

Domestic Terrorism and Political Violence
JLC 474/674

Summer 2026 – Asynchronous Online

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Office Hours: Via Zoom by Appointment

Any changes made to this syllabus after the first day of class will be marked in red.

Course Overview

This course investigates the causes and consequences of domestic terrorism and political violence. The course incorporates insights from psychology, political science, economics, history, and other disciplines to attempt to understand the motivation, goals, and propensity for violence of these groups and individuals. In the span of just six weeks, we will consider the past, present and future of extremism in the US, utilising case studies from groups and individuals across a wide span of ideologies.

Learning Objectives

1. Develop the ability to speak to the history and variety of political violence in the United States.
2. Understand the motivations and constraints that may encourage or discourage political violence.
3. Critically analyse and evaluate academic literature about US domestic terrorism.
4. Use your knowledge to articulate evidence-based arguments about domestic terrorism threats in the US.

Weekly Format

Two short lecture videos will be uploaded every week, on Mondays and Thursdays. You will be expected to do the readings in advance, and post two questions or discussion points about the readings that week by Thursday - although I encourage you to post them before that if you can. You will then write one response to your peers' questions and complete the quiz by the end of the week: Sunday at 11:59pm. There will be NO requirement for the discussion questions in week one given the timeframe, but there will be a weekly quiz, as well a requirement for a post introducing yourself on Canvas.

No Textbooks Required

There are no compulsory textbooks for this class, you will not have to buy anything from the bookstore or on Amazon. Every reading listed in this syllabus should be available either through the

American University Library or through a Google search. If you are unable to access any resource for this class, let me know as soon as possible and I will ensure that everyone has easy access to it.

Main Assignments

Quizzes

The purpose of the weekly quizzes is to make sure that you are engaging with the lectures and the reading. They will be a series of multiple choice or short-response questions. They are not designed to catch you out and should be relatively straightforward to complete, as long as you have done the readings and watched the lectures. The quiz should not take you longer than 10-15 minutes each week and can be completed on Canvas.

Annotated Bibliography

For this task you will find sources that are relevant to your research essay (you will have chosen the essay question in week 2), and 'annotate' each source with a paragraph of around 200 words under each citation you include. Use keywords in the university library or Google Scholar as a starting point to find literature – the majority of which should be from either academic journals or books. In each annotation, you should summarise the argument of the source, assess what the methodology is, and if you think the argument is credible. Make sure to link the relevance of the paper in helping to answer your essay question (see below). A strong annotated bibliography also links one source to another in your bibliography. Do your sources complement, build on, or disagree with one another? You will need to annotate 8-10 sources for JLC 474, or 10-12 sources for JLC 674.

Research Essay

Write an essay on a topic related to course material – be that about a specific group, ideology, or time period. Example research topics are listed below. Make sure to support your argument, whether that is with case studies and readings we have discussed in class, other academic material, or alternative relative sources such as opinion polling (or all the above!). Your essay should answer a 'research puzzle', evaluating different arguments and providing a clear answer to the question you pose. You will have to post your essay question in week 2, and respond to other students to provide feedback on their questions and ideas for what they may include in their answer. For undergraduate students, this paper will fulfil part one of your capstone requirements – the research project. 3000 words (excluding bibliographies) for JLC 474; 3,500 words for JLC 674. You have a range of +/- 10% of the word count.

Example essay questions/topics (feel free to choose one of the below questions, a variation of one, or to choose your own topic to research):

- How well does the 'Waves of Terrorism' model apply to the US?
- What is the great terror threat facing the US today?

- How has US counterterrorism evolved over time, and why does it pursue the policies that it does?

Reflection Post

This can either be a video or a post. 600-level students should reflect on what you have learnt in class, if you have any questions that remain, and what you would want to study next. For all UG (400 level) students, this task will fulfil part two of your capstone requirement – reflection. That means that you will need to reflect more broadly about your experiences at AU. The questions that you need to answer will be uploaded in a separate file, but be aware that there are 11 of them, so please allocate sufficient time to do them. **You cannot complete the course without doing the reflection.** If you have already completed the specific list of questions for a different capstone course, then use those answers as a base, using **blue text** to add detail about how your answers have evolved since you last reflected on your time at AU.

Summary of All Assignments

Title of Task	Details	Weighting	Due Date
Discussion Posts	A discussion post containing TWO comments or questions based on reading for either class that week	Contributes to 20% participation grade	WEEKLY - Every Thursday at 11:59pm
Post Response	Substantively respond to at least one question/comment a week	Contributes to 20% participation grade	WEEKLY - Every Sunday at 11:59pm
Weekly Quiz	Short quiz on Canvas, based on lecture content and reading	5% per quiz; 30% total	WEEKLY - Every Sunday at 11:59pm
Introductory Post	Post a video on Canvas briefly introducing yourself! You could mention topics like your dream job, what you know about terrorism, and what you're hoping to get out of the course	Contributes to 20% participation grade	24 th May at 11:59pm
Annotated Bibliography	Annotated bibliography. 8-10 sources/10-12 sources	20%	7 th June at 11:59pm
Final Research Essay	Essay on a topic related to domestic terrorism. 3000/3500 words +/- 10%	30%	25 th June at 11:59pm
Reflection Post	Upload a video or post to Canvas reflecting on: responses to the capstone reflection questions about your time at AU (400 level) OR what you have learnt in the class and what questions remain (600 level)	Contributes to 20% participation grade	28 th June at 11:59pm

Bonus credit: attend office hours with questions as an extra credit activity (come as many times as you would like, but 2% bonus credit for each of the first two meetings).

Email Policy

I aim to reply to any email sent within 1 business day. If I have not responded after that time, feel free to send me a polite follow up message in case I have missed it.

I am understanding of the pressures and other commitments you may have, especially during summer months. If you have any concerns about the content of lectures or readings, or a problem with a quiz or assignment, feel free to reach out to me. If you are asking for an extension, I will consider them on a case by case basis, and be flexible where possible. However, I will likely be a lot more sympathetic towards students that offer warning and highlight any potential issues they may have in advance. If you ask for a one-day extension one week in advance, it is much more likely to be approved than asking for an extension on the day the assignment is due.

Feedback

Good feedback goes both ways. I will strive to give you thoughtful feedback on your two main assignments, and I would encourage you to give me feedback as well. You will know that you can (and should) complete teaching evaluations at the end of the course, but whilst this may be useful for next year's class, it is not directly useful for your own learning experience. So if you are having a problem with either the workload, the course content, or something else, please don't hesitate to let me know! It may be a problem that not just you, but your classmates as well, may be having. The purpose of this class is to help each of you learn, and so if there is anything I can do to help facilitate that, I will try my best to do that.

Referencing

Any thought that is not your own **MUST BE CITED**. Failure to cite properly, and passing off an idea that is not yours as your own (whether it is from another person or an AI assistant) is academic dishonesty. That includes any idea that is not your own, not just direct quotations. AI can be useful in limited circumstances to generate ideas or possibly to help spot errors, but **any case where you use it must be cited**. Do not in any circumstances directly use material from AI software and pass it off as your own work. If it is spotted, it will be treated as a violation of the academic integrity code and you may receive a mark of 0 for the assignment. Even if it is not spotted, my expectations for the quality of your work are much higher than what ChatGPT or similar can produce, and so you will likely receive a poor grade. **You are all capable of producing work better than anything AI is currently capable of.**

Preferred Referring style – My preference is for Harvard referencing; however I am open to you using any type of referencing that you prefer. **Please clearly state what type of referencing you are using at the start of your paper.** I would encourage you to use a style guide (google Harvard referencing style guide or APA referencing style guide etc) or a referencing software such as Zotero to help you effectively and consistently reference material.

Content Warning

Terrorism and extremism are subjective and sensitive topics. The aim of this class is to explore a range of different arguments and perspectives, even if you personally disagree with some of them. Academic debate is all about constructive and fair comments, so make sure to always treat everyone and their opinions with respect.

Course Schedule

Week	Lecture	Readings
1	Introductions, and What is Terrorism?	Hoffman, B., 2017, <i>Inside Terrorism</i> . Columbia University Press: New York. pp. 1-44.
	The (Long) History of American Terrorism	Rapoport, D.C., 2001. The Fourth Wave: September 11 in the History of Terrorism. <i>Current History</i> , 100 (650), pp. 419–424. Kumamoto, R., 2014. <i>The Historical Origins of Terrorism in America: 1644–1880</i> . 1st ed. Routledge: New York. pp. 1-9. Jones, L., 2016. The Story Behind America’s First War on ‘Terror’ [online]. <i>TIME</i> . Available from: https://time.com/4401432/first-war-on-terror/ .
2	Anarchist, Labor, and Nativist Violence	Barton, S., 2015. The Global War on Anarchism: The United States and International Anarchist Terrorism, 1898–1904. <i>Diplomatic History</i> , 39 (2). pp. 303-330. Simon, J., 2008. The Forgotten Terrorists: Lessons from the History of Terrorism. <i>Terrorism and Political Violence</i> , 20 (2), pp. 195-214.
	Peace, Love and War: Radicalism in the 1960s	Tsintsadze-Maass, E. and Maass, R.W., 2014. Groupthink and Terrorist Radicalization. <i>Terrorism and Political Violence</i> , 26 (5), pp. 735–758. Hoffman, B., 1986. Left-Wing Terrorism in the United States. <i>Journal of Conflict Studies</i> , 6 (4), pp. 5-14. <i>Optional:</i> Watch the Trial of the Chicago 7 (2020) on Netflix. <i>Optional:</i> Varon, J., 2004. <i>Bringing the War Home: The Weather Underground, the Red Army Faction, and Revolutionary Violence in the Sixties and Seventies</i> . Berkeley: University of California Press.
3	Environmental Activism in the 21 st Century	Documentary about the ELF → If a Tree Falls: A Story of the Earth Liberation Front (Full Movie) (youtube.com) Zeitsoff, T. and Gold, G., 2024. Cyber and Contentious Politics: Evidence from the US Radical Environmental Movement. <i>Journal of Peace Research</i> , 61 (1), pp. 134–149.
	The Far Right in the US	Miller-Idriss, C., 2020. <i>Hate in the Homeland: The New Global Far Right</i> . Princeton: Princeton University Press. pp. 1-28. Mulloy, D.J., 2004. <i>American Extremism: History, Politics and the Militia Movement</i> . New York: Routledge. pp. 1-16.

4	The Road to 9/11	Watch this PBS report about the show The Looming Tower*. Available from: https://www.youtube.com/watch?v=V0nBlcBMzAg Brooke, S., 2008. Jihadist Strategic Debates before 9/11. <i>Studies in Conflict & Terrorism</i>, 31 (3), pp. 201–226. → You only need to read from page 212 onwards.
	The US Post 9/11	Mueller, J., and Stewart, M., 2012. The Terrorism Delusion: America's Overwrought Response to September 11. <i>International Security</i>, 37(1), pp. 81-110. Gruenewald, J., Klein, B.R., Freilich, J.D., and Chermak, S., 2019. American Jihadi Terrorism: A Comparison of Homicides and Unsuccessful Plots. <i>Terrorism and Political Violence</i>, 31 (3), pp. 516–535. Callimachi, R., 2016. Was Orlando Shooter Really Acting for ISIS? For ISIS, It's All the Same. <i>The New York Times</i>, 13 Jun.
5	Misogynist Extremism: Entering the Manosphere	Ging, D., 2019. Alphas, Betas, and Incels: Theorizing the Masculinities of the Manosphere. <i>Men and Masculinities</i>, 22 (4), pp. 638–657. Cottee, S., 2021. Incel (E)motives: Resentment, Shame and Revenge. <i>Studies in Conflict & Terrorism</i>, 44 (2), pp. 93–114.
	The Rise of the Alt-Right	Amarasingam, A. and Argentino, M.A., 2020. The QAnon Conspiracy Theory: A Security Threat in the Making? <i>CTC Sentinel</i>, 13 (7), pp. 37–44. Blout, E. and Burkart, P., 2023. White Supremacist Terrorism in Charlottesville: Reconstructing 'Unite the Right'. <i>Studies in Conflict & Terrorism</i>, 46 (9), pp. 1624–1652. <i>Optional:</i> Cook, J. and Mehra, T., 2021. An Attack on the Capitol and Democracy: An Act of Terrorism? [online]. <i>International Centre for Counter-Terrorism</i>. Available from: https://www.icct.nl/publication/attack-capitol-and-democracy-act-terrorism.
6	Legal and Policy Responses to Terrorism	Norris, J., 2017. Why Dylann Roof is Terrorist Under Federal Law, and Why it Matters. <i>Harvard Journal on Legislation</i>, 54(1), pp. 259-300. Dilanian, K., 2019. There is no law that covers 'domestic terrorism.' What would one look like? [online]. <i>NBC News</i>. Available from: https://www.nbcnews.com/politics/justice-department/there-no-law-covers-domestic-terrorism-what-would-one-look-n1040386.

		Miller-Idriss, C., 2021. Extremism Has Spread Into the Mainstream. <i>The Atlantic</i> .
	The Future of American Extremism	Hoffman, B. and Ware, J., 2024. <i>God, Guns, and Sedition: Far-Right Terrorism in America</i>. New York: Columbia University Press. pp. 225-254. Jones, I., Guhl, J., Davey, J., and Ayad, M., 2023. <i>Young Guns: Understanding a New Generation of Extremist Radicalization in the United States</i>. Institute for Strategic Dialogue. Murphy, M. 2026. The Cyberbullies of 764 Torment Teen Girls as Blood Sport. [online]. <i>Bloomberg</i>. Available from: https://www.bloomberg.com/news/features/2026-06-17/online-cyberbullying-group-764-torments-teenage-girls-as-blood-sport. Optional: Simon, S. and Stevenson, J., 2024. Anticipating the Gaza-Driven Terrorism Surge [online]. <i>Lawfare</i>. Available from: https://www.lawfaremedia.org/article/anticipating-the-gaza-driven-terrorism-surge.

University Level Policies

Grading Scale

<i>Exemplary</i>		<i>Good</i>		<i>Acceptable</i>		<i>Unacceptable</i>	
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%		

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

Late Work Policy

Submission Information

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

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.

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.

TurnItIn

In this course, one or more assignments may be submitted to the instructor using the TurnItIn plagiarism detection tool, which is integrated into Canvas. TurnItIn uploads the submitted work to the AU TurnItIn 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 Canvas nor AU claim any copyright ownership of work submitted through TurnItIn.

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.

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).

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.

[More information on AU Regulations and Policies.](#)

Defining and Reporting Discrimination and Non-Title IX Sexual Misconduct Policy

American University is an equal opportunity, affirmative action institution that operates in compliance with applicable laws and regulations. The University does not discriminate on the basis of race, color, national origin, religion, sex, pregnancy or parenting, 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 applicable federal and local laws and regulations (collectively "Protected Bases") in its programs and activities. The University expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, rape, sexual assault, sexual exploitation and stalking.

As a faculty member, I am required to report discriminatory or harassing conduct to the university if I witness it or become aware of it – regardless of the location of the incident. There are four confidential resource on campus if you wish to speak to someone who is not required to report: Counseling Center, victim advocates in OASIS, medical providers in the Student Health Center, and ordained clergy in the Kay Spiritual Life Center. If you experience any of the above, you have the option of filing a report with [University Police](#) (202-885-2527), the [Office of the Dean of Students](#)

(dos@american.edu or 202-885-3300), or the [Title IX Office](#) (202-885-8080 or TitleIX@american.edu). For more information, including a list of supportive resources on and off-campus, contact [OASIS](#) (oasis@american.edu or 202-885-7070) or check out the [Support Guide on the Title IX webpage](#).

Review the complete [Discrimination and Non-Title IX Sexual Misconduct Policy](#).

Defining and Reporting Title IX Sexual Harassment Policy

American University does not discriminate on the basis of sex in the education program or activity that it operates, which includes admission and employment. Consistent with the procedures set forth and referenced in this Policy, the University will take steps to eliminate Title IX Sexual Harassment, prevent its recurrence, and remedy any discriminatory effects for members of the AU Community.

It is the responsibility of every member of the AU Community to foster an environment free of Title IX Sexual Harassment. All members of the AU Community are encouraged to take reasonable and prudent actions to prevent or stop an act of Title IX Sexual Harassment. Taking action may include direct intervention when safe to do so, enlisting the assistance of friends, contacting law enforcement, or seeking assistance from a person in authority.

AU Community members employed by the University (including student employees, such as teaching assistants, resident assistants, and orientation leaders) and individuals covered by the University's Out-of-State Staffing Policy have a duty to report Title IX Sexual Harassment to the [Title IX Coordinator](#) (202-885-8080), when they become aware of such conduct.

Review the complete [Title IX Sexual Harassment Policy](#).

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 Canvas, 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.

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](#).

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.

Academic Support Services

Academic Success Coaching

[Academic Success Coaching](#) is a free one-on-one meeting between a student and a professional academic coach to build or enhance time management, organizational, reading, notetaking, test taking and study skills. Students can work with an academic coach to develop an academic action plan, better understand how to break down large assignments, and discuss overcoming procrastination. Coaching services are open to all students. (Location in Clark Hall Rooms 106/113 – Schedule appointments on the [Academic Coaching You Can Book Me](#) – academiccoaching@american.edu)

ASAC Tutoring Lab

The [ASAC Tutoring Lab](#) provides free one-on-one and drop-in tutoring for selected courses in disciplines such as accounting, biology, chemistry and economics. In your 30 minutes or hour appointment, a peer tutor can assist with understanding course content, providing hands-on practice, and discussing best strategies for studying. ([Schedule tutoring appointments on WC Online](#) – tutoring@american.edu)

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).

Mathematics & Statistics Tutoring Lab

The [Mathematics & Statistics Tutoring Lab](#) provides free drop-in tutoring and scheduled one-on-one tutoring appointments to American University students for exam review, homework assignments, and understanding concepts. The Lab tutors Mathematics concepts up to Calculus II and Statistics concepts up to Intermediate Statistics. (Drop-in to Don Myers Building Room 103 or [Schedule tutoring appointments on WC Online](#))

Supplemental Instruction

[Supplemental Instruction](#) (SI) is a free group tutoring program that supports historically challenging courses in disciplines such as accounting, biology, chemistry and economics. SI Leaders facilitate weekly group review sessions that reiterate course content. In your one or two hour session, an SI Leader can assist with learning course concepts, facilitating group learning, and sharing best strategies for studying and note taking. (siprogram@american.edu)

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. (Bender Library – 1st Floor Commons – [Schedule tutoring appointments on WC Online](#) – 202-885-2991)

Student Support Services

Center for Diversity & Inclusion (CDI)

[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 a variety of psychological services, online resources, and referrals to

off-campus mental health care. Please visit the Center's website for more information:

www.american.edu/counseling.

Dean of Students Office

The Office of the Dean of Students offers individual meetings to discuss issues that impact the student experience including academic, social, and personal matters. Staff work with students and make referrals to appropriate campus resources for resolution.

Additionally, while academic regulations state that medical absences are to be excused, if faculty require correspondence to verify the student's explanation, medical documentation should be submitted to the Office of the Dean of Students ("DOS"). The DOS staff will review the documentation and verify the medical excuse. Faculty have the discretion to approve absences and do not need permission from the Office of the Dean of Students to excuse absences. Students should be referred to the Office of the Dean of Students only if faculty require further proof or if they have concerns about the impact of absences on the student's ability to succeed (202-885-3300; Butler Pavilion 408; www.american.edu/dos)

Food and Housing Insecurity Statement

Students facing challenges securing food or housing should be referred to the Office of the Dean of Students (www.american.edu/dos or 202-885-3300) for support and referral to resources.

Office of Advocacy Services for Interpersonal and Sexual Violence

[OASIS](#), which is housed within the Health Promotion & Advocacy Center (HPAC), provides free and confidential advocacy services for students who have experienced sexual assault, dating or domestic violence, sexual harassment, and/or stalking. These services are available during office hours, Monday through Friday to all students and to friends and family members of survivors. To schedule an appointment with one of the two confidential victim advocates, book via <http://auhpac.youcanbook.me>. The advocates are also available via email (oasis@american.edu) or by phone (202-885-7070). HPAC/OASIS is located in Hughes Hall, Suite 105.

Respect for Diversity

As stated in [the American University Discrimination and Non-Title IX Sexual Misconduct Policy](#):

"American University is an equal opportunity, affirmative action institution that operates in compliance with applicable laws and regulations. The University does not discriminate on the basis of race, color, national origin, religion, sex, pregnancy or parenting, 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 applicable federal and local laws and regulations (collectively "Protected Bases") in its programs and activities. The University expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, rape, sexual assault, sexual exploitation and stalking."

The above website includes further details, including how to report instances of discrimination and your responsibilities as a member of the campus community in relation to the policy; you are strongly encouraged to familiarize yourself further with this policy.

Class rosters and University data systems are provided to faculty with the student's legal name and legal gender marker. As a student, you are able to change how your preferred/proper name shows up through email, Canvas, and on your AU ID Card. This option is helpful for various student populations, including but not limited to: students who abbreviate their first name; students who use their middle name; international students; and transgender students. As a faculty member, I am committed to using your proper name and pronouns. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use, as you are comfortable. Additionally, if these change at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe for you. Should you want to update your preferred/proper name, you can do so by looking at the [guidelines and frequently asked questions](#) from the Center for Diversity and Inclusion.

Students with Disabilities

If you wish to receive accommodations for a disability, please notify me with a memo 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. For more information, visit AU's [Disability Accommodations web page](#)