



CJA 708
TERRORISM AND JUSTICE
Spring 2016
Course Syllabus
Chaminade University Honolulu
3140 Waiialae Avenue, Honolulu, HI 96816
www.chaminade.edu

WARNING: DO NOT DISCLOSE ANY GOVERNMENT CLASSIFIED MATERIALS IN THIS COURSE. NO EXCEPTION! ONLY MATERIALS AVAILABLE TO THE PUBLIC WILL BE USED THROUGHOUT THE COURSE

Course Number: CJA 708
Course Title: Terrorism and Justice
Course Dates: 4/4/2016-6/11/2016
Course Time: via Canvas (<https://chaminade.instructure.com/>)
Department Name: Department of Criminology and Criminal Justice
College/School/Division Name: Behavioral Sciences Division

Instructor Name: Jeffrey Ahn, MSA

Email: jeffrey.ahn@adjunct.chaminade.edu. Please be sure that you have the correct email address, specifically the spelling of my first name. Some students claimed they sent their assignments to my CUH email address, but I found out later they misspelled my name in my CUH email address. All University & class communications will be sent to your CUH email account. It is imperative that you check your CUH email account regularly. Some communications may be time sensitive and require immediate response.

Phone: 808.230.4691 (Leave a message if I do not answer your call right away. I will call you back. Leave your name, course number, and telephone number accurately). I am available via telephone Monday – Friday from 5 p.m.-9 p.m. Hawaii Standard Time (HST). If these times are not convenient for you, please let me know via e-mail and I will be happy to accommodate your schedule, if possible. I provide you with these times to make it easier to communicate with me, and not to limit our contact. I want you to know that, should you need to contact me outside these periods, you should not hesitate to do so. If or when you call my phone, please leave a detailed message; however, I check our classroom almost every day.

Office Location: via Canvas

Office Hours: via Canvas (by appointment)

Other Professional Contact Information: via Canvas

Term: Spring 2016 (April 4, 2016 – June 11, 2016)

Class Meeting Days: via Canvas

Class Meeting Hours: via Canvas

Class Location: via Canvas

University Course Catalog Description

Examines terrorist organizations, activities, threats posed to free societies, guerillas, national and international organizations. Focuses on applying knowledge to policy choices and implications for justice system agencies.

Course Overview

Terrorism has become a household term played upon by media and political figures. But what exactly is terrorism? How long has it existed? What is America doing to combat terrorism, and are the tactics working? This course seeks to theoretically and analytically examine the concept of terrorism presently and historically. We will begin the course with some of the definitional problems, as well as some of the general tactics and concepts of terrorism. We will then turn the discussion to issues of domestic terrorism, religious terrorism, and suicide terrorism. This course concludes with some of the major implications of the “war on terror,” the Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism (USA PATRIOT) Act, and immigration. It is my hope that students will leave this course with not only a better understanding of terrorism, but also have the ability to critically evaluate the mainstream messages served to the American public. Focus is upon application of knowledge to policy choices and implications for justice system agencies.

Course Learning Outcomes (CLO)

The events that have followed since September 11, 2001 have changed the world. However, terrorism has been around much longer than that and this course will examine the history and definitions of terrorism from a global perspective to allow the student to get a very broad view of this major topic.

After the learning experience, through case studies, critical thinking opportunities, active learning activities, collaborative presentations, project-based scenarios, and examination, students should be able to:

1. Recognize and differentiate between terrorists’ acts and ordinary criminal acts.
2. Explain how individual terrorism can grow into a national or religious crusade and how terrorists use the different types of resources to achieve their goals.
3. Analyze the events that led up to 9/11, what has happened since then, the types of homegrown terrorism in the US and how they compare to the rest of the world.
4. Categorize the terrorist organizations throughout the world
5. Evaluate the long standing history of problems related to political, religious, and economic turmoil throughout the world and its connection to terrorism.
6. Classify the various ongoing efforts around the world to counter the terrorist activities.
7. Integrate knowledge of terrorism to policy choices and implications for justice system agencies.

Below table depicts how CLO supports other components and level of performance.

CLO	Knowledge	Skill	Disposition	PLO	CUH LS	WASC Core Competency	Marianist Values
1	M	M	I	1	4	3	2
2	D	M	D	2	1b,1c	1,2	4
3	D	M	M	1,2	3	3,4,5	2,4
4	D	M	M	6,7	1	3,4	2,4
5	D	M	M	5	3,4	5	2,5
6	D	D	M	4	3	3,4	4
7	M	D	I	2,6,7	1b,3,4	5	2,5

(I= Introduced to the concept; D= Developing; Competent; M=Mastered).

Program Learning Outcomes (PLO)

All assessment is based upon the program learning outcomes. Upon successful completion of Chaminade University's Master of Science in Criminal Justice Administration Degree, graduates will have achieved the following learning outcomes pertaining to this course:

PLO 1: The student demonstrates a practical knowledge of the inherent complexities and day-to-day operations of the American criminal justice system.

PLO 2: The student has a command of and can apply a comprehensive, integrated model of criminal justice administration theory and practice, stressing conceptual, methodological and contextual knowledge development and application.

PLO 3: The student can solve the problems associated with ethical administrative decision-making.

PLO 4: The student formulates and carries out plans used in the operation of a criminal justice agency.

PLO 5: The student demonstrates knowledge of how to maintain efficient criminal justice standards without infringing on the basic rights guaranteed to each individual by both state and federal constitutions and laws.

PLO 6: The student is prepared for a career in the administration of criminal justice.

PLO 7: The student demonstrates an understanding of how issues of race and ethnicity, gender and social class affect the criminal justice system and can explain the need to understand social causes of crime in order to reduce crime.

Chaminade Levers of Success (CUH LS)

1. Enhance educational excellence
 - a. Build academic quality
 - b. Known for fully prepared, competitive graduates
 - c. Develop capacity to support excellence
2. Partner for the common good
3. Expand level of international engagement
4. Use tech to achieve pedagogical advantage

WASC Core Competencies

1. Written communication
2. Oral communication
3. Quantitative reasoning
4. Information literacy
5. Critical thinking

Marianist Values

1. Educate for formation in faith
2. Provide an integral quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Course Prerequisites: None

Course Credits: 3

Required Learning Materials

White, J. (2012). *Terrorism and homeland security* (8th Ed.). Belmont, CA: Wadsworth Cengage Learning (ISBN: 978-1-285-06196-2).

You should have access to Canvas, which is CUH's newest online class platform (<http://www.chaminade.edu/pace/orientation/online-learning>). You should also have access to your CUH e-mail account, which is accessible from most PCs and Macintosh computers with a reliable internet connection are required during this course. You are required to submit writing assignments following the American Psychology Association (APA) format using various applications, such as Microsoft Word®; and present your research using presentation software, such as Microsoft PowerPoint®. You are not required to purchase these programs and use other applications; however, I will not grade your work if I cannot open or view them. Please ensure you can access to an Adobe reader as well. You will need the Adobe reader to review my feedback and other materials. Regarding the recorded presentation, you may need a camera and microphone so I can see and hear your presentation.

Supplementary (Optional) Learning Materials

1. APA Format - APA format is required for all written assignments. Please refer to the APA Publications Manual, 6th Edition (6th printing, ISBN: 1433805618). I only use this manual when I grade students' assignments.
2. Grammar Manual - The Gregg Reference Manual, Tribute Edition, is the standard writing manual for this course (ISBN: 007339710).
3. Dictionary –Your assignments should not have any spelling errors. Review and check your works using the aforementioned dictionaries or www.m-w.com; and do not trust a dictionary in Microsoft Word ® or other applications alone.

Basis for Final Grade

The course assignments will all be assessed using a rubric, which is provided in this syllabus. Grading guidelines, rubrics, and procedures that will be used to assess the course assignments will be provided. All items must be word-processed and spell checked.

Assessment

- Weekly Questions (20 points per response, Week 1 through 9) = 360 points
- Research Presentation (Recorded) = 100 points

Grading Scale

91 – 100%	A
81 – 90%	B
71 – 80%	C
0 – 70%	F

Grade Dissemination

Each week, scores, or comments on assignment by within **6** days of when they were submitted will be delivered to you via Canvas. Please check your grade book as frequent as possible. You must have a version of Adobe Reader to review my comments on your assignments. Please review my comments to avoid repeating same errors for better results.

Rubrics

(see next page)

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Below rubric is used for your discussion postings:

CATEGORY	4 points	3 Points	2 Points	0 Points
Information	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.
Organization	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.	Arguments were not clearly tied to an idea (premise).
Understanding of Topic	The team clearly understood the topic in-depth and presented their information forcefully and convincingly.	The team clearly understood the topic in-depth and presented their information with ease.	The team seemed to understand the main points of the topic and presented those with ease.	The team did not show an adequate understanding of the topic.
Use of Facts/Statistics	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.
Writing/APA	You had no errors in discussion and APA.	You had one error in writing or APA.	You had two errors in writing or APA	You had three or more in writing or APA

Below rubric is used for your recorded research presentation:

CATEGORY	10 points	7.5points	5 points	0 points
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the	Student is able to accurately answer most questions posed by classmates about the	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates

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	topic.	topic.		about the topic.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Organization	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.	Arguments were not clearly tied to an idea (premise).
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.

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Time-Limit	Presentation is completed within 29-30 minutes.	Presentation is completed 31-32 minutes.	Presentation is completed 33-34 minutes.	Presentation is completed 35 minutes or more.
Use of Facts/Statistics	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
Writing/APA	You had no errors in discussion and APA.	You had one error in writing or APA.	You had two errors in writing or APA	You had three or more in writing or APA

Assignments and Participation Requirements

- **Weekly Question/Participation (20 points each discussion question, Week 1 through Week 9, two questions in each week):** This is a writing and research intensive course; and each student is expected to post your reply in Canvas.
INSTRUCTIONS: Your answer should be within 700-1,000 words. Present your response in the APA standards. Words on your reference section will not be counted towards the required length. Please stay within the required length. Penalty will be assessed for both under or over the required length. Title page, abstract, and table of contents are not required. I do require you to have a **minimum of one (1)** or more academic references per your response; however, there is no limit in using nonacademic references in addition to the required academic reference. Avoid using passive voice. Late submissions will not be allowed. You will not be able to see responses from others until you post yours first. You are encouraged to comment on responses from your peers (you must post your initial response before seeing responses from others).
- **One (1) Research Presentation (100 points):** Select a terrorist group (foreign or domestic) and prepare a 30-minute recorded presentation explaining why you believe your selected terrorist group will be more dangerous to us (United States) than other terrorist groups and focused upon application of knowledge to policy choices and implications for

justice system agencies to combat your selected terrorist group. Your target audience can be American public or a special interest group within government bodies.

- ✓ Requirement for the presentation (I need to see and hear your presentation):
 - Cover slide (name, title)
 - Agenda
 - Body (depends on your topic, it can be between 10-15 slides, but they can be longer). Note section of each slide requires narration or scripts as I am reading your slide and present it to the leadership in your absence (150 words minimum).
 - Conclusion
- ✓ References (of course academic resources) following the APA standard.
- ✓ Professional appearance of slides and contents are a must (This brief is so important, because you might be terminated or promoted after this brief. Please review "Death by PowerPoint" by Don McMillan at <https://www.youtube.com/watch?v=MjcO2ExtH> so you will learn what to avoid in your presentation submission.)
- ✓ I do require you to have a **minimum of five (5)** or more of academic reference for this assignment; however, there is no limit in using nonacademic references in addition to the required academic references.
- ✓ Please save and submit your presentation using either MP4 or MOV format. If I cannot open your presentation, you will receive no points for this assignment.
- ✓ I need to see and hear your presentation.
- ✓ **Late submission will not be allowed.**

NOTE: Your research presentation must be submitted to Canvas no later than June 11, 2016.

Course Topics/Schedule:

Week	Topic (required readings)
Week 1	Chapters 1 & 3
Week 2	Chapters 2 & 5
Week 3	Chapter 4
Week 4	Chapters 8 & 9
Week 5	Chapters 6 & 7
Week 6	Chapters 10 & 11
Week 7	Chapter 12
Week 8	Chapters 13 & 14
Week 9	Chapters 15 & 16
Week 10	Research Presentation

Course Policies

Late Work Policy

I do not accept late work. Assignments/Quizzes must be posted and completed by Sundays, due dates using Canvas. Otherwise loss of all credit will occur. Any late submission will not be accepted unless you provide me with supporting documents for my review and approval. Early submission is highly encouraged; however, you will not receive an extra points for early submission. The Canvas will be configured to accept completed assignments up to the midnight of the due date and then it will not accept submissions. I will share complete information on assignments to allow ample time for completion if you do not procrastinate. Please respect my

time and your colleagues'; plan ahead and submit on time so that we can all progress through this learning experience together.

Punctuality/Consistency

A key to succeed in an asynchronous learning environment is to keep up with your required tasks and submit your work in a timely manner. Visit your class in Canvas as frequently as possible to learn how to navigate in Canvas; keep abreast of course announcement; address technical problems immediately, just to list a few as tips.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where **unexpected emergencies** (loss of loved one, emergency surgery, etc.; however, incarceration or arrest will not be considered as one of unexpected emergencies.) prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

Rewrite Policy

I don't support this policy.

Writing Policy

All papers should demonstrate mastery of grammar, punctuation, spelling and syntax expected of college level students. Use of [APA/MLA](#) is required for all papers. If you need writing assistance, please seek help from Student Support Services and the [Academic Achievement Program](#). All papers are to be word-processed, proofread, and solely the work of the author.

Academic Source Policy

Visit your library for your Weekly Discussion and research resources. *The following are not acceptable as scholarly academic journals for purposes of article reviews and research paper and you will receive no points for your work if you use them in the assignments:*

Newspapers, News Magazines (Newsweek, Time, People, etc.), Trade Magazines, FBI Law Enforcement Bulletin, Corrections Today, Police Chief, Prisons Today, On the Line, Law and Order, American Jails, *Wikipedia.com* (your paper will be scored zero if it contains anything from any *pedia*).

Please do not use "wikipedia" as your source during any classes with me. Let me illustrate to you the reason I forbids students from using it. Brafman and Beckstrom (2006) reported that "there are seven steps [before an article being posted in Wikipedia.com]: assignment, finding a lead reviewer, lead review, open review, lead copyediting, open copyediting, and final approval and markup." (p. 73) Issues for Wikipedia are not recognized as reliable or academic sources, because everything posted in the Wikipedia has to be academically challenged, verified, and certified, etc. This is what it does not have. Wiki in the Hawaiian language means "fast."

Reference: Brafman, C. & Beckstrom, R. (2006). The starfish and the spider: The unstoppable power of leaderless organizations. New York, New York: Portfolio.

Group Work Policy

There will no be group work in this course.

Student Expectations

Disability Access

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

Title IX Compliance

Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the Chaminade Counseling Center at [808 735-4845](tel:8087354845) and/or any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Attendance Policy (Offer specifics about your expectations for attendance – physically and mentally – perhaps a word on engagement and what it means to be “present”. How many absences are acceptable/expected? Will students get points for attendance and/or participation? You may also describe expectation of courtesy here, i.e., when discussing, we will create an active, open environment, which encourages diverse thought and comments. We strive to create evidence-based arguments and attack the idea, never the person):

Professionalism Policy

Promptness, punctual attendance, participation, and responsible behavior will influence the instructor's (and future employer's) perception of student professionalism. Active, positive, engaging, participation in class activities is essential. As pre-professionals, you should be at the point in your career where you have learned to ask and answer these questions:

- How do I know when I know something? What is the evidence and how reliable is it?
- How are things, events, theories, models or people connected? What is the cause and effect?
- What is new and what is old - have I run across this idea before? When, where, what did it mean to me then, and how I can expand and further connect the concept now?
- So what? Why does it matter? What does it all mean?

Discussion Posting:

- Review the discussion threads thoroughly before entering the discussion.
- Try to maintain threads by using the "Reply" button rather starting a new topic.
- Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of other's ideas.
- Be patient and read the comments of others thoroughly before entering your remarks.
- Be cooperative with group leaders in completing assigned tasks.
- Be positive and constructive in group discussions.
- Respond in a thoughtful and timely manner.

E-mail:

- Use the Chaminade e-mail account provided.
- Always include a subject line.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your e-mails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.

Academic Conduct Policy

The success of the Honor Code is made possible only with the acceptance and cooperation of every student. Each student is expected to maintain the principles of the Code. Example of Honor Code violations include:

- Giving or receiving information from another student during an examination;
- Using unauthorized sources for answers during an examination;
- Illegally obtained test questions before the test;
- Any and all forms of plagiarism – submit all or part of someone else’s work or ideas as your own;
- The destruction and/or confiscation of school and/or personal property.

A violation is reported either to the professor involved, who will report it to the Dean of Students, or directly to the Dean of Students.

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment, and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one’s own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else’s work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else’s exam or paper.
- Allowing someone to turn in your work as his or her own.

- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

One-on-One Tutoring

Student Support Services and the Academic Achievement Program offer free, one-on-one tutoring for all undergraduate students at Chaminade University. Tutoring services are designed to guide students to the point at which they become independent learners, no longer needing a tutor. Subjects tutored include, but are not limited to: biology, chemistry, math, nursing, English, etc. The tutoring corps consists of trained Peer and Professional Tutors. Tutoring is available by appointment only. Tutoring takes place in the Student Support Services building during the hours of 9:00 am to 5:00 pm, Monday through Friday. In order to receive tutoring, a student must first complete and submit an intake form. After submitting the intake form, a staff member will assist the students in creating an online account that allows him/her to book an appointment through the online system. All appointments must be made two (2) days prior to the desired appointment. Cancellations must be made 24 hours in advance. For further information, contact Student Support Services at [\(808\) 735-4724](tel:8087354724).

Important Dates to Remember

Please contact your adviser or Department of Criminology and Criminal Justice for Drop or Withdrawal Deadline

HINTS FOR TAKING ONLINE COURSE

- Visit your classroom in Canvas as frequently as possible to see if there is anything new or last minute changes.
- Avoid turning in required works last minute.
- Visit Canvas or using Outlook® or an appointment reminder from you mobile phone or PC/Mac, if you have, to track your activities.
- Visit your gradebook in Canvas so that you know where you are and what you need to do to improve or maintain your grade.
- Check your work before you submit them. You will save many points from avoidable mistakes, particularly APA format
- Ask me questions before, not after.
- Communicate effectively and frequently;
- Be enthusiastic, active, and involved;
- Demonstrate a mastery of the discipline;
- Relate material to current practices;
- Clearly explain complex concepts and ideas;
- Provide a framework for lifelong learning;
- Strive to involve participants in class activities;
- Be available to assist participants in or out of class; and
- Have respect and concern for all participants.