New Course Request

Check Appropriate Boxes: Undergraduate credit □ Graduate credit □ Professional credit □

1. School/Division Liberal Arts
2. Academic Subject Code REL
3. Course Number 2377 (must be cleared with University Enrollment Services)
4. Instructor Matthew Condon
5. Course Title Religion and Violence
   Recommended Abbreviation (Optional)
   (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2007
7. Credit Hours: Fixed at 3, or Variable from ___ to ___
8. Is this course to be graded S-F (only)? Yes ___ No x
9. Is variable title approval being requested? Yes ___ No x
10. Course description (not to exceed 50 words) for Bulletin publication: Examines the relationship between religion, violence, and society in light of recent global events, drawing on a range of classical and modern texts concerning religious justifications for non-ritualistic bloodshed. Focusing on Judaism, Christianity, and Islam, themes addressed include otherness, transgression, revenge, torture, retribution, with special attention paid to religious terrorism.

11. Lecture Contact Hours: Fixed at 3, or Variable from ___ to ___
12. Non-Lecture Contact Hours: Fixed at 0, or Variable from ___ to ___
13. Estimated enrollment: 35 of which 0 percent are expected to be graduate students.
14. Frequency of scheduling: once per yr Will this course be required for majors? no
15. Justification for new course: addenda
16. Are the necessary reading materials currently available in the appropriate library? yes
17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

Department Chairman/Division Director

Date 8/5/06

Approved by:

Dean

Date 11/1/06

Dean of Graduate School (when required)

Date 10/31/06

Chancellor/Vice-President

Date

University Enrollment Services

Date

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White.
Addenda to New Course Request: R3XX “Religion and Violence”
Prof. Matthew G. Condon, Religious Studies, SLA, IUPUI
August 15, 2006

10) Course description: Examines the relationship between religion, violence, and society in light of recent global events, drawing on a range of classical and modern texts concerning religious justifications for non-ritualistic bloodshed. Focusing on Judaism, Christianity, and Islam, themes addressed include otherness, transgression, revenge, torture, retribution, with special attention paid to religious terrorism.

15) Justification: Given the current global climate, it seems both necessary and pertinent to offer a course that addresses the historical and cultural causes of religious violence.

18) Course overlap: In examining the courses offered by Anthropology, Sociology, and Political Science, I do not see any potential course overlap at all. I have consulted with Paul Mullins (Chair of Anthropology), Patricia Wittberg (who teaches a course on sociology and religion), and Robert White (Dean and professor of Sociology) to ensure that this is the case. See attachments for correspondence with Mullins, Wittberg, and White, who all give their approval.
Subject: Re: Course request material
From: paulmull@iupui.edu
Date: Mon, 14 Aug 2006 15:46:38 -0400
To: mgcondon@iupui.edu

Matt;
I have reviewed the Unholy Blood course syllabus and do not see any significant overlap between any Anthropology offerings and your class.

Paul Mullins

Quoting Matthew G Condon <mgcondon@iupui.edu>:

Hi Paul,

Thank you for taking the time to overlook my new course proposal. I hope it would not be too much bother to ask if you could send me a quick reply e-mail reaffirming that you see no apparent overlap between the Unholy Blood course and courses offered by you department. It would seem that I need something to that order to attach with the request's materials.

I apologize for any inconvenience.

Yours,
Matt Condon

Dr. Matthew G. Condon
Dept. of Religious Studies
Cavanaugh Hall 335
425 University Boulevard
Indianapolis, IN 46202
(h) 317-569-9938
(o) 317-278-1326
(f) 317-278-3354
mgcondon@iupui.edu

Paul R. Mullins
Chair, Dept. of Anthropology
Associate Professor
413B Cavanaugh Hall
Indiana University-Purdue University, Indianapolis
Indianapolis, IN 46202
317-274-9847
http://www.iupui.edu/~antipm/home.html

8/15/2006 2:03 PM
Subject: RE: New course request for Religious Studies
From: "White, Robert W." <rwwhite@iupui.edu>
Date: Tue, 15 Aug 2006 13:49:38 -0400
To: "Wittberg, Patricia A" <pawittber@iupui.edu>, "Condon, Matthew G" <mgcondon@iupui.edu>, "Aponte, Robert" <raponte@iupui.edu>

Matt,

I don't see too much overlap in this course and my social movements course. Looks like an interesting course. Best wishes.

Bob.

Robert White
Dean
Professor of Sociology
IU School of Liberal Arts at IUPUI
425 University Boulevard
Indianapolis, Indiana 46202

phone: 317-274-8448
fax: 317-278-2525
e-mail: rwwhite@iupui.edu

-----Original Message-----
From: Wittberg, Patricia A
Sent: Tuesday, August 15, 2006 12:18 PM
To: Condon, Matthew G; Aponte, Robert
Cc: White, Robert W.
Subject: RE: New course request for Religious Studies

Dear Dr. Condon:
The only course I can think of that might overlap with it would be Dr. White's courses. I have forwarded the syllabus and the catalog description to him to see what he thinks.
Pat Wittberg

-----Original Message-----
From: Condon, Matthew G
Sent: Monday, August 14, 2006 2:25 PM
To: Aponte, Robert; Wittberg, Patricia A
Subject: New course request for Religious Studies

Hello Robert and Patricia,

I am in the process of gathering materials in order to submit a new course request for my department. The course ("Unholy Blood") addresses issues in religious violence and I hope to ensure there is no great overlap with any courses the Department of Sociology currently offers. I have attached copies of the proposed syllabus and catalog description.

I hope this does not come at too an inconvenient time, as I know you are both attending the ASA. Please accept my apologies.

Thank you in advance.

Yours sincerely,
Matthew Condon

Dr. Matthew G. Condon
RE: New course request for Religious Studies

Dept. of Religious Studies
Cavanaugh Hall 335
425 University Boulevard
Indianapolis, IN 46202
(b) 317-569-9938
(c) 317-278-1326
(f) 317-278-3354
mgcondon@iupui.edu
Subject: RE: New course request for Religious Studies
From: "Wittberg, Patricia A" <pwitber@iupui.edu>
Date: Tue, 15 Aug 2006 12:18:12 -0400
To: "Condon, Matthew G" <mgcondon@iupui.edu>, "Aponte, Robert" <raponte@iupui.edu>
CC: "White, Robert W." <rwwhite@iupui.edu>

Dear Dr. Condon:
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Pat Wittberg

-----Original Message-----
From: Condon, Matthew G
Sent: Monday, August 14, 2006 2:25 PM
To: Aponte, Robert; Wittberg, Patricia A
Subject: New course request for Religious Studies

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Thank you in advance.

Yours sincerely,
Matthew Condon

Dr. Matthew G. Condon
Dept. of Religious Studies
Cavanaugh Hall 335
425 University Boulevard
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(h) 317-569-9938
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(f) 317-278-3354
mgcondon@iupui.edu
RELIGION AND VIOLENCE: UNHOLY BLOOD

Dr. Matthew G. Condon
Office: Cavanaugh Hall 329
e-mail: mcondon@iu.edu
Office: 278-1326

Office Hours: TBA

Course Description:
In theory, religion – with its recurring emphases of community, justice, compassion, and human flourishing – would seem to be the antithesis of murderous violence. In reality, the opposite seems the case. What explains the deep and age-old connection between religious commitment and carnage? What is it about the lineage of the three great monotheistic religions of Judaism, Christianity, and Islam that seem to make them so much more prone to – and suffer from – extraordinary bloodshed? Is religion above the law, or should it uphold the law?

In this course, we will examine these questions in light of the violent shedding of blood. The course is structured in four parts: Blood & Foundations; “Our” Blood: Revenge; The “Other’s” Blood of Blood: Retribution; and, finally, Religion, Violence, & Terrorism. Starting with the phenomenon of spilling blood due to the violent piercing of the body (Part One), we begin by addressing what kind of blood is “unholo” blood. We will then examine two common responses to bloodshed that erupts in further violence: first, the violence of revenge that stems from the spilling of our blood (Part Two), and then the violence of retribution that erupts from the spilling of their blood (Part Three). Finally, we will explore modern religious terrorist groups by examining studies of terrorist organizations as well as statements made by religious militant. Our readings will range from the ancient to the very recent (some post-September 11), from sacred texts and classic plays to recent and notable studies in anthropology, ethics, and philosophy.

Throughout attention will be given to the manners in which the religion is translated into the most grubby, banal, and lethal. My hope is that, in the course of these explorations of the underside of religion, you will gain more than a familiarity with a rich array of materials that are genuinely important to our times, but also an enhanced ability to think, assess, and write critically and constructively about the seemingly timeless interplay of religion and violence.

Skills and Expectations:
This course stresses analysis and interpretation of religious, ethical, and philosophical arguments. These analytical and interpretive skills are crucial not only for the study of religion, but also for effective speaking, writing, and thinking. Discussions and papers make up the bulk of the graded work in this class. Students are expected to come to class having read the assigned material for that day and must also prepare questions and observations about specific texts. In all written assignments, students are expected to engage the readings critically and to develop clear and compelling theses and arguments.

Course Objectives:
- To investigate how religious beliefs can give rise to religiously sanctioned violence and bloodshed
- To explore and to provide sufficient grounding in the dynamics of religion and violence so that students can sharpen their abilities to reason and argue persuasively about contemporary religious and political matters
- To apply socio-historical awareness and interdisciplinary reflection in exploring, both appreciatively and critically, formative themes in our cultural heritage
- To sharpen students’ abilities to reason and argue persuasively and clearly
- To improve students’ analytical and interpretive skills as students of the humanities

Summary of Course Requirements:
• Regular attendance: 10%
• Active, informed participation in class discussion: 10%
• Six (6) sets of discussion questions: 20%
• Two 2-3 page reflection papers (30% total)
• Final Paper, <10 pages: 30%

The following percentile scale will be used to determine grades: 100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; 59 and below = F. The top and bottom two numbers within each grade bracket correspond to plus and minus grade designations (e.g., 89-88 = B+, 81-80 = B-).

**Required Texts** (copies of all required books are available at the Reserve Desk of University Library):
Rene Girard, *Girard Reader*
Friedrich Nietzsche, *On the Genealogy of Morality*
Regina Schwartz, *The Curse of Cain: The Violent Legacy of Monotheism*

**Additional Required Readings:**
Many of the readings for this course are available in either PDF files or Word documents through the “Schedule Tab” of Oncourse (listed in the order they appear on the syllabus). You will need the appropriate software to open these files from home (Adobe Acrobat or Preview), as well as a relatively fast modem. It is highly recommended that you access these readings from campus and either print them out immediately or download them to a disk for later printing.

**Course Requirements:**
This course expects a high level of engagement and personal responsibility for learning, questioning, drawing connections, and making distinctions. Careful preparation and critical reflection upon the assigned readings, attendance, and active participation in class discussion is essential for your success. You are expected to engage and to think about the topics this course raises. This course is one in which we will explore together challenging ideas and, at times, emotionally wrenching material. This requires a respectful atmosphere in which all feel comfortable and in which all thoughtful contributions are welcomed.

Class time will involve lecture, discussion, and the occasional group interaction. Lectures will incorporate discussion questions submitted to me the night before we meet; the lectures will provide the necessary context (given the course objectives) and highlight issues for discussion and analysis. You must come to class prepared to discuss the readings, as I will routinely call on you to contribute to class discussions. The submission of discussion questions will assist in your preparation for the class.

You may find the assignments quite challenging at times. Class discussions are one forum in which we will grapple with many of the issues that the materials present. Your fellow classmates are a tremendous resource of support and knowledge. Also, you are heartily encouraged to schedule an appointment with me to discuss any concerns or questions you may have about the assignments or the course in general.

1. **Readings.** *Assigned readings must be completed before class.* Careful, critical reading of the assigned texts is essential for your understanding of the lectures. It is also necessary for productive class discussion. Some reading assignments have additional recommended material, which are just that – they are not required, but may be useful to you if you wish to pursue a particular topic in more depth.

2. **Attendance (10%).** *Regular and punctual attendance is mandatory,* not optional. You should notify me well in advance if you have to miss a class, either by e-mail or by telephone. If you give me proper notice, your absence will count as excused; if you do not, it will count as unexcused. More than three absences (whether excused or unexcused) will result in your course grade dropping by a letter grade for each subsequent absence – except in cases of documented emergencies (A=B, B+=C+, etc.).
Students who miss more than 50% of class meetings during the first four weeks of the semester will be administratively withdrawn from the course. In such cases the student will be notified.

3. Participation (10%). This class requires active participation. Due to the necessity of having strong class discussions, all reading assignments are to be completed BEFORE the date in which they are assigned. As we will be discussing issues that probably everyone has some opinion, engaging the issues should be relatively easy. I expect that they will spark controversy, too. For both reasons, I anticipate lively discussion. But for it to be valuable, it must be informed and reflective. See “CLASS DISCUSSION GENERAL GUIDELINES” below for further information.

4. Discussion questions (20%). Six times this semester you must submit two questions about the readings assigned for that day. You are assigned to group A or B. You are in Group A if your last name begins A-L; you are in Group B if your last name begins M-Z. You may skip four of the ten days for which your group is responsible. Note well that no Group is scheduled for the first week. However, I recommend submitting extra sets of questions on your group’s day if you are shy about speaking in class.

I will try to use these questions in our discussions. I may ask why you raised a question or what you think about it. I will not expect you to be able to answer your own questions, but you should be ready to direct the class to a relevant passage. Your questions should seek to aid our discussions by helping us think more critically about the readings for that day. See “DISCUSSION QUESTIONS GENERAL GUIDELINES” below for more information.

Grades for these questions will follow this criteria: A = 6 credits; B = 5 credits; C = 4 credits, etc.

5. Reflection Papers (30%). You must turn in two reflection papers by the end of the semester, as indicated in the schedule. You have three due dates to choose when you will submit these two short papers. The papers are to be no longer than three pages and no less than two pages in length (2-3 pages). The limited length is designed to encourage you to write your thoughts in as condensed and economical a fashion as possible. You must turn in a hard copy; I will not accept any e-mail submissions. More information will be available in class and on Oncourse (through the Schedule tab) the week before each is due.

6. Final Paper (30%). One final research paper/project is due during exam week. More information will be available in class and on Oncourse (through the Schedule tab).

POLICIES ON DUE DATES AND PAPER SUBMISSIONS:
All assignments must be submitted on or before the due dates. There will be no exceptions (other than extraordinary circumstances and with my prior approval). Students must turn in all reflection papers and the final paper on time to pass this course and should save hard copies of all the written work submitted (including discussion questions).

PLAGIARISM AND THE INTERNET
University Statement on Plagiarism: “Plagiarism is the use of the work of others without properly crediting the actual source of the ideas, words, sentences, paragraphs, entire articles, music or pictures. Using the work of other students, with or without their permission, is plagiarism if there is no indication of the source of the original work. Plagiarism, a form of cheating, is a serious offense and will be severely punished. When plagiarism is suspected, the instructor will inform the student of the charge; the student has the right to respond to the allegations. If a student is charged with plagiarism, procedures outlined in the IUPUI ‘Student Rights and Responsibilities’ statement will be followed. Students have the right to appeal any charge to the Academic Affairs Committee.”
Today the most common abuses of plagiarism involve the use of the internet. The world-wide-web offers vast resources and information about the issues and readings discussed in class. But the quality of this information is uneven at best; much of it is dated, biased, or simply wrong. If you make use of any sources on the internet, you are responsible for evaluating the quality of the material. You should be aware that relying on flawed information will lower your grade on papers. In addition to citing books and articles, you must also cite every website you consult in your papers. If you fail to give proper documentation for all references you use, I will return your paper with “No Grade.” In order to get a grade for the paper, you will have to add the necessary references and sign a release form allowing me to use the anti-plagiarism software “Turnitin.com” to ensure that all the work in your paper is your own. Plagiarism will result in an “F” for the course and other necessary academic penalties.

USEFUL WEBSITES:

“Religious Studies Internet Resources,” http://www.ulib.iupui.edu/subjectareas.relst.html
“Humanities Text Initiative,” http://www.hti.umich.edu/index-all.html
“Oncourse,” http://oncourse.iu.edu/ (check often for any announcements)

READINGS AND ASSIGNMENT SCHEDULE:

A and B = assigned dates for Groups A and B to submit discussion questions
OnC = Oncourse readings (click Schedule tab for these web-accessible documents)
REC = Recommended readings (supplemental texts if you plan to write a paper on this topic)
Bible = You may use any Bible you have access to or go to http://www.hti.umich.edu/r/RSV/browse.html
Res = available for 24-hour check-out at the Circulation/Reserve Desk of University Library

Prologue:
Wk 1: Introductory Session

Violence and the Other
Emmanuel Levinas, “Useless Suffering”; “Transcendence and Evil”; “Violence of the Face,” handout (OnC)

Part One: Blood & Foundations
Wk. 2: (A) Blood and the Culture of Violence
Jonathan Miller, “Blood: The Pure, Clear, Lovely, and Amiable Juice” (OnC)
REC: Susan Sontag, Regarding the Pain of Others, Chap. 7 (OnC)

(B) Bloodshed in Antiquity
Sir James G. Frazer, The Golden Bough, selections (OnC)
Mino Gabriele, “Magia Sanguinis: Blood and Magic in Classical Antiquity” (OnC)
Miri Rubin, “Blood: Sacrifice and Redemption in Christian Iconography” (OnC)
Leviticus 17 (Bible)

Wk. 3: (A) The Spectacle of Massive Suffering in Greek Tragedy
Euripides, Hecuba (OnC)
(B) Euripides, Hecuba (OnC)

Wk. 4:  (A) “Lex Talionis,” Reciprocal Violence, and Biblical Tales of Horror and Terror
Regina Schwartz, The Curse of Cain, “Introduction” and “Chapter One”

(B) Regina Schwartz, The Curse of Cain, “Chapter Two”

Wk. 5: Regina Schwartz, The Curse of Cain, “Chapters Three-Four”

Part Two: “Our” Blood: Revenge
The Upheavals of Revenge
Seneca, On Anger (selections from Moral and Political Essays) (OnC) (Res)
DUE: Reflection Paper #1 Option

Wk. 6: (A) Seneca, (cont) (OnC) (Res)

(B) “Ressentiment” & the Will to Power
Friedrich Nietzsche, “Preface” and “First Essay”

Wk. 8: (A) Friedrich Nietzsche, “Second Essay”

(B) Friedrich Nietzsche, “Third Essay”

Wk. 9: (A) The Returns of Revenge
Jeffrie G. Murphy, “Two Cheers for Vindictiveness” (OnC)
REC: Laura Blumenfeld, Revenge: A Story of Hope (Res)

Part Three: The “Other’s” Body of and Blood: Retribution
Religious Violence, the Scapegoat, Desire, and the like
René Girard, chaps. 1-2
DUE: Reflection Paper #2 Due Option

Wk. 10 (A) René Girard, chaps. 3-5

(B) René Girard, chaps. 6-8

Wk. 11 (B) Torture and War
Elaine Scarry, The Body in Pain (selections) (OnC)
REC: Dianna Ortiz, The Blindfold’s Eyes: My Journey from Torture to Truth (Res)

(A) Torture and Pain
Lisa Silverman, “… as if pain could draw the truth from a suffering wretch”:
Pain as Politics” (OnC)
Susan Sontag, Regarding the Pain of Others, Chap. 6 (OnC)

Wk. 12 (B) The Politics of Retribution
Martin Palouš, “Totalitarianism and Authoritarianism” (OnC)
Allen D. Grimshaw, “Genocide and Democide” (OnC)
George H. Bush, Persian Gulf War Speech (OnC)
Part Four: Religion, Violence, & Terrorism

The Orders of Violence
Kathleen Maas Weigert, “Structural Violence” (OnC)
R. Scott Appleby, “Violence as a Sacred Duty” (OnC)
DUE: Reflection Paper #3 Due Option

Wk. 13: The Hazards of Fundamentalism
Malise Ruthven, “The Snare of Literalism” (from Fundamentalism) (Res)
REC: Gabriel A. Almond, Emmanuel Sivan, and R. Scott Appleby, “Fundamentalism: Genus and Species” (OnC)

(A) A Study of Religious Terrorism
Mark Juergensmeyer, chap. 1 and chap. 7
REC: Mark Juergensmeyer, chaps. 2-6

Wk. 14: (B) Mark Juergensmeyer, chaps. 8-11

9/11 and After
Final Instructions to the September 11 Hijackers (OnC)
George W. Bush, Address to the Nation, October 7, 2001 (OnC)
Osama bin Laden, Videotaped Address (excerpts), October 7, 2001 (OnC)
Pat Robertson’s Interview of Jerry Falwell, September 13, 2001 (OnC)
REC: 9/11 Commission Report, chap. 1 “We Have Some Planes” (OnC)

Wk. 15: (A) Noam Chomsky, “September 11th and its Aftermath” (OnC)
Osama Bin Laden, Audiotape 2004 (excerpts) (OnC)
REC: John Espisito, “The Making of a Modern Terrorist” (OnC)

(B) The New World War
Edward Said, “The Clash of Ignorance” (OnC)
Bernard Lewis, “The Roots of Muslim Rage” (OnC)
REC: 9/11 Commission Report, chap. 2 “The Foundation of the New Terrorism” (OnC)

Wk. 16: Final Paper, Due 4 p.m., CA 329/CA335
Religious Studies Department

Guidelines for the Evaluation of Tests and Papers

All college students are expected to possess basic writing skills, including paragraph and essay writing, sentence structure, grammar and usage, spelling, and punctuation. Written assignments that are seriously defective in any of these areas will be returned to the student for correction before a grade is assigned.

Assignments will be evaluated on the basis of the following criteria:

1. They must be accurate (with respect to the readings and other materials under discussion).
2. They must be complete (on matters of central importance, but not exhaustively detailed with respect to all matters).
3. They must show evidence of an ability to reflect critically upon issues raised in connection with the topic under discussion. Note that critical reflection does not imply simply negative evaluations and judgments. Rather, it means careful judgment or judicious evaluation (supported with reasons and well-considered arguments).

Grades

A = superior work which is not only accurate and complete, but also insightful and comprehensive; it demonstrates the ability to make critical judgments on one’s own part and skill in justifying such positions.

B = above average and good work which is accurate and complete, but also shows the ability to correlate facts and judgments involved in different “compartments” of a topic as well as indicating some development of a critical perspective.

C = adequate work which is accurate, but somewhat incomplete, lacking the fuller developments of above average work.

D = less than adequate work which is inaccurate and incomplete, but indicates some effort to deal with the issues at hand.

F = failing work which is inaccurate and incomplete and fails to fulfill the assignment
**Class Discussion General Guidelines:**

Discussion must be informed by the texts we are reading. Simply spouting off your own opinions is simply unhelpful. That not to say that articulating your views is to be avoided. I hope that the critical analysis of the texts emphasized in this class sharpens your views and ethical imagination. Since informed discussion begins before class, you need to come to class prepared to raise questions and make observations about the authors’ views, arguments, approaches, ideas, and terms. Also you should be ready to think about how various authors relate to each other and to the religious and/or philosophical traditions in which they operate. **Always be ready to point the class to relevant passages.**

Discussion must also be reflective, both on the texts and on the contributions of other students. Discussion involves the exchange and development of ideas. That means you need to listen to other students and help support or clarify their contributions by making additional observations and connections or by raising critical objections and questions. In addition to reflecting on what other students have to say, I want you to reflect on the texts by continuously asking questions of them as you read them. **The required discussion questions are designed to facilitate this kind of reflection.**

Here are general guidelines about how I will grade in-class contributions to discussion:

- A student who receives an **“A”** for her participation typically comes to class with passages to discuss and with questions about the readings already in mind. She introduces these passages and raises her issues for other members to discuss. She also listens to contrary opinions and engages other students in a discussion of ideas. She responds to the comments of others with ideas that carry the discussion to a higher level or more deeply into the text. She is under no obligation to change her opinions to fit the consensus of the class, but she respects the ideas of others and discusses the issues before the class with a mind to discovering areas of agreement and disagreement. An “A” student, in short, engages in a lively, cordial, and thoughtful exchange of ideas.

- A student who receives a **“B”** for her participation typically has completed all of the reading assignments on time, but does not always come to class with passages and questions in mind. She waits passively for others to raise interesting issues. Other “B” discussants are courteous and articulate, but they do not always engage other students in discussion of their ideas. Instead, they articulate their own ideas without relating their comments to the general direction of the discussion. A “B” student may occasionally participate in an exchange of ideas but sometimes frustrates that exchange through silence or through a lack of engagement with other participants.

- A student who receives a **“C”** for discussion typically attends every class and listens attentively, but refuses to be drawn into discussion, even though she may have read the assignments in advance. A student who receives a grade lower than “C” fails to bring readings to class and/or is consistently unprepared and/or argumentative.
**Discussion Questions General Guidelines:**

- Good questions might ask about a key term or difficult passage, challenge an author on a particular point, offer a different example or raise a broader issue about a reading. In any event, these questions are meant to be reflective, so do not just submit to me the first ones that occur to you.

- If there is more than one reading for that day, you need to raise questions about at least two of them. *Don't just ask questions about the first few pages of a reading either.*

- These questions will be graded on a credit/no-credit basis. **They must demonstrate you have read the assignment** (citing page numbers, for example) and must be at least **three full sentences each**. You get credit for a good-faith effort that demonstrates reflective engagement with the assigned texts. I will inform you by e-mail if one of your submissions does not merit credit.

- To receive credit, you must e-mail me your discussion questions by 8 pm the night before that day's discussion and you must attend the class. No exceptions. Late submissions will not be accepted, nor will submissions for days that you miss a class.

**Addenda**

**University Writing Center:** The UWC provides free assistance to students at any stage of the writing process. Please visit them for friendly advice about your writing assignments. Tutors will read over the student's draft with him/her and then help that student to prioritize his/her concerns about the writing. Tutors help students recognize and solve organizational problems, answer questions about documentation, help the student brainstorm ideas for an upcoming paper, and much more. Each tutorial is planned around the specific, individual needs of that student. Call 274-2049 or stop by CA 427 to make an appointment. Visit them online at http://www.iupui.edu/~writectr/

**The Student Advocate Office** will answer your questions, direct you to the appropriate departments and people, familiarize you with university policies and procedures, and give you guidance as you look at ways to solve problems and make choices. For more information, visit them in UC002 or contact them at 278-7594, at stuadvoc@iupui.edu, or at http://www.life.iupui.edu/advocate/

**Disruptive students** may face disciplinary action according to University policy. Visit http://www.jaguars.iupui.edu/handbook/2002/academicmisconduct.html for more information.

ontacted by phone at 278-7594 or e-mail at stuadvoc@iupui.edu. For more information, see the Student Advocate website at: http://www.life.iupui.edu/advocate/