

HIST 375: Global Antisemitism

SPRING 2021– MWF 11:50 am – 1 pm
331 Old Main

Dr. Sonja Wentling
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218-299-3521
OFFICE HOURS:
W 1-2 pm
T, TH 11am-12:30pm
And by appointment

Course Description

Eli Wiesel, Holocaust survivor, Nobel peace laureate, and lifelong advocate for human rights, famously declared that “hatred might begin with the Jews, but it never ends with Jews.” Wiesel’s statement highlights both the urgency to study and expose the scourge of Jew-hatred, Judeophobia, Anti-Judaism, and antisemitism, and the need to combat the longest hatred as instrumental in the fight against prejudice, bigotry, racism, and injustice.

Once considered marginal in the United States, political movements and individuals

espousing antisemitism have moved into the headlines in recent years. According to data released by the ADL (Anti-Defamation League), Jewish communities are experiencing near historic levels of antisemitism. Across the six-state Midwest Region alone (Illinois, Indiana, Minnesota, North Dakota, South Dakota, and Wisconsin) 2016-2018 saw a 110% increase in anti-Semitic incidents – a disturbing trend that is reflected in a resurgence of antisemitism nationally and globally. Attempts by policy-makers and activists to identify and combat antisemitism, whether in the streets, across social media spaces, or on college campuses, are often hampered by a lack of knowledge about the history of the phenomenon. On the other hand, academic scholarship by historians sometimes suffers from a lack of attention to its contemporary manifestations. This course therefore aims to build a rigorous conception of antisemitism as a set of strangely persistent ideas across time and space and equip students with the tools to expose and confront the longest hatred in its contemporary manifestations.

Course Objectives

By reading both classic and recent literature devoted to the phenomenon in multiple contexts (geographic and chronological) as well as several canonical anti-Semitic texts, we will seek to understand the origins, major themes, continuities and changes, and surprising endurance of antisemitism. You will:

- Practice reading difficult works of scholarship on Antisemitism
- Gain mastery over the historical problem of Antisemitism

- Learn to use historical thinking to address and expose contemporary Antisemitism
- Conduct fieldwork on Antisemitism and devise a survey analyzing antisemitism on college campuses

Required Readings	Requirements
<ol style="list-style-type: none"> 1. Helmut Walser Smith, <i>The Butcher's Tale: Murder and Antisemitism in a German Town</i> (W.W. Norton, 2003) 2. Articles and book chapters as well as various primary sources posted on moodle 	<ol style="list-style-type: none"> 1. Reflective Essays – respond to specific questions 2. Survey analyzing Antisemitism on campus (collaborative)– create a questionnaire in consultation with the JCRC (Jewish Community Relations Council of Minnesota and the Dakotas) and the Office of Diversity 3. Research paper on aspects of contemporary Antisemitism - identify a contemporary Anti-Semitic trope in any one of the following: speech, cartoon, meme, story, post, poster; explain its history and current context/significance or propose a topic you are passionate about

Course Goals and Outcomes

This course on Antisemitism will provide you with the following opportunities to learn to think like a historian, by developing skills and methods of historical analysis (numbers= goals, bullet points=outcomes):

1. You will engage in historical inquiry, research, analysis, and interpretation, by:
 - Supporting assertions with evidence.
 - Exploring the complexity of the human experience, across time and space.
 - Evaluating a variety of historical sources for their credibility and perspective.
 - Reading and contextualizing materials from the past.
 - Exploring multiple historical & theoretical viewpoints that provide perspective on the past.
2. You will practice historical empathy, by:
 - Developing historical knowledge with range and depth.
 - Recognizing the ongoing provisional nature of knowledge.
 - Interpreting the past in context; contextualizing the past on its own terms.
 - Recognizing where you are in history.
3. You will understand the complex nature of the historical record, by:
 - Distinguishing between primary and secondary materials and deciding when to use each.

- Choosing among multiple tools, methods, and perspectives to investigate and interpret materials from the past and the present.
 - Recognizing the value of conflicting narratives and evidence.
4. You will generate significant, open-ended questions about the past and devising research strategies to answer them, by:
 - Developing a methodological practice of gathering, sifting, analyzing, ordering, synthesizing, and interpreting evidence.
 - Identifying and summarizing scholars' historical arguments and applying them to contemporary problems.
 5. You will craft historical narrative and argument, by:
 - Generating a historical argument that is reasoned and based on historical evidence selected, arranged, and analyzed.
 - Understanding that the ethics and practice of history mean recognizing and building on other scholars' work, peer review, and citation.
 - Developing self-awareness and understanding of your own responsibility to identify and confront antisemitism
 6. You will practice historical thinking as central to engaged citizenship, by
 - Engaging a diversity of viewpoints in a civil and constructive fashion.
 - Working collaboratively to develop positions that reflect deliberation and differing perspectives.
 - Applying historical knowledge and analysis to contemporary social dialogue and/or community projects.

Grading

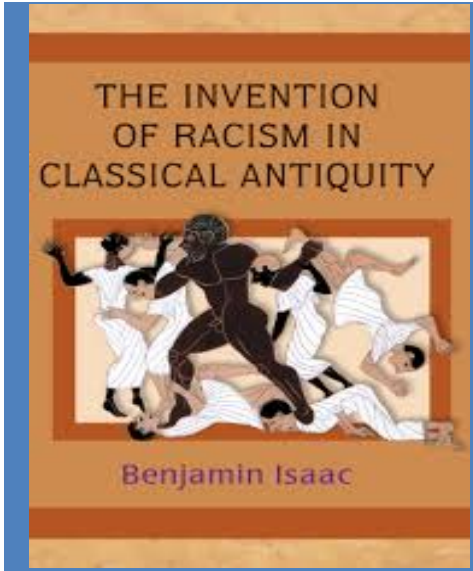
Assignment	Points
7 Reflective Essays @ 10 pts	70
Survey – qualitative and quantitative sections	30
Lab work	50
Research Paper	30
Proposal	10
Bibliography	10
Annotated Bibliography and thesis	20
Discussion (see participation rubric)	<u>80</u>
Total	300

Grading Scale

A	=	276 to 300	C	=	216 to 234
A-	=	270 to 275	C-	=	210 to 215
B+	=	265 to 269	D+	=	205 to 209
B	=	246 to 264	D	=	186 to 204
B-	=	240 to 245	D-	=	180 to 185
C+	=	235 to 239	F	=	179 and below

TENTATIVE SCHEDULE

	<p>WEEK 1-2 F 1/8</p>	<p>What is Antisemitism? Introduction to Course CNN Poll on Antisemitism in Europe, 2018 Young Jewish Europeans: Perceptions and Experiences of Antisemitism 2019 Why the Jews? Film on USHMM: https://www.ushmm.org/antisemitism/what-is-antisemitism/why-the-jews-history-of-antisemitism</p>
	<p>M 1/11 W 1/13</p>	<p>What is Antisemitism? Toward a Definition Catherine Chatterley, “The Anti-Semitic Imagination,” in <i>Global Antisemitism: A Crisis of Modernity</i>, 77-81. [PDF] Kenneth L. Marcus, “The Definition of Antisemitism,” in GA: 97-109. [PDF] Adam Katz, “Antisemitism and the Victimary Era,” in GA: 69-75. [PDF]</p>
	<p>F 1/15</p>	<p>P.S. Department of State Definition of Antisemitism P.S. International Holocaust Remembrance Alliance (IHRA) https://www.holocaustremembrance.com/resources/working-definitions-charters/working-definition-antisemitism Steven Beller, <i>Antisemitism: A Very Short Introduction</i>, Chapters 1 and 2. [PDF] Steven Beller, <i>Antisemitism: A Very Short Introduction</i>, Chapters 3 and 4. [PDF]</p>
	<p>F 1/15</p>	<p>Ben Halpern, “What is Antisemitism?,” <i>Modern Judaism</i>: 251-262. [PDF] Smith, “The Social Construction of Enemies: Jews and the Representation of Evil,” <i>Sociological Theory</i> 203-40. [PDF] Natan Sharansky, “3D Test of Anti-Semitism: Demonization, Double Standards, Delegitimization,” <i>Jewish Political Studies Review</i> 16:3-4 (2004). [PDF] https://www.jcpa.org/phas/phas-sharansky-f04.htm</p>
<p style="text-align: center;">ASSIGNMENT</p>	<p>Due 1/18</p>	<p>Submit a 3-page reflective essay (#1) on the question “What is Antisemitism?”</p>



WEEK
3
M 1/18

Judeophobia in the Pagan, early Christian and Islamic worlds
MARTIN LUTHER KING DAY – no class

W 1/20

Benjamin Isaac, *The Invention of Racism in Classical Antiquity*, chapter 13, pp. 440-500. [e-book]

F 1/22

David Nirenberg, “Early Christianity: The Road to Emmaus, The Road to Damascus,” 48-86. In *Anti-Judaism: The Western Tradition*.
David Nirenberg, “The Early Church: Making Sense of the World in Jewish Terms,” 87-134
PS: St. John Chrysostom

M 1/25

David Nirenberg, “‘To Every Prophet an Adversary’: Jewish Enmity in Islam,” 135-182.

ASSIGNMENT

Due
1/27

Submit a 3-page reflective essay (#2) on the characteristics of Anti-Judaism in the Pagan, Early Christian, and Islamic worlds



WEEK
4

From Anti-Judaism to Antisemitism in the Middle Ages and the early Modern World

W 1/27

David Biale, *Blood and Belief: The Circulation of a Symbol between Jews and Christians*, 88-122.
PS: Chazan, Robert, and Mazal Holocaust Collection. 1997. *Medieval Stereotypes and Modern Antisemitism*. [Selections.]
PS: The Libel of Ritual Murder in Gloucester, 1168. Helmut Walser Smith, *The Butcher's Tale*, chapter 3, 91-134.

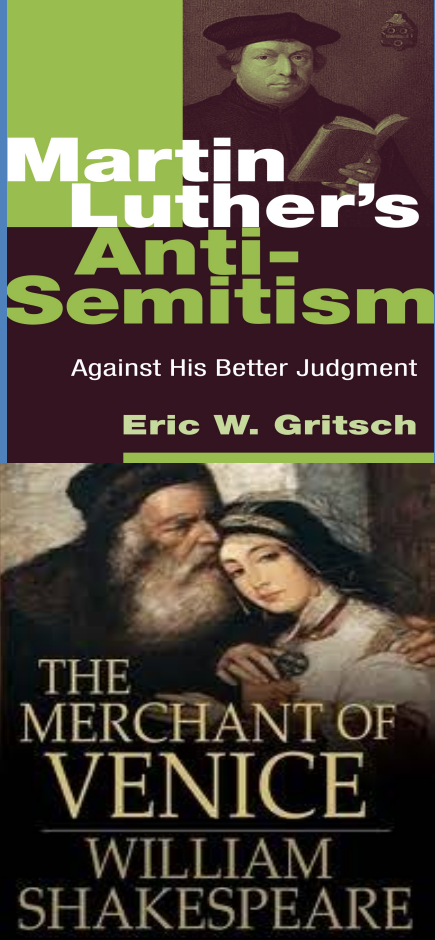
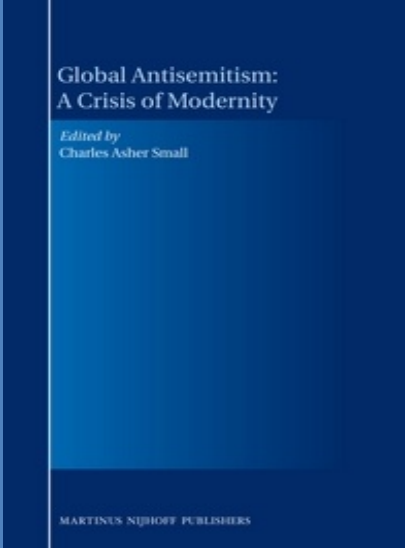
F 1/29

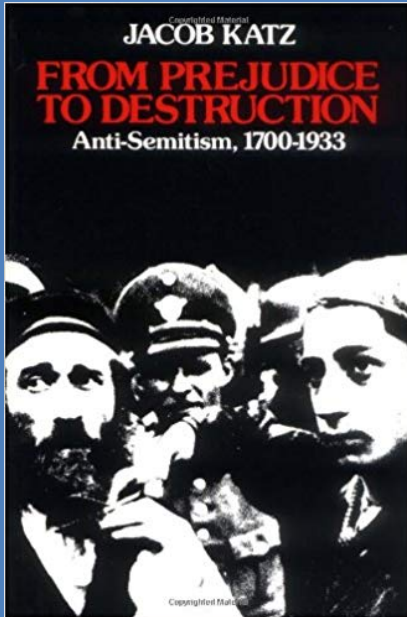
PS: Jacob Rader Marcus, *The Jew in the Medieval World: A Source Book: 315-1791*, 121-141; 151-158. [Selections.]
Cohn, “The Black Death and the Burning of Jews,” 3-36. [PDF]
PS: Jacob von Königshofen, 1349

ASSIGNMENT

Due
M 2/1

Submit a 3-page reflective essay (#3) on the origins and spread of the Ritual Murder charge and the blame for the Black Death

 <p>Martin Luther's Anti-Semitism Against His Better Judgment Eric W. Gritsch</p> <p>THE MERCHANT OF VENICE WILLIAM SHAKESPEARE</p>	<p>WEEK 5</p> <p>M 2/1</p> <p>W 2/3</p> <p>F 2/5</p> <p>DUE 2/5</p>	<p>The importance of Christian Anti-Judaism to Modern Antisemitism David Nirenberg, "Reformation and its Consequences," chapter 7 PS: Martin Luther, "On the Jews and their Lies," 1546; "Declaration of the Evangelical Lutheran Church of America to the Jewish Community," 18 April 1994.</p> <p>The Expulsion of Jews from Spain and the Spanish Inquisition Norman Roth, "The Jews of Spain and the Expulsion of 1492," <i>The Historian</i> (1992): 1-17. PS: The Royal Edict of 1492; The Trial of Elvira del Campo, 1567-68; <i>Nostra Aetate</i> 1965 and Vatican Commission for Religious Relations with the Jews, 1998.</p> <p>The character of Shylock: Cohen, "The Jews and Shylock," 53-63 [PDF] Helmut Walser Smith, "The Discourse of Usury: Relations between Christians and Jews in the German Countryside, 1880-1914," 255-276 [PDF] PS: Shakespeare, "The Merchant of Venice"</p> <p>Submit a 3-page reflective essay (#4) on the nature and characteristics of antisemitism in the early modern period</p>
 <p>Global Antisemitism: A Crisis of Modernity Edited by Charles Asher Small</p> <p>MARTINUS NIJHOFF PUBLISHERS</p>	<p>WEEK 6</p> <p>M 2/8</p> <p>W 2/10</p> <p>F 2/12</p>	<p>Enlightenment, Emancipation, and the "Jewish Question" Voltaire: The Philosophe as Antisemite Katz, "From Prejudice to Destruction," chapter 3 "Voltaire" [PDF] PS: Voltaire, <i>The Philosophy of History</i>, 1765</p> <p>The Jew as Evil Capitalist Katz, "From Prejudice to Destruction," chapter 9, "The Socialist Indictment," chapter 13 "The Radicals: Feuerbach, Bauer, Marx," [PDF] PS: Karl Marx, "The Jewish Question"</p> <p>LAB: begin work on Antisemitism questionnaire</p>



WEEK
7

German Völkisch Antisemitism

The Jew as Cultural Danger:

M 2/15

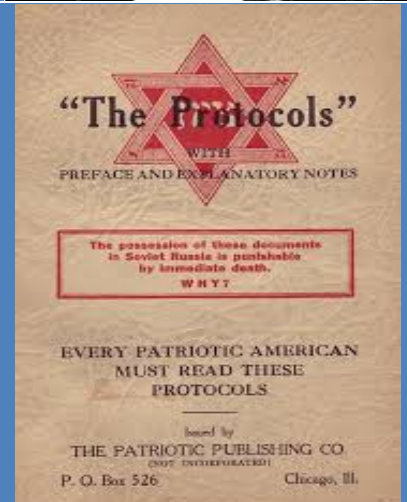
Katz, *From Prejudice to Destruction*, chapter 13 “The Scandal of the Jewish artist: Richard Wagner,” [PDF]
PS: Richard Wagner, “Judaism in Music,” 1850, 1869

W 2/17

Katz, *From Prejudice to Destruction*, chapters 20 and 21, “The Incubation,” “The Crystallization” [PDF]
PS: Hermann Ahlwardt, “The Jews versus the Germans,” 1895; Konstantin von Gebattel, “The Jewish Threat,” 1913

F 2/19

LAB: class work on questionnaire “Survey on Antisemitism” – collect data and surveys



WEEK
8

Anti-Semitic Case Studies –

Austria – Antisemitism in Daily Life

M 2/22

Secklehner, “Bolshevik Jews, Aryan Vienna? Popular Antisemitism in ‘Der Kikeriki,’ 1918-33, 1-22. [PDF]
 Germany

Karin Stögner, “‘We are the new Jews!’ and ‘The Jewish Lobby’ – antisemitism and the construction of a national identity by the Austrian Freedom Party.” [PDF]

PS: [Antisemitic Postcards from G, F, and GB](#)

W 2/24

France - The Dreyfus Affair

[History Channel Documentary, "The Infamous Dreyfus Affair"](#) (42 min)

Hyman, “New Perspectives on the Dreyfus Affair,” *Historical Reflections* (2005): 335-349. [PDF]

Varat, “Dreyfus in America,” *Shofar* 37 (2019): 35-59. [PDF]

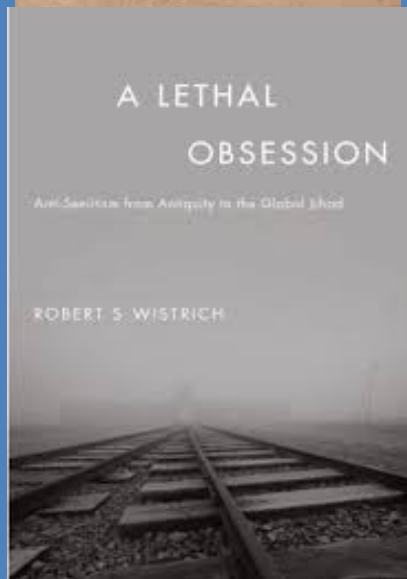
Katz, *From Prejudice to Destruction*, chapter 24, “French Antisemitism” [PDF]

PS: Edouard Drumont, “Jewish France,” 1886; The Henry Monument, “The Jews ... are the vampires of France,” 1898-99; Theodore Herzl, *The Jewish State*, 1896.

F 2/26

Russia – Pogroms and continuities in antisemitism

Khiterer, “The October 1905 pogroms and the Russian authorities,” *Nationalities Papers* (2015); Bemporad,



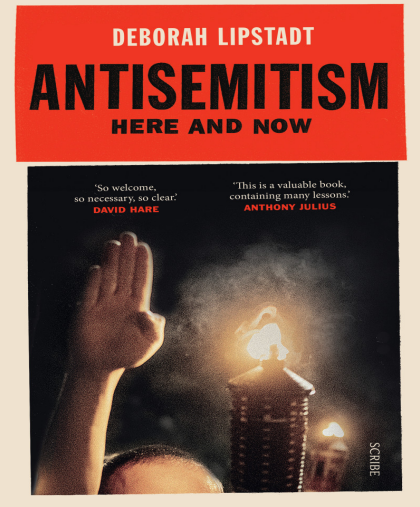
		<p>“Jews and the Blood Libel Specter under Stalinism,” Jewish History 26 (2012): 343-361. [PDF] PS: The Kishinev Pogrom, Easter 1903; The Protocols of the Elders of Zion</p>
ASSIGNMENT	F 2/26	Submit a 3-page reflective essay (#5) on one of the case studies (Austria, France, or Russia) and evaluate the nature of antisemitism
SPRING RECESS	WEEK 9	2/27 – 3/7 SPRING RECESS
 	WEEK 10	Murder and Antisemitism in a German Town – The Butcher’s Tale
	3/8	<p>Book Discussion of <i>The Butcher’s Tale</i> See hand-out</p>
	3/10	<p>Nazi Genocidal Antisemitism Saul Friedländer, “Nazi Germany and the Jews, Vol. 1, chapter 3: Redemptive Antisemitism PS: Adolf Hitler, “Why are we Antisemites?” 1920</p>
	3/12	<p>PS: Julius Streicher, Jews as International Conspirators and Ritual Murderers,” 1930s; Ernst Hiemer, “Der Giftpilz,” 1938; Antisemitic Indoctrination of the German Soldier, “Jews and Bolsheviks as Devils,” 1941-43; Rudolf Höss, Commandant of Auschwitz: On the Necessity to Murder Jewish Children: Assembly Line Mass Murder, 1946</p>
	3/12 DUE	Submit Research Proposal
	WEEK 11	Antisemitism in Ukraine
	3/15	<p>Ukrainians and Jews after the Holocaust <i>Everything is Illuminated</i>, Film</p>
	3/17	<p>Ukrainians and Jews after the Holocaust: <i>Everything is Illuminated</i>, Film</p>
	3/19	<p>Film Discussion: Lisa Propst, “‘Making One Story’? Forms of Reconciliation in Jonathan Safran Foer’s <i>Everything is Illuminated</i>,” 39-47.</p>

	3/19	Submit preliminary bibliography
 	WEEK 12 3/22 3/24 3/26	Post-World War II Antisemitism Ruth R. Wisse, "On Ignoring Antisemitism," in <i>Those Who Forget the Past: The Question of Antisemitism, 189-207</i> . Cohen, "How France became a dangerous place to be a Jew," NYT (April 2019) 24 Days - The Kidnapping and Murder of Ilan Halimi Holocaust Denial Robert Jan Van Pelt, "Excerpt from The Case for Auschwitz, The Influence of Literary Theory on the Origins of Holocaust Denial," in <i>Those Who Forget the Past, 385-396</i> . [PDF] David Irving, Holocaust denier, claims fresh support, The Guardian (2017) Anchcar, "Assessing Holocaust Denial in Western and Arab Contexts," <i>Journal of Palestine Studies</i> Vol. 41, No. 1 (Autumn 2011): 82-95. [PDF] Antisemitism in the Muslim World Melanie Phillips, "The New Antisemitism," in <i>Those Who Forget the Past: The Question of Antisemitism, 251-257</i> . [PDF] Eli Muller, "Necessary Evils," in <i>Those Who Forget the Past: The Question of Antisemitism, 267-270</i> . [PDF] PS: Hamas Charter; ADL, Tehran Spreads more Antisemitism David Patterson, <i>A Genealogy of Evil: Anti-Semitism from Nazism to Islamic Jihad</i> (Cambridge, 2010) [select readings] Mohammed Dajani, <i>Combatting Antisemitism in the Muslim World: Barakat, Zeina</i> . "A Palestinian Student Defends Her Visit to Auschwitz." <i>The Atlantic</i> (April 28, 2014). http://www.theatlantic.com/international/archive/2014/04/a-palestinian-student-defends-her-visit-to-auschwitz/361311/ (accessed 02.10.2015). Dajani bio (Washington Institute of Near Eastern Studies): https://www.youtube.com/watch?v=m3_U_A4nZgo Dajani Daoudi, Mohammed, and Satloff, Robert. "Why Palestinians Should Learn About the
		

	3/26	<p>Holocaust." I.H.T. March 29, 2011.</p> <p>Submit a 3-page reflective essay (#6) on the role of Holocaust denial and conspiracy theories in post-world war II antisemitism in the West and the Middle East</p>
 <p>ANTI-SEMITISM — IN — AMERICA LEONARD DINNERSTEIN</p>	<p>WEEK 13</p> <p>3/29</p> <p>3/31</p>	<p>Antisemitism in America - American White Supremacists</p> <p>Dinnerstein, <i>Anti-Semitism in America</i>, chapters 5, 6, and 7</p> <p>Berlet, "Overview of U.S. White Supremacist Groups," <i>Journal of Political and Military Sociology</i> 34,1 (2006): 11-48. [PDF]</p> <p>Jeffrey Herf, "Comparative perspectives on anti-Semitism, radical anti-Semitism in the Holocaust and American white racism," [PDF]</p> <p>Weisman, (((Semitism))) <i>Being Jewish in America in the Age of Trump</i>, selections.</p>
<p>EASTER RECESS</p>	<p>4/2 - 4/5</p>	<p>Distribute questionnaire (quantitative) and also conduct interviews (qualitative) with at least 6 family members and/or friends between 4/9-4/15</p>

	<p>WEEK 14 4/7</p> <p>4/9</p>	<p>Left Antisemitism and Delegitimization of Israel Hirsh, <i>Contemporary Left Antisemitism</i>, chapter 7 – Antizionism, 184-219. Jeffrey Toobin, “Speechless: Free Expression and civility clash at Harvard,” in <i>Those Who Forget the Past: The Question of Antisemitism</i>, 407-417. Jonathan Freedland, “Is Anti-Zionism Antisemitism?” in <i>Those Who Forget the Past</i>, 422-437. PS: Rabbi Sacks on anti-Zionism Video; Zionism is form of Racism - UN Resolution 3379 (1975)</p> <p>Hirsh, <i>Contemporary Left Antisemitism</i>, chapter 2 – The Rise of Jeremy Corbyn and how Tolerance of Antisemitism came to function as a marker of belonging, 40-65. New Antisemitism in the Academy: Hirsh, chapter 4 – The Campaign for an Academic Boycott of Israel, 95-134. Charles Asher Small, “Follow The Money: Examining Undocumented Foreign Funding of American Universities, Implications for Education and Rising Antisemitism” (2019). https://isgap.org/wp-content/uploads/2020/06/FTM-Final-with-Cover-1.pdf “National Students for Justice in Palestine: Antisemitism, Violent Extremism and the Threat to North American Universities” (2019). https://isgap.org/wp-content/uploads/2019/10/NSJP-2019-ISGAP-Report-Short-1.pdf</p>
<p>ASSIGNMENT</p>	<p>4/12</p>	<p>LAB Complete and Submit questionnaire on antisemitism at the end of class</p>
	<p>WEEK 15 4/14</p>	<p>A Dangerous Beat: Hip Hop and Antisemitism The influence of Louis Farrakhan and the Nation of Islam</p> <p>https://isgap.org/media/2020/08/the-history-of-louis-farrakhan-and-antisemitism/ Nation of Islam: Louis Farrakhan Speech, July 4, 2020: https://www.memri.org/tv/nation-of-islam-farrakhan-jews-poisoned-me-reveal-wickedness-israel-guns-drugs-black-neighborhoods Tema Smith, “How to talk about black antisemitism,” <i>The Forward</i> (January 9, 2020): https://forward.com/opinion/438053/how-to-talk-about-black-anti-semitism/</p>

	4/14 DUE	Submit annotated bibliography for research paper plus thesis statement
	WEEK 16 4/16 4/19 4/21	<p>Pop Culture, Internet, and Antisemitism: L’Affair Dieudonné M’bala M’bala – Tom Reiss, <i>Laugh Riots: The French star who became a demagogue</i>, <i>The New Yorker</i> (2007) https://www.dailymotion.com/video/xb3moy https://www.dailymotion.com/video/x2b79yj Sturtevant, <i>Science fiction's antisemitism problem</i> (2018) Grisar, "Yes, Scifi has an AntiSemitism Problem - but not the one you think" (2018) HipHop: Jay-Z https://www.youtube.com/watch?v=6ktd8lll2qA Dark side of Rap in Germany: https://www.youtube.com/watch?v=yl6fy-475Bo</p> <p>Rachel Myrow, “No Lone Shooter: How Antisemitism is winning new converts on the internet” <i>The California Report</i> (2019) Patrick Kingsley, "Antisemitism is Back from the Left, Right, and Islamist Extreme-Why?" <i>NYT</i> (2019) Twitter, Politics and Antisemitism Tobin, "Ilhan Omar's antisemitism wins the pop culture primary," <i>JNS</i> (2019) Antisemitism in the time of Coronavirus by Antisemitism Policy Trust [PDF 2020] Coronavirus and the Plague of Antisemitism by CST Research Briefing [PDF 2020] Tutorials for research paper</p>
ASSIGNMENT	4/21	Submit a 3-page reflective essay (#7) on Pop culture and the ubiquitous nature of Antisemitism

	WEEK 17	
	4/23 4/26	Present and discuss findings of survey in class
	FINAL	Submit 10-page Research paper

PARTICIPATION:

Class attendance (whether in-class or virtually) is expected. Class discussion is a central feature of this course. You need to **complete the assigned readings before each class.** **Your preparation is essential** and your contribution to discussions will be carefully noted and counted toward your overall performance in this class. The lectures are designed to constitute an important feature of the course and provide the parameters for the essay questions on the quizzes. You are thus expected to attend class regularly. You are also expected to make your own arrangements to receive any notes for any lectures you may miss. I am willing, though, to discuss any questions with you that might arise as a result of a missed class. Students involved in athletic, forensic or music-related activities need to inform the instructor prior to missing a class in order to make arrangements for alternate testing, if necessary.

ACADEMIC INTEGRITY:

Plagiarizing and cheating are serious academic offenses and will not be tolerated. You are expected to do your own work, to acknowledge all sources used and to write your own assignments. If you are uncertain what constitutes plagiarism or cheating, please refer to the College's Handbook on Academic Integrity www.concordiacollege.edu/handbooks/student-handbook/academic-policies/ or consult with me. "If a student violates academic integrity in an assignment for credit, the instructor has the option of assigning any grade for that assignment, including a failing grade ('F') or 'o' (no credit)." Note that repeated violation of academic integrity will automatically result in failure in this course. All violations will be reported to the Office of Academic Affairs.

STUDENTS WITH DISABILITIES:

In accordance with the Americans with Disabilities Act, Concordia College and your instructor are committed to making reasonable accommodations to assist individuals with documented disabilities to reach their academic potential. Such disabilities include, but are not limited to, learning or psychological disabilities, or impairments to health, hearing, sight, or mobility. If you believe you require accommodations for a disability that may impact your performance in this course, you must schedule an appointment with Disability Services to determine eligibility. Students are then responsible for giving instructors a letter from Disability Services indicating the type of accommodation to be provided; please note that accommodations will not be retroactive. The Disability Services office is in Old Main 109A, phone 218-299-3514; <https://cobbernet.cord.edu/directories/offices-services/counseling-center-disability-services/disability-services/>

STATEMENT ON MENTAL HEALTH:

Concordia College urges you to make yourself—your own health and well-being—your priority throughout this semester. It is important to recognize stressors you may be facing, which might be personal, emotional, physical, financial, mental, or academic. Sleep, exercise, balanced nutrition and connecting with others are great strategies to help you flourish at Concordia. If you are having difficulties maintaining your well-being, feel free to contact me and/or pursue other campus resources, such as Counseling Center. Contact the Counseling Center to learn more, at counseling@cord.edu, (218) 299-3514, or stop in Lower Level, Old Main, room 109A. All appointments are free and confidential.

CLASS ATTENDANCE POLICY AY 2020/21

“Class” includes in-person, hybrid, blended, and virtual classes, whether offered synchronously or asynchronously. Students must follow the campus policies for isolation, quarantine, and behavior as described in the Cobber Commitment*. These policies are meant to insure the well-being and safety of all members of the campus community. 1.If the daily health screen indicates that you should stay home, stay home. This includes those who are ill, showing symptoms of COVID-19 or have been exposed to someone who has tested positive for the SARS-CoV-2 virus that causes COVID-19. Stay home and alert campus Health Services. 2.Students who are ill, quarantining due to COVID exposure, self-isolating or caring for sick family members have an obligation to communicate with faculty about their class absence in a timely fashion and verify that faculty have received the message. 3.Faculty should make reasonable virtual attendance accommodations for students who are in isolation or quarantine, but not seriously ill, to keep regularly engaged with the course. 4.Students who are unable to attend class in person due to self-isolation, quarantine or caring for sick family members are expected to participate in class virtually and complete coursework remotely, as agreed upon with the course instructor. Students who find it difficult to complete course work are expected to contact the faculty member and the Center for Student Success (success@cord.edu). Students who have technology issues are expected to contact ITS (pcsupport@cord.edu). 5.Students should not be penalized for missing class due to illness, isolation, quarantine or caring for sick family members but are obligated to be proactive in pursuing arrangements to complete missed course work. Faculty have an obligation to provide these students with an equivalent assignment, a replacement assignment, or adjust the course grading, as determined by the faculty member. “Assignments” include anything that applies to the final grade, including participation grades.6. Faculty who choose to use participation grades should be open to different forms of participation from students who are participating remotely, including, but not limited to, video, audio, and chat participation. Faculty will describe these alternatives in the syllabus or relevant assignment, as circumstances dictate. 7.Faculty should monitor attendance. They should report concerns about student attendance and performance in the usual manner, by

issuing an Early Alert through SSC (Student Success Collaborative), as well as conferring directly with students about their attendance and/or performance.⁸ Students with a concern about a course should first communicate with that professor, then with the department chair or program director. ⁹Students and faculty are reminded that health concerns are confidential and subject to nondiscrimination policies as described in the Cobber Commitment*.

PARTICIPATION RUBRIC

	Deficient (0-5)	Competent (6-8)	Excellent (9-10)
Preparation (20): Reading (10) Argument (10)	<ul style="list-style-type: none"> - Insufficient attention to reading - little evidence of attempts to formulate questions 	<ul style="list-style-type: none"> - close reading of most of the material - you have some questions about the reading 	<ul style="list-style-type: none"> - you have read the materials critically and actively (important passages highlighted) - you have prepared for the seminar by identifying a central question and formulated some provisional response to it
Listening(20): Reflection (10) Engagement (10)	<ul style="list-style-type: none"> -Not actively listening - little to no engagement with peers 	<ul style="list-style-type: none"> - you listen carefully to the instructor's comments - you respond to questions when asked 	<ul style="list-style-type: none"> - you constantly grapple with questions and comments by other classmates - you engage with peers by responding to their ideas and recasting them
Speaking (20): Discussion/Focus (10) Questions/ Reflective (10)	<ul style="list-style-type: none"> - rarely asks questions - seldom comments and only when directed by instructor 	<ul style="list-style-type: none"> - frequent contributions - contributions are focused - some attempts to articulate connections between different viewpoints 	<ul style="list-style-type: none"> - shares thoughts and thinking process by engaging others - asks for clarification - evaluates how other people's arguments relate to own question and hypothesis
Leadership (20): Initiative (10) Collaborative (10)	<ul style="list-style-type: none"> - none 	<ul style="list-style-type: none"> - helps the flow of the discussion - Is respectful toward others 	<ul style="list-style-type: none"> - actively orients discussion to reach new insights - helps create scholarly community through engagement and consideration for others