

Course Syllabus
JLC 485/685: Foreign Fighters
Spring 2020

Instructor Information



David Malet

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Response time for questions: 1 business day

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 provides an in-depth look at foreign fighters and policy responses to them. It focuses on jihadi militants but examines transnational volunteers for other religious, ethnic, and ideological causes as well. The course examines competing perspectives on radicalization, the internet, and the likelihood of blowback attacks by returnees.

Course Format and Structure

The course will begin with an overview of the phenomenon of foreign fighting through history by insurgencies. It then focuses on the ubiquitous jihadi foreign fighter movement of the past 40 years, and particularly the impacts of al Qaeda and ISIS. We will examine key elements of foreign fighter radicalization, battlefield effectiveness and violence against civilians, and threats posed by returnees. We will conclude the semester with analysis of national and international CVE efforts to prevent foreign fighters and reintegrate returnees.

There are three written products due for this course: two short papers in which you engage in policy analysis and offer recommendations, and an in-depth research paper on a foreign fighter group of your choice that provides the opportunity to build expertise in an area of interest to you. 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.

Student Learning Outcomes

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

- 1) Identify the characteristics of foreign fighter insurgencies and state responses
- 2) Describe contemporary transnational and homeland security issues and apply a framework for analysis
- 3) Analyze security challenges and develop policy prescriptions
- 4) Produce written communications appropriate for the security field

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 two books as required readings that you will be responsible for obtaining:

- David Malet (2017 edition) *Foreign Fighters: Transnational Identity in Civil Conflicts*
- Daniel Byman (2019) *Road Warriors: Foreign Fighters in the Armies of Jihad*

Guidelines and Expectations

Assignments

Policy Article (1000 words, approximately 3 pages) A piece of persuasive writing of the type that would appear in a journal such as *Foreign Policy* aimed at an educated audience of decision-makers and informed members of the public. Specific topic to be provided.

Case Study Paper (12 pages for JLC 485, 15 pages for JLC 685)

An examination of a specific foreign fighter group, referencing scholarly research as appropriate

The research paper will be the central written component of this course. You are to conduct a case study of a contemporary or historical transnational insurgency with the goal of developing an article of publishable quality. As most of the emerging scholarly research on foreign fighters has focused on Al Qaeda Central and ISIS, you should consider pursuing some other case so that you can make an original contribution.

You should check with me before commencing the paper to ensure that the group is within the parameters of the course.

Case studies should include the following labeled sections:

1. Group identity
2. Area of operations
3. Ideology
4. Online operations
5. Transnational recruitment resources and methods
6. Employment of gendering
7. Demographic and biographic information about transnational recruits
8. Organizational structure and leadership
9. Sources of funding
10. Tactics, targets, and major attacks

Policy Memo (1000 words for JLC 485, 1200 for JLC 685)

Topic to be provided 1 week prior to due date. The paper should provide background on the issue in question, examining current events and recent developments and not history, and then provide 3 alternative policy options. You should make the case for why the recommended option is the best one. Do not offer one “good” option and two that are clearly inferior. The recommendations should be presented as alternative choices – not three steps of one plan – with the expected utility of each presented as a serious option.

Class Presentation (JLC 685 only)

An approximately 10 minute in-class presentation (including questions and interactions). The presentation will cover some topic relevant to the course, with specific subject and date to be agreed on with instructor.

Assignments will be graded on:

1. Quality of critical analysis and argument.
2. Quality and depth of research, including engagement with scholarly or relevant literature.
3. Clarity and logic of essay structure.
4. Conformity to correct referencing/citation guidelines.
5. Presentation and communication.

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 (For JLC 685 credit, includes presentation)	15	Cumulative
Policy Article	20	February 9
Case Study Paper	40	March 29
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
Week 1 (Jan 13) Identifying Foreign Fighter Challenges	Reading to be provided during class
Week 2 (Jan 20) No Class	Martin Luther King Jr. Day
Week 3 (Jan 27) Who are Foreign Fighters?	Malet, <i>Foreign Fighters</i> , Intro-Ch 3, pp. 1-91
Week 4 (Feb 3) Lessons from Foreign Fighters	Malet, <i>Foreign Fighters</i> , Ch 4-Conclusion, pp. 92-214; Afterword pp. 223-230
SUNDAY, FEBRUARY 9, 11:59PM Electronic submission via SafeAssign	POLICY ARTICLE DUE
Week 5 Feb 10) The Jihadi Movement and al-Qaeda	Byman, <i>Road Warriors</i> , Ch 1 and 4-6, 64 pp. Barak Mendelsohn (2011) "Foreign Fighters—Recent Trends" <i>Orbis</i> , 12 pp.
Week 6 (Feb 17) A Caliphate of Strangers	Byman, <i>Road Warriors</i> , Ch 7,8, 10 (81 pp)
Week 7 (Feb 24) The Foreign Fighter State: Life in the ISIS Caliphate	Brian Dodwell, Daniel Milton, Don Ressler (2016) <i>The Caliphate's Global Workforce: An Inside Look at the Islamic State's Foreign Fighter Paper Trail</i> 39 pp Lorne L. Dawson and Amarnath Amarasingam (2017) "Talking to Foreign Fighters: Insights into the Motivations for Hijrah to Syria and Iraq." <i>Studies in Conflict & Terrorism</i> , 19 pp.

Week/ Topic	Readings, Media & Resources
	John G. Horgan et al (2016): From Cubs to Lions: A Six Stage Model of Child Socialization into the Islamic State, <i>Studies in Conflict and Terrorism</i> , 15 pp.
<p>Week 8 (Mar 2)</p> <p>Recruitment Networks</p>	<p>Clint Watts (2009) “Countering Terrorism from the Second Foreign Fighter Glut” <i>Small Wars Journal</i>, 13pp.</p> <p>Timothy Holman (2015) “Belgian and French Foreign Fighters in Iraq 2003–2005: A Comparative Case Study.” <i>Studies in Conflict and Terrorism</i>, 20pp.</p> <p>Sean C. Reynolds and Mohammed M. Hafez (2017) “Social Network Analysis of German Foreign Fighters in Syria and Iraq” <i>Terrorism and Political Violence</i> 22 pp.</p> <p>Miron Lakomy (2019) “Recruitment and Incitement to Violence in the Islamic State’s Online Propaganda: Comparative Analysis of <i>Dabiq</i> and <i>Rumiyah</i>” 13 pp.</p>
<p>Week 9 (Mar 9)</p> <p>No Class</p>	SPRING BREAK
<p>Week 10 (Mar 16)</p> <p>Foreign Fighters and Gendering</p>	<p>Setenay Nil Doğan (2016) “‘We Left Our Skirts to Men as We Went to the Front’: The Participation of Abkhazian Women from Turkey in the Abkhazian War” 13 pp.</p> <p>Nelly Lahoud (2014) “The Neglected Sex: The Jihadis’ Exclusion of Women From Jihad.” <i>Terrorism and Political Violence</i>, 21 pp.</p> <p>Joana Cook and Gina A. Vale (2018) “From Daesh to ‘Diaspora’: Tracing the Women and Minors of Islamic State,” 61 pp.</p>
<p>Week 11 (Mar 23)</p> <p>Battlefield Effects</p>	Kristin M. Bakke (2014) “Help Wanted? The Mixed Record of Foreign Fighters in Battlefield Insurgencies” <i>International Security</i> 38(4) 38 pp

Week/ Topic	Readings, Media & Resources
	<p>Tiffany S. Chu and Alex Braithwaite (2017) “The Impact of Foreign Fighters on Civil Conflict Outcomes” <i>Research & Politics</i>, 6 pp.</p> <p>Pauline Moore (2019) “When Do Ties Bind? Foreign Fighters, Social Embeddedness, and Violence against Civilians” 16 pp.</p> <p>Tricia Bacon and Daisy Muibu (2019) “The Domestication of Al Shabaab” 26 pp.</p>
<p>SUNDAY, MARCH 29, 11:59PM Electronic submission via SafeAssign</p>	<p>POLICY ARTICLE DUE</p>
<p>Week 12 (Mar 30)</p> <p>Twenty-First Century Ideological Foreign Fighters</p>	<p>Ariel Koch (2019): “The Non-Jihadi Foreign Fighters: Western Right-Wing and Left-Wing Extremists in Syria” <i>Terrorism and Political Violence</i> 19pp.</p> <p>Shashi Jayakumar (2019) “Transnational Volunteers against ISIS” 37pp.</p> <p>Oleskiy Kuzmenko (2019) “‘Defend the White Race’: American Extremists Being Co-opted by Ukraine’s Far Right” 42 pp.</p>
<p>Week 12 (Apr 6)</p> <p>Re-evaluating the Threat of Returnees</p>	<p>Thomas Hegghammer (2013) “Should I Stay or Should I Go? Explaining Variation in Western Jihadists’ Choice between Domestic and Foreign Fighting.” <i>American Political Science Review</i> 107(1) 15 pp.</p> <p>Byman, <i>Road Warriors</i>, Ch 11, 24 pp.</p> <p>David Malet and Rachel Hayes (2018) “Foreign Fighter Returnees: An Indefinite Threat?” <i>Terrorism and Political Violence</i> (16 pp)</p> <p>Jesse C. Reiff (2018) “When Ali Comes Marching Home: Shi’a Foreign Fighters after Syria” 15 pp.</p>

Week/ Topic	Readings, Media & Resources
<p>Week 14 (Apr 13)</p> <p>International Policy Responses</p>	<p>Ian Bryan (2010) "Sovereignty and the Foreign Fighter Problem." <i>Orbis</i> 54(1) 14pp</p> <p>Antonio Segurra Serrano (2019) "National Measures Implementing United Nations Resolutions on Foreign Fighters" 15 pp.</p> <p>OSCE Office for Democratic Institutions and Human Rights (2018) Guidelines for Addressing the Threats and Challenges of "Foreign Terrorist Fighters" within a Human Rights Framework 74 pp</p>
<p>Week 15 (Apr 20)</p> <p>Demobilization and Reintegration Programs</p>	<p>Ann-Sophie Hemmingsen (2015) <i>The Danish Approach to Countering and Preventing Extremism and Radicalization</i>. DIIS 40 pp</p> <p>United Nations Office of the Special Advisor on Africa (2007) <i>Combatants on Foreign Soil</i>. Issue Paper, 35 pp</p>
<p>Week 15 (Apr 27)</p> <p>Responses and the Future</p>	<p>Byman, <i>Road Warriors</i>, Ch 12-13 39pp.</p> <p>Final exam review</p>
<p>FINAL EXAM</p> <p>DATE TBA</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 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.