

"A Persistent Prejudice: Antisemitism in Western Civilization"

RELI 3390

MW 3:00PM - 4:20PM

Hyer Hall 106

Dr. Shira Lander x8-2157 Office Hours: F 11:30 - 12:45 300E Hyer slander@smu.edu

Course Description

This course traces the evolution of anti-Jewish sentiments that spawned images of the Jew as misanthropic, cannibalistic, conniving, evil, devil-consorts, anti-Christ, Christ-killers, blood-sucking, filthy and conspiratorial in Greco-Roman, Christian, Muslim, and secular culture within the broader context of human rights. We will study the development of anti-Jewish rhetoric and allegory along with historical calamities for which Jews were scapegoated throughout history. We will also examine how pseudo-scientific race theories transformed classical anti-Judaism into the modern phenomenon of antisemitism and how this initially Western cultural phenomenon spread eastward and became associated with anti-Zionism and the anti-Western ideologies of extremist groups. Counts toward the Jewish Studies minor and the Human Rights major and minor.

SLOs

I. Pillars: Philosophical/Religious/Ethical Inquiry, level II

Students will be able to demonstrate the ability to critically reflect on or apply the theoretical methods of philosophy or religious studies via a focus on a specific area or set of issues.

More specifically, students will be able to demonstrate the ability to critically reflect on the fields of religious studies and ethics via a focus on the issues of marginalization, prejudice, discrimination, and identity-related violence.

II. Pillars: Historical Contexts, level II

1. Students will be able to analyze both secondary and primary historical evidence.
2. Using secondary and primary historical evidence, students will be able to develop and support extended discussions based on critical understanding of specific historical problems.

III. Proficiencies and Experiences: Information Literacy

1. Students will be able to select and use the appropriate research methods and search tools for needed information.
2. Students will be able to evaluate sources for quality of information for a given information need.

IV. Proficiencies and Experiences: Oral Communication

1. Students will be able to select, organize and use appropriate forms of evidence to suit a specific or targeted audience.
2. Students will be able to use appropriate vocal and visual cues to deliver a presentation to a specific or targeted audience.

Additional Learning Objectives

1. Students will be able to define, historically situate, and identify the causes of the following phenomena:
 - Egyptian and Greco-Roman Anti-Judaism
 - Early Christian Anti-Judaism
 - Medieval European Anti-Judaism
 - Modern Western Antisemitism
 - Classical Islamic Anti-Judaism
 - Modern Islamic and Arab Antisemitism
 - The New Antisemitism
2. Students will be able to research and analyze antisemitism on internet blogs, websites, and videos.
3. Students will learn how to produce a website database of online antisemitism.
4. Students will be able to explain the phenomena of scapegoating, stereotyping, and prejudice in sociological, anthropological, and psychological terms.

Required Texts (5)

David Berger, *History and Hate. The Dimensions of Anti-Semitism* (The Jewish Publication Society, 1997) ISBN-13: 978-0827606364

Walter Laqueur, *The Changing Face of Anti-Semitism* (Oxford University Press, 2006) ISBN13: 9780195304299 or Kindle Edition

David Nirenberg, *Anti-Judaism: The Western Tradition* (W. W. Norton & Company, 2013) ISBN-13: 978-0393058246 or Kindle Edition

Peter Schafer, *Judeophobia: Attitudes toward the Jews in the Ancient World* (Harvard University Press, 1998) ISBN-13: 978-0674487789 or Kindle Edition

Robert S. Wistrich, ed., *Demonizing the Other: Anti-Semitism, Racism and Xenophobia. Studies in Anti-Semitism* (Routledge, 2012) ISBN-13: 978-0415516198 or Kindle Edition

On Reserve (for additional reading)

John Gager, *The Origins of Anti-Semitism*

Jacob Katz, *From Prejudice to Destruction*

Bernard Lewis, *Semites and Anti-Semites. An Inquiry into Conflict and Prejudice*

Sander L. Gilman, *Anti-semitism in Times of Crisis*

Graded Assignments/Point Value

Grading scale: A: 94-100, A-: 91-93, B+: 88-90, B: 84-87, B-: 81-83, C+: 78-80, C: 74-77, C-: 71-73, D+: 68-70, D: 64-67, D-: 61-63, F: 60 or below.

1. Attendance and Participation—10% of grade

2. Web Database—30% of grade—assesses IL (see rubric A appended to the syllabus)

Students are asked to search the web for sites that satisfy well-established criteria of antisemitism and list the urls of these sites [use boolean searches with keywords, e.g. "(Jews OR Jewish) AND (greedy OR money OR conspiracy OR economic OR control OR kill OR eliminate OR atheist OR communist)]. Pick five of the sites and answer the following questions in a 10-15 sentence paragraph for each site:

1. Who sponsors the site? Give a brief description of this organization. If a particular person is the author, give a brief biography.
2. How does the site attempt to establish its "credibility"?
3. Summarize what is available on the site.
4. Identify what techniques of persuasion the site uses and how these compare to techniques used in over two millennia of antisemitism.
5. Evaluate the sources: Select 3-4 of the most egregious erroneous claims made by the site and evaluate these claims using scholarly documentation.
6. Who you think the site targets as its audience?
7. In your opinion, is this site dangerous? Based on class-assigned readings, list the criteria you used in making this determination. Explain your assessment and indicate the site's potential harm for cases you consider dangerous. Write for a general web audience; your job is to document and analyze as well as warn.

- Students will discuss and "claim" their websites to avoid overlap (5%)
- Students will work in pairs to encourage peer evaluation and cooperation. Ideally, each pair will include at least one web-savvy student. Students will upload their data to a student-access only class wiki-page and will include the disclaimer that "the views presented herein do not represent those of SMU or any of its employees" (25%)

3. Midterm (in class, closed book, closed notes)—25% of grade—assesses HC-2 (see rubric B appended to the syllabus)

A selection of extended essays on material covered in class and reading assignments.

4. Holocaust Museum Reflection paper—10% of grade—assesses PREI-2 (see rubric C appended to the syllabus)

After taking a guided tour of the Holocaust Museum, you will be asked to reflect on the experience. This is an opportunity for you to share how the museum and learning about antisemitism has affected you personally. While you are welcome to write about some of the factual learning you experienced on the tour, however, this reflection is intended for you to wrestle with moral and philosophical issues raised throughout the course. What does this experience have to do with you—an SMU student, a young 21st-century American—today? Feel free to consider scapegoating, stereotyping, prejudice, discrimination, inter-group hostility, and genocide more generally beyond the bounds of antisemitism and the Holocaust.

5. Oral presentation with visual media and written report—25% of grade—assesses OC (see rubric D appended to the syllabus)
10-15 minute presentation on topic of student's choice
Based on classmates' feedback after the oral presentation, you will revise your presentation and submit a written report of your results along with your visual presentation (PowerPoint, video, etc.)

Course Expectations

ATTENDANCE

- Arrive promptly to class. Class begins on time. If you are late for some reason beyond your control, please show respect for the professor and your classmates by entering the classroom discretely and quietly and taking your seat quickly and with the least possible disruption.
- Students who wish to miss class in observance of religious holidays should speak to the instructor in advance.

CLASSROOM CONDUCT

- If you use an **electronic device** for your readings, you are expected by the honor code to use it only for that purpose and not to play video games, check email, engage in electronic chats, etc. Please disable all sounds on your electronic device when using it in class.
- Listen actively to lectures and classmates.
Active Listening. Listening to another person speak is not a passive enterprise. To truly understand another person requires paying attention to his or her words, taking notes on what the other person says, making associations with what you already know, asking questions when you don't understand. This is true when you listen to your classmates in small or large group discussions or to lectures. Rather than interrupting a lecturer mid-sentence as soon as a question pops into your head, jot down your question as you take notes and ask it at a pause in the lecture or when the

lecturer invites questions. If you are too shy to ask a question in class, see me during office hours. Questions that seek to clarify points you did not understand, either in the reading or the lecture, are an excellent use of class time. More often than not, if you didn't understand it, some of your classmates didn't as well. There is no such thing as a stupid question if it is genuinely asked from a position of wanting to know more or filling in a knowledge gap. Factual questions that can be answered with a quick Google search might be better answered using your smartphone than by taking up class time. Questions that pursue an esoteric or tangential line of thought are better reserved for office hours.

- Show respect for all points of view.

Respect. The discipline of religious studies is premised on the supposition that all religions are worthy of the same degree of respect. This means that when the lecturer or a classmate expresses a point of view different from your own, you listen to that perspective with an open mind and generosity of spirit rather than a judging, dismissive, or derogatory attitude. At the same time you are expected and encouraged to express alternative points of view in a civil manner and to engage in reasoned debate. The goal is to disagree without being disagreeable.

CHECKING EMAIL AND ACCESSING BLACKBOARD

The primary mode of communication between professor and student is email. You are therefore expected to check your email on a daily basis. If you do not check email daily, you are expected to give the professor your cell phone text-messaging contact information as an alternative mode of communication.

Many of the course readings, changes to the syllabus, group announcements, and submitting and receiving graded written assignments are posted through BLACKBOARD. If you are not yet familiar with it, you are expected to learn how to use it within the first week of the course.

ACADEMIC INTEGRITY

Cheating on exams or plagiarizing on written assignments is a serious violation of the SMU Honor Code and may result in suspension or even expulsion from the university. If you do your own work and are careful about citing your sources, you should be fine. If you ever are in doubt, it is better to ask than to violate the Honor Code out of ignorance.

ACCOMMODATIONS

If you need academic accommodations for a disability, you must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or

www.smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. Then contact the professor to make appropriate arrangements.

EXTENSIONS

Extensions are rare and are only granted in extenuating circumstances. Students who require an extension must provide an explanation and submit the request to the instructor in advance.

Topics and Assignments:

- #1 "Introduction to the Study of Antisemitism: Definitions and Methodologies"
- #2 "Antisemitism in the Bible?: Pharaoh, Amalek and Haman"
READING:
Bible Passages: Exodus, chapters 1-14; Exodus 17:8-15 and Deuteronomy 25:17-18;
Esther (entire book)
Berger, 3-48
- "Anti-Semitism: An Overview"
 - Shaye Cohen, "Anti-Semitism in Antiquity: The Problem of Definition"
- Laqueur, 21-38
- Chapter 2: "Interpretations of Antisemitism"
- Nirenberg, 1-12
- Introduction "Thinking about Judaism, or the Judaism of Thought"
- #3 "The Origins of Antisemitism in Greco-Roman Culture: Hellenistic Period"
READING:
Schafer, 1-65
- Introduction
 - Chapter 1 "Expulsion from Egypt"
 - Chapter 2 "The Jewish God"
- Nirenberg, 13-47
- Chapter 1 "The Ancient World: Egypt, Exodus, Empire"
- #4 "Greco-Roman Jewish Stereotypes in the Context of anti-Barbarianism"
READING:
Schafer, 66-135
- Chapter 3 "Abstinence from Pork"
 - Chapter 4 "Sabbath"
 - Chapter 5 "Circumcision"
 - Chapter 6 "Proselytism"
 - Chapter 7 "Elephantine"
- Wistrich, 73-87
- 4. Daniel Schwartz "Antisemitism and Other -isms in the Greco-Roman World"
- #5 "Romanized Anti-Judaism: Class, Culture, and Conversion"
READING:
Schafer, 136-196
- Chapter 8 "Alexandria"
 - Chapter 9 "Egypt"
 - Chapter 10 "Syro-Palestine"

- Chapter 11 “Rome”

#6 “Intra-Jewish Rhetoric in Second Temple Judaism and the Emergence of Anti-Judaism in Early Christianity”

READING:

Schafer, 197-211

- Anti-Semitism (epilogue)

Nirenberg, 48-86

- Chapter 2 “Early Christianity: The Road to Emmaus, the Road to Damascus”

#7 “Imperial Christianity: The Case of Anti-Judaism in the post-Constantinian Climate”

In-class Case Study: Bishop Ambrose’s correspondence with Emperor Theodosian and his sister Marcellina re: the Synagogue Burning in Callinicum

<http://www.ccel.org/ccel/schaff/npnf210.v.ix.html> and

<http://www.ccel.org/ccel/schaff/npnf210.v.x.html>

READING:

“Jews and the Later Roman Law” at <http://www.fordham.edu/halsall/jewish/jews-romanlaw.html>

“Julian and the Jews” at <http://www.fordham.edu/halsall/jewish/julian-jews.html>

“Legislation Affecting Jews” at <http://www.fordham.edu/halsall/source/300-800-laws-jews.html>

Nirenberg, 87-134

- Chapter 3 “The Early Church: Making Sense of the World in Jewish Terms”

#8 “Jews and Christians in Medieval Europe: A Setup for Conflict?”

READING:

Wistrich, 88-107

- 5. Israel Yuval “Jews and Christians in the Middle Ages: Shared Myths, Common Language”

Nirenberg, 183-216

- Chapter 5 “‘The Revenge of the Savior’: Jews and Power in Medieval Europe”

*****Web Database URLs due*****

#9 “Medieval Anti-Judaism: Church Canons and State Charters”

READING:

Berger, 49-66

- Robert Chazan “Medieval Anti-Semitism”

Laqueur, 39-70

- Chapter 3 “Ancient and Medieval Anti-Judaism”

#10 IN-CLASS MIDTERM

#11 “Theologizing the Jew in Medieval Christianity”

READING:

Berger, 67-72

- Jeremy Cohen “Robert Chazan’s ‘Medieval Anti-Semitism’: A Note on the Impact of Theology”

Nirenberg, 217-245

- Chapter 6 “The Extinction of Spain’s Jews and the Birth of Its Inquisition”

#12 “Stereotyping and Demonizing the Jewish ‘Other’ in Medieval Europe”

READING:

Wistrich, 17-72

- 1. Harumi Befu “Demonizing the ‘Other’”
- 2. Yaacov Schul and Henri Zukier “Why Do Stereotypes Stick?”
- 3. Ziva Amishai-Maisels “The Demonization of the ‘Other’ in the Visual Arts”

#13 “The Reformation and the Jews”

Bring to class: 1. Luther selection “On the Jews and Their Lies” translated by Martin H. Bertram, *Luther’s Works*, Vol. 47: *The Christian In Society IV*, ed. by Franklin Sherman (Fortress Press, 1971), pp. 121-306 on BLACKBOARD

READING:

Nirenberg, 246-268 and 300-324

- Chapter 7 “Reformation and Its Consequences”
- Chapter 9 “‘Israel’ at the Foundations of Christian Politics: 1545– 1677”

#14 “Anti-Judaism in Medieval Islam”

READING:

Berger, 73-94

- Jane Gerber “Anti-Semitism and the Muslim World”

Wistrich, 108-117

- 6. Hava Lazarus-Yafeh “Jews and Christians in Medieval Muslim Thought”

Nirenberg, 135-182

- Chapter 4 “‘To Every Prophet an Adversary’: Jewish Enmity in Islam”

#15 “The Enlightenment: Repackaging Anti-Judaism”

READING:

Laqueur, 71-90

- Chapter 4 “The Enlightenment and After”

Wistrich, 148-167

- 9. Shulamit Volkov “Exploring the Other: The Enlightenment’s Search for the Boundaries of Humanity”

Nirenberg, 325-360

- Chapter 10 “Enlightenment Revolts against Judaism: 1670– 1789”

#16 “Political Antisemitism, Pseudo-Scientific Racial Theory, and Nationalism: Germany, Austria, and France”

READING:

Nirenberg, 361-422

- Chapter 11 “The Revolutionary Perfection of the World: 1789–?”
- Chapter 12 “Philosophical Struggles with Judaism, from Kant to Heine”

2. Levy, 49-93, 97-103, 113-44 on BLACKBOARD

*******Oral presentation topic due*******

#17 “The Transformation of Anti-Judaism to Antisemitism”

READING:

Laqueur, 91-106

- Chapter 5 “Racialism and Jewish Conspiracies”

Wistrich, 118-130

- 7. Henry Zukier “The Transformation of Hatred: Antisemitism as a Struggle for Group Identity”

3. Katz, 260-272 on BLACKBOARD

#18 “Antisemitism in 19th-20th Century Eastern Europe and Russia”

READING:

“The Protocols of the Elders of Zion” available at

<http://www.biblebelievers.org.au/przion1.htm>. Chapters will be delegated to students who will present them for discussion in class.

Wistrich, 256-265 and 322-334

- 17. Yisrael Gutman “The Popular Image of the Jew in Modern Poland”
- 21. Dina Porat “The *Protocols of the Elders of Zion*: New Uses of an Old Myth”

#19 “From Antisemitism to Genocide: the Nazi *Judenrein* Program”

READING:

Laqueur, 107-124

- Chapter 6 “Toward the Holocaust”

Berger, 95-114

- Todd Endelman “Comparative Perspectives on Modern Anti-Semitism in the West”

Wistrich, 210-235

- 13. Saul Friedländer ““Europe’s Inner Demons’: the ‘Other’ as Threat in Early Twentieth-Century European Culture”

4. Katz, 303-317 on BLACKBOARD

- #20 Trip to Holocaust Museum
*****Web Database Entries Due*****
- #21 “The Growth of Antisemitism in the Arab World”
READING:
Laqueur, 191-206
 • Chapter 10 “Antisemitism and the Muslim World”
Wistrich, 309-321
 • 20. Rivka Yadlin “Anti-Jewish Imagery in the Contemporary Arab-Muslim World”
- #22 “The Use of Antisemitism in Pan-Arab Nationalism and Anti-Zionism”
READING:
5. Sylvia G. Haim Kedourie, “Islamic Anti-Zionism,” *Jewish Quarterly* 31.2 (1984): 48-51 on BLACKBOARD
6. Dan Pattir, “Arab Demonization of Israel and the Jews,” *Justice* 27 (Sp 2001): 21-25 on BLACKBOARD
7. Gilbert Achcar, “Assessing Holocaust Denial in Western and Arab Contexts,” *Journal of Palestine Studies* 41.1 (Autumn 2011): 82-95 on BLACKBOARD
- #23 “Antisemitism in Contemporary America”
READING:
Berger, 115-128
 • Jonathan D. Sarna “American Anti-Semitism”
Laqueur, 170-190
 • Chapter 9 “Antisemitism and the Left”
- #24 “The New Antisemitism in the 21st Century and Human Rights Advocacy”
READING:
Laqueur, 1-20
 • Chapter 1 “The New Antisemitism”
Nirenberg, 423-460
 • Chapter 13 “Modernity Thinks with Judaism”
ADL Global 100 Report: <http://global100.adl.org/>
Southern Poverty Law Center report on campus antisemitism (Intelligence Report, Fall 2008, Issue Number: 131) and hate map: <http://www.splcenter.org/get-informed/intelligence-report/browse-all-issues/2008/fall/anti-semitism-goes-to-school> and <http://www.splcenter.org/get-informed/hate-map>
8. ADL Global 100 Report “Executive Summary” on BLACKBOARD
- #25 Student Oral Presentations
- #26 Student Oral Presentations

#27 Student Oral Presentations

#28 Antisemitism: Conclusions

Wistrich, 1-17 and 168-182

- "Introduction: The Devil, The Jews, and Hatred of the 'Other'"
- 10. Yael Feldman "Otherness and Difference: The Perspective of Gender Theory"

Laqueur, 207-208

- Chapter 11 "In Place of a Conclusion"

9. Katz, 318-328 on BLACKBOARD

Information Literacy: Combined Rubric "A"

Course __ Antisemitism __ Faculty __ Lander __ Assignment __ Web Database __ Date __

Accomplishment level	Or Earned Score	SLO 1: Students will be able to select and use the appropriate research methods and search tools for needed information.		SLO 2: Students will be able to evaluate sources for quality of information for a given information need.
ABSENT 1	< 60	Does not adequately select and use appropriate research methods.	Does not utilize any search tools	Ability to evaluate sources is not evident.
BEGINNING 2	60-69	An emerging ability to select and use appropriate research methods	Accesses information randomly	The quality of sources meets shows a beginning ability to evaluate sources for a specific information need
DEVELOPING 3	70-79	Developing ability to select and use research methods.	Accesses information using simple search tools	Most resources have been evaluated and meet a specific information need.
ACCOMPLISHED 4	80-89	Selects and uses research methods that are appropriate methods required for the task.	Accesses information using a variety of search tools	Evaluates resources and the quality of information based on a specific information need.
EXEMPLARY 5	90-100	Clearly mastered ability to select and use the most appropriate research methods required for the task.	Selects and accesses information using effective, well-designed search tools	Thoroughly (systematically and methodically) evaluates resources and the quality of the information based on a specific information need

Notes:

Philosophical & Religious Inquiry and Ethics II: Combined Rubric "B"

Course ____Antisemitism____ Faculty ____Lander____ Assignment ____Reflection Paper____ Date _____

Accomplishment level	Or Earned Score	SLO 1: Students will be able to demonstrate the ability to critically reflect on or apply the theoretical methods of, one of the fields of philosophy, religious studies, or ethics via a focus on a specific area or set of issues.	
ABSENT 1	< 60	Little or no reflection specific to an area of study or set of issues.	Unable to successfully apply theoretical methods.
BEGINNING 2	60-69	Given a specific area of study or set of issues, the student shows an basic ability to reflect on the appropriate theoretical methods.	Given a specific area of study or set of issues, the student shows an basic ability to apply theoretical methods.
DEVELOPING 3	70-79	Given a specific area of study or set of issues, the student shows a developing ability to reflect on the appropriate theoretical methods.	Given a specific area of study or set of issues, the student shows a developing ability to apply theoretical methods.
ACCOMPLISHED 4	80-89	Given a specific area of study or set of issues, the student provides a clear reflection on the appropriate theoretical methods.	Given a specific area of study or set of issues, the student successfully applies theoretical methods.
EXEMPLARY 5	90-100	Given a specific area of study or set of issues, the student critically reflects on the appropriate theoretical methods.	Given a specific area of study or set of issues, the student consistently and successfully applies a variety of theoretical methods.

Notes:

Historical Contexts II: Combined Rubric "C"

Course __Antisemitism__

Faculty __Lander__

Assignment ____Midterm____

Date _____

Accomplishment level	Or Earned Score	SLO 1: Students will be able to analyze both secondary and primary historical evidence.	SLO 2: Using secondary and primary historical evidence, students will be able to develop and support extended discussions based on critical understanding of specific historical problems.		
ABSENT 1	< 60	Little or no analysis or interpretation of secondary or primary historical evidence.	Shows an inability to demonstrate understanding of information.	Inability to develop discussions because of an inaccurate understanding of historical problems	No evidence of using primary or secondary sources to support historical discussions.
BEGINNING 2	60-69	Demonstrates a minimal understanding of how to analyze secondary and primary historical evidence	Inconsistently demonstrates understanding of information.	Inconsistently develops discussions based on a beginning understanding of specific historical problems.	Is inconsistent in using primary and secondary sources to support historical discussions
DEVELOPING 3	70-79	Emerging ability to analyze secondary and primary historical evidence	Demonstrates understanding of information from primary and secondary sources most of the time.	Develops discussions based on a developing understanding of specific historical problems most of the time.	Uses primary and secondary sources to support historical discussions some of the time.
ACCOMPLISHED 4	80-89	Provides accurate analysis of secondary and primary historical evidence.	Consistently demonstrates understanding of information from primary and secondary sources.	Consistently develops discussions based on an informed understanding of specific historical problems.	Uses primary and secondary sources to support historical discussions most of the time
EXEMPLARY 5	90-100	Accurately organizes and synthesizes both secondary and primary historical evidence	Consistently and skillfully demonstrates understanding of information from primary and secondary sources.	Consistently develops thoughtful and refined discussions based on well-researched understanding of specific historical problems	Consistently uses primary and secondary sources to support historical discussions.

Notes:

Oral Communication: Combined Rubric "D"

Course ____Antisemitism____

Faculty ____Lander____

Assignment ____Oral Presentation____

Date _____

Accomplishment level	Or Earned Score	SLO 1: Students will be able to select, organize and use appropriate forms of evidence to suit a specific or targeted audience.		SLO 2: Students will be able to use appropriate vocal and visual cues to deliver a presentation to a specific or targeted audience.
ABSENT 1	< 60	None of the evidence selected for target audience presentation is appropriate.	No appropriate evidence is used to support the target audience presentation.	The vocal and visual cues are not suited to the intended audience or purpose.
BEGINNING 2	60-69	Some of the evidence selected for target audience presentation is appropriate.	Students have an emerging ability to use appropriate evidence to support target audience presentation.	The vocal and visual cues are somewhat suited to the intended audience or purpose.
DEVELOPING 3	70-79	Most of the evidence selected for target audience presentation is appropriate.	Students have a developing ability to use appropriate evidence to support target audience presentation.	The vocal and visual cues suit the intended audience and purpose somewhat appropriately
ACCOMPLISHED 4	80-89	Selects appropriate evidence for target audience presentation.	Students use appropriate evidence to support target audience presentation.	The vocal and visual cues are designed to suit the intended audience and purpose.
EXEMPLARY 5	90-100	Several types of appropriate evidence are selected for target audience presentation.	Students use appropriate and various types of evidence to support target audience presentation.	The vocal and visual cues are effectively designed and clearly suits the intended audience and purpose.

Notes: