

## SYLLABUS

Dr. Gunther Jikeli

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Office hours on Zoom any day by appointment

<https://iu.zoom.us/j/8388668510>

If you prefer in-person office hours we can schedule an out-door meeting in the GISB courtyard (weather permitting)

# EUROPEAN ANTISEMITISM

## From the origins to 1933

HIST-B 315 (34557) and JSTU-J 304 (32381)

Tu 9:25AM - 10:40AM, Web-based Class (WB)

Th 9:25AM - 10:40AM, Ballantine Hall (BH) 304

Fulfills CASE S&H, CASE GCC

Irrational and often lethal hostility to Jews has a history of over 2000 years. Jew-hatred made its first appearance in the ancient world, later intensifying in waves in Christian Europe and, to a lesser extent, in Islamic countries. A range of antisemitic myths became deeply embedded in Western culture. Racial and genocidal antisemitism rose with 19th century nationalism and culminated in the attempt by Nazi Germany to destroy every member of the Jewish "race." What are the historical roots of antisemitism? What social, cultural, and political factors advanced or contained antisemitism? We will examine the most significant antisemitic myths and events in their historical and social contexts until 1933, including the image of Jews as murderers of God, usurers, and conspirators, as well as the blood libel. We will trace the changes of Jew-hatred from religious forms in the Middle Ages to nationalist and racist forms in modern times. Students will complete the course with an increased grasp of the irrational motives involved in antisemitism. They will also come to see how antisemitism is similar to and different from other prejudices, as well as understand the multiple sources from which antisemitism derives.

## LEARNING OUTCOMES

The course helps students gain an overview of forms and sources of antisemitism in diverse historical contexts and cultures. They will complete the course with an increased understanding of the irrational motives involved in Jew-hatred, how antisemitism is similar to and different from other prejudices, as well as the multiple sources from which it derives. Students will also gain an overview of European history.

Students will strengthen their ability to think critically and creatively in group and class discussions, and by analyzing a variety of contrasting texts. Students will strengthen their skills of inquiry and analysis in their individual/group research project and in assignments and class discussions in which they have to argue rationally. They are encouraged to take different perspectives. Students will learn quantitative and qualitative literacy through theory and methodology in their research project that is closely monitored and that is evaluated and discussed in peer groups and with the instructor.

## COURSEWORK

The course will emphasize class discussion and include a high proportion of independent work. The goal is to deepen an understanding of antisemitism in its many facets. Course activities include: (1) Doing the assigned readings and responses to the readings before each class session; (2) participating in class discussions; (3) submitting short writing assignments, including a short paper (“research project”) on a topic of your choice; (4) offering a short class presentation; and (5) a final response paper. Students are encouraged to attend three webinars on themes related to the subject matter of this course by (virtually) visiting scholars. Extra credit will be given to students who attend these webinars and thereafter submit brief papers in response to these presentations.

Your grade will be based on class participation, including a short class presentation (20%), preparation and responses to readings/videos (50%), your research paper and peer review (15%), and your final response paper (15%). More specific information about the research project is provided at the end of this handout. If you have to miss one class, please schedule an appointment with me on Zoom.

## COURSE MATERIALS

Most of the required reading texts will be from the two books below. In addition, we will read selected chapters from books that are available as online resources either on IUCAT or uploaded on Canvas in the files section. Please make sure to get a copy of Perry and Schweitzer’s book. There is no electronic version available. Laqueur’s book provides a good overview and I advise you to get a print version as well but this is not required.

Laqueur, Walter. *The Changing Face of Antisemitism: From Ancient Times to the Present Day*. ISBN: 9780195341218 [available online at IUCAT]

**Perry, Marvin., and Frederick M Schweitzer. *Antisemitic Myths: A Historical and Contemporary Anthology*. Bloomington, IN: Indiana University Press, 2008. ISBN: 9780253349842**

## COURSE SCHEDULE

The (preliminary) schedule is ambitious but intended to raise your interest.

Please do the assignments for each day before the class, so that we can focus on discussing it. Be prepared to summarize the main points of each reading. You will be asked to give your views on the assigned readings in writing on Canvas before class. There will be an assigned reading for (almost) every class, due on the evening before class.

This is a hybrid course. We will have two synchronous meetings per week. Students and the instructor will be in the same room together synchronously once a week and once a week synchronously on Zoom. Most instruction will be delivered online asynchronously on Canvas.

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Week 1	8/24	<b>Introduction</b>
		<p><b>Goals</b></p> <ul style="list-style-type: none"> <li>✓ Clarifying class aims and expectations.</li> <li>✓ Getting familiar with the online teaching tools.</li> <li>✓ Reflection on difficulties of defining antisemitism.</li> </ul> <p><u>Recommended Video</u></p> <ul style="list-style-type: none"> <li>• Viral: Antisemitism in Four Mutations, <a href="https://video.alexanderstreet.com/watch/viral-antisemitism-in-four-mutations?context=channel:pbs">https://video.alexanderstreet.com/watch/viral-antisemitism-in-four-mutations?context=channel:pbs</a></li> </ul> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• Laqueur, <i>The Changing Face of Antisemitism</i>, Preface, pp. VII-X</li> <li>• Marcus, <i>The Definition of Anti-Semitism</i> (Oxford University Press 2015) [available online at IUCAT]. ch.1, pp. 33-55</li> </ul>
Week 2	8/31	<b>Early Christianity</b>
		<p><b>Goals</b></p> <ul style="list-style-type: none"> <li>✓ Introduction to the thinking of Romans and Early Christians.</li> <li>✓ Understanding where some of the earliest forms of Christian antisemitism are coming from.</li> </ul> <p><u>Videos</u> (from different films, all on FilmsOnDemand, total of 27 minutes)</p> <ul style="list-style-type: none"> <li>• Testament: The Early Church and the Jewish Diaspora (FilmsOnDemand, <b>first 8 minutes</b>)</li> <li>• Among Believers: Part 2—The Story of the Jews with Simon Schama, Ch.6: Conversion of Constantine (FilmsOnDemand, <b>04:10</b> minutes)</li> <li>• The Jewish People: A Story of Survival—Educator's Edition, Ch.6: Jewish History: Roman Conquest of Jewish People (FilmsOnDemand, <b>04:24</b> minutes) and Ch.9: Threat to Jews: Christianity and Islam (FilmsOnDemand, <b>03:48</b> minutes)</li> <li>• Pagans and the Cult of Martyrs (Episode 5), ch.1: Rome and the Christian Church (FilmsOnDemand, <b>04:47</b> minutes) [trad. Christian view about P. Pilate] and ch.2: Christian Martyrdom (FilmsOnDemand, <b>06:44</b> minutes)</li> </ul>

		<p><u>Other recommended videos</u></p> <ul style="list-style-type: none"> <li>• Peter and Paul and the Christian Revolution 2002, <a href="https://video-alexanderstreet-com.proxyiub.uits.iu.edu/watch/peter-and-paul-and-the-christian-revolution?context=channel:jesus-christ">https://video-alexanderstreet-com.proxyiub.uits.iu.edu/watch/peter-and-paul-and-the-christian-revolution?context=channel:jesus-christ</a></li> <li>• The Great Missionary (Episode 2), ch.7: Christian Doctrine (FilmsOnDemand, 07:49) [Paul, James, and Peter have different views on pagans becoming Christians]</li> <li>• Constantine (Episode 6) (FilmsOnDemand, 56 minutes)</li> <li>• For class discussion Jesus in Jerusalem (04:22) segment of April 3, 33 AD: The Crucifixion of Jesus (FilmsOnDemand)</li> </ul> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• Laqueur, <i>The Changing Face of Antisemitism</i>, pp. 39-51 (first part of chapter 3)</li> <li>• Perry and Schweitzer. <i>Antisemitic Myths: A Historical and Contemporary Anthology</i>, pp. 1-10 (part I and chapters 1)</li> <li>• Encyclopedia Judaica: Pontius Pilate</li> <li>• Nirenberg, <i>Anti-Judaism: The Western Tradition</i>, pp. 92-94; 112-118 (selected pages of chapter 3, available on Canvas in files)</li> </ul>
Week 3	9/7	<b>First Mass Pogroms During the Crusades</b>
		<p><b>Goals</b></p> <ul style="list-style-type: none"> <li>✓ Introduction to the thinking and realities of people living in Medieval Times in Europe.</li> <li>✓ Understanding the dynamics of the series of the first pogroms.</li> </ul> <p><u>Videos</u></p> <ul style="list-style-type: none"> <li>• Crusade to Jerusalem (FilmsOnDemand, 46 minutes)</li> <li>• [Inside the Medieval Mind: Knowledge (FilmsOnDemand, 58 minutes)]</li> </ul> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• Laqueur, <i>The Changing Face of Antisemitism</i>, pp. 51-70 (second part of chapter 3)</li> <li>• Holt. The World of the Crusades. A Daily Life Encyclopedia.pp.532-535</li> <li>• Holt. The World of the Crusades. A Daily Life Encyclopedia.pp.624-627. [No Conversion]</li> <li>• Holt. The World of the Crusades. A Daily Life Encyclopedia.pp.711-713. [Account of Slaughter of Jews]</li> </ul>
Week 4	9/14	<b>The Blood Libel, Black Death and Well Poisoning</b>
		<p><b>Goals</b></p> <ul style="list-style-type: none"> <li>✓ Understanding the origins of superstitious deadly rumors of Jews and the tropes that developed.</li> </ul> <p><u>Videos</u></p> <ul style="list-style-type: none"> <li>• Cataclysm: The Black Death Visits Tuscany (FilmsOnDemand, first 23 minutes)</li> <li>• 1347: The Beginnings of the Black Death (FilmsOnDemand, 27 minutes)</li> </ul>

		<u>Readings</u> <ul style="list-style-type: none"> <li>Perry and Schweitzer. <i>Antisemitic Myths</i>, pp. 11-28 (part I, chapters 2-4)</li> </ul>
Week 5	9/21	<b>From Convivencia to Reconquista</b>
		<b>Goals</b> <ul style="list-style-type: none"> <li>✓ Getting an overview of the Convivencia in Muslim-ruled Spain and the situation of Jews.</li> <li>✓ Getting a brief historical overview of the Reconquista.</li> <li>✓ Understanding the antisemitic tropes of suspicion against converts and the idea of “pure blood.”</li> </ul> <u>Videos</u> <ul style="list-style-type: none"> <li>The Place of the Other (721-1789) (FilmsOnDemand, 52 minutes, you can skip the parts on the Crusades if you want)</li> <li>The Making of Spain: Reconquest, segment 2: El Cid (02:10 minutes) (FilmsOnDemand)</li> </ul> <u>Readings</u> <ul style="list-style-type: none"> <li>Perry and Schweitzer. <i>Antisemitic Myths</i>, pp. 29-42 (part I, chapters 5-7)</li> </ul>
Week 6	9/28	<b>Reformation</b>
		<b>Goals</b> <ul style="list-style-type: none"> <li>✓ Reflecting on Martin Luther’s view of Jews.</li> </ul> <u>Videos</u> <ul style="list-style-type: none"> <li>Rick Steves: Luther and the Reformation (2017), <a href="https://iu.mediaspace.kaltura.com/edit/1_ezyn0lmm">https://iu.mediaspace.kaltura.com/edit/1_ezyn0lmm</a>, 56 minutes); and</li> <li>Reformation: Luther and the Protestant Revolt (1998) (FilmsOnDemand, 52 minutes)</li> <li>Academic discussion of Luther’s antisemitism, <a href="https://www.themorgan.org/videos/martin-luther-and-anti-semitism">https://www.themorgan.org/videos/martin-luther-and-anti-semitism</a> (or <a href="https://iu.mediaspace.kaltura.com/media/Martin+Luther+and+Anti-Semitism/1_kgt844nd">https://iu.mediaspace.kaltura.com/media/Martin+Luther+and+Anti-Semitism/1_kgt844nd</a>)</li> </ul> <u>Readings</u> <ul style="list-style-type: none"> <li>Perry and Schweitzer. <i>Antisemitic Myths</i>, pp. 43-54 (part I, chapters 8-9)</li> </ul>
Week 7	10/5	<b>Enlightenment – the End of Irrational Jew-Hatred?</b>
		<b>Goals</b> <ul style="list-style-type: none"> <li>✓ Understanding the fundamental change of the Enlightenment for European history.</li> <li>✓ Introduction to new forms of antisemitism by some of the enlightened thinkers.</li> </ul> <u>Videos</u>

		<ul style="list-style-type: none"> <li>• A Leap of Faith: Part 3—The Story of the Jews with Simon Schama (FilmsOnDemand, 55 minutes)</li> <li>• John Merriman lecture on the Enlightenment <a href="https://oyc.yale.edu/history/hist-202/lecture-5">https://oyc.yale.edu/history/hist-202/lecture-5</a></li> </ul> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• Laqueur, <i>The Changing Face of Antisemitism</i>, pp. 71-76 (first part of chapter 4);</li> <li>• Perry and Schweitzer. <i>Antisemitic Myths</i>, pp. 57-64 (chapter 10);</li> <li>• [Nirenberg, <i>Anti-Judaism: The Western Tradition</i>, pp. 325-360 (chapter 10)]</li> </ul>
Week 8	10/12	<b>French Revolution and Modernity</b>
		<p><b>Goals</b></p> <ul style="list-style-type: none"> <li>✓ Choosing research topic.</li> <li>✓ Practicing being precise in writing: learning how to write a Wikipedia entry</li> <li>✓ Understanding how revolutionaries looking to overcome the past can fall into the trap of antisemitism in the name of truth.</li> </ul> <p><u>Video</u></p> <ul style="list-style-type: none"> <li>• John Merriman lecture on the French Revolution <a href="https://oyc.yale.edu/history/hist-202/lecture-6">https://oyc.yale.edu/history/hist-202/lecture-6</a></li> </ul> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• Nirenberg, <i>Anti-Judaism: The Western Tradition</i>, pp. 361-386 (chapter 11).</li> </ul> <p>CHOOSE TOPIC FOR YOUR RESEARCH PAPER</p>
Week 9	10/19	<b>Volkish Antisemitism in German Lands and Thoughts + Invention of Racism</b>
		<p><b>Goals</b></p> <ul style="list-style-type: none"> <li>✓ Reflecting on the origins of “race theory.”</li> <li>✓ Understanding the concept of Volk.</li> <li>✓ Understanding the specificity of Volkish antisemitism.</li> </ul> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• Hess, Jewish Emancipation and the Politics of Race. In: Eigen and Larrimore, <i>The German Invention of Race</i> (provided on Canvas)</li> <li>• Foreword by Judith Schachter to Benedict’s <i>Race</i>, <a href="https://books.google.com/books?id=cx6tDwAAQBAJ&amp;printsec=frontcover&amp;source=gbv_ViewAPI#v=onepage&amp;q&amp;f=false">https://books.google.com/books?id=cx6tDwAAQBAJ&amp;printsec=frontcover&amp;source=gbv_ViewAPI#v=onepage&amp;q&amp;f=false</a></li> <li>• Laqueur, <i>The Changing Face of Antisemitism</i>, pp. 71-106 (chapter 4 and 5) and particularly pp. 91-95;</li> <li>• Perry and Schweitzer. <i>Antisemitic Myths</i>, pp. 104-119 (chapter 14).</li> </ul>
Week 10	10/26	<b>Jews in Eastern Europe and Under the Tsar</b>
		<p><b>Goals</b></p> <ul style="list-style-type: none"> <li>✓ Defining your research topic with a proposal</li> <li>✓ Getting an overview of the situation of Jews in (Tsarist) Russia</li> </ul>

		<ul style="list-style-type: none"> <li>✓ Learning about the Russian pogroms.</li> </ul> <p><u>Videos</u></p> <ul style="list-style-type: none"> <li>• A Yiddish World Remembered (FilmsOnDemand, 57 minutes)</li> <li>• Over the Rainbow: Part 4—The Story of the Jews with Simon Schama (FilmsOnDemand, segment 7, Russian Pogroms 02:25 minutes)</li> </ul> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• Laqueur, <i>The Changing Face of Antisemitism</i>, pp.79-89 (selected pages from chapter 4)</li> <li>• Perry and Schweitzer. <i>Antisemitic Myths</i>, pp. 127-137 (chapter 16)</li> </ul> <p><b>PROPOSAL FOR YOUR RESEARCH PAPER</b></p>
Week 11	11/2	<b>The Dreyfus-Affair</b>
		<p><b>Goals</b></p> <ul style="list-style-type: none"> <li>✓ Understanding the significance of the Dreyfus-Affair in the history of antisemitism.</li> <li>✓ Looking at tropes that were fully formed during that time in France.</li> </ul> <p><u>Video</u></p> <ul style="list-style-type: none"> <li>• TBC</li> </ul> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• Perry and Schweitzer. <i>Antisemitic Myths</i>, pp. 90-103 (chapter 13)</li> </ul>
Week 12	11/9	<b>Zionism</b>
		<p><b>Goals</b></p> <ul style="list-style-type: none"> <li>✓ Learning about leading figures of early Zionism.</li> <li>✓ Taking a different perspective: What would you do in the shoes of a Jewish leader at the beginning of the 20<sup>th</sup> century?</li> <li>✓ Understanding the significance of experiences and observations of antisemitism for Zionist leaders.</li> </ul> <p><u>Videos</u></p> <ul style="list-style-type: none"> <li>• What Made Herzl Unique? By Tele Time (2018) Please watch segment 6: Herzl's Key Assets: Jewish Attitudes (FilmsOnDemand, 10:39 minutes)</li> <li>• Over the Rainbow: Part 4—The Story of the Jews with Simon Schama (FilmsOnDemand , segment 7, Russian Pogroms (02:25 minutes) and segment 8, Lovers of Zion (01:55 minutes)</li> </ul> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• Divine, Donna Robinson. <i>Exiled in the Homeland: Zionism and the Return to Mandate Palestine</i>. Austin: University of Texas Press, 2009. ProQuest Ebook Central, Leon Pinsker and Theodor Herzl, pp. 23-32.</li> <li>• [Troy, Gil. <i>The Zionist Ideas: Visions for the Jewish Homeland—Then, Now, Tomorrow</i>. Lincoln: The Jewish Publication Society, 2018. ProQuest Ebook Central.]</li> </ul>

		<u>Recommended readings</u> <ul style="list-style-type: none"> <li>Perry and Schweitzer. <i>Antisemitic Myths</i>, pp. 120-126 (chapter 15)</li> </ul> <b>FICTIONAL CONFERENCE AT THE EARLY 20<sup>th</sup> CENTURY: THE FUTURE OF JEWS</b>
Week 13	11/16	<b>The Protocols of the Elders of Zion and the Russian Revolution</b>
		<b>Goals</b> <ul style="list-style-type: none"> <li>✓ Finalizing the first draft of your paper.</li> <li>✓ Practicing peer review.</li> <li>✓ Reading feedback from peers productively.</li> <li>✓ Learning about the history of the Protocols, the most important template of modern conspiracy theories.</li> <li>✓ Discussing some of the most significant tropes of the Protocols.</li> </ul> <u>Video</u> <ul style="list-style-type: none"> <li>The Russian Revolution (FilmsOnDemand, 47 minutes)</li> </ul> <u>Readings</u> <ul style="list-style-type: none"> <li>Laqueur, <i>The Changing Face of Antisemitism</i>, pp. 95-101 (selected pages from chapter 5)</li> <li>Perry and Schweitzer. <i>Antisemitic Myths</i>, pp. 139-155 (chapter 17)</li> </ul> <b>SUBMISSION OF YOUR DRAFT SHORT PAPER AND PEER REVIEW</b>
Week 14	11/23	<b>THANKSGIVING BREAK</b>
Week 15	11/30	<b>The Weimar Republic and the Emergence of Nazism</b>
		<b>Goals</b> <ul style="list-style-type: none"> <li>✓ Getting an overview of the political situation in Germany after WW1.</li> <li>✓ Learning about the views of Jews in early Nazism.</li> <li>✓ Summarizing a topic we covered in class on one page.</li> <li>✓ Revising your research paper drawing on the feedback you received and submitting it on time.</li> </ul> <u>Readings</u> <ul style="list-style-type: none"> <li>Bergen, Doris L. <i>War and Genocide</i>, chapter 1 (provided on Canvas in files)</li> <li>Perry and Schweitzer. <i>Antisemitic Myths</i>, pp. 156-173 (chapters 18-19)</li> <li>Laqueur, <i>The Changing Face of Antisemitism</i>, pp. 107-124 (chapter 6)</li> </ul> <b>SUBMISSION OF YOUR FINAL SHORT PAPER/ WIKIPEDIA ENTRY</b>
Week 16	12/7	<b>Review of the Semester</b>
		<b>Goals</b> <ul style="list-style-type: none"> <li>✓ Review of the semester.</li> <li>✓ Presenting the summary of your research topic.</li> <li>✓ Reflecting on achievements of the semester.</li> </ul>



		PRESENTATIONS OF YOUR SUMMARY
Week 17	12/14	<b>FINAL EXAMS WEEK</b>  FINAL RESPONSE PAPER

### FINAL RESPONSE PAPER

I will post a set of questions on Tuesday, December 15, at 10 AM and you will have two days to respond. That should provide you with enough flexibility to submit it on time. The questions will cover subjects from the entire semester. You can use any material so there is no need to memorize exact dates or names. If you have revised the content of the class well, you should be able to respond to the questions within two hours (the normal exam time).

### PAPER ASSIGNMENT AND ORAL PRESENTATION

All students in this course will submit a short paper that is closely related to our topics in class and present an oral summary on Zoom (6-8 minutes) in week 16.

The paper (5-6 pages, double-spaced) should look at some aspects that we have covered in class in more depth. It should summarize what we have covered in class on this subject on one page, which can serve as an introduction. The rest of the paper should discuss one aspect that you have researched in more depth (e.g. one primary document or one important figure).

Instead of a paper of 5-6 pages, you can also write a one-page summary and use this and your research to add a new page or section on Wikipedia. Adding to Wikipedia requires more concise and precise writing and thus more work. (We will have a class exercise to work on this.) I therefore expect the equivalent of only 2 pages for the Wikipedia entry.

The presentation should be based on that paper. Your paper and your presentation will help all students of this class to revise the content for the final response paper. (Your paper will be made available to all students of the class.)

### Schedule

- (1) Week 8: The first step is to choose a topic. Please have a look at the entire course schedule and let me know which topic(s) you would like to cover in more depth for your paper.
- (2) Week 10: Give me a brief proposal for a topic that interests you. The proposal should explain the topic, why it interests you, how you might approach it, and what additional source(s) you want to use. Submit the topic proposal on CANVAS. I urge you to talk with me about the topic and how to proceed. I will respond to your topic in writing.
- (3) Week 13: Submit your first version of your paper (3-4 pages, double-spaced) on CANVAS. We will peer-review the papers in class. Therefore, late papers cannot be accepted.
- (4) Week 15: Submit your one-page summary of what we have covered in class on the subject that you have chosen. Your submission will be graded on content, clarity and organization, grammar, and mechanics. The more useful your summary is for your

classmates to review this class topic, the more points you will get.

- (5) Week 15: Submit your revised version of your paper (4-5 pages, double-spaced). Your research paper should look at some aspects that we have covered in class in more depth. It should summarize what we have covered in class on this subject as the main part of your introduction. You can use the one-page summary for this. The rest of the paper should discuss one aspect that you have researched in more depth (e.g. one primary document or one important figure). For references and citations please use the Chicago Manual of Style 16<sup>th</sup> edition (full note).

Instead of a paper of 5-6 pages, you can also write a one-page summary and use this and your research to add a new page or section on Wikipedia. Adding to Wikipedia requires more concise and precise writing and thus more work. (We will have a class exercise to work on this.) I therefore expect the equivalent of only 2 pages for the Wikipedia entry, including a Works Cited list.

Your submission will be graded on quality of research, effective use of information gained through research, credibility of sources, and relevance of included information. Grade will be based on organization, clarity, use of transitions, appropriate voice, correct citation format, grammar, spelling, and punctuation.

- (6) Week 16: Oral presentation (5-7 minutes) in class. Focus on the summary points that are useful for the revisions.

### **Class discussions**

I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. All students and the instructor are expected to engage with each other respectfully. Unwelcome conduct directed toward another person based upon that person's actual or perceived race, actual or perceived gender, color, religion, age, national origin, ethnicity, disability, or veteran status, or for any other reason, may constitute a violation of university policy (Code of Student Rights, Responsibilities, & Conduct).

### **Use of mobile devices for specific course objectives only:**

Human connection is the heart of a modern education in arts and sciences. We can't learn without you. Arrive prepared and ready to think out loud and share confusions. Class meetings involve discussions in a variety of formats, some experimental and perhaps unfamiliar. These varied structures enable different forms of thinking and analysis; they also accommodate diverse personalities and learning styles. In all settings, collaborate thoughtfully and respectfully with your peers. When you disagree with or don't understand something you hear, ask questions. Your peers' questions are as important as mine, so listen carefully.

I know many of you read online or take notes on your laptops or tablets, however, electronics are a major distraction in class and disrupt class discussion. There is literature that supports this claim, one of which includes: Fried, C.B. (2008). In-class laptop use and its effects on student learning. *Computers & Education*, 50(3), 906-914.

The use of laptops, phones, or e-tablets in class must be limited to class related activities.

You might consider taking notes by hand on the general points and methods we discuss in class, and then use your computer after class to help you expand on and clarify your understanding of the class conversation. This method allows you to participate fully and also review your thoughts in a productive way when you have a quiet moment after class. Taking notes can help you think, but it can also keep you from listening, so don't overdo it.

### **Citation**

In your written work, you have to give credit where credit is due. If you quote from another writer, or if you paraphrase his or her ideas, points, or arguments, you must give a bibliographic citation or footnote in proper format. (Please use the provided Chicago Manual of Style.) This is true even if you're using an online. Failure to do so is plagiarism. Any paper that is found to be plagiarized, in part or in whole, will receive an automatic F.

### **Plagiarism Policy and Academic Integrity**

According to I.U.'s *Code of Student Rights, Responsibilities, and Conduct*,

"Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge.

A student must give credit to the originality of others and acknowledge indebtedness whenever:

1. Directly quoting another person's actual words, whether oral or written;
2. Using another person's ideas, opinions, or theories;
3. Paraphrasing the words, ideas, opinion, or theories, whether oral or written;
4. Borrowing facts, statistics, or illustrative material; or
5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment."

If you are unsure about the expectations for completing an assignment, be sure to seek clarification beforehand. All suspected violations of the *Code* will be handled according to University policies. Sanctions for academic misconduct may include a failing grade on the assignment, reduction in your final course grade, a failing grade in the course, among other possibilities, and must include a report to the Dean of Students, who may impose additional disciplinary sanctions.

### **Sexual Misconduct**

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

The Sexual Assault Crisis Service (SACS) at 812-855- 8900

Counseling and Psychological Services (CAPS) at 812-855- 5711

Confidential Victim Advocates (CVA) at 812-856- 2469

IU Health Center at 812-855- 4011

For more information about available resources:

<http://stopsexualviolence.iu.edu/help/index.html>

It is also important that you know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they

will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit [stopsexualviolence.iu.edu](http://stopsexualviolence.iu.edu) to learn more.

## **COVID RELATED**

### ***Masks and Physical Distancing Requirements***

In recognition of what all IU community members owe to each other, all students, staff, and faculty signed an acknowledgement of their responsibility to follow public health measures as a condition of returning to the campus this fall. Included in that commitment were requirements for appropriately wearing (covering mouth and nose) adequate masks in all IU buildings and maintaining physical distancing in all IU buildings. Both are classroom requirements. Both requirements are necessary for us to protect each other from transmission of COVID-19.

- Therefore, if a student is present in class without an adequate mask (that covers both mouth and nose) worn appropriately, the instructor will ask the student to put a mask on immediately or leave the class.

- If a student comes to class a second time without a mask, the instructor will report the student to the Office of Student Conduct of the Division of Student Affairs.

- If a student refuses to put a mask on or to wear a mask appropriately after being instructed to do so, the instructor may end the class immediately, and report the student to the Office of Student Conduct. The student will be summarily suspended from the university pursuant to IU's [Summary Suspension Policy](#)

- If Student Conduct receives three cumulative reports from any combination of instructors or staff members that a student is not complying with the requirements of masking and physical distancing, the student [will be summarily suspended](#) from the university for the semester.

### ***Summary Suspension Policy***

"A student may be summarily suspended from the university and summarily excluded from university property and programs by the Provost or designee of a university campus. The Provost or designee may act summarily without following the hearing procedures established by this section if the officer is satisfied that the student's continued presence on the campus constitutes a serious threat of harm to the student or to any other person on the campus or to the property of the university or property of other persons on the university campus."

The Provost has determined that refusal to comply with the public health requirements specified in the Student Responsibility form, including the requirement of wearing a mask in all IU buildings, constitutes "a serious threat of harm to other persons" within the meaning of the summary suspension policy. In addition, the Provost has determined that a person who does not comply with these requirements, as evidenced by three credible violations of the policy reported to the campus from any source, constitutes "a serious threat of harm to other persons" within the meaning of the summary suspension policy.

### ***Student Rights***

Any student who believes another person in a class is threatening the safety of the class by not wearing a mask or observing physical distancing requirements may leave the class without consequence.

### ***Attendance***

The student responsibility form requires that you take your temperature every morning and that you refrain from attending class if you have a temperature of 100.4 or other symptoms of illness. In order to ensure that you can do this, attendance will not be a factor in the final grade. Attendance may still be taken to comply with accreditation requirements.

***Assigned Seating***

In order to ensure we can contact you in the event you are exposed to COVID-19, you must remain in your assigned seat for the entire semester.

**Changes**

The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement on Canvas.