

POLS 4320-001: Terrorism and Political Violence Syllabus

Instructor Information

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Course Description

This course examines elements and aspects of political violence, seeking to address the **what**, **why**, **who**, and **how**. Using a theoretical framework, we'll discuss **what** we mean when we talk about terrorism and political violence. Next, we'll address **why** and when actors use political violence over more peaceful means in order to achieve their goals. Then, we'll turn our focus to **who** commits political violence with a discussion of non-state actors. Finally, we'll discuss **how** political violence can be confronted by domestic and international stakeholders.

Course Objectives.

Upon completion of this course, students will have a greater understanding of terrorism and political violence, including:

- Critical evaluation of scholarship
- Theory interpretation and evaluation
- Responsible interpretation and analysis of study results
- Key puzzles and debates in the broader political science literature

Grading

Point breakdown

There are **715** possible points available in this class. The points and corresponding share of the final grade are broken down as follows:

- **Syllabus assignment:** 25 points (3%)
- **Reflection responses:** 300 points total (42%)
- **Participation:** 150 points (21%)
- **Discussion lead:** 75 points (10%)
- **Final project**
 - **Project prospectus:** 15 points (2%)
 - **Project check-in:** 15 points (2%)
 - **Project draft:** 35 points (5%)
 - **Final project:** 100 points (14%)

To calculate your grade at any point in this class, divide the number of points you currently have by the total possible points (as found in Blackboard).

Assignment descriptions

Syllabus assignment. To help acquaint you with the layout and content of this syllabus, you'll complete a short assignment the first week of classes.

Reflection responses. Over the course of the semester, you will complete 15 short answer responses (in class). At the beginning of class, I will give a discussion question/topic based on the week's reading(s)/topic. You will have ten minutes to write a response by hand. You are allowed to use the reading, your notes, and/or the discussion leader's outline to help you answer the question.

Participation. This is an upper-division course where regular attendance and participation are considered basic prerequisites for success in this class. While I don't penalize for absences, you will be graded on your ability to show up and participate in in-class conversations in a meaningful and constructive way.

Discussion lead. Each student will be responsible for leading (or co-leading, depending on the week) one week's worth of readings. The purpose of the leader is to help guide our discussion of that week's topics and to help you better understand the main themes of the course. As discussion leader, your responsibilities are as follows:

1. Prepare (and post on Blackboard) a discussion outline for that day's reading(s)
2. Give a brief presentation and discussion (5-10 minutes) based on the reading(s)/topic

Discussion outlines will be due before class on Blackboard by midnight on Sunday. Everyone will be expected to read the outline before class in order to help prepare for discussion.

Final Project. Over the course of the semester, you will complete an original research project related to terrorism and political violence. To help break up the process (and keep you on track), you will submit three different pieces of the project over the course of the semester, including a:

- Prospectus
- Check-in
- Draft

You can find detailed instructions for each of these components on Blackboard.

Course Requirements

Required text

There is no required textbook for this course. Instead, all required readings will come from peer reviewed journal articles. See reading schedule for list of readings.

Note: we will review how to find and read journal articles the first few days of class, but you are required to access and complete all readings *before* class.

Course Policies and Expectations

Late Work.

Staying on top of your work is one of the best ways to do well in the course. Late work will incur a 10% penalty each day it's late, up to two days after the due date; any work submitted after the second day will receive a 0.

Note that incorrect and/or corrupted files will be treated as missing and will receive a 0.

Grade Appeals.

If you wish you to contest a grade, you must submit a written appeal over e-mail within one week logically explaining why you feel your assignment should be reviewed.

Classroom Discussion: Civility and Inclusivity.

To achieve the course learning objectives to better understand *how* and *why* political violence is used, it's critical to objectively study and evaluate the political landscape that influences state and non-state actors' decision calculus. There is no simple or easy answer to 'why terrorism'. This then requires us to examine this phenomenon from a wide-angle. This in turn means that we may discuss viewpoints, research, and/or studies you do not agree with. It's not my job to tell you *what* to think, but it is my job to tell you *how* to go about thinking, to objectively and critically evaluate political science research.

This class is driven by in-class discussion, which gives everyone a chance to increase their understanding of the material and how it relates to their own research interests. Everyone's unique lived experiences and perspectives help provide for rich conversations and new insights into political, social, and economic phenomenon. These discussions represent an opportunity to explore new ideas in a welcoming environment. Please be gracious and courteous with others.

Plagiarism and Cheating.

Students caught cheating or plagiarizing will receive a 0 for the assignment and may face further punitive actions from the University. I do not take this issue lightly and reserve the right to fail a student from the course for cheating and/or plagiarizing. For more information, please refer to the University's Student Handbook.

Use of Generative AI (Artificial Intelligence).

Because writing, analytical, and critical thinking skills are important learning outcomes of this course, all writing assignments must be prepared by the student and the student alone. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated and/or assisted submissions¹ are not permitted in this course and will be treated as plagiarism.

¹ Including, but not limited to: ChatGPT, Grammarly, Gemini, etc.

Any student suspected of using AI to complete an assignment will be called in for an oral defense of their assignment.

E-mail and Communication.

I respond to student e-mails within 24 to 36 hours on the weekdays, from around 9am to 5pm. You should feel free to e-mail me whenever your schedule allows but note that I generally do not respond to e-mail on the weekends or after 5pm on the weekdays.

Please stay in touch. Should extenuating circumstances arise that prevent you from completing your coursework please let me know as soon as you are able to so we can make arrangements. Do not wait until the end of the semester to reach out.

General Course Rules and Best Practices

- You are responsible for ensuring your file submissions are correct (i.e. not the wrong file) and readable (i.e. correct format). Incorrect and/or corrupted files will be treated as missing.
- You should have a consistent, functioning internet connection to take this course. It is your responsibility to ensure that your computer and connection are functioning properly.
- Please do not try to complete coursework on a mobile phone, if possible.
- Any disruptive or disrespectful behavior will result in a loss of credit for the assignment and possibly a referral to the Office of Student Conduct.
- You are responsible for all information and announcements made in the course. Prepare to log onto Blackboard at least 2 times a week to check for updates, changes, or new information. Read the course home page thoroughly and check announcements daily.

University Policies

Refer to the current A&M University-San Antonio Student Handbook for helpful guidelines. You can find the complete listing of the University's policies and resources under the 'Syllabus and Course Calendar' link on the sidebar in Blackboard.

Tentative Course Schedule

See below for reading and assignment calendar. You must do the reading(s) ahead of time and come to class prepared to discuss the reading(s). Please note that this calendar is subject to change.

Unit 1: 'What'

In this unit, we'll discuss what we mean by terrorism and political violence, from a theoretical, methodological, and historical perspective. We'll evaluate how our understanding of terrorism and political violence has changed over time. We'll also begin to discuss how political science research on these topics is conducted.

Week 1 (January 21) – Course introduction

Reading: N/A

Assignments:

- In-class reflection assignment #1
- Syllabus assignment (January 25)

Week 2 (January 26, 28) – Finding, reading, and using political science scholarship

Readings:

- 'How to read political science' (distributed and read in class)
- Valentino, Benjamin A. 2014. "Why We Kill: The Political Science of Political Violence against Civilians". *Annual Review of Political Science*. 17: 80-103

Assignment: In-class reflection assignment #2

Week 3 (February 2, 4) – What do we mean by 'terrorism'?

Readings:

- Weinberg, Leonard, Ami Pedahzur, and Sivan Hirsch-Hoefler. "The challenges of conceptualizing terrorism." *Terrorism and Political Violence* 16, no. 4 (2004): 777-794.
- Huff, Connor, and Joshua D. Kertzer. "How the public defines terrorism." *American Journal of Political Science* 62, no. 1 (2018): 55-71.

Assignments:

- In-class reflection assignment #3
- Project prospectus (February 8)

*Week 4 (February 9, 11) What is the 'root cause' explanation of political violence?***Reading:**

- Newman, Edward. "Exploring the "root causes" of terrorism." *Studies in Conflict & Terrorism* 29, no. 8 (2006): 749-772.

Assignment: In-class reflection assignment #4

Unit 2: 'Why'

In this unit, we'll take a deeper dive into how terrorism and political violence works as a political strategy pursued by rational actors. We'll explore this question from several different units of analysis, including how individuals are recruited into violence, why groups decide to use violence, how regime type impacts violence likelihood, and how effective terrorism is.

*Week 5 (February 16, 18) – Strategic use of political violence***Reading:**

- Checkel, Jeffrey T. "Socialization and violence: Introduction and framework." *Journal of Peace Research* 54, no. 5 (2017): 592-605.
- Cohen, Dara Kay. "The ties that bind: How armed groups use violence to socialize fighters." *Journal of Peace Research* 54, no. 5 (2017): 701-714.

Assignment: In-class reflection assignment #5

*Week 6 (February 23, 25) – Is terrorism rational?***Reading:**

- McCormick, Gordon H. "Terrorist decision making." *Annual Review of Political Science* 6, no. 1 (2003): 473-507.

Assignment: In-class reflection assignment #6

Week 7 (March 2, 4) – Why/does regime type matter?

Reading:

- Chenoweth, Erica. "Democratic competition and terrorist activity." *The Journal of Politics* 72, no. 1 (2010): 16-30.

Assignment: In-class reflection assignment #7

Week 8 (Spring Break)

No classes – enjoy your break!

Week 9 (March 16, 18) – ‘Do terrorists win?’

Reading:

- Abrahms, Max. "Why terrorism does not work." *International Security* 31, no. 2 (2006): 42-78.
- Fortna, Virginia Page. "Do terrorists win? Rebels' use of terrorism and civil war outcomes." *International Organization* 69, no. 3 (2015): 519-556.

Assignment:

- In-class reflection assignment #8
- Project check-in (March 22)

Unit 3: ‘Who’

In this unit, we’ll take a closer look at the individuals impacted by terrorism. We’ll explore the decision to target specific groups in society as well as the actions taken by groups to advocate and protect themselves against political violence.

Week 10 (March 23, 25)- Who is impacted by political violence?

Reading

- Bardall, Gabrielle, Elin Bjarnegård, and Jennifer M. Piscopo. "How is political violence gendered? Disentangling motives, forms, and impacts." *Political Studies* 68, no. 4 (2020): 916-935.

Assignment: In-class reflection assignment #9

Week 11 (March 30, April 1) – Civilian agency

Reading:

- Agbiboa, Daniel E. "The precariousness of protection: Civilian defense groups countering Boko Haram in Northeastern Nigeria." *African Studies Review* 64, no. 1 (2021): 192-216.

Assignment: In-class reflection assignment #10

Week 12 (April 6, 8) – ‘One man’s terrorist is another man’s freedom fighter’

Readings:

- Norman, Julie M. "Other people’s terrorism: ideology and the perceived legitimacy of political violence." *Perspectives on Politics* 22, no. 2 (2024): 445-462.
- D’Orazio, Vito, and Idean Salehyan. "Who is a terrorist? Ethnicity, group affiliation, and understandings of political violence." *International interactions* 44, no. 6 (2018): 1017-1039.

Assignments:

- In-class reflection assignment #11
- Project draft (April 12)

Unit 4: ‘How’

In this unit, we’ll address the impact of terrorism. We’ll explore how terrorism impacts social, political, and economic systems both short- and long-term. We’ll also discuss how stakeholders can work to address terrorism and political violence.

Week 13 (April 13, 15) – Economic impacts of terrorism

Reading:

- Powers, Matthew, and Seung-Whan Choi. "Does transnational terrorism reduce foreign direct investment? Business-related versus non-business-related terrorism." *Journal of Peace Research* 49, no. 3 (2012): 407-422.

Assignment: In-class reflection assignment #12

Week 14 (April 20, 22) – Individualized impacts of terrorism

Reading:

- Echebarria-Echabe, Agustin, and Emilia Fernández-Guede. "Effects of terrorism on attitudes and ideological orientation." *European Journal of Social Psychology* 36, no. 2 (2006): 259-265.

Assignment: In-class reflection assignment #13

Week 15 (April 27, 29) – Legacies of political violence

Reading:

- Lupu, Noam, and Leonid Peisakhin. "The legacy of political violence across generations." *American Journal of Political Science* 61, no. 4 (2017): 836-851

Assignment: In-class reflection assignment #14

Week 16 (May 4)

Reading: N/A

Assignments:

- In-class reflection assignment #15
- Final projects (May 9)

Texas A&M University San Antonio Important Policies and Resources



TEXAS A&M UNIVERSITY SAN ANTONIO

University Email Policy and Course Communications

All correspondence between professors and students must occur via university email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamusa.edu or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

Academic Accommodations for Individuals with Disabilities

Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the website or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their academic accommodation with Disability Support Services and their instructors as soon as possible.

Academic Learning Center

All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the Tools section of Blackboard. You can contact the Academic Learning Center by emailing

tutoring@tamusa.edu, calling (210) 784- 1307, or visiting the Central Academic Building, room 202. Online tutoring is also available for after hours and weekend assistance.

While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

Day of the Week	Appointments Available	Walk-in Tutoring (no appointment needed)
Monday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Tuesday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Wednesday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Thursday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Friday	8:00 AM – 5:00 PM	11:00 AM – 4:00 PM

Counseling/Mental Health Resources

As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.

The [TELUS Student Support App](#) provides a variety of mental health resources to include 24/7/365 support for in the moment distress, crisis support, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.

Emergency Preparedness

JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit the [Jag E Alert System website](#). You can access more information about [Emergency Operations Plan and the Emergency Action Plan on our](#)

[website](#). Download the [SafeZone App](#) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance

According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Jaguar Writing, Language, and Digital Composing Center (WLDCC)

The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing tutors work with students to develop reading skills, prepare oral presentations, plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as e-portfolios, class presentations, or other digital multimedia projects.

The Writing Center offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the Writing Center in JagWire under the **Student Services tab**. Click on **Writing, Language, and Digital Composing Center** to make your appointment. Students wanting to work in real time with a tutor can schedule an **Online Appointment**. Students wishing to receive asynchronous, written feedback from a tutor can schedule an **e-Tutoring appointment**. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on the [Writing Center's website](#). The Writing Center can also be reached by emailing: writingcenter@tamusa.edu.

Meeting Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live and believes this may affect their

performance in the course, is urged to [submit a CARE report for support](#). Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. The [General's Store is a food pantry](#) that is available on campus as well.

Military Affairs

Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances

Texas A&M University-San Antonio recognizes the wide variety of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided with an opportunity to make up any examination, study, or course 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 for regular session classes.

The Six-Drop Rule

Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination

Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, based on race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this

statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu. Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university. If you have experienced any form of sex discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students

Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide reasonable accommodation for pregnant students as it would be provided to a student with a temporary medical condition that is related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784- 2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18

years of age. The Title IX Coordinator can provide students with information regarding support services and other resources. Young Jaguars can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. For more information, please contact Young Jaguars at youngjaguars@tamusa.edu or call (210) 784-2636.

Students' Rights and Responsibilities

The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university students' rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.

3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#) or visit the resources available in the [OSRR website](#).

Important Spring 2026 Dates

Dates	Event
January 13	Tuition and Fee Payments deadline
January 19	Marting Luther King Jr. Day – No Classes
January 20	First Day of Class
February 4	Census Date
March 6-23	Midterm grading period
March 9-14	Spring Break
April 3	Study Day – No classes
April 17	Last day to drop with an automatic withdrawal
May 1	Last day to drop a course or withdraw from the university
May 4	Last Day of Classes
May 5	Study Day – No classes
May 6-12	Final Exams
May 19	Commencement