

THE UNIVERSITY OF TEXAS AT TYLER

U.S. Domestic Terrorism

CRIJ 5310.060 | Fall 2026 | Graduate | Asynchronous Online

Evidence Before Conclusion

Official Course Syllabus

This document is the student-facing syllabus for CRIJ 5310.060. The Canvas syllabus page will reflect the most current information if minor updates become necessary during the semester.

Final Intelligence Assessment

Due Sunday, November 22, 2026, at 11:59 p.m. Central Time. Module 14 is a Thanksgiving-week module with no discussion-board assignment.

Course Information

Professor: Chad LeMaire

Email: clemaire@uttyler.edu

Course Dates: August 24, 2026 - December 12, 2026

Delivery: Fully asynchronous online through Canvas

Office Hours: Virtual office hours are posted in Canvas, with additional meetings available by appointment via Zoom.

Census Date: September 8, 2026

Communication: Use your UT Tyler email account and include CRIJ 5310.060 in the subject line. Canvas announcements are the primary source for course-wide updates.

Course Overview

This graduate course examines U.S. domestic terrorism as a problem of definition, evidence, law, history, intelligence analysis, and public policy. Rather than treating domestic terrorism as a list of groups or incidents, the course uses a recurring analytical framework to evaluate actors, ideologies, grievances, mobilization pathways, targets, tactics, organizational relationships, government responses, constitutional constraints, source quality, and uncertainty.

The course begins with definitions, statutory and constitutional boundaries, and historical foundations; moves through major ideological and threat landscapes; then examines mobilization, digital ecosystems, operational behavior, prevention, investigation, and prosecution. It concludes with integrated case analysis, professional synthesis, and a final intelligence assessment.

Throughout the semester, students are expected to distinguish fact from inference, classification from criminal liability, shared ideology from operational coordination, and analytical judgment from political preference.

Governing Principle: Evidence Before Conclusion.

Course Learning Outcomes

After successfully completing this course, students will be able to:

1. Define and distinguish terrorism, domestic terrorism, domestic violent extremism, hate crime, violent extremism, insurgency, civil disorder, and protected advocacy using legal, governmental, and scholarly frameworks.
2. Analyze major historical and contemporary manifestations of U.S. domestic terrorism without collapsing distinct ideologies, movements, organizations, networks, or lone-actor mobilization into a single category.
3. Evaluate radicalization, mobilization, target selection, tactics, enabling environments, and indicators using evidence-based analytical models.
4. Assess government prevention, intelligence, investigative, prosecutorial, and disruption responses while accounting for federalism, constitutional rights, civil liberties, and professional ethics.
5. Identify source limitations, competing interpretations, politicized framing, and evidentiary uncertainty, and communicate judgments with appropriate confidence and caveats.
6. Produce graduate-level written analysis that is organized, sourced, transparent, and useful to a professional decision-maker.
7. Apply a repeatable analytical framework to an unfamiliar incident, movement, threat claim, or policy proposal and defend the resulting judgment.

Required Textbooks and Readings

There is no required commercial textbook.

Required readings will be provided through Canvas as controlled course packets or direct-access links when lawful redistribution is not available. Readings will draw primarily from:

- statutes and judicial opinions;
- government reports and official records;
- peer-reviewed scholarship;
- historical primary sources;
- other verified materials selected for a specific analytical purpose.

Students are responsible for completing assigned readings before the related lesson and seminar work.

Because source provenance is part of the course, students should pay attention not only to what a source says, but also to who produced it, when, for what purpose, under what authority, and with what limitations.

Course Structure and Analytical Method

This is a 15-module asynchronous graduate course. Each substantive module normally includes:

- Start Here;
- Required Readings and Source Roles;
- three instructional lessons;

- Domestic Terrorism Analyst's Notebook work;
- a graded Weekly Analytical Seminar;
- a closeout/self-check.

Module 14, scheduled during Thanksgiving week, is an intentional exception. Students will complete substantive module material, but there will be no Weekly Analytical Seminar or discussion-board assignment during Thanksgiving week.

Modules are designed to be completed in sequence because later work depends on analytical disciplines developed earlier.

Recurring Analytical Rule

The strength and scope of the conclusion must match the strength and scope of the evidence.

Grading Policy

Course Requirement	Weight	Purpose
Domestic Terrorism Analyst's Notebook (DTAN)	30%	Cumulative analytical practice, source evaluation, boundary testing, synthesis, and reassessment.
Weekly Analytical Seminar	10%	Evidence-based initial analyses and substantive peer engagement in modules containing a seminar assignment.
Final Intelligence Assessment	60%	Culminating graduate-level assessment integrating course doctrine, sources, law, uncertainty, and professional analytical writing.

There are no weekly quizzes.

Students are graded on the quality of analysis, evidence, reasoning, source use, treatment of competing explanations, calibration of confidence, and professional communication - not on political viewpoint or agreement with the instructor.

Letter Grades: A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = below 60%.

Major Course Requirements

Domestic Terrorism Analyst's Notebook (DTAN) - 30%

The DTAN is a professional analytical framework modeled on intelligence tradecraft and designed to cultivate disciplined reasoning.

Students are encouraged to complete notebook work in the recommended analytical sequence:

Initial assessment -> source evaluation -> elements analysis -> boundary testing -> synthesis -> peer testing -> reassessment.

Grading is based on the quality of the analytical product and demonstrated reasoning - not adherence to a prescribed workflow or work schedule. The sequence exists to maximize learning, not constrain student work habits.

The private notebook is not submitted every week. Designated Canvas checkpoints and final instructions will identify when material must be certified or submitted for grading.

Weekly Analytical Seminar - 10%

Most modules include one graduate-level discussion requiring:

- an evidence-based initial analytical judgment;
- substantive use of assigned sources;
- explicit treatment of uncertainty, a competing interpretation, or analytical limitation;
- two substantive responses to classmates.

Initial posts ordinarily must be completed before viewing classmates' responses when Canvas is configured for post-before-viewing.

Mere agreement or opinion without analysis does not satisfy the seminar requirement.

There is no Weekly Analytical Seminar during Module 14, the Thanksgiving-week module. Students are not expected to complete discussion-board work during Thanksgiving week.

Final Intelligence Assessment - 60%

The culminating assessment replaces a traditional final examination.

Students will produce a sustained, professional intelligence assessment applying the course framework to a defined domestic-terrorism problem, incident, threat claim, or policy issue.

The final product must demonstrate:

- a clearly defined analytical question or problem;
- disciplined source evaluation and source provenance;
- accurate legal and constitutional framing;
- analytical application rather than summary;
- clear key judgments supported by evidence;
- consideration of reasonable competing explanations;
- identification of material assumptions and intelligence gaps;
- appropriate use of disconfirming evidence;
- calibrated confidence;
- appropriate treatment of uncertainty;
- clear professional writing suitable for an educated decision-maker.

Final Intelligence Assessment Due Date

Sunday, November 22, 2026, at 11:59 p.m. Central Time, at the conclusion of Module 13.

The final assessment is intentionally due before Thanksgiving week so that students are not completing the major culminating paper during the university holiday period and so that sufficient time remains for careful instructor evaluation before final course grades are due.

A detailed Final Intelligence Assessment Rubric will be provided in Canvas in advance of the submission deadline. The rubric will identify the substantive analytical, evidentiary, legal, methodological, source, uncertainty, and professional-writing standards expected in the final product.

The same published rubric will be used by the professor to grade the final intelligence assessment. Students should therefore use the rubric as both a planning tool and a final quality-control checklist before submission.

Graduate Writing and Source Standards

- Write for an educated professional reader. State the analytical question, identify the governing framework, and make the judgment explicit.
- Distinguish fact, inference, assumption, and uncertainty.
- Do not allow labels to substitute for evidence.
- Use primary authority when a claim turns on law, official policy, or the record of a particular event.
- Use scholarship for explanation, interpretation, and empirical analysis.
- Corroborate important factual claims when practicable.
- Identify material source limitations.
- Use Chicago/Turabian documentation when formal citation is required unless an assignment states otherwise.
- Do not fabricate quotations, citations, cases, data, sources, or factual support.
- A citation must actually support the proposition for which it is offered.

Artificial Intelligence - Permitted With Required Disclosure

Course Rule

Generative AI is permitted as a learning and productivity tool, but material AI assistance must be disclosed. AI may assist your work; it does not replace your responsibility to research, reason, verify, cite, and write at the level expected of a graduate student.

Required UT Tyler AI Language

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code.

Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes incomplete, inaccurate, taken without attribution from other sources, and/or biased.

Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violates the guidelines specified for this course may constitute a breach of academic integrity and may be subject to disciplinary action under UT Tyler policy.

Course AI Rule

Material use of generative AI is permitted but must be disclosed.

You remain responsible for the:

- accuracy of the work;
- originality of the work;
- accuracy and existence of cited sources;
- accuracy of quotations, cases, statutes, dates, and factual claims;
- quality of the reasoning;
- application of assigned readings;
- final analytical judgment;
- compliance with assignment-specific instructions.

Routine spell-check, basic grammar correction, and standard non-generative formatting assistance generally do not require disclosure.

Required AI Use Disclosure

For every graded submission in which generative AI materially assisted the work, add a short section titled AI Use Disclosure at the end of the submission or in the location specified by the assignment.

The disclosure must identify:

- **Tool:** The AI product used - for example, ChatGPT, Copilot, Claude, Gemini, or another tool - and the model/version when reasonably available.
- **Date of Use:** When the material AI assistance occurred.
- **Purpose:** What you used the tool to do, such as brainstorming, outlining, counterargument generation, editing, coding, source discovery, summarization, or drafting.
- **Scope:** Which portions or stages of the work were affected and how extensive the assistance was.
- **AI-Generated Material Used:** A brief description of any generated language, structure, analysis, media, or other content incorporated into the submission.
- **Verification:** What you independently checked, including factual claims, quotations, citations, legal authorities, dates, statistics, and source existence.
- **Your Contribution:** What analytical work, judgment, revision, synthesis, or original contribution you performed beyond the AI output.

Suggested Disclosure Format

AI Use Disclosure

Tool: [Tool and model/version]

Date: [Date]

Purpose: [How the tool was used]

Scope: [What portions of the work were affected]

AI-generated material incorporated: [Brief description]

Verification performed / My analytical contribution: [What you independently checked and what reasoning, research, revision, and judgment you performed]

AI Use That Is Not Acceptable

- Submitting AI-generated analysis as your own without the required disclosure.
- Using AI as a substitute for reading assigned sources or conducting required research.
- Citing sources, quotations, cases, statutes, statistics, or facts supplied by AI without independently verifying them in the underlying source.
- Using AI to fabricate evidence, citations, quotations, data, or source content.
- Uploading protected, confidential, law-enforcement-sensitive, personally identifying, copyrighted, or otherwise restricted material into an AI system when you are not authorized to do so.
- Using AI in a manner that violates an assignment-specific limitation announced in Canvas.

Required Student Acknowledgment

Before submitting substantive graded work, students must complete the AI Use and Academic Integrity Acknowledgment in Canvas.

By acknowledging, you confirm:

"I understand that generative AI is permitted in CRIJ 5310.060 only with the disclosure required by the syllabus and applicable assignment instructions. I will identify material AI assistance, verify AI-generated claims and citations against reliable sources, protect restricted information, and remain personally responsible for the accuracy, originality, reasoning, and final judgment in my submitted work."

Late Work, Extensions, and Communication

This is a cumulative graduate course, and falling behind makes later analytical work substantially harder.

If circumstances may affect a deadline, contact the professor before the due date whenever reasonably possible. A brief UT Tyler email explaining the problem and proposing a realistic submission time is sufficient to request an extension.

An extension is not granted until it is approved.

Assignment-specific restrictions, including the Final Intelligence Assessment deadline, will be stated in Canvas.

Participation in an Asynchronous Course

Because this course is asynchronous, "attendance" means academically meaningful participation, including:

- accessing assigned material;
- completing required module work;
- submitting assignments;
- participating in required seminar activity when assigned;
- completing required analytical checkpoints.

Merely logging into Canvas does not constitute participation.

Sensitive and Contested Material

This course examines political violence, extremist ideologies, hate-based violence, mass-casualty attacks, propaganda, and government responses. Some materials may be disturbing.

Extremist primary sources will be used only when they materially advance a defined learning objective and will be appropriately contextualized.

Students are expected to analyze ideas and evidence professionally without:

- advocacy;
- glorification;
- stereotyping;
- collective guilt;
- guilt by association;
- collective attribution to racial, religious, political, ideological, or other communities without supporting evidence.

Political viewpoint is not graded. Analytical method, evidence, accuracy, source discipline, reasoning, and professional communication are graded.

Tips for Success

8. Log into Canvas several times each week. Announcements, source updates, and assignment instructions may change as the course develops.
9. Read before you label. Identify the source, its authority, its purpose, and its limitations before adopting its terminology.
10. Keep the DTAN current. The notebook is designed to reduce end-of-semester workload by preserving your reasoning, evidence, and revisions as the course progresses.
11. Begin the Final Intelligence Assessment well before its due date. Use the published grading rubric as a planning tool and allow sufficient time for source verification, competing analysis, legal review, revision, and citation checking.
12. Write early enough to verify. Graduate-level analysis requires time to confirm quotations, citations, dates, legal authorities, and competing explanations.
13. Use peer discussion as analytical testing, not as a search for agreement. The strongest peer response identifies an assumption, introduces evidence, narrows a claim, or improves confidence calibration.
14. Ask for help early. Contact the professor when a concept, source, assignment, or course expectation is unclear.

Tentative Course Calendar

The schedule below establishes the planned 15-module sequence. Modules may be refined as source verification and quality assurance are completed. Any substantive deadline change will be announced in Canvas. The sequence and course learning outcomes remain the governing structure.

Module	Week	Topic	Primary Focus
1	Aug. 24-30	What Counts as Domestic Terrorism?	Definitions, category boundaries, source hierarchy, protected advocacy, analytical confidence.
2	Aug. 31-Sept. 6	Constitutional, Statutory, and Federalism Framework	First Amendment, association, federal/state jurisdiction, charging versus classification, investigative authority.
3	Sept. 7-13	Historical Foundations: Reconstruction to the Interwar Period	Racial terror, labor conflict, anarchism, nativism, state response, historical attribution.
4	Sept. 14-20	Historical Foundations II: Postwar Extremism to Oklahoma City	Civil-rights-era violence, revolutionary violence, anti-government mobilization, militias, Oklahoma City.
5	Sept. 21-27	Racially and Ethnically Motivated Violent Extremism	White-supremacist, neo-Nazi, accelerationist and related milieus; networks, propaganda, targets.
6	Sept. 28-Oct. 4	Anti-Government and Anti-Authority Violent Extremism	Militia, sovereign-citizen, tax-protest and related currents; grievance and confrontation dynamics.
7	Oct. 5-11	Religiously Framed and Identity-Based Domestic Violence	Religious/apocalyptic narratives, identity-targeted violence, hate-crime overlap, attribution limits.
8	Oct. 12-18	Single-Issue and Cause-Based Violence	Anti-abortion, environmental, animal-rights, anti-technology and other cause-based violence; consistent classification.
9	Oct. 19-25	Gendered, Misogynist, and Hybrid Ideological Violence	Misogynist/incel violence, grievance-fueled violence, mixed motives, mass-violence overlap.

Module	Week	Topic	Primary Focus
10	Oct. 26-Nov. 1	Radicalization, Mobilization, and Pathways to Violence	Pathways, leakage, fixation, networks, triggers, protective factors, limits of prediction.
11	Nov. 2-8	Digital Ecosystems, Propaganda, and Online Mobilization	Platform dynamics, narrative communities, synthetic media, open-source research ethics.
12	Nov. 9-15	Targets, Tactics, Weapons, and Operational Learning	Target selection, tactical diffusion, prevention implications, responsible instructional boundaries.
13	Nov. 16-22	Prevention, Intelligence, Investigation, and Prosecution	Threat assessment, tips/leads, intelligence, information sharing, disruption, charging, civil liberties. Final Intelligence Assessment due Nov. 22 at 11:59 p.m. CT.
14	Nov. 23-29	Case-Study Laboratory: Competing Explanations and Government Response	Lighter Thanksgiving-week module emphasizing integrated case analysis, source conflicts, hindsight bias, and institutional learning. No Weekly Analytical Seminar or discussion-board assignment.
15	Nov. 30-Dec. 6	Synthesis: The Future of U.S. Domestic Terrorism Analysis	Trend assessment, emerging and hybrid threats, measurement, politicization, ethics, professional synthesis, and course closeout.

Final Assessment and End-of-Semester Sequence

The final weeks are intentionally structured to provide both students and the professor sufficient time for substantive work and evaluation.

- **Module 13:** Final Intelligence Assessment due Sunday, November 22, 2026, at 11:59 p.m. CT.
- **Module 14:** Thanksgiving-week substantive module with no discussion-board assignment and no major paper due.
- **Module 15:** Final course synthesis, professional reflection, and analytical closeout.

- **Final-examination period:** Reserved for final course administration and completion of instructor grading; no additional major written assessment is planned.

Key Fall 2026 Dates

- Classes begin: August 24, 2026
- Labor Day: September 7, 2026
- Census Date: September 8, 2026
- Last day to withdraw: October 30, 2026
- Final Intelligence Assessment due: November 22, 2026, at 11:59 p.m. CT
- Thanksgiving-week Module 14: November 23-29, 2026; no Weekly Analytical Seminar or discussion-board assignment
- University Thanksgiving holiday: November 23-27, 2026
- Final examinations: December 7-11, 2026
- End of 15-week session: December 12, 2026

University Policies and Student Resources

UT Tyler maintains the current University Policies and Information and Student Resources pages inside the Canvas Syllabus Module.

Those university-maintained pages are incorporated into this course syllabus by reference and should be consulted for current information concerning:

- academic integrity;
- accessibility and accommodations;
- Title IX;
- student conduct;
- withdrawal procedures;
- emergency procedures;
- student support services.

Syllabus Changes

This syllabus is a statement of the course plan. The professor may make reasonable changes when required by source availability, university operations, developing events, or instructional needs.

Changes affecting assignments or deadlines will be communicated through Canvas. Students are responsible for monitoring Canvas announcements and the current assignment instructions.

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