

Course Syllabus
JLC 471/671: Evolution of Global Jihad
Spring 2020

Instructor Information



David Malet

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Instructor Bio: David Malet teaches 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. He was recently part of a Minerva Initiative-funded study on radicalization among religious converts.

His second manuscript, *Biotechnology and International Security* (Rowman and Littlefield, 2016), examines 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.

Course Information

Description

This course examines the contours of the Sunni jihadist movement with the aim of understanding ideological as well as strategic and operational characteristics that define it. A heavy emphasis is placed on exploring the ideological and strategic debates within the movement, as well as national, regional, and international events that contribute to these debates.

Course Format and Structure

Our focus will be on the jihadist movement in the context of its ideologies, organization and strategies of violent extremism rather than on theology or jurisprudence. The movement is constantly evolving, and terror groups also attempt to innovate constantly, so our emphasis will be on recent history and anticipating future trends.

The course will begin with an overview of Jihadist ideology and the history of its emergence in anti-colonial struggles. We will define what is distinct about Sunni jihadism and how it differs from other forms of Sunni and Shia Islamism and militancy. The second part of the course will examine the global Al Qaeda terror network and its affiliates, and also diaspora and online recruitment. Finally, we will examine jihadi governance through the case study of ISIS as well as an examination of why jihadi groups elsewhere are able to gain political support and financing.

Class time will involve in-depth discussions of the readings, application to current and historical events, and student presentations on different jihadi groups around the world today. Written assignments provide the opportunity to conduct research on topics and policy challenges of interest to you.

Student Learning Outcomes

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

1. Identify the jihadist movement's characteristics and historical development.
2. Explain how the emergence of al-Qaeda and the 9/11 attacks and Global War on Terror have affected US approaches to terrorism.
3. Identify the goals and strategies of "Islamic State" actors with caliphate projects.
4. Analyze the operations of a regional jihadi group.
5. Create and deliver a professional research presentation

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

NOTE: Readings may change in response to unfolding events, with notifications by email.

Most readings will be available via Blackboard.

We will be using three books as required readings that you will be responsible for obtaining. Reserve copies are at the AU Library.

- Aisha Ahmad (2018) *Jihad & Co.: Black Markets and Islamist Power*
- Brian Fishman (2016) *The Master Plan: ISIS, Al Qaeda, and the Jihadi Strategy for Final Victory*
- Assaf Moghadam (2017) *Nexus of Global Jihad: Understanding Cooperation among Terrorist Actors*

Guidelines and Expectations

Assignments

Essay – Using course readings and class material to-date, evaluate the resilience and appeal of jihadism. Why does it continue to find adherents even though it is clearly a minority view in the populations where the movements exist? Who becomes a supporter of jihadism and what prevention strategies might benefit at-risk populations?

750 words (approx. 3 pages) for undergraduates and 1,000 words (approx. 4 pages) for graduate students.

Research Paper – Examine a current or emerging challenge related to Jihadi activity in the West. A wide degree of latitude to explore different topics is available based on student interest, but for this reason it is **REQUIRED** that you make an appointment to discuss the paper with me.

4,000 words (approx. 15 pages) for undergraduates and 5,000 words (approx. 20 pages) for graduate students.

Final Exam – Produce a white paper advising the US government about what the primary threats involving the global Jihadi movement are likely to be and what policies are required.

In-Class Presentation

A 10 minute presentation (including questions) on a jihadi group from the list below. The object is to provide the class with a professional quality briefing that provides information that your classmates can use on the final exam. It should also have the benefit of giving you the opportunity to practice public presentation skills of the type that are beneficial in government, military, or corporate employment.

PowerPoint, Prezi, or similar programs are useful for engaging the audience, and visual learners in particular. They are most effective with 2-3 bullet points per slide that provide you and the audience with cues. More text than that, and the audience stops reading. The presenter should not read directly from the slides, but use whatever notes are required. Short multimedia components such as video clips may also be useful but should not constitute the majority of your ten minutes.

Content

Provide background on your group, including:

Country and/or conflict milieu

Group ideology in the context of the global jihadi movement

Group history

Group strategies (violence, social services, public outreach, etc)

Jihadi Groups

Abdullah Azzam Brigades (Saudi Arabia, Lebanon)

Abu Sayyaf Group (Philippines)

Al Qaeda in the Arabian Peninsula (Yemen)

Ansar al Sharia (Egypt)

Ansar Khalifa (Philippines)

Boko Haram (Nigeria)

East Turkestan Islamic Movement (China)

Harakat al Shabaab al Mujahidin (Somalia)

Harkat ul Mujahdin (Kashmir)

Hayat Tahrir al Sham (Syria)

Indian Mujahidin

ISIL-Caucasus Province (Russia)

ISIL-Khorasan Province (Afghanistan)

ISIL-Sinai Province (Egypt)

Islamic Emirate of Afghanistan (Taliban)

Islamic Jihad Union (Uzbekistan)

Islamic Movement of Uzbekistan

Jaish-e-Mohammed (Kashmir)

Jash al Adl (Iran)

Jama'at Nasr al-Islam wal Muslimin (Mali)

Jemaah Islamiyah (Indonesia)

Jondullah (Pakistan)

Lashkar e-Taiba (Kashmir)

Maute (Philippines)

Moro Islamic Liberation Front (Philippines)

Moroccan Islamic Combatant Group

Mujahidin Shura Council in the Environs of Jerusalem

Palestinian Islamic Jihad

Expectations for Course Participation

You should come to class prepared to discuss the assigned readings for that week. We will also have the opportunity to discuss current events and other relevant topics. Additionally, we conduct in-class activities where you will be placed in groups to discuss material, role play, and make presentations. Offering reflections on the readings and contributing to discussions are both essential for course participation. Attendance is not graded; this means that merely being physically present without contributing does not qualify as participation. At the same time, non-attendance will adversely impact your participation grade because you will not be present to contribute.

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 Blackboard 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), 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
Participation	15	Cumulative
Essay	15	February 5
Presentation	15	Per sign-up sheet
Research Paper	30	March 25
Final Exam	25	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 Blackboard 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, Media & Resources	Activities & Assessments
<p><u>IDEOLOGY</u></p> <p>Week 1 (Jan 15)</p> <p>Identifying Jihadist Challenges</p>	<p>Reading to be provided during class</p>	
<p>Week 2 (Jan 22)</p> <p>Jihad and Islamism</p>	<p>Michael Bonner (2006) “What is Jihad?” <i>Jihad in Islamic History</i> pp. 1-18 (Blackboard)</p> <p>David Cook (2015) <i>Understanding Jihad</i> (Blackboard) Ch 4 “Jihad during the Nineteenth Century: Renewal and Resistance” (20 pp.) Ch 5 “Radical Islam and Contemporary Jihad Theory” (35 pp.)</p> <p>Steven Brooke (2015) <i>The Muslim Brotherhood's Social Outreach after the Egyptian Coup</i> 13 pp. (Blackboard)</p>	
<p>Week 3 (Jan 29)</p> <p>Jihadist Doctrine</p>	<p>Shiraz Maher (2016) “Applying Jihad in Salafi Thought”, Ch. 3, <i>Salafi-Jihadism: The History of an Idea</i>, pp. 41-70 (Blackboard)</p> <p>Brynjar Lia (2008) “Doctrines for Jihadi Terrorist Training,” <i>Terrorism and Political Violence</i> 518-537 (Blackboard)</p> <p>David B. Cook (2017) “Contemporary Martyrdom: Ideology and Material Culture,” in Hegghammer, ed. <i>Jihadi Culture</i>, Ch 7, pp. 151-170 (Blackboard)</p>	<p>Presentations</p>

Week/ Topic	Readings, Media & Resources	Activities & Assessments
	Vera Mironova (2019) "Is the Future of ISIS Female?" <i>The New York Times</i> , 2 pp. (Blackboard)	
<p>NETWORKS</p> <p>Week 4 (Feb 5)</p> <p>Al Qaeda and the Global War on Terror</p>	<p>R. Kim Cragin (2008) "Early History of Al Qaeda" <i>The Historical Journal</i>, Vol. 51, No. 4 pp. 1047-1067</p> <p>Fawaz Gerges (2005) "The Afghan War: Sowing the Seeds of Transnational Jihad," Ch. 3, <i>The Far Enemy: Why Jihad Went Global</i>, pp. 80-118, (Blackboard)</p> <p>Marc Sageman (2008) "Globalization of Jihadi Terror", Ch 3, in <i>Leaderless Jihad</i>, pp. 29-46 (Blackboard)</p>	ESSAY DUE
<p>Week 5 Feb 12)</p> <p>Spectrum and Ecology of Jihadi Groups</p>	Assaf Moghadam, <i>Nexus of Global Jihad</i> , Part I (pp. 1-120)	Presentations
<p>Week 6 (Feb 19)</p> <p>Jihadi Networks</p>	Assaf Moghadam, <i>Nexus of Global Jihad</i> , Part II (pp. 123-260)	Presentations
<p>Week 7 (Feb 26)</p> <p>Jihad in the West: Assimilation and Conversion</p>	<p>Olivier Roy (2004) "Muslims in the West", Ch 3, <i>Globalized Islam</i>, pp. 100-147 (Blackboard)</p> <p>Peter Neumann (2016) "Supporters," Ch 5, <i>Radicalized</i> 110-135 (Blackboard)</p> <p>Jesse Morton and Mitchell Silber (2018) "NYPD vs. Revolution Muslim: The Inside Story of the Defeat of a Local Radicalization Hub" <i>Sentinel</i>, 6 pp. (Blackboard)</p>	Presentations

Week/ Topic	Readings, Media & Resources	Activities & Assessments
Week 8 (Mar 4) Jihad in Cyberspace	JM Berger (2011) "The Keyboard and the Sword," Ch 11, <i>Jihad Joe</i> , pp. 177-201, (Blackboard) Christina Schori Liang (2015) <i>Cyber Jihad: Understanding and Countering Islamic State Propaganda</i> , GCSP, pp. 1-12 (Blackboard) Mia Bloom and Chelsea Daymon (2018) "Assessing the Future Threat: ISIS's Virtual Caliphate" <i>Orbis</i> , pp. 372-388 (Blackboard)	Presentations
Week 9 (Mar 11)	SPRING BREAK	
<u>GOVERNANCE</u> Week 10 (Mar 18) Shiite Islamists	Thomas F. Lynch (2008) <i>Sunni and Shi'a Terrorism: Differences that Matter</i> , CTC (pp. 6-64) Philip Smyth (2015) <i>The Shiite Jihad in Syria and its Regional Effects</i> . The Washington Institute for Near East Policy (pp. 1-57)	Presentations
Week 11 (Mar 25)	No Class	RESEARCH PAPER DUE
Week 12 (Apr 1) The Islamic State of Iraq and the Caliphate Project	Brian Fishman, <i>The Master Plan</i> , Prologue-Ch. 3 (pp. 1-139)	Presentations
Week 13 (Apr 8) Establishing the Islamic State	Brian Fishman, <i>The Master Plan</i> , Ch. 4-7 (pp. 140-259)	Presentations

Week/ Topic	Readings, Media & Resources	Activities & Assessments
Week 14 (Apr 15) Why do Jihadi Militias Enjoy Political Support?	Aisha Ahmad, <i>Jihad & Co.</i> , Ch 1-6 (pp. 1-141)	Presentations
Week 15 (Apr 22) Governance by Jihadis vs Government by Jihadis	Aisha Ahmad, <i>Jihad & Co.</i> , Ch. 7-9 (pp. 142-201) Final exam review Make-up material if necessary	
TBC (Apr 29)		FINAL EXAM

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 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, 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, 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, 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 – 1st 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 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). 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](mailto:oasis@american.edu) (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.