

Course Syllabus
JLC 485: Political Violence Since 1970
Fall 2020

Instructor Information



David Malet

Email (best method of contact): malet@american.edu
Blackboard course site
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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 examines trends in political violence over the past half-century and introduces students to the major world and national events of recent decades that shape how we address terrorism and insurgency. Key recent historical actors and conflicts will be studied in the context of developments such as the modern age of terrorism and how it has evolved, technology and the spread of revolution, and waves of ethnic conflicts and genocides.

Course Format and Structure

Approaches to terrorism and homeland security in the US and other countries are shaped by past experiences. This is the case both in terms of laws and doctrines developed in response to prior events and in the perspectives of individual leaders whose paradigms were shaped by past events. The goal of this course is to help you better understand the sources of current policies and paradigms that have been generated by the trends of the modern era of terrorism and major incidents of political violence.

The course will cover key events and developments of the past half-century by weekly theme but in roughly chronological order. Class sessions will involve background lectures, discussion of readings and multimedia materials, and conversations about whether we can apply past events to current issues.

Student Learning Outcomes

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

1. Explain major events and trends shaping political violence over the past half-century
2. Find and use appropriate resources for research
3. Describe perspectives based on past events that influence contemporary policymaking
4. Compare and contrast policy responses to historical events to those developed for current events

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

Weekly Discussion Posts (40 points)

There will be an online discussion board and a weekly prompt provided. You will be provide a substantive reflection on the significance of the week's readings for current considerations related to terrorism and political violence. You must complete any 10 weeks 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 – Face to Face and Blogging (10 points)

Classes will be face-to-face online, and attendance and participation are expected (with the understanding that this may not always be possible for everyone in every circumstance). We will generally employ a more traditional lecture and Q&A format to cover historical developments during the first class of the week and spend more of the second class of the week in discussion relating to current events.

Given the practical constraints of an online format, you are also invited to keep a blog on Blackboard of your reactions to course topics, as well as relevant current events. Some students may be more comfortable in being verbal or chat participants on Zoom calls. For those who are not, blog posts will count toward the participation expectation for each week. As long as you participate consistently in at least one of these forms you will receive full participation credit.

Research Paper

A two-part assignment for which you select a topic of interest and explore how key events have shaped current approaches to policy and what factors cause policies evolve over time. All topics must be approved in advance.

Part I: Historical Incident (10 points)

5-page paper that reports the facts about a particular entity, event, or development relevant to the course.

Part II: Evolution of Policy Response (20 points)

10-page paper that explains the significance of the incident in Part I in terms of how it has influenced subsequent policies and debates.

Final Exam (20 points)

The final exam will require you to write an essay that identifies and analyzes major trends in terrorism and political violence over recent decades.

Expectations for Course Participation

You should complete the assigned readings for that week prior to the first class of the week (Monday), unless otherwise noted by the instructor.

You are responsible for posting your responses to the discussion board by the night before the second class (Wednesday night) and for posting two replies to posts by other students by Friday night.

Any blogs should also be posted by Friday night.

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), 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
Weekly Discussion Posts	40	Cumulative
Participation	10	Cumulative
Research Paper Part 1: Historical Incident	10	October 18
Research Paper Part 2: Evolution of Policy Response	20	November 25
Final Exam	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	Content and Assignments	Readings
Week 1 Weapon of the Weak	<p>Aug 24: Introductions, class format, historical analogies and policymaking</p> <p>Aug 27: Political violence in America in 1970 vs 2020</p>	<p>Analogies at War, ch 1 (Yuen Foong Khong, 1992)</p> <p>Agenda Seeding: How 1960s Black Protests Moved Elites, Public Opinion and Voting (Omar Wasow, 2020)</p>
Week 2 Grass Roots and Overreaching Branches	<p>Aug 31: Youth Protests and the Militant Left</p> <p>Sept 2: Constraints on Authority, Then and Now</p>	<p>“Our Backs Are Against the Wall”: The Black Liberation Army and Domestic Terrorism in 1970s America (William Rosenau, 2013)</p> <p>The Dark History of America’s First Female Terrorist Group (William Rosenau, 2020)</p> <p>The Church Committee and a New Era of Intelligence Oversight (Frederick A. O. Schwarz, Jr., 2007) 20</p> <p>DHS analyzed protester communications, raising questions about previous statements by senior department official (Shane Harris, 2020)</p>
Week 3 International Terrorism	<p>Sept 7: LABOR DAY, NO CLASS</p> <p>Sept. 10: The Modern Era of Terrorism</p>	<p>Defining Terrorism: Is One Man’s Terrorist another Man’s Freedom Fighter? (Boaz Ganor, 2002)</p> <p>The Dynamics of Nationalist Terrorism: ETA and the IRA (Igancio Sanchez-Cuenca, 2007)</p> <p>Transformation of the Palestine Liberation Organization: Goals and Means (Meng Shu and Aftab Hussain, 2018)</p>
Week 4 Interventions Abroad and Influences at Home	<p>Sept 14: The Ayatollah and the Party of God: Iran and Hezbollah</p> <p>Sept 16: Conflict in the Americas: Drug cartels, military interventions and the politics of the border</p>	<p>Hezbollah: Between Tehran and Damascus (Gary C. Gambrill and Ziad K. Abelnour, 2002)</p> <p>US Policy toward Nicaragua and Iran and the Iran-Contra Affair: Reflections on the Continuity of American Foreign Policy (Cheryl A Rubenberg, 1988)</p> <p>FARC’s Pursuit of “Taking Power”: Insurgent Social Contracts, the Drug Trade and Appeals to Eudaemonic Legitimation (Alexandra Phelan, 2019)</p> <p>Why Does the United States still Believe the Myth of the “Good Coup”? (Erica de Bruin, 2019)</p>

Week/ Topic	Content and Assignments	Readings
Week 5 From the Dragon to “A Multitude of Poisonous Snakes”	<p>Sept. 21: The Fall of Communism How did the Cold War and Soviet bloc end almost violence free?</p> <p>Sept. 23: Legacies of Communism Ethnic conflict and civil wars, organized crime, and loose WMD</p>	<p>The End of History? (Francis Fukuyama, 1989)</p> <p>The Clash of Civilizations? (Samuel Huntington, 1993)</p> <p>Ethnicity, Nonviolent Protest, and Lethal Repression in Africa (Cullen S Hendrix and Idean Salehyan, 2019)</p>
Week 6 Identity Politics, Protest and Uprisings	<p>Sept. 28: Communal Violence in America: Civil Rights after the Movement</p> <p>Sept. 30: “No Justice, No Peace” Police Violence and Race</p>	<p>Eyes on the Prize II: Keys to the Kingdom, 1990 (Watch to 31:00. Warning - contains offensive racist language and violence) https://blackstonian.org/2016/01/video-eyes-on-the-prize-boston-episode/</p> <p>Can Violent Protest Change Local Policy Support? Evidence from the Aftermath of the 1992 Los Angeles Riot (Ryan D. Enos, Aaron R. Kaufman, Melissa L. Sands)</p> <p>Police Are Our Government: Politics, Political Science, and the Policing of Race-Class Subjugated Communities (Joe Soss and Vesla Weaver, 2017)</p> <p>Risk of Being Killed by Police Use of Force in the United States by Age, Race–ethnicity, and Sex (Frank Edwards, Hedwig Lee, and Michael Esposito, 2019)</p>
Week 7 The Unipolar Moment	<p>Oct. 5: Rogue States and Failed States</p> <p>Oct. 8: Global Cop When should the US intervene?</p>	<p>When States Fail: Causes and Consequences, ch 1 (Robert I. Rotberg, 2004)</p> <p>Anticipating Organized and Transnational Crime (Roy Godson and Phil Williams, 2002)</p> <p>Ungoverned Territories: Understanding and Reducing Terrorism Risks (Angel Rabasa, 2007)</p>
Week 8 Mid-Semester Check-in	<p>Oct. 12: Review and Questions</p> <p>Oct. 15: Paper 1 Workshop</p> <p>PAPER 1 DUE SUNDAY, Oct. 18</p>	No assigned readings
Week 9 Human Security	<p>Oct. 19: Genocidaires</p> <p>Oct. 22: Responsibility to Protect?</p>	<p>Containing Fear: The Origins and Management of Ethnic Conflict (David A. Lake and Donald Rothchild, 1996)</p> <p>The Puzzle of Extra-Lethal Violence (Lee Ann Fujii, 2013)</p> <p>R2P, Global Governance, and the Syrian Refugee Crisis (Alise Coen, 2015)</p>

Week/ Topic	Content and Assignments	Readings
Week 10 Transnational Networks	Oct. 26: Private Authority and Interventions Oct. 29: When Does Sovereignty Matter?	The Transnational Century (David Malet and Miriam J. Anderson, 2017) Globalising the Zapatistas: From Third World Solidarity to Global Solidarity? (Thomas Olesen, 2004) What Matters Is Who Supports You: Diaspora and Foreign States as External Supporters and Militants' Adoption of Nonviolence (Marina G. Petrova, 2019)
Week 11 The War on Terror	Nov. 2: 9/11 in Context Nov. 5: Iraq: From the Fall of Saddam to the Rise of ISIS	The Long-Run Effect of 9/11: Terrorism, Backlash, and the Assimilation of Muslim Immigrants in the West (Eric D. Gould and Esteban F. Klor, 2014) Mission Not accomplished: What Went Wrong with Iraqi Reconstruction (Nora Bensahel, 2006)
Week 12 Ideological Violence in America	Nov. 9: Culture Wars Nov. 12: New Revolutionaries?	Trump's 'Kung flu' slur, pervasive scapegoating recall a brutal decades-old hate crime(Claire Wang, 2020) Global Change, Local Angst: Class and the American Patriot Movement (Carolyn Gallaher, 2000) Politics at the Point of a Gun (Joshua Partlow, 2020)
Week 13 21st Century Illiberalism	Nov. 16: Illiberal Democracy Nov. 19: The Surveillance State	The Rise of Illiberal Democracy (Fareed Zakaria, 1997) Counterterrorism and Preventive Repressionand China's Changing Strategy in Xinjiang (Sheena Chestnut Greitens, Myunghee Lee, Emir Yazici, 2020)
Week 14 All Caught Up?	Nov. 23: Discussion and Paper 2 Workshop PAPER 2 DUE WEDNESDAY, Nov. 25 Nov. 26: THANKSGIVING HOLIDAY	No assigned readings
Week 15 (Nov 30, Dec 3) Looking Forward	Nov. 30: Disruptive Technologies Dec. 3: Review session	The Rise of Complex Terrorism (Thomas Homer-Dixon, 2009) Climate Change and Conflict (Vally Kouibi, 2019) Captain America in International Relations: The Biotech Revolution in Military Affairs (David Malet, 2015)
TBA		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](#) (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.