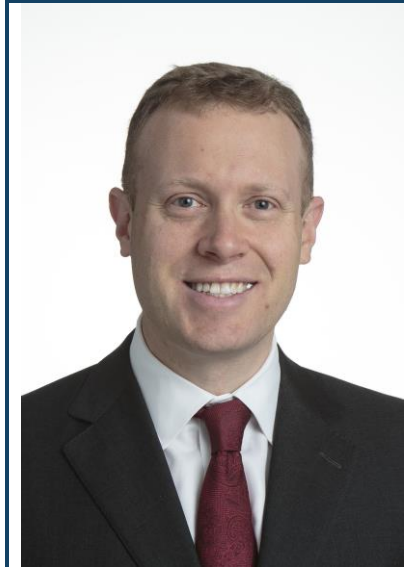


**Course Syllabus**  
**JLC 470/670: Causes of Terrorism and Political Violence**  
**Fall 2020**

**Instructor Information**



**David Malet**

Email (best method of contact): [malet@american.edu](mailto:malet@american.edu)  
Blackboard course site  
Twitter: drdavidmalet

Phone: Just email or message me, I'm not going to get messages

Office location : On a screen

Office hours: Also on a screen – let's set up a time

Response time for questions: 1 business day

**Instructor Bio:** David Malet is an Associate Professor at the School of Public Affairs at American University. Previously he served as Director of the Security Policy Studies Program at the George Washington University Elliott School of International Affairs. He also taught at the University of Melbourne, Australia, and at Colorado State University-Pueblo, where he was Director of the Center for the Study of Homeland Security and the University Honors Program. From 2000-2003 he served as Research Assistant on national security issues to US Senate Majority Leader Tom Daschle.

Professor Malet has been researching foreign fighters since 2005 and is the author of *Foreign Fighters: Transnational Identity in Civil Conflicts* (Oxford University Press, 2013 1st edition, 2017 2nd edition) and co-editor of *Transnational Actors in War and Peace: Militants, Activists, and Corporations in World Politics* (Georgetown University Press, 2017). He regularly consults on foreign fighter policy challenges for organizations including the United Nations, US Department of State, the UAE Ministry of Youth, Culture and Education, and Australian law enforcement agencies.

His second manuscript, *Biotechnology and International Security* (Rowman and Littlefield, 2016), examined the militarization of human enhancement and other new forms of asymmetric warfare. His interest in military applications of biotech stems from his experience working in the congressional office that was the target of the 2001 anthrax attacks, and during 2011-2014 led a EPA-NHSRC study of public risk communications following bioterrorism. He is currently engaged in a funded study on anti-government extremism and COVID-19 risk messaging.

## Course Information

### Description

This course introduces students to the study of terrorism as a political act. The course examines the difference between state and oppositional terror but focuses on terror by non-state actors. The course discusses theories that explain why, how, and when the opposition uses terror tactics to pursue their goal.

### Course Format and Structure

We will consider political violence as a continuum of strategies determined by objectives and resources. The course will begin with an examination of mass mobilization in protest movements, and how factions radicalize. It will next examine patterns of recruitment and radicalization, and then strategic decisions by militant groups to escalate violence and how to manage members of the movement. We then examine the conditions in which militant groups launch insurgencies and fight civil wars, and conclude with critical perspectives on state terror.

Throughout the course you will apply theory to case studies and current events. You will examine how models of terrorism and political violence developed and test whether they apply to current events. In addition to in-class discussion based on readings and current events, we will also have student-led case study exercises in class. Papers and examinations will focus on applying theory from the readings to current events.

### Student Learning Outcomes

Upon successful completion of this course, you will be able to:

1. Identify distinguishing characteristics of political violence and terrorism
2. Understand the evolution of contemporary theories of political violence and terrorism
3. Differentiate between actor-based and structural motivators for participation
4. Apply theories of political violence to current incidents and actors
5. Employ case study method for analyzing decision-making

### Instructional Technologies

In this course, students will use the following systems and tools:

- **Blackboard Learning Management System:** Participants will use their AU credentials to log in at <https://blackboard.american.edu>. AU's Blackboard Support team recommends using Chrome or Firefox to optimize your experience and avoid incompatibility issues that can occur when accessing Blackboard with other browsers. **Do not use Internet Explorer.**

### Textbooks and Materials

All readings and videos listed are required and will be available through Blackboard at no additional cost.

## Guidelines and Expectations

### Assignments

#### Responsibilities for JLC 670 Students

Students enrolled in the course for Master degree credit will act as moderators of class-time case study group exercises. You will work with a group of approximately five (5) JLC 470 students with the grading rubric provided. There are additional expectations for the analysis papers as described below.

#### Weekly Discussion Posts (40 points)

There will be an online discussion board and a weekly prompt provided. You will provide a substantive discussion of the week's readings and how (or whether) the concepts apply to counter-terrorism and terrorism prevention efforts. There will be discussion questions 11 weeks during the semester and you must complete any 10 of them for full credit (2 points each week).

You are also required to provide substantive feedback required to offer feedback on the posts of two other students every week. (1 point each for a total of 2 points each week)

#### Participation (10 points)

Classes will be face-to-face online and participation is expected in both group exercises and in class discussions (with the understanding that this may not always be possible for everyone in every circumstance). Master degree students will be responsible for encouraging and recording participation in group exercises and will also be graded for their efforts.

Each class session will begin with a small group exercise discussing the case study of the week. This will involve watching a short video, responding to prompts, and presenting a group report to the class. We will also have traditional lecture and discussion during class meeting time.

#### Analysis Papers (30 points)

You are responsible for submitting two brief analyses of current events found in newspapers or other periodicals and applying the concepts we have covered in the course to that situation. Examples could include the inevitable terrorist attacks around the world, militancy on chat forums, rebel group recruitment, etc. 1200 words for JLC 470; 1,500 words for JLC 670.

#### Final Exam (20 points)

For the final exam you will employ all of the skills you have been building throughout the semester. You will receive a news article to read, and you will write a memo to a policymaker analyzing the events using the readings and material from the course that presents options and offers a supported recommendation.

## Expectations for Course Participation

You should log in to class having read the assigned readings for that week. We will also have the opportunity to discuss current events and other relevant topics. Additionally, we conduct group activities where you will be placed in groups to discuss material, role play, and make presentations.

## Late Work Policy

### Procedures and Grade Penalties for Missed or Late Assignments

The following grade penalties will apply if you do not follow the submission procedures for assignments:

#### Late submission

1. Students who submit their assignment up to 15 minutes after the time it is due will receive a 1/3 grade penalty. For example, if the paper would have originally earned a “B” and the student submits the paper 10 minutes late, the grade will be a “B-.”
2. After the 15-minute grace period, the grade for the assignment will decrease by one full letter grade per day for each day the assignment is late. Late penalties will accrue every 24 hours from due date and time, including weekends. For example, if the paper would have originally earned a “B” and it is one day late, the grade will be a “C.”
3. Email submission only – For assignments where students submit their paper by emailing the professor rather than submitting to TurnItIn without express prior permission from the professor, the grade earned for that assignment will decrease by one full letter grade.
4. Missed assignment - Students who do not submit assignments earn a zero for that assignment in the calculation of their final grade.

Students requiring a temporary leave of absence for medical or mental health reasons must provide documentation to the Office of the Dean of Students ([dos@american.edu](mailto:dos@american.edu)), which will verify with the academic unit that the documentation is appropriate and supports the leave. Students with an ASAC-approved accommodation for disability reasons should, to the greatest extent possible, make arrangements in advance of the due date or deadline.

## Academic Integrity Code

Standards of academic conduct are set forth in the university’s [Academic Integrity Code](#). By registering for this course, students have acknowledged their awareness of the Academic Integrity Code and they are obliged to become familiar with their rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly and disciplinary action will be taken should violations occur. This includes cheating, fabrication, and plagiarism.

**SafeAssign:** In this course, one or more assignments may be submitted to the instructor using the SafeAssign plagiarism detection tool, which is integrated into Blackboard. SafeAssign uploads the submitted work to the AU SafeAssign database for comparison against other student papers, as well as academic articles and internet resources, to generate an "Originality Report" that identifies areas of potential overlap. In addition to discouraging academic dishonesty, this tool can create opportunities for students to learn how to properly cite and paraphrase sources. Neither Blackboard nor AU claim any copyright ownership of work submitted through SafeAssign.

## Student Code of Conduct

The central commitment of American University is the development of thoughtful, responsible human beings in the context of a challenging yet supportive academic community. The [Student Code of Conduct](#) is designed to

benefit the American University community and to assist in forming the highest standards of ethics and morals among its members. By registering for this course, students have acknowledged their awareness of the Student Code of Conduct and they are obliged to become familiar with their rights and responsibilities as defined by the Code.

## Grading and Assessment

### Grading Scale

Exemplary		Good		Acceptable		Unacceptable	
A	94%-100%	B+	87%-89%	C+	77%-79%	D	60%-69%
A-	90%-93%	B	84%-86%	C	74%-76%	F	Under 60%
		B-	80%-83%	C-	70%-73%		

### Final Grade Calculation

Assignment	Percentage	Due Date
<b>Weekly Discussion Posts</b>	40	Posts – Wednesdays 8pm; Responses -Fridays, 8pm
<b>Participation</b>	10	Cumulative
<b>Analysis Paper 1: Radicalization</b>	15	October 4
<b>Analysis Paper 2: Armed Violence</b>	15	November 22
<b>Final Exam</b>	20	Date TBA

### Assignment Overviews & Rubrics

It is the student's responsibility to ensure that assignments are completed and submitted on time. Please discuss issues and concerns that may affect class performance with the professor as soon as possible. All students are expected to submit assignments when due. If a student is unable to complete an assignment on time due to significant illness or another serious reason, it is at the professor's discretion to require documentation and allow the student to make up the assignment.

#### Submission Information

All students are expected to submit assignments via SafeAssign by the time and the day that the assignment is due. All late assignments are subject to grade penalties as noted.

Grading

The following chart sets forth general guidelines for grading:

A	All course requirements met, including following the class writing guidelines; work shows outstanding comprehension of course material and an original perspective on the subject
B	All course requirements met, including following the class writing guidelines; work shows full comprehension of course material (or, in the alternative, satisfactory understanding of course material and an original perspective on the subject)
C	All course requirements met, including following the class writing guidelines; work shows satisfactory understanding of course material
D	Work fails to meet course requirements in full and timely completion of requirements and/or in satisfactory understanding of course material
F	Work falls far below minimum course requirements in full and timely completion of requirements and/or in satisfactory understanding of course material

All assessments will have detailed instructions in the Blackboard course space and will be scored using the rubrics that are attached to the assignment. You should review all of the instructions and the rubrics before submitting each assessment. If you have questions about an assessment or rubric, contact the instructor to schedule a time to speak one-on-one.

**Incomplete Policy**

At the discretion of the faculty member and before the end of the semester, the grade of I (Incomplete) may be given to a student who, because of extenuating circumstances, is unable to complete the course during the semester. The grade of Incomplete may be given only if the student is receiving a passing grade for the coursework completed. Students on academic probation may not receive an Incomplete. The instructor must provide in writing to the student the conditions, which are described below, for satisfying the Incomplete and must enter those same conditions when posting the grades for the course. The student is responsible for verifying that the conditions were entered correctly.

Conditions for satisfying the Incomplete must include what work needs to be completed, by when the work must be completed, and what the course grade will be if the student fails to complete that work. At the latest, any outstanding coursework must be completed before the end of the following semester, absent an agreement to the contrary. Instructors will submit the grade of I and the aforementioned conditions to the Office of the University Registrar when submitting all other final grades for the course. If the student does not meet the conditions, the Office of the University Registrar will assign the default grade automatically.

The Associate Dean of the Academic Unit, with the concurrence of the instructor, may grant an extension beyond the agreed deadline, but only in extraordinary circumstances. Incomplete courses may not be retroactively dropped. An Incomplete may not stand as a permanent grade and must be resolved before a degree can be awarded.

For more information on AU Regulations and Policies, see the [AU Catalog](#).

## Course Schedule

Week/ Topic	Readings	Activities and Media
Week 1 (Aug 26)  <b>What is Political Violence?</b>	No readings – Introductions, covering class format, discussion of political violence in America in 2020	Case study exercise – to be conducted during class
Week 2 (Sept 2)  <b>When is Support for Political Violence Likeliest?</b>	<p>Paul Collier and Anke Hoeffler (2004) “Greed and Grievance in Civil War,” <i>Oxford Economic Papers</i></p> <p>James A Piazza (2012) “Poverty, minority economic discrimination, and domestic terrorism” <i>Journal of Peace Research</i></p> <p>C. Christine Fair and Bryan Shepherd (2006) Who Supports Terrorism? Evidence from Fourteen Muslim Countries,” <i>Studies in Conflict and Terrorism</i></p> <p>Michael King, Haula Noor and Donald M. Taylor (2011) “Normative Support for Terrorism: The Attitudes and Beliefs of Immediate Relatives of Jema’ah Islamiyah Members” <i>Studies in Conflict and Terrorism</i></p>	Case study exercise: Hong Kong Protests, 2019-2020
Week 3 (Sept 9)  <b>When Can We Call It Terrorism?</b>	<p>JM Berger (2018) <i>Extremism, Ch 2</i></p> <p>Martha Crenshaw (1981) “The Causes of Terrorism,” <i>Comparative Politics</i></p> <p>Charles Tilly (2004) “Terror, Terrorism, Terrorists” <i>Sociological Theory</i></p>	Case study exercise: The Weather Underground, USA, 1969
Week 4 (Sept 16)	Donatella Della Porta (1988) “Recruitment Processes in Clandestine Political Organizations: Italian Left-Wing Terrorism,” <i>International Social Movement Research</i>	Case study exercise: National Liberation Front, Algeria, 1954

Week/ Topic	Readings	Activities and Media
<b>How are Terrorists Recruited?</b>	<p>John Horgan (2018) “From Profiles to Pathways and Roots to Routes: Perspectives from Psychology on Radicalization into Terrorism,” <i>The Annals of the American Academy of Political and Social Science</i></p> <p>Peter Neumann (2010) <i>Prisons and Terrorism: Radicalization and De-Radicalization in 15 Countries</i>, ICSR</p>	
Week 5 (Sept 23)  <b>Who are Lone Actors?</b>	<p>Bart Schuurman et al (2018) “End of the Lone Wolf: The Typology that Should Not Have Been,” <i>Studies in Conflict and Terrorism</i></p> <p>David C. Hofmann (2018) “How ‘Alone’ are Lone-Actors? Exploring the Ideological, Signaling, and Support Networks of Lone-Actor Terrorists,” <i>Studies in Conflict and Terrorism</i></p> <p>Joel A. Capellan (2015) “Lone Wolf Terrorist or Deranged Shooter? A Study of Ideological Active Shooter Events in the United States, 1970–2014” <i>Studies in Conflict and Terrorism</i></p>	Case study exercise: Eric Rudolph, USA, 1996
Week 6 (Sept 30)  <b>How Does the Internet Influence Terrorism?</b>	<p>Paul Gill et al (2018) <i>What are the Roles of the Internet in Terrorism?</i> (33 pp)</p> <p>Haroro J. Ingram (2013) <i>Learning from ISIS’s Virtual Propaganda War for Western Muslims: A Comparison of Inspire and Dabiq</i></p> <p>Maura Conway (2017) “Determining the Role of the Internet in Violent Extremism and Terrorism: Six Suggestions for Progressing Research” <i>Studies in Conflict and Terrorism</i></p>	Case study exercise: Mosque shooting, New Zealand, 2019



Week/ Topic	Readings	Activities and Media
Week 7 (Oct 7)  <b>Mid-Semester Check</b>	No readings	<b>Review session</b>  <b>Analysis Paper 1 due no later than Sunday, October 4 11:59pm EST</b>
Week 8 (Oct 14)  <b>How Important is Leadership?</b>	Jacob N. Shapiro (2013) <i>The Terrorist's Dilemma</i> , Chapter 2  Max Abrahms and Philip Potter (2015) "Explaining Terrorism: Leadership Deficits and Militant Group Tactics" <i>International Security</i>  Jenna Jordan (2009) "When Heads Roll: Assessing the Effectiveness of Leadership Decapitation," <i>Security Studies</i>	Case study exercise: Mumbai Attack, India, 2008
Week 9 (Oct 21)  <b>When Do Terrorists Choose to Increase Violence?</b>	CJ Bearman (2005) "An Examination of Suffragette Violence" <i>The English Historical Review</i>  Mia Bloom (2004) "Palestinian Suicide Bombing: Public Support, Market Share, and Outbidding" <i>Political Science Quarterly</i>  Erica Chenoweth (2010) Democratic Competition and Terrorist Activity, <i>The Journal of Politics</i>	Case study exercise: Boogaloo Boys, USA, 2020
Week 10 (Oct 28)  <b>How Does Gender Influence Political Violence?</b>	Zack Beauchamp (2018) "Incel," <i>Vox</i>  Samantha Kutner (2020) "Swiping Right: The Allure of Hyper Masculinity and Cryptofascism for Men Who Join the Proud Boys"  Anat Berko and Edna Erez (2007) "Gender, Palestinian Women, and Terrorism: Women's Liberation or Oppression?" <i>Studies in Conflict and Terrorism</i>  Dara Kay Cohen (2013) "Female Combatants and the Perpetration of	Case study exercise: "Beta Male Uprising," Canada, 2018

Week/ Topic	Readings	Activities and Media
	Violence: Wartime Rape in the Sierra Leone Civil War,” <i>World Politics</i>	
<p>Week 11 (Nov 4)</p> <p><b>When Do Rebellions Emerge?</b></p>	<p>Seth Jones (2016) <i>Waging Insurgent Warfare</i>, Ch 2</p> <p>Paul Staniland (2014) <i>Networks of Rebellion: Explaining Insurgent Cohesion and Collapse</i>, Ch 2</p> <p>Laia Balcells et al (2016) “The Determinants of Low-intensity Intergroup Violence. The Case of Northern Ireland.” <i>Journal of Peace Research</i>.</p>	<p>Case study exercise: Irish Republican Army, Northern Ireland, 1974</p>
<p>Week 12 (Nov 11)</p> <p><b>How Do Insurgents Consolidate Power?</b></p>	<p>Che Guevarra (1961) <i>Guerilla Warfare</i></p> <p>Stathis Kalyvas (2003) “The Ontology of ‘Political Violence’: Action and Identity in Civil Wars,” <i>Perspectives on Politics</i></p> <p>Barry Posen (1993) “The Security Dilemma and Ethnic Conflict,” <i>Survival</i></p>	<p>Case study exercise: MEND, Nigeria, 2006</p>
<p>Week 13 (Nov 18)</p> <p><b>Are States also Terrorists?</b></p>	<p>Eqbal Ahmad (1998) “Terrorism: Theirs and Ours”</p> <p>Richard Jackson (2008) “The Ghosts of State Terror”</p>	<p>Case study exercise: National Liberation Front, Algeria, 1957</p> <p><b>Analysis Paper 2 due no later than Sunday, November 22 11:59pm EST</b></p>
<p>Week 14 (Nov 25)</p> <p><b>BREAK</b></p>	<p>No assigned readings</p>	<p><b>THANKSGIVING HOLIDAY, CLASS DOES NOT MEET</b></p>
<p>Week 15 (Dec 2)</p> <p><b>Which Responses to Political Violence are Most Effective?</b></p>	<p>No assigned readings</p>	<p><b>Review session</b></p>
<p>TBA</p>		<p><b>FINAL EXAM</b></p>

## Student Support & University Policies

### Technical Support

AU is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty that prevents a student from completing a time-sensitive assessment activity, instructors may extend deadlines and provide appropriate accommodations based on the situation.

- **Blackboard Support:** Students should immediately report any problems to their course instructor and also contact the Blackboard Support Center at [blackboard@american.edu](mailto:blackboard@american.edu) or call (202) 885-3904 for 24/7 support. Students can also log on to [Blackboard Help](#) for support.
- **AU Help Desk (focuses on all other IT issues):** Answers to your technology questions are just an e-mail, instant message, or phone call away. Contact the IT Help Desk at 202-885-2550, [helpdesk@american.edu](mailto:helpdesk@american.edu), or [the Help Desk web page](#) to reach one of our professional staff who can answer your questions and provide general troubleshooting assistance.

### Academic Support Services

All students may take advantage of the [Academic Support and Access Center \(ASAC\)](#) for individual academic skills counseling, workshops, Tutoring and Writing Lab appointments, peer tutor referrals, and Supplemental Instruction. The ASAC is located in Mary Graydon Center 243.

Additional academic support resources available at AU include the Bender Library, the Department of Literature's Writing Center (located in the Library), the Math Lab in the Department of Mathematics & Statistics, and the Center for Language Exploration, Acquisition, & Research (CLEAR) in Anderson Hall, Room B-10. A more complete list of campus-wide resources is available in the ASAC.

### Students with Disabilities

If you wish to receive accommodations for a disability, please notify me with a letter from the Academic Support and Access Center. As accommodations are not retroactive, timely notification at the beginning of the semester, if possible, is strongly recommended. To register with a disability or for questions about disability accommodations, contact the Academic Support and Access Center at 202-885-3360 or [asac@american.edu](mailto:asac@american.edu), or drop by MGC 243. For more information, visit AU's [Disability Accommodations web page](#).

### Center for Diversity & Inclusion

[CDI](#) is dedicated to enhancing LGBTQ, multicultural, first-generation, and women's experiences on campus and to advancing AU's commitment to respecting and valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy. It is located on the 2nd floor of Mary Graydon Center. (202-885-3651, MGC 201 & 202)

### Counseling Center

The [Counseling Center](#) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources. (202-885-3500, MGC 214)

**Dean of Students Office**

The [Dean of Students Office](#) offers one-on-one meetings to discuss academic, adjustment, and personal issues that may be interfering with a student's ability to succeed academically. The office also verifies documentation for students who have medical or mental health issues that cause them to be absent from class. (202-885-3300, Butler Pavilion 408)

**International Student & Scholar Services**

[International Student & Scholar Services](#) has resources to support academic success and participation in campus life including academic counseling, support for second language learners, response to questions about visas, immigration status and employment and intercultural programs, clubs and other campus resources. (202-885-3350, Butler Pavilion 410)

**Office of Advocacy Services for Interpersonal and Sexual Violence**

[OASIS](#) provides free and confidential advocacy services for students who experience sexual assault, dating or domestic violence, sexual harassment, and/or stalking. Please email or call to schedule an appointment with a victim advocate in OASIS. ([oasis@american.edu](mailto: oasis@american.edu), 202-885-7070, Health Promotion and Advocacy Center – Hughes Hall 105).

**Writing Center**

The [Writing Center](#) offers free, individual coaching sessions to all AU students. In your 45-minute session, a student writing consultant can help you address your assignments, understand the conventions of academic writing, and learn how to revise and edit your own work. (202-885-2991, Bender Library – 1<sup>st</sup> Floor Commons).

**Emergency Preparedness**

In the event of an emergency, American University will implement a plan for meeting the needs of all members of the university community. Should the University be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or the use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU email and Blackboard, while students must inform their faculty immediately of any emergency-related absence. Students are responsible for checking their AU email regularly and keeping themselves informed of emergencies. In the event of an emergency, students should refer to the AU Student Portal, the [AU website](#), and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/college specific information.

Because this is an online class, we will still maintain scheduled due dates if campus is closed for weather or other emergencies, and instructor response time will be unaffected.

**Discrimination and Harassment (Title IX)**

American University expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, sexual assault, and stalking. The University is an equal opportunity, affirmative action institution that operates in compliance with applicable laws and regulations. AU does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information, or any other bases under federal or local laws in its programs and activities.

If you experience any of the above, you have the option of filing a report with the [University Police](#) (202-885-2527) or the [Office of the Dean of Students](#) ([dos@american.edu](mailto:dos@american.edu) or 202-885-3300). To file a [Title IX complaint](#) or for more information on your rights, contact the Title IX Program Officer (202-885-3373 or [TitleIX@american.edu](mailto:TitleIX@american.edu)). Please keep in mind that all faculty and staff – with the exception of counselors in the Counseling Center, victim advocates in OASIS, medical providers in the Student Health Center, and ordained clergy in the Kay Spiritual Life Center – who are aware of or witness this conduct are required to report this information to the university, regardless of the location of the incident. For more information, including a list of supportive resources on and off-campus, contact [OASIS](#) ([oasis@american.edu](mailto:oasis@american.edu) or 202-885-7070).

### **Religious Observances**

Students will be provided the opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance, provided they notify their instructors before the end of the second week of classes. Please send this notification through email to the professor. For additional information, see American University's [religious observances policy](#).

### **Sharing of Course Content**

Students are not permitted to make visual or audio recordings (including livestreams) of lectures or any class-related content or use any type of recording device unless prior permission from the instructor is obtained and there are no objections from any student in the class. If permission is granted, only students registered in the course may use or share recordings and any electronic copies of course materials (e.g., PowerPoints, formulas, lecture notes, and any discussions – online or otherwise). Use is limited to educational purposes even after the end of the course. Exceptions will be made for students who present a signed Letter of Accommodation from the Academic Support and Access Center. Further details are available from the [ASAC website](#).

To supplement the classroom experience, lectures may be audio or video recorded by faculty and made available to students registered for this class. Faculty may record classroom lectures or discussions for pedagogical use, future student reference, or to meet the accommodation needs of students with a documented disability. These recordings are limited to personal use and may not be distributed, sold, or posted on social media outlets without written permission of the instructor. Unauthorized downloading, file sharing, or distribution of any part course materials, or using information for purposes other than student's own learning, may be deemed a violation of American University's Student Conduct Code and subject to disciplinary action (see Student Conduct Code VI. Prohibited Conduct).

### **Use of Student Work**

The professor will use academic work that you complete for educational purposes in this course during this semester. Your registration and continued enrollment constitute your consent.