RISE AND FALL OF YUGOSLAVIA (SLAVIC 101-30)

Dates: September 2, 2024 – December 13, 2024

Meeting Time: Tuesdays 5PM ET to 8PM ET

Course Modality: Synchronous

Location: This course will be conducted fully online in a synchronous format. Students will participate in the course using Georgetown University's online learning management system called Canvas. The Zoom links containing the course meeting room can be found under the conferencing section of the Canvas homepage.

Professor: TBD

Professor Contact Information: TBD

Virtual Office Hours: By appointment

COURSE DESCRIPTION

The Socialist Federal Republic of Yugoslavia was a nation that existed on Europe's Balkan Peninsula from the year 1945 to 1992. Yugoslavia was an ethnically diverse nation that was ideologically built on the foundations of pan-Slavism, socialism, and civic solidarity. Birthed by a glorious anti-fascist struggle, and torn apart by a bloody civil war, understanding Yugoslavia's history provides valuable insights into 20th-century Europe's political, social, and economic realities. This course will highlight relevant events in Yugoslav history and delve into the intricacies of Yugoslav society. Experiencing Yugoslavia's chaotic and beautiful story will confront students with topics of ideology, feminism, religion, nationalism, and the challenges of coexistence within a multiethnic society. Through this exploration, students will be encouraged to think about what ideas create a nation, and ultimately, what ideas can tear it apart.

COURSE LEARNING OBJECTIVES

By the end of this course, you should be able to:
1. Describe the tenets of Yugoslavia's state ideology, including socialism, pan-Slavism, and

the personality cult of Josip Broz Tito (Yugoslavia's founding dictator).

2. Identify the ethnic and religious demographics of the six republics of Socialist Yugoslavia.

3. Analyze the different regional conflicts that were part of Yugoslavia's dissolution.

4. Critically examine the factors that led to the dissolution of Yugoslavia.

5. Synthesize the topics discussed throughout the course into a chronological timeline that highlights the key events in Yugoslav history.

COURSE READINGS

Title: A History of Yugoslavia

Author(s): Marie-Janine Calic

APA Citation: Calic, M.-J. (2018). History of Yugoslavia. Purdue University Press.

Description: This is a book that is used by many universities' Slavic departments and provides a wonderfully thorough overview of Yugoslav history and society. It describes all the relevant events in Yugoslavia's formation and downfall, while also describing the intricacies of Yugoslavia's social structure. This book will act as a guiding compass for the course and will assist in all five learning outcomes being reached.

Title: Imagining the Balkans

Author(s): Maria Nikolaeva Todorova

APA Citation: Todorova, M. N. (2009). Imagining the Balkans (Updated ed.). Oxford University Press.

Description: This book is legendary within the field of Balkan studies. It provides a shockingly nuanced overview of the South Slavic ethnic groups, their history, their religions, and their relationships with one another. This book will allow students to describe the constituent ethnic groups of Yugoslavia and will also give them insight into the factors that ultimately tore Yugoslavia apart.

Title: Yugoslavia: death of a nation

Author(s): Laura Silber & Allan Little

APA Citation: Silber, L. & Little, A. (1997). Yugoslavia : death of a nation (Rev. and updated ed.). Penguin Books.

Description: This is a renowned book written about the factors that led to Yugoslavia's dissolution, and the bloody ethnic conflicts that followed. This book will help students achieve the last two course outcomes that are listed in this proposal.

Title: Dissidents, disloyal citizens and partisans of emancipation: Feminist citizenship in Yugoslavia and post-Yugoslav spaces

Author(s): Adriana Zaharijevic

APA Citation: Zaharijevic, A. (2015). Dissidents, disloyal citizens and partisans of emancipation: feminist citizenship in Yugoslavia and post-Yugoslav spaces. Women's Studies International Forum, 49, 93–100. https://doi.org/10.1016/j.wsif.2014.07.002

Description: The article provides a compelling overview and reconceptualization of feminism and gender in Socialist Yugoslavia. Equality for women was one of the tenets of Yugoslavia's socialist ideology, and this article provides insights into how this tenet fell short in many different aspects of the Yugoslav public sphere.

Title: Religious liberty in Yugoslavia: a study in ambiguity

Author(s): Paul Mojzes

APA Citation: Mojzes, P. (1986). Religious liberty in Yugoslavia: a study in ambiguity. Occasional Papers on Religion in Eastern Europe, 6(2).

Description: This article provides a fascinating look into the peculiar role of religion in Socialist Yugoslavia. Although officially an atheist state, religious suppression in Yugoslavia was much more lax than in the other Cold War communist countries. This article gives learners interesting insights into the ways in which religion manifested in Yugoslavia.

Title: Building the Capital City of the Peoples of Yugoslavia: Representations of Socialist Yugoslavism in Belgrade's public space 1944-1961.

Author(s): Marco Abram

APA Citation: Abram, M. (2014). Building the capital city of the peoples of Yugoslavia: representations of socialist yugoslavism in Belgrade's public space 1944-1961. Politička Misao, LI(5), 36–57.

Description: This article provides an interesting description of Yugoslav Socialist ideology through the prism of Belgrade's post-war construction. This will provide learners insight into the peculiarities of Yugoslav socialism while simultaneously exploring the city that was built as its physical incarnation.

COURSE ASSIGNMENTS AND GRADING CRITERIA

Graded Assignments

Assessment	Due Date	Percent of Grade
Discussion Posts- There will be four discussion posts due weekly on the Sunday before class for Weeks 2,3,4, and 5. These discussions will be submitted on the Canvas discussion board, and they will be centered around prompts based on that week's readings.	Discussion 1- 9/8 5PM ET Discussion 2- 9/15 5PM ET Discussion 3- 9/22 5PM ET Discussion 4- 9/29 5PM ET	20%- Each Discussion will be worth 5%.
Group Presentation- The class will be divided into six groups, with each group assigned a different Yugoslav republic. Each group will research the history, cuisine, culture, religion, and language of the primary South Slavic ethnic group living in that republic. Each	The presentation will be due on the group presentation day, which will be on 10/21	25%

group member will focus on a specific topic and contribute their research to the collaborative presentation. The presentation will be created using VoiceThread, an interactive collaboration and sharing tool that enables students to build online presentations by adding images, documents, videos, and other media to which other users can add comments for discussion. The groups will present their finished projects to the entire class.		
AI Assignment- When it comes to the reasons why Yugoslavia fell apart, there are many factors at play. Students will explore many of these factors in the course readings. They will be asked to pick one of these factors and ask ChatGPT to write an essay about how this factor contributed to the downfall of Yugoslavia. The student will then be asked to analyze the essay response, and using the course and outside readings, identify what information is missing, what information is incomplete, and what information is correct. The student will submit ChatGPT's essay response and their critique. The critique should be at least 1500 words in length. The students will also present their findings and experiences with the assignment in a 5 to 10-minute PowerPoint presentation.	The assignment will be due on the assignment presentation day, which will be on 11/11	20%

Research Paper- The class will be provided with a list of wars and political upheavals that ultimately tore Yugoslavia apart. Each student will select a conflict from the list and then compose a detailed research paper that delves deeper into the history and intricacies of the chosen conflict. The paper will follow the format of research articles found in the Slavic Review, a major peer-reviewed academic journal publishing scholarly studies, book and film reviews, and review essays in all disciplines concerned with Slavic Europe. If students feel particularly proud of their paper, they can submit it to the Slavic Review for potential publication.	12/9 9AM ET	25%
Timeline Quiz- At the very end of the course, students will have one final assignment that will come in the form of an online proctored quiz. This quiz will be taken through an online module and will be in a drag-and-drop format. The students will be shown an empty timeline with different specific dates attached to it. At the bottom of the screen, there will be a plethora of boxes labeled with important events in Yugoslav history. They will need to drag the boxes to their matching dates and then click submit.	The quiz will be given on 12/16 from 5PM ET to 6PM ET	10%

Grading Scheme

93 - 100 % = A

90 - 92 % = A-

87 - 89 % = B+

83 - 86 % = B

80 - 82 % = B-

77 - 79 % = C+

73 - 76 % = C

70 - 72 % = C

67 - 69 % = D+

60 - 66 % = D

Below 60 % = F

COURSE SCHEDULE

Week 1: Introduction (9/2-9/8)

Topics:
- Introduction to class guidelines
- Overview of class structure and content

Readings/Resources:
- None for this week

Assignments & Due Dates:
- No assignments due this week

Week 2: The Kingdom of Yugoslavia (9/9-9/15)

Topics:
- Discuss Pan-Slavism and the origin of South Slavic unity

Readings/Resources:
- Calic, M.-J. (2018). A History of Yugoslavia.

Assignments & Due Dates:
- Discussion Post 1 Due: 9/8, 5 PM ET

Week 3: World War II (9/16-9/22)

Topics:
- Fascist vs. partisan struggle
- Role of Tito and socialism

Readings/Resources:
- Todorova, M. N. (2009). Imagining the Balkans (Updated ed.)

Assignments & Due Dates:
- Discussion Post 2 Due: 9/15, 5 PM ET

Week 4: Tito and Post-WW2 State Formation (9/23-9/29)

Topics:
- Personality cult surrounding Tito
- Tito's plans for Socialist Yugoslavia

Readings/Resources:
- Silber, L. & Little, A. (1997). Yugoslavia: death of a nation (Rev. and updated ed.)

Assignments & Due Dates:
- Discussion Post 3 Due: 9/22, 5 PM ET

Week 5: Socialist Policies and Economic Development (9/30-10/6)

Topics:
- Peculiarities of Yugoslav socialism and economic influence

Readings/Resources:
- Zaharijevic, A. (2015). Dissidents, disloyal citizens and partisans of emancipation: feminist citizenship in Yugoslavia and post-Yugoslav spaces.

Assignments & Due Dates:
- Discussion Post 4 Due: 9/29, 5 PM ET

Week 6: Ethnic Diversity and National Identity (10/7-10/13)

Topics:
- South Slavic ethnicities in Yugoslavia
- Introduction to group presentation project

Readings/Resources:
- Mojzes, P. (1986). Religious liberty in Yugoslavia: a study in ambiguity.

Assignments & Due Dates:
- Group Presentation introduction and research begin

Week 7: Religion in Yugoslavia (10/14-10/20)

Topics:
- Complexities of ethnic identity and religion

Readings/Resources:
- None for this week

Assignments & Due Dates:
- Group Presentation preparation continues

Week 8: Group Presentations (10/21-10/27)

Topics:
- Presentations on different Yugoslav Republics

Readings/Resources:
- Abram, M. (2014). Building the capital city of the peoples of Yugoslavia: representations of socialist yugoslavism in Belgrade's public space 1944-1961.

Assignments & Due Dates:
- Group Presentation Due: 10/21

Week 9: Social Changes (10/28-11/3)

Topics:
- Social changes brought by Yugoslav communism
- Introduction to AI assignment

Readings/Resources:
- None for this week

Assignments & Due Dates:
- AI Assignment introduced

Week 10: Nationalism & Dissent (11/4-11/10)

Topics:
- Factors leading to the brink of civil war

Readings/Resources:
- None for this week

Assignments & Due Dates:
- Work on AI Assignment

Week 11: AI Assignment Presentations (11/11-11/17)

Topics:
- AI Assignment presentations
- Introduction to research paper

Readings/Resources:
- None for this week

Assignments & Due Dates:
- AI Assignment Presentations throughout the week

Week 12: The Yugoslav Wars (11/18-11/24)

Topics:
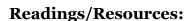- Civil conflicts and ethnic cleansing

Readings/Resources:
- None for this week

Assignments & Due Dates:
- Research Paper work period

Week 13: The Aftermath (12/2-12/8)

Topics:
- Independent nations post-Yugoslavia

Readings/Resources:
- None for this week

Assignments & Due Dates:
- Continue work on Research Paper

Week 14: Wrap Up (12/9-12/16)

Topics:
- Summarize and reflect on the entirety of Yugoslavia's history.
- Introduction to the final Timeline Quiz assignment.

Readings/Resources:
- None for this week

Assignments & Due Dates:
- Research Paper Due: 12/9, 9 AM ET
- Timeline Quiz: 12/16, 5 PM ET to 6 PM ET

INFORMATION ABOUT TOOLS AND TECHNICAL REQUIREMENTS

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

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

In this course we will use the following tools:

- [Add tools that students will use in the course here]

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

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

Time Expectations

Our remote learning courses are designed to meet the same academic standards as our place-based (face-to-face) courses. Students should plan on spending approximately 6-9 hours a week on assignments, readings, projects, etc. in addition to the 2.5 hours of instructional time. **[customize if you are not teaching a 3-credit hour, full semester course]**

Communication Expectations

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

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

Georgetown's Trans, Non-Binary, and Gender Non-Conforming Resource Guide:
https://lgbtq.georgetown.edu/resources/transatgu/

Communication with Peers

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

Communication with Professor

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

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

- *Check the syllabus.* Before sending your email or message, be sure that your question has not already been addressed in the syllabus or announcements.

- *Be patient.* If you have a concern and send me a message, you can expect a response within [insert #] business days. Please allow [insert #] business days for assessment submission feedback.

- *Specify subject.* Subject line should include the topic of the message and class title.

- *Greet & Close.* E-mails should begin with a formal greeting and end with you signing your name in all messages/emails.

- *Check writing.* Proofread (i.e. grammar and spelling) your message before sending.

Netiquette Guidelines

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

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

[Add additional course-specific policies here (e.g., late work, make-up policy, citation policy, absences)]

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; https://academicsupport.georgetown.edu/disability/) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the Georgetown University Academic Resource Center website. Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

Accessibility and Inclusion

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

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

ACADEMIC INTEGRITY

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

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

Honor Code Pledge

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

- *To be honest in every academic endeavor, and*

- *To conduct myself honorably, as a responsible member of the Georgetown community as we live and work together.*

Plagiarism

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

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

SUPPORT SERVICES

Georgetown 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

- [Counseling and Psychiatric Services](#)
  202-687-6985

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

Title IX/Sexual Misconduct

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.]. More information about reporting options and resources can be found on the Sexual Misconduct Website: https://sexualassault.georgetown.edu/resourcecenter.

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

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

More information about reporting options and resources can be found on the [Sexual Misconduct Website](#).

Title IX/Pregnancy and Parenting Accommodations

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

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

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.

Office of the Student Ombuds (OSO)

Confidential | Independent | Impartial | Informal

The Office of the Student Ombuds (OSO) serves all undergraduate and graduate students, including SCS and BGE, on the main campus. Consider contacting the Student Ombuds when you want to talk to a caring professional about a University-related issue but don't know where to turn. The OSO is a confidential and safe space that is independent of formal university organizations or structures where students can discuss their concerns, share their experiences,

ask questions and explore their options. The student ombuds can help you problem-solve, identify your goals, and empower you to think through ways to navigate complex situations. Some reasons for you to visit the office may be to address academic concerns, clarify administrative policies, discuss interpersonal conflicts, seek coaching, mediation or facilitation to handle a sensitive situation, advise you on the process to file a formal complaint if you are experiencing bias, harassment, bullying or other forms of intimidation, identify other appropriate campus resources, and allow you to safely express your frustrations and concerns.

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

eResources

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

Learning Resources

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

- The Writing Center offers peer tutoring by trained graduate and undergraduate students who can assist you at any point in the writing process. They help at any stage of your writing process, from brainstorming to revision. Tutors can offer advice on thesis development, use of evidence, organization, flow, sentence structure, grammar, and more. The Writing Center will not proofread or edit papers; rather, they will help to improve your proofreading and editing skills to become a better writer. Appointments can be booked online through their website.

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

Technical Support

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

ONLINE PROCTORING [if applicable]

This online course uses Proctorio, an online proctoring solution integrated in Canvas quizzes which offers identity verification, test monitoring, and a number of other features to ensure academic integrity. Throughout an exam, Proctorio will record the testing environment, and depending on the settings of the exam students may need to provide a scan of the room. Therefore, students should select private spaces for the exam session where disruptions are unlikely and where recording devices can be enabled. At the end of the exam, Proctorio generates an automated report for the instructor flagging any suspicious behavior, such as opening up new tabs on browsers, talking to others in the room, and looking away from the screen for too long.

Students will be required to:

- Use a computer with a functioning webcam and microphone (no iPads, kindles, or mobile devices)
- Use Google Chrome browser
- Install the Proctorio extension to the Google browser
- Have a reliable internet connection
- Use a quiet private location
- Have the GU photo ID ready to show, if applicable

Students will take a practice quiz using Proctorio to test their systems and help prepare for an actual exam.

24/7 support is available via Proctorio. For additional information, please review Proctorio's Best Practices for Students and visit Proctorio Support.

Please note: If you have challenges finding a computer that meets the technical requirements above, and/or concerns using an online proctoring tool, please speak to your instructor who will work with you to find an equivalent alternative.