POGO 750-028: Energy in a Turbulent World (3 credits)
DRAFT VERSION 1, April 21, 2025.
Fall Semester 2025 Thursday 10:30 am –1:10 pm Van Metre 121

Instructor: Richard D. Kauzlarich, Distinguished Visiting Professor and Co-Director of the Center for Energy Science and Policy (CESP)
Email: rkauzlar@gmu.edu (preferred contact)
Phone (office): 703-993-9652.
Office hours: TBD
>Last day to add classes:
>Last day to drop classes without penalty:
>Last day to drop (50% tuition penalty):

Course Description

Diversity Statement for POGO 750 Energy in a Turbulent World

Mason's Diversity Statement and Mason's Non-Discrimination Policy affirm our belief that student diversity is an invaluable asset for enriching the learning in our courses (whatever modalities we may use). I will promote an equitable and just learning environment that welcomes individuals and their differences. Drawing on material from the School of Integrative Studies, I will:

- value our diverse student body,

- commit to supporting those who have been victims of bias and discrimination,

- promote continuous learning and improvement to create an environment that values diverse viewpoints and life experiences,

- create an environment that engages diverse perspectives,

- foster a willingness to hear and learn from diverse sources and views, thereby enhancing competencies in communication, critical thinking, and global understanding and

- develop a greater understanding of our biases and how they affect interactions with each other and our world.

Because this class deals with political issues, we must respect diverse political views.

Warning: Not everyone taking this course will receive an A as a final grade.

Note: Expect significant revisions in the content of this course during the semester. Globally, we face the perfect storm of: (1) the consequences of the continuing global energy transition. (2) The Trump Administration rejected the Biden Administration's aggressive climate change plan that centers on a net-zero emissions economy no later than 2050. (3) The geopolitical crisis with Russia regarding Ukraine, the Israel/Hamas war, and the confrontation with a rising China will remain the dominant features of international relations this semester. These interrelated phenomena profoundly impact energy and geopolitical development. Understanding the impact of these changes requires accounting for the role of the U.S. as a leading producer and consumer of oil and gas and a global driver of climate change.

This course will introduce students to the turbulent global setting where energy transition, climate change, national security, and geopolitics intersect. The implications for policymakers worldwide are profound due to Putin's genocidal invasion of Ukraine, and the Israel-Hamas War. Particularly noteworthy is how politicians can act on the energy transition in a complex geopolitical environment where Russian, Chinese, Iranian, and Saudi Arabian behavior has transformed the energy and security environment. The profoundly disruptive character of Trump policies and policymaking shapes geopolitics. The near-term economic challenges related to tariffs and trade add to an uncertain global economic setting.

Nation-states have a geopolitical identity and geopolitical aspirations for influence. Energy security is an essential factor in those aspirations. Even small states (like Israel and Azerbaijan) play a global geopolitical role that affects energy transition. Indeed, geopolitics is about nation-states -- individual states or groupings (formal or informal) of nation-states like the E.U. or OPEC. Nation-states can influence developments (like supply chains) beyond their borders regarding access to, processing, and transportation of natural resources (carbon-based energy and minerals essential for renewable energy development). Some call this geo-economics. Technology, with its direct and indirect effects on the production and consumption of energy and the nature of energy transition, has direct and indirect impact on the production and consumption of energy, the nature of energy transition, and the electrification of the global economy. I call this geo-technology. But nation-states are not the only actors. Others include sub-national and regional political entities, international energy and technology companies, wealth-empowered individuals, activist groups, terrorists, and organized criminal organizations.

Students will learn how hard and soft power impacts the political significance of strategically important geography. Students will also learn (a) how U.S. geopolitical dominance requires unhindered access to the energy supplied from domestic and foreign sources. (b) The role of transportation of energy at competitive world prices. (c) Where local and international energy

infrastructure intersect as the global economy is electrified. (d) Conceptualizing the relationship between national security, climate change, and energy security in transitioning to a low-/no carbon energy future.

The class will consider the implications for the United States of what had been – before Russia invaded Ukraine -- the geopolitics of energy scarcity to the geopolitics (and geo-economics) of energy abundance. However, the class will also consider the U.S. geopolitical situation through the eyes of other countries. The focus will be on actions policymakers – US and non-US -- can take to enhance geopolitical and geo-economic positions relating to energy transition.
Energy security concerns the security of supply, demand, infrastructure, environment, and the global climate. People everywhere want abundant, reliable (accessible on request), clean, and affordable energy from diverse sources. Energy security may have political, economic, commercial, and military aspects. Perceptions of energy security are more important than reality – a reality that has changed more rapidly and unpredictably than ever in the past 100 years.

Finally, we will explore the shifts underway in the geopolitics based on the disruptive character of Trump foreign and security policies.

Canvas
This class will use Canvas as the authoritative information source for POGO 750-028 Energy in a Turbulent World. Canvas will be the home for this course for the Fall 2025 semester. Please learn it now. See this link for help with Canvas.

Canvas will have the class syllabus, course readings (including the required books as noted below), session content (modules), and assignments. Students will submit all written assignments via Canvas. I will not accept assignments sent via email or in hard copy. I will provide all grades and feedback via Canvas.

We will conduct activities and lessons in person. If necessary, we will hold classes online in synchronous and asynchronous formats using web-conferencing software (Zoom), which appears in Canvas.

All course materials posted to Canvas or other course sites are private. By federal law, you must not share materials identifying specific students (via their name, voice, or image) with anyone not enrolled in this class.

- Video recordings of class meetings that include audio or visual information from other students are private and must not be shared.

- Live Video Conference Meetings (i.e., Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household.

NOTE: We will use Zoom to conduct classes synchronously if necessary to conduct classes online. I will record our synchronous meetings to provide the required information for students in this class. We will store recordings on Canvas, which will be accessible only to students taking this course this semester. Privacy concerns are serious matters. I will respect student privacy and rights under FERPA.

Canvas Support

To participate successfully in this course, you must have access to MyMason and GMU email. Check the ITS Support Center website. Then, navigate to Canvas Student Help for help and information about Canvas. Take time to become familiar with the attributes of Canvas.

Canvas Resources for Students is a supplementary resource course that provides students with videos, guides, and detailed instructions covering the following topics:
- Getting Started with Canvas

- Assignments, Discussions, Quizzes, and Grades

If you encounter an issue in Canvas, support is available! To begin, select the "Help" button on the left side of the Global Navigation menu. Then, choose one of the support resource items within the menu. Contact the George Mason ITS Support Center at 1 **703.993.8870** or support@gmu.edu.

Canvas Login Instructions

Access to MyMason and GMU email is required to participate successfully in this course. Please update your computer and prepare to begin using the online format BEFORE the first day of class. Check the IT Support Center website. Navigate to the Student Support page for help and information about Canvas. Make sure you run a system check a few days before class. Make sure you access Zoom through Canvas. Become familiar with the attributes of Canvas.

Required Textbooks

Yergin, Daniel **The New Map: Energy, Climate, and the Clash of Nations**, The Penguin Press, New York, 2020

O'Sullivan, Meghan L. **Windfall,** Simon & Shuster, New York, 2017

Jaffe, Amy Myers **Energy's Digital Future**. Columbia University Press, New York, 2021

These will be the core texts for the course. I will assign specific sections of the books relevant to the topics under discussion in each session. I will note other readings by linking the syllabus and PDF documents in Course Reserves (Leganto).
Mason Libraries uses a resource management system called Leganto to help reduce student costs by encouraging the use of free materials in the Mason community. Leganto links library resources and other required materials to this Canvas course for easy access.

To view course readings, click the Reading List POGO 750 links in the POGO 750 Learn Here section of Canvas.

Optional Writing Resources

Proficient writing skills are essential for success in POGO 750. The best resources describing these skills are the following:

Dreyer, Benjamin, *Dreyer's English: An Utterly Correct Guide to Clarity and Style*, Random House, New York, 2019

VandeHei, Jim, Mike Allen, and Roy Schwartz, *Smart Brevity: The Power of Saying More with Less,* Workman Publishing, New York, 2022.

Orwell, George *Politics and the English Language*, 1946

Course Learning Outcomes

Knowledge and Understanding

-- Understand and assess causes and effects of geopolitics, geo-economics, geo-technology, and energy policy and practice on energy transition, including climate change, and vice versa.

-- Relate the past, present, and future developments in the global energy sector to geopolitical changes and global trends, particularly the impact of the Russian invasion of Ukraine and the Israel-Hamas War on energy transition and global economic activity because of growing electrification.

-- Distinguish between the role of national and corporate interests and the personal economic and political power objectives of leaders in relation to energy.

-- Assess the interrelationships among energy transition and security, national security, environmental, and climate change objectives, considering the Trump Administration's disruption of traditional national security and foreign policy priorities.

Analytical Skills and Abilities

-- Develop critical thinking skills for processing information, developing hypotheses, and exploring cause-and-effect relationships.

-- Determine reliable information sources in an environment filled with conflicting, self-serving information designed to influence as much as inform.

-- Explore appropriate use of AI tools in energy and geopolitical analysis.

-- Understand how analysis affects policymaking and implementation (practice). The analysis must lead to policy action.

Professional Development

-- Effectively communicate policy-oriented research and analytical conclusions in written and oral forms that meet policymakers' requirements.

-- Learn tools and approaches for delivering presentations to senior policymakers. Integrate the ethical and responsible role of social media and AI.

-- Conceptualize complex technical issues – making them understandable -- for policymakers so that senior officials can create and implement decisions.

-- Evaluate the impact of your policy proposals – who reads them, how they reacted, and what changes they made.

-- Follow instructions, including meeting deadlines.

General:

You will need laptop computers in this class. You can only use laptops during class to work on material related to the class. Engaging in activities unrelated to the course (e.g., gaming, email, chat) will significantly reduce your participation grade.

We often use the Internet to enhance our discussions and computers for our in-class writing assignments. Please respect your peers and instructors and do not engage in activities unrelated to the class. Such disruptions show a lack of professionalism and may affect your participation grade.

Hardware:

If I must teach this course online (via Zoom), you will need access to a Windows or Macintosh computer with at least 2 GB of RAM and a fast and reliable broadband internet connection (e.g., cable, DSL). A larger screen is recommended for better visibility of the course material. You will need speakers or headphones to listen to recorded content. A headset with a microphone is recommended for the best experience. You will also need a camera. For hard disk space needed to take a distance education course, consider and allow for the following:

1. The storage amount needed to install any added software and

2. space to store the work you will do for the course.

If you are considering buying a new computer, please visit Patriot Tech for recommendations.

Software:

This course will use Canvas as the learning management system. You will need a browser and operating system listed as compatible or certified with the Canvas version on the myMason Portal. Log in to myMason to access your registered courses. Check the syllabus or contact the instructor for details. Online courses typically use Acrobat Reader, Java, Windows Media Player, QuickTime, or Real Media Player. Your computer should be capable of running the current versions of those applications. Protect your computer from viruses by downloading the latest version of Symantec Endpoint Protection/Anti-Virus software.

Students owning Macs or Linux should be aware that some courses may use software that only runs on Windows. You can set up a Mac computer with Boot Camp or virtualization software so that Windows will run on it. Watch this video about using Windows on a Mac. Computers running Linux can also be configured with virtualization software or configured to dual boot with Windows.

Note: If you are using an employer-provided computer or corporate office for class attendance, please verify with your systems administrators that you can install the necessary applications, and that system or corporate firewalls do not block access to any sites or media types.

AI Tools

As we continue through the semester, we will consider what AI tools are proper for assignments in this course. Grammarly and Microsoft Editor are acceptable writing assistants. It is essential to use these writing assistants ethically and avoid plagiarism. (See Rules for Plagiarism and AI use below.)

Assignments Description

I.   Weekly Discussion Outline (15% of Final Grade)

A. A brief discussion of energy topics relating to this specific session that:

i) have geopolitical significance

ii) relate to energy transition or climate change

iii) technological developments with geopolitical or energy transition and climate change implications

B. Outline your presentation — 3 ½ minutes maximum oral brief.

i) The critical point for policymakers (What's going on?)

ii) Why is it important? (Why is it going on? What does it mean?)

iii) Policy recommendations (What should the policymaker do about it?)

One page (double space) max for outline (sources and tweet only on a second page)

C. Sources – **second page.** Specify 2-3 sources, not just a link. Use sources other than required readings.

D. Tweet (now X) – **second page** 280 characters based on the outline.

E. 2-3 students in each session will present orally (using this outline) for 3 ½ minutes.

F. Criteria for grading:

Follow instructions/format.

Understand the outline.

Usefulness for oral presentation.

Clarity of written/oral presentation.

II. **That Was the Week That Was in Energy – Participation and Discussion Board (15% of Final Grade)**

We will begin each session by discussing the change in oil prices from the previous Wednesday to the present Wednesday – That Was the Week That Was (TWTWTW) in Energy. We will consider the significant moving forces in determining oil prices: (a) geopolitical developments, (b) physical supply and energy demand, and (c) financial markets. Write 3-5 lines (200 words) that reflect your judgment by 4:30 pm the Friday following the class, and comment on a post from a colleague by 11:59 pm the Tuesday before the next class.

III. Policy Paper (25% of final grade)

This is a 10-page paper on a topic you suggest (see list of ideas at the end of syllabus) organized as follows (A-F):
   A. Key policy question (s)

   B. Time period

   C. Executive Summary

   D. Assumptions

   E. Analysis
      i.   Drivers
      ii.   Wild Cards
      iii. Alternative outcomes

   F. Policy recommendations

Criteria for grading
      i.   Follow the instructions/format.

      ii.   Understanding of Drivers/Wild Cards/Alternative Outcomes

      iii. Executive Summary

      iv.   Clarity

      v.   The connection between policy recommendations and the key policy question

Due dates for elements in the policy paper process:

   A. Concept paper (1 page) – Session 3 –
   B. Outline (2 pages) – Session 7 –

C. Draft (10 pages) – Session 11 –
D. Final (10 pages) – Session 14 –

IV.   Oral Team Policy Briefing (15% of Final Grade) – TBD

You will be assigned to teams (class size permitting) from Russia, India, China, Mexico, Brazil, South Africa, OPEC, and the EU Your task is to brief your country's foreign, environment, and energy ministers (in the case of the EU, Commissioners) on (1) three significant elements in U.S. energy transition policy leading to the US November 2024 elections; (2) how these objectives affect your country's energy security (be sure to define); (3) the impact on geopolitical relations of your country. You can have no more than two PowerPoint slides (not required).
Criteria for grading:

Follow instructions.
Segue between presenters.
Clarity of presentation
"Presidential"
Meet time limits (7 minutes for each team)

V.   Final exam (30% of final grade)

A take-home assignment (details to be provided toward the end of the semester)

Assignments Description and Grading Performance

A. **Weekly Presentations** (15%) I expect students to read beyond the course requirements. Each week (2-3), students will make an oral presentation (3-1/2 minutes) based on their reading of energy-related media or events conducted at local think tanks. Sources cannot be from readings for the class. The presentation will be based on a written outline submitted as an assignment.

B. **Attendance & participation in class and discussion board** (15%). Your discussion will be graded based on the rubric, which looks at quality, timeliness, responsiveness, and moving the debate forward. Discussions will run from **Friday to the following Wednesday,** after which discussion postings will not count. You are expected to participate throughout the week in the discussions, not clump them all together on one day.

Each of you must make one response addressing the critical question (no later than Friday at 4:30 pm) AND then complete a minimum of two additional comments to responses made by your classmates (no later than the following Tuesday at 11:59 pm). You will be given online discussion participation points based on the quality of your responses.

C. **Written Policy Paper** (25%) This is the most essential written product for the course. It begins with a concept essay, an outline, and a draft. Each step will substitute for and be graded as a weekly presentation. These substitutions are noted in the class schedule. Your grade on the written policy paper is based on the final version submitted. See the separate document "Assignments Connected with 10-page Policy Paper."

D. **Oral Policy Briefing** (15%) Early in the class, I will select teams of two to three students each (depending on class size) to represent a non-US state (or group of states) with geopolitical interests in energy security. As a team, you will present an oral briefing on the impact of the US November 2024 elections on your country (or group of countries) from the geopolitical and energy transition perspective.

E. **Final exam** (30%) The final exam will be an "open book" essay that assesses your analytic skills and ability to synthesize the complex subject covered in this course. It will be a take-home assignment (details will be provided toward the end of the semester).that assesses your analytic skills and ability to synthesize the complex subject covered in this course. It will be a take-home assignment (details will be provided toward the end of the semester).

Course Policies

Students must be prepared to attend the entire class period of the course (i.e., TBD am – TBD am). In-class participation is essential not only to the individual student but also to the class. Because class participation is a factor in grading, I may use absence, tardiness, or early departure as de facto evidence of non-participation. Unlike life, showing up is not enough to demonstrate class participation. I understand you may need to miss a synchronous class for work, sickness, or family obligations. Please let me know if you must miss a class so we can plan accordingly.

Here is a link to the [Mason University Life religious holiday calendar](#); indicate that it is the responsibility of the student, within the first two weeks of the semester, to let me know the dates of major religious holidays on which the student will be absent or unavailable due to religious observances.

Students will prepare to discuss the reading assignments each week. These classes will be discussion-based and often involve an oral presentation of a relevant topic by selected students, although each student should be prepared to present each session. You will also be expected to participate during class in critiquing assigned readings. If you do not contribute, you will lose participation points. I grade your participation at the end of the semester. Forms of participation include:

- Students prepare for and actively engage in class discussion (e.g., demonstrate active listening, not distracted by electronics or others in their learning environment)

- Students thoughtfully engage in in-class assignments and activities.

- Students constructively participate in group activities.

- Students participate in class discussions, including discussion forums, by
  - raising informed discussion points.
  - connecting analysis to reading material, news, and relevant experiences.
  - asking questions.
  - listening to other perspectives.
  - sharing the floor with others, and
  - posting thoughtfully to course discussion boards.

Please observe basic standards of "Netiquette" in postings on discussion forums. These standards apply to all the writing done on this course.

Netiquette For Online Discussions [1]

Our discussion should be collaborative, not combative; you are creating a learning environment, sharing information, and learning from one another. Respectful communication is important to your success in this course and as a professional. Please re-read your responses carefully before you post them so others will not take them out of context or as personal attacks. Be positive to others and diplomatic with your words, and I will try my best to do the same. Be careful when using sarcasm and humor. Without face-to-face communications, your joke may be viewed as criticism. Experience shows that even an innocent remark in the online environment can be easily misconstrued.

[1] Netiquette prepared by Charlene Douglas, Associate Professor, College of Health & Human Services, GMU.

Late Assignments:

You must turn in all assignments on Canvas by the due date listed on Canvas. I will not accept late assignments after the last day of classes on May 5 assignment submitted after the due date is considered late. Students will lose 20 (out of one hundred) points every 24 hours after the deadline. After five days, I will not evaluate assignments (i.e., grade zero).

Instructor-Student Communication:

I will respond to emails you send between Monday and Thursday within 24 hours. Students who email after 4 pm on Friday or over the weekend should not expect a response before noon on the following Monday. I do not check or respond to emails after 10 pm. I will post an announcement on Canvas if I am away from email for over a day. Before sending an email about an assignment, please check the following (available on your Canvas course menu) unless the email is personal:

1. Syllabus as posted on the Canvas site for PUBP570 001 (Spring 2025)
2. Ask the Professor forum on the Discussions.
3. Feel free to respond to other students in the Ask Professor forum if you know the answer.

Feedback and Assessment: All feedback is good and a better measure of individual performance than a letter grade. I will provide feedback and a grade for each gradable assignment and Discussion task. In addition, I will explain my assessments for each assignment for the entire class. I may also provide this in the weekly announcement.

Grading Scale

Grade	Percent
A	95-100%
A-	90-94.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	70-76.9%
D	60-69.9%
F	<60%

NOTE: Final class grades are non-negotiable. Grading written and oral assignments is complicated and subjective. I will use a rubric (based on the criteria for grading associated with each task) against which I will grade each gradable event. There is a separate rubric that I will use for grading participation. I will grade participation only at the end of the class to record the grades you earned for this course.

Submission of documents
Students should use Microsoft Word (or Microsoft Word-compatible) word processing software. Please use Times New Roman font with a font size of twelve. Left, right, top, and bottom page margins should be only one inch. **All papers should be double-spaced.** Where appropriate, footnotes, endnotes, and sources (bibliographies) will follow the Chicago documentation style. (See

Hacker and Sommers pp. 235-275.) Citing AI-generated footnotes, endnotes, and sources will follow as stated in [this paper](#). Assignments that do not follow these rules will lose 10% of the total scored points. Assignments will show deadlines in Canvas. All documents must be submitted on time via Canvas.

Writing help
a. Diana Hacker and Nancy Sommers' "A Pocket Manual of Style" is the school's standard style manual. It is available in the bookstore. Please contact the George Mason University Writing Center if you want help learning how to compose your arguments or write more clearly.
b. The George Mason University Writing Center provides various resources and services (e.g., tutoring, workshops, writing guides, and handbooks) to support students as they work to construct and share knowledge through writing. University Writing Center: Robinson Hall Room A114, 703-993-1200. The writing center helps students for whom English is a second language.

School Policy on Plagiarism
"The profession of scholarship, the intellectual life of a university, and the field of public policy inquiry depend fundamentally on a foundation of trust. Thus, any act of plagiarism strikes at the heart of the meaning of the university and the purpose of the Schar School of Policy and Government (Schar School). It constitutes a serious breach of professional ethics, and it is unacceptable.

Plagiarism is the use of another's words or ideas presented as one's own. It includes, among other things, the use of specific words, ideas, or frameworks that are the product of another's work. Honesty and thoroughness in citing sources are essential to professional accountability and personal responsibility. The appropriate citation is necessary so that arguments, evidence, and claims can be critically examined.

Plagiarism is wrong because of the injustice it does to the person whose ideas are stolen. But it is also wrong because it constitutes lying to professional colleagues. From a prudential perspective, it is shortsighted and self-defeating and can ruin a professional career.

The School faculty takes plagiarism seriously and has adopted a zero-tolerance policy. Any plagiarized assignment will receive an automatic grade of F. This may lead to failure for the course, resulting in dismissal from the University. This dismissal will be noted on the student's transcript. For international students on a university-sponsored visa (e.g., F-1, J-1, or J-2), dismissal also results in the revocation of their visa.

To help enforce the Schar School policy on plagiarism, all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases and submitted to commercial services to which the School subscribes. Faculty may, at any time, submit a student's work without prior permission from the student. Individual instructors may require that written work be submitted electronically and printed. The Schar School policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace it or substitute for it. "

Please review the Mason Honor Code

Resources:
Avoiding Plagiarism

Course Policy Statement on Generative AIi

You must treat AI-generated text as external source material, requiring proper attribution. Using unattributed AI-generated content violates Mason's Honor Code.

Acceptable AI Usage

Brainstorming and Planning
1. Idea generation and refinement

2. Creating preliminary outlines

3. Background research (with verification)

Writing Support
1. Grammar and style checks

2. Sentence rephrasing suggestions.

3. Paragraph organization recommendations

Prohibited AI Usage

Content Generation
1. Answering course reading questions

2. Writing assignment drafts

3. Using AI-suggested text without attribution

Important Considerations

Technical Limitations
1. AI can produce incorrect information.

2. May generate false citations.

3. Contains inherent biases.

Intellectual Property
1. Rights to AI-assisted work remain unclear.

2. Consult the instructor about IP concerns.

3. Consider the impact on learning and creativity.

Best Practices
1. Always verify AI-provided information

2. Maintain academic integrity through proper attribution.

3. Use AI as a supplementary tool, not a replacement for original work.

University Policies and Resources (See [Common Policies](#) Affecting All Courses at George Mason University Updated August 2024)

a. George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty, and staff. Mason strives to maintain a quality work, study, and personal growth environment through its curriculum, programs, policies, procedures, services, and resources.

b. Academic Honesty: You must know and abide by the University's Honor Code. The Code can be found [here](#). You must see me if you have questions about these policies. George Mason University's honor code states: *To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community, have set forth this honor code: student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.*
Students must follow the university policy for [Responsible Use of Computing](#) Students are responsible for the content of university communications sent to their George Mason University email account and must activate their account and check it regularly. All university, college, school, and program communications will be sent to students solely through their Mason email.

c. [The George Mason University Counseling and Psychological Services (CAPS)](#) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance student's personal experience and academic performance. Counseling Center: Student Union I, Room 364, 703-993-2380.

d. Students with disabilities who seek accommodations in a course must be registered with the [George Mason University Office of Disability Services (ODS)](#) and inform me, in writing, at the beginning of the semester. All academic accommodations must be arranged through that office. Please note that accommodations must be made before assignments or exams are due. I cannot adjust your grade after that.

e. Students must follow the university policy stating that all sound-emitting devices shall be turned off during class unless otherwise authorized by the instructor. (NOTE: This will not apply to the synchronous part of an online course.)

f. You should be aware of how to [report incidents of sexual misconduct](#). Mason is committed to creating a campus free of sexual misconduct and interpersonal violence incidents to promote community well-being and student success.

g. Campus Closure or Emergency Class Cancelation/Adjustment Policy. If the campus closes or if a class meeting needs to be canceled or adjusted due to weather or other concerns, students should check Canvas for updates on how to continue learning and for information about any changes to events or assignments.

h. For more information about student support services, see [this link](#).

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Academic Standards

Academic Standards exist to promote authentic scholarship, support the institution's goal of maintaining high standards of academic excellence, and encourage continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.

As members of the George Mason University community, we are committed to fostering an environment of trust, respect, and scholarly excellence. Our academic standards are the foundation of this commitment, guiding our behavior and interactions within this academic community. The practices for implementing these standards adapt to modern practices, disciplinary contexts, and technological advancements. Our standards are embodied in our courses, policies, and scholarship, and are upheld in the following principles:

- Honesty: Providing accurate information in all academic endeavors, including communications, assignments, and examinations.
- Acknowledgement: Giving proper credit for all contributions to one's work. This involves the use of accurate citations and references for any ideas, words, or materials created by others in the style appropriate to the discipline. It also includes acknowledging shared authorship in group projects, coauthored pieces, and project reports.
- Uniqueness of Work: Ensuring that all submitted work is the result of one's own effort and is original, including free from self-plagiarism. This principle extends to written assignments, code, presentations, exams, and all other forms of academic work.

Violations of these standards—including but not limited to plagiarism, fabrication, and cheating—are taken seriously and will be addressed in accordance with university policies. [The process for reporting, investigating, and adjudicating violations is outlined in the university's procedures here](#). Consequences of violations may include academic sanctions, disciplinary actions, and other measures necessary to uphold the integrity of our academic community.

The principles outlined in these academic standards reflect our collective commitment to upholding the highest standards of honesty, acknowledgement, and uniqueness of work. By adhering to these principles, we ensure the continued excellence and integrity of George Mason University's academic community.

Student responsibility: Students are responsible for understanding how these general expectations regarding academic standards apply to each course, assignment, or exam they participate in; students should ask their instructor for clarification on any aspect that is not clear to them.

Accommodations for Students with Disabilities

Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit the [Disability Services website](#) for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu. Phone: (703) 993-2474.

Student responsibility: Students are responsible for registering with Disability Services and communicating about their approved accommodations with their instructor in advance of any relevant class meeting, assignment, or exam.

FERPA and Use of GMU Email Addresses for Course Communication

The Family Educational Rights and Privacy Act (FERPA) governs the disclosure of education records for eligible students and is an essential aspect of any course. **Students must use their GMU email account** to receive important University information, including communications related to this class. Instructors will not respond to messages sent from or send messages regarding course content to a non-GMU email address.

Student responsibility: Students are responsible for checking their GMU email regularly for course-related information, and/or ensuring that GMU email messages are forwarded to an account they do check.

Title IX Resources and Required Reporting

As a part of George Mason University's commitment to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community, the University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. Accordingly, **all non-confidential employees, including your faculty**

member, have a legal requirement to report to the Title IX Coordinator, all relevant details obtained directly or indirectly about any incident of Prohibited Conduct (such as sexual harassment, sexual assault, gender-based stalking, dating/domestic violence). Upon notifying the Title IX Coordinator of possible Prohibited Conduct, the Title IX Coordinator will assess the report and determine if outreach is required. If outreach is required, the individual the report is about (the "Complainant") will receive a communication, likely in the form of an email, offering that person the option to meet with a representative of the Title IX office.

For more information about non-confidential employees, resources, and Prohibited Conduct, please see University Policy 1202: [Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence](#). Questions regarding Title IX can be directed to the Title IX Coordinator via email to TitleIX@gmu.edu, by phone at 703-993-8730, or in person on the Fairfax campus in Aquia 373.

Student opportunity: If you prefer to speak to someone confidentially, please contact one of Mason's confidential employees in [Student Support & Advocacy (SSAC)](#), Counseling and [Psychological Services (CAPS)](#), [Student Health Services (SHS)](#), and/or the [Office of the University Ombudsperson](#).