodations](#).

## Attendance Policy

The classroom experience is a vital component of the college learning experience. Interaction with instructors and with other students is a necessary component of the learning process. Students are expected to attend regularly and promptly all class meetings and academic appointments. Students who are absent from classes bear the responsibility of notifying their instructors and keeping up with class assignments in conjunction with instructor provisions in the course syllabus. An individual instructor bears the decision as to whether a student's absence is excused or unexcused, and whether work will be permitted to be made up. The decision of the instructor in this case is final. Students who are absent because of participation in college-approved activities (such as field trips and extracurricular events) will be permitted to make up the work missed during their college-approved absences, provided that the student discussed with and obtained approval from the instructor to make up the work missed prior to the student's going on the field trip.

Individual instructors may establish additional attendance requirements appropriate to their course's context, e.g. lab attendance. A student whose class schedule would otherwise prevent him or her from voting will be permitted an excused absence for the interval reasonably required for voting.

For more information, please refer to the [Student Attendance Policy](#) in the GGC online catalog, [Academic Policies and Procedures](#).

## COVID-19 Statement

When returning to campus for fall classes and activities proof of vaccination is not required but, please help to keep your fellow Grizzlies healthy and get fully vaccinated as soon as possible. Vaccination locations can be found at <https://www.vaccines.gov/>

While on campus face masks are strongly encouraged for those who are not fully vaccinated.

Kindly do not enter GGC facilities if:

- You have signs or symptoms of the cold, flu, or COVID-19
- You have been diagnosed with a contagious illness and are still contagious
- You have had contact with a person that has or is suspected to have COVID-19 within the past 14 days and have not been fully vaccinated, are not immune, and have not completed the recommended post-exposure quarantine protocol.

For more information, please visit [GGC's COVID-19 Health and Exposure Updates site](#).

## Respect for Diversity Statement

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your

suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

## Equal Opportunity and Affirmative Action Statement

Georgia Gwinnett College is an equal employment, equal access, equal educational opportunity, and affirmative action institution. It is the policy and practice of our institution to recruit, hire, train, promote, retain, and educate persons without regard to race, color, national or ethnical origin, age, disability, sex/gender, religion, sexual orientation, gender identity, genetic information, or veteran status as required by applicable state and federal laws (including Title VI, Title VII, Title IX, ADA, Sections 503 and 504 of the Rehabilitation Act, and Executive Order 11246).

Additionally, Georgia Gwinnett College affirms its commitment to keeping its workplace and academic programs free of discrimination and harassment, and maintaining an environment that recognizes the inherent worth and dignity of every person. Any individual who feels that they may have been discriminated against, should contact the Office of Diversity & Equity Compliance at [odec@ggc.edu](mailto:odec@ggc.edu).

Students requiring disability related accommodations, please contact the Office of Disability Services at [disabilityservices@ggc.edu](mailto:disabilityservices@ggc.edu).

For more general information, please visit the [Office of Diversity and Equity Compliance's](#) website.

## Safety and Security

View the [GGC Safety and Emergency Communications web page](#) for information important to you. To avoid confusion and rumor, ensure you:

- 1) Sign up for [RAVE alert text notification](#).
- 2) Download the LiveSafe app for [iPhone](#) or [Android](#).
- 3) View the 15-minute [Active Shooter Video](#). You are the additional eyes and ears for first responders. Follow the adage, "If you see something, say something" to a GGC employee. Your community needs your increased vigilance and awareness.
- 4) For updates on COVID-19 please visit [our COVID-19 Public Health page](#). It includes links to the latest information from the Centers for Disease Control and Prevention (CDC), the World Health Organization (WHO), and the University System of Georgia (USG), among others.

## Sexual Misconduct Statement

Georgia Gwinnett College is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect, and is free of all forms of sex discrimination, including sexual harassment, nonconsensual sexual contact, nonconsensual sexual penetration, sexual exploitation, domestic violence, dating violence, and stalking. If you or someone you know is experiencing any of these behaviors, the College has staff and resources on campus to support and assist you. For a list of resources, please visit [Sexual Misconduct Resources](#).

There are both confidential and non-confidential resources and reporting options available to you. GGC is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot

guarantee confidentiality. I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please visit the [website of the Office of Diversity and Equity Compliance](#).