**PHL 3560-01 (CRN 15792) Peace and Social Justice Fall 2016 UDM Briggs 341**

**Instructor: Dr. Gail Presbey, Professor of Philosophy**

Meets Thurs eves, 6:40 – 9:10 p.m. 3 credits. Prerequisite: PHL 1000 Introduction to Philosophy

Office: Briggs 314 Office Phone: (313) 993-1124 Email: [presbegm@udmercy.edu](mailto:presbegm@udmercy.edu)

Home page: <http://presbegm.faculty.udmercy.edu/>

Office Hours: Tuesdays 2:45 pm to 3:45 pm; Thursdays 2:30 to 4:30 pm.

**Course Description:**

An exploration of the philosophical insights of key peace and justice activists such as Mohandas K. Gandhi and Martin Luther King Jr., as well as insights by academic philosophers who address peace and justice issues. The course will discuss concepts such as justice, human dignity, freedom, equality, and the common good. Applied topics covered include the moral challenges of inequalities in our society (poverty, racism, sexism etc), problems of violence and war, and the quest for peace. Note: This course fulfills Objective 6b of the University Core Curriculum.

**Course Theme:**

The course studies the intersection of the two topics, “peace” and “social justice.” Our study this semester will focus on: 1) understanding the causes of violence; 2) preventing violence; 3) “nonviolent action” which is both a philosophical concept and a course of action that has been used to address social injustice and seek justice. In this class, “peace” is understood not as a quietist status quo, but rather as the fruit of right relations between people in just and respectful relationships of community.

Students in this course will develop a thorough grounding in the philosophy of nonviolent action, and understand how the concept of nonviolent action developed historically in the last two centuries, focusing on the contributions of Gandhi and King, and focusing on the contributions of Brazilian educators and activists like Paulo Freire. Students will understand several of the key social injustices of our times, gaining insight into the causes of these injustices, and seeing how nonviolent activists have engaged in action to end these injustices. Students will understand the concept of reconciliation, and learn about the ways in which it has been and can be practiced. Students will see and experience the connection between current social injustices and nonviolent actions directed toward solving the problems. Students will learn from first-hand experiences, in Detroit and elsewhere, volunteering with organizations active in peace and justice. The teacher will encourage the student to take a personal philosophical stand of her or his own choice on the topic of nonviolence and social change for a more just world.

**Course objectives:** by taking this course, you will learn to:

-Recognize the moral dimension of everyday human interactions and experiences.

-Recognize at personal, professional, and societal levels the significant moral interests and claims of individuals and the common good.

-Appraise and evaluate the goals, values, and conceptions of social justice.

-Cultivate an understanding of the dynamics of economic, political, and social injustice.

-Investigate remedies to social injustice. -Develop a purposeful writing process appropriate to the argumentative and analytic nature of academic work that includes generating ideas, focusing, drafting, and revising—revision being a process that involves reflection, editing, feedback and publishing for a particular audience.

-Comprehend and practice ethical methods to avoid plagiarism and infringements of copyright

Regulations.

**Required Texts:** (available in the University Bookshop)

1) Robert L. Holmes and Barry L. Gan, eds., *Nonviolence in Theory and Practice* 3nd edition, Waveland Press, 2005. (NTP) 1-57766-349-7 (Note: You’re free to buy an earlier edition, which will still have our readings, just on different pages).

2) Articles, films and podcasts on websites, or posted on Blackboard.

**Schedule of Readings** (Subject to Change)

9/1: Introduction to each other, review of syllabus. Introduction to the idea of a Pedagogy of the Oppressed, and its author Paulo Freire. Read this online article: Roberta Clare, “Paulo Freire,” *Talbot School of Theology*, Biola University, Accessed July 27, 2016, <http://www.talbot.edu/ce20/educators/catholic/paulo_freire/> ; also, for background or as a reference work, you may optionally read chapter one of *Pedagogy of the Oppressed* at: <http://faculty.webster.edu/corbetre/philosophy/education/freire/freire-1.html> ; please also read an excerpt from Leonardo and Clodovis Boff, *Introduction to Liberation Theology,* called “The Basic Question: How to Be Christians in a World of Destitution” online at: <http://www.landreform.org/boff1.htm>

9/8: Presentation on service learning by Fr. Tim Hipskind. Thich Nhat Hahn reading, “Feelings and Perceptions,” 243-246 and Sister Chan Kong (247-249). Also see poem, “Call me By My True Names” found at <http://www.quietspaces.com/poemHanh.html> Article by Martha Nussbaum on Compassion (Blackboard). Alasdair MacIntyre, “The Illusion of Self-Sufficiency,” 111-131 (on Blackboard). Also read an excerpt by Carolina Maria de Jesus, *Child of the Dark*, pages 17-27 (on Blackboard). Optional background on her by Robert Levine at: <http://www.latinamericanstudies.org/brazil/Carolina_Maria_de_Jesus.pdf>

9/15: “Nonviolence in the Talmud,” Reuven Kimmelman, NTP 23-32; “Women in the Bible and Greece,” David Daube, NTP 121-130; “How Transforming Power has been used by early Christians,” Lawrence Apsey, NTP 33-35.

9/22: Workshop on nonviolence/ de-escalation of conflict. View documentaries on Gandhi and Civil Rights/SNCC, from series *A Force More Powerful*. (1st 2 episodes, 30 mins. each).

9/29: Discussion of workshop experiences. Also, key influences on Gandhi: The Suffragettes, the women protestors of Bloemfontein, and Abdullah Abdurahman. Excerpt from the speeches of Abdullah Abdurahman, and from Julia Wells, *We Have Done with Pleading: The Women’s 1913 Anti-pass Campaign* (Blackboard). Also “Letter to Ernest Howard Crosby,” Leo Tolstoy, 75-82. **SL2’s or research project proposals due today.**

10/6: “Civil Disobedience,” Henry David Thoreau, NTP 55-74; John Ruskin, *Unto this Last*, A Paraphrase by M.K. Gandhi (booklet – see Blackboard).

10/13: “Satyagraha: Congress Report on the Punjab Disorders,” Mohandas K. Gandhi, NTP 83-87; “Satyagraha in Action,” Joan Bondurant, NTP 88-97 plus Bondurant excerpt, "Hindu Tradition and Satyagraha: The Significance of Gandhian Innovations" (Blackboard). NOTE: MIDTERM ESSAYS DUE. Students will also make an appointment for the oral part of the exam, sometime within the next week, up to 10/21.

10/20: “Letter from a Birmingham Jail,” M.L. King, NTP 104-116. Excerpts from R. Greg Moses, *Revolution of Conscience* (Blackboard).

10/27: Thomas Weber, “The Impact of Gandhi on Johan Galtung’s Peace Research”; Excerpts from Barbara Chasin, *Inequality and Violence in the United States* 2nd ed. (Blackboard)

11/3: Enns and Myers, chapters 1 and 2 of *Ambassadors of Reconciliation*, 3-27 (Blackboard); chapter one of Trudy Govier, *Taking Wrongs Seriously*. Discuss excerpts of film, *The Interrupters*.

11/10: Brazil topics: Filhos de Gandhy and Ile Aiye (Samba societies with important social messages); The Brazilian movement called Reaja ou Será Morto, which translates as “React or Die,” and parallels to the Black Lives Matter movement here in the U.S. We’ll look at the case of the Feb. 6, 2015 shooting of 12 young men in the Cabula neighborhood of Salvador, Bahia. (See: <http://www.geledes.org.br/summary-execution-a-recent-episode-of-police-violence-against-young-black-males-in-bahia-brazil/> ), and for U.S. – Brazil comparisons, see <http://www.refinery29.com/2015/08/92326/brazil-black-lives-matter-police-brutality-protest#slide> ). We’ll also look at the political turmoil in contemporary Brazil, as well as the “For a Temer” movement. See: <http://www.revistaforum.com.br/2016/05/31/cartazes-contra-o-golpe-deixam-reporter-da-globo-desconfortavel/> and <https://theintercept.com/2016/05/19/watch-first-interview-with-brazils-president-dilma-rousseff-since-the-senates-impeachment-vote/> (although there may be updates by November).

Paper part of the **20 point assignment** (service/ research etc) **due today**.

11/17: Brazil topics: The Movement of Rural Landless Workers (MST) (view the online documentary, *Soil, Struggle and Justice: Agroecology in the Brazilian Landless Movement* at: [www.soilstruggleandjustice.org](http://www.soilstruggleandjustice.org/)); Chico Mendes and the Rubber Tappers’ Union (Readings: excerpts from Chico Mendes and Tony Gross, *Fight for the Forest: Chico Mendes in His Own Words* and Gomercindo Rodrigues, *Walking the Forest with Chico Mendes: Struggle for Justice in the Amazon*); and Sr. Dorothy Stang’s work in Brazil. Special guest speaker, Murilo Seabra. Biography: “Murilo Seabra did his undergraduate and Master’s degree in philosophy at the University of Brasilia, Brazil. He is now a PhD candidate at La Trobe University, Melbourne, Australia. He lived in the Amazon among indigenous peoples and rubber tappers for over a year, and visited the Félix-Houphouët-Boigny University, in Abidjan, Côte d’Ivoir (Ivory Coast), experiences which had a major impact on his conception of philosophy.”

11/26 – no class. Happy Thanksgiving.

12/1: Watch and discuss two films, “They Killed Sister Dorothy” (about Sr. Dorothy Stang in Brazil) or “Rubber Jungle” (documentary about Chico Mendes, <https://www.youtube.com/watch?v=wqgB2bzFrtg> ) or film drama, “The Burning Season” (about Chico Mendes), and “Taking Root” (Wangari Maathai).

12/8: Trudy Govier chapter 2 of *Taking Wrongs Seriously;* article on Wangari Maathai by Rob Nixon, “Slow Violence, Gender, and the Environmentalism of the Poor.” (You may want to watch: <http://www.youtube.com/watch?v=VW5qdeNKfs0> and a two minute cartoon, <http://www.youtube.com/watch?v=-btl654R_pY>

12/15: Final exam period: Student presentations of service and research projects.

**Grading/ Assignments: (Grade has a possible total of 100 points)**

Reading quizzes, in-class paragraph or small group assignments: 30 (15 two-point assignments)

Online journal about service or research paper: 10 (5 entries, 2 points each)

Midterm exam: 15 (2 take-home essays, 5 points each, and a 15 minute oral exam, 5 points.)

Final exam: 15 (2 take-home essays, 5 points each, and a 15 minute oral exam, 5 points.)

Service learning/ advocacy project or Research paper: 20 (paper = 15 pts; presentation = 5 pts)

Class participation: 10

**Grading Scale:** Final grade based on total points out of 100.

A 100- 93 C+ 79.5-77

C 76.5-73

A- 92.5- 90 C- 72.5-70

B+ 89.5- 87 D+ 69.5-67

B 86.5- 83 D 66.5- 60

B- 82.5- 80 F: 59.5 and lower.

**Further descriptions of the above assignments:**

**In-class Quizzes and Assignments**: There are basically three kinds of assignments: READING QUIZ: Will happen as we begin a new selection from the texts (not after we have covered the selection). This means you should be reading the assignments ahead of time. You will be given reading review questions ahead of time to help you prepare for the quiz. The quiz will take a variety of formats, from true/false, matching, multiple choice, identify the passage, fill in the blank or short answer.

ONE PARAGRAPH REFLECTION: I may ask you to write a one paragraph reflection about a speaker we heard, a documentary you watched, or on some occasions, the reading we just went over in class. These will usually be done at the end of class.

GROUP ASSIGNMENT: The class will break up into groups and be given a question about the day’s assigned reading to discuss and answer as a team. The team must write down the answer (with everyone writing their name on the assignment), as well as have someone from the group report their answer orally. The same grade is given to the whole team.

Students who missed the in-class assignment for whatever reason, or who are unhappy with their grade, have a time limit of three weeks in which to complete a make-up assignment. The assignment consists of a 1 ½ page typed and double spaced paper on the reading, speaker, or documentary that was covered by the quiz. Summarize the key points of the reading, and then comment on what you think is most significant and why. An upper limit of three make-up papers per student will be allowed. The paper may not receive the full points possible if it is inaccurate or poorly written.

**Midterm and Final Essay Exams:** Two weeks before the exam's due date, you will be given a series of essay questions related to our course material. You will write down your answer to 2 questions. One of the questions will be chosen randomly (you will draw a number out of a hat) and the other will be your choice. Each essay should have a 1 ½ -2 pp. typed answer. Essays will presume that you have read or are at least familiar with the arguments of all of our authors and that you know the strengths and weaknesses of their arguments. Additionally, there will be a 15 minute oral exam (no books or notes). You will be asked five questions that need verbal answers (approximately 2 minutes). Two questions will be follow-up questions on the essays you wrote, and three will be some part of the other essay questions. They are worth one point each for five points.

**Class Participation:** There are many opportunities for class participation. As we go over each author, I do not expect to just lecture on material while the class just copies what I said. Since I expect you have read the authors, I will be asking the class to tell me what the author said. Your participation at this point by volunteering answers will help the class in learning the material. I will especially want the group assigned to a certain question in the reading to help with discussion of that part of the selection. Your volunteering of interesting reflections on the author’s ideas will help the class and improve your grade.

The class participation grade can be adversely affected by absences, repeated tardiness, silence, sleeping in class, or distracting side conversations. Also, dominating class discussion so that others do not have a chance to speak is a grave shortcoming. Speak your ideas and then give the teacher a chance to solicit answers and views from others as well. Your grade can also be harmed by showing disrespect to other students or the teacher. If you disagree with others, do not turn it into personal animosity. Just state your counter-argument in a way that the debate in class can continue productively.

Regularly, the class will be broken up into small groups to prepare some opening remarks on the author assigned to them. During these times you should participate, cooperating with others in reaching the group’s goals. Those who do not engage in the project, who stay at a distance from the rest of the group in total silence, who decide to nap or stare at their textbook, or go for a long break to the rest room, or always come late so as to miss this part of the class, are not properly participating. Such actions will affect one’s class participation grade negatively. Those who galvanize their group to engage in the project with enthusiasm will also be noticed and their grade will be enhanced.

**20 Point Project: Service or Advocacy; Research/Position paper; or trip and report on trip**

**Note: All options include five journal entries (2 points each)** which are in addition to the 20 points for the assignment. Submit 5 journal entries during your research and writing of a paper (option A) or before/ during/soon after your service or conference attendance (other options). Submit journal entries using Blackboard, no more than one per three days. The first entry can be talking about how (and why) you chose your topic or activity, and any feelings of apprehension or expectations you have. Subsequent journal entries can be about any discovery of new information, or new idea that you have, while researching and writing, or while at your service site. Journal entries should be 1-2 paragraphs long and should be submitted online as they are written, and before the final paper. I expect at least six full paragraphs in all. Be timely in your journal entries. Part of your grade will be based on whether the journals attest to your putting a lot of thought into your project (in contrast to deadline cramming). Entries will also give me an idea of how you are progressing in your experience before you finally turn in your paper, so that I can help you.

**Option A: service learning.** This involves 10 hours of service. Service can be done in the Detroit area. Fr. Tim Hipskind and the team at the Institute for Leadership and Service (Briggs 212) will help you find a volunteer site. Please consult their web page, <http://www.udmercy.edu/institute/service_learning/students/index.htm> for details. Ideally you should go to your service site at least three times. In your online journal, write down your reflections soon after each visit to your site, so as to remind yourself of the important experiences you had. Don't just list the activities you did, rather, emphasize experiences and/or encounters that made you think or wonder about or feel something. When finished with service, write a 4-5 page typed paper reflecting on your experience in the light of reflections of two of our authors covered in class. Submit all final papers through Blackboard via Safe Assign. Students will also fill out SL 1, 2, 3, and 4 forms. You'll fill out SL 1 and SL 4 in class. Fill out, get signed by your volunteer site supervisor, and hand in your SL 3 forms with your papers. On the last class meeting (during finals week) I will want everyone to do a 5-10 min. prepared oral presentation on your service experience. (Power point or other visuals is a plus). If you are already plugged into your community doing community service, check with me. You might be able to count it as your service learning project. However, I want you to choose a service activity that you can directly relate to the theme of our class. Note: do not set up service with family, relatives, or immediate neighbors. Don't choose as service the same job for which you get paid. (The paper, with completed and timely SL 3 is worth 15 pts; oral presentation worth 5 pts.)

I can especially suggest these volunteer opportunities:

Campus Kitchens, on our own campus, Friday late afternoons, and Saturday mornings.

Meta Peace Team trainings, all day Saturday; then serve on a peace team. See more info at: <http://www.metapeaceteam.org/>

**Option B: Attend a conference, and write about the various speakers and workshops.** Possible conferences include:

Oct. 20-23, Arcus Center conference, Kalamazoo College, “With/Out Borders? Post-Oppression Imaginaries and Decolonized Futures,” <https://reason.kzoo.edu/csjl/annual-event/withoutborders/>

Great Lakes Bioneers conference at Marygrove College, Oct. 28-30, <http://www.glbd.org/>

Ignatian Family Teach-In, Washington D.C., the weekend of Nov. 11-14 (University Ministry is coordinating the trip). The group will leave campus Sat. am, November 12th and return on Monday, the 14th in the afternoon. Only a limited number of students can attend. Fill out an application at U. Ministry. For more info, see: <http://ignatiansolidarity.net/iftj/>

Note: This option still hasa journal and a paper requirement (same as option B), but the journal is necessarily more condensed since the whole experience is only a few days long. You must spend at least 10 hours at the conference. Please be aware that there will/may be a fee for participation in these conferences, and you are responsible for paying it. Paper worth 15 points, oral presentation to the class worth 5 points.

**Option C: Organizing amongst yourselves a small group to raise awareness on our campus about a peace and justice issue.**

Two to four students who share a concern about a particular issue (listed below in the topics for research papers list, or consult with the instructor), can study a certain problem, and explore possible solutions to the injustice, and organize themselves to raise awareness about the issue among students. This could involve information tables, organizing activities for students, UDM media coverage (student paper, student radio or tv show), etc. Participants should aim at spending ten hours each in awareness-raising activity on campus. Get permission of the instructor before beginning. Each student writes a journal (on Blackboard) and a 4-5 pp. summary of their own activities and reflections on the activities in the light of the philosophy of one of our authors. The group will present their experience orally. (Paper worth 15 points, oral presentation worth 5 points).

**Option D: Research/position Paper** This paper, 6-8 pp long typed and double spaced in 10 or 12 point font, should research a contemporary issue in the light of our authors covered in class. The paper should also draw upon at least four substantial sources from media, books, magazines, journal articles, newspapers, or reliable internet sources, included in a bibliography, as background to the contemporary issue chosen. Ideally half of your sources should be published since May of 2014.

The **research/position paper** should explore a contemporary issue regarding peace and/or social justice. The paper should include your analysis of the root causes of a contemporary problem and what you think is a possible solution (or step in the right direction). Here are some ideas:

-Focus on domestic U.S.: communities confront gang violence, see Tattoos on the Heart: The Power of Boundless Compassion, by Gregory Boyle, S.J.

- the wars and ongoing strife in Afghanistan, Iraq, Syria, and Libya.

- war on drugs in Colombia, Central America and Mexico (in relation to US policy)

- treatment of prisoners, emphasis on restoration and reconciliation

- treatment of immigrants, refugees (perhaps looking at Sr. Marilyn Lacey’s work)

- racism in U.S. society, including police killing of Michael Brown and others; or, comparison of the problem of racism and police killing in US-Brazil, or US- Honduras, etc.

-affordable health care for all

- global poverty and critique of current “globalization” (sweatshops, fair trade)

- Environmental destruction, environmental racism, in US, Brazil, internationally

- domestic poverty and welfare “reforms”

- military spending (ex: “Bread not Stones” campaign of Pax Christi)

- nuclear weapons and arms control

- nonviolent protests against U.S. military bases (on Vieques island, Puerto Rico; Okinawa, Japan) and prisons (Guantanamo)

-need for election reforms in U.S. and/or other democracies

-prospects for peace in Israel/ Palestine; current attack on Gaza

- the environment, animal rights, and/or vegetarianism

-nonviolent transformation in Eastern Europe and/or Ukraine-Russia tensions

If you have an idea that is not on this list, check with me before beginning your research. I strongly encourage students to meet with me during my office hours to discuss your paper early on. Also, submit in a journal entry, by Sept. 29 at the latest, an overview of your topic with a list of your most important sources. This way, I can give you feedback ahead of time. Keep a journal of your research so that I can give you helpful feedback during the process of your developing the paper. The paper is worth 15 points; class presentation is worth 5 points.

**Option E: 4 five-point activities.** This involves going to four events that are approved and announced by the instructor and lasting at least two hours each. These could be fundraisers, walkathons, lectures, conferences etc. In at least one of these four events, you must be active, and not just a spectator. For each of the two hour events, you must write a 2 page long paper describing the event, your participation, your personal reflections about your experience or what you witnessed, and making a clear connection to a topic discussed by one of our authors from class. As a general rule, an event must be two hours long to count as one of your assignments, and four hours long to count as a double assignment. For each assignment you should include some evidence of your attendance in addition to (and attached to) your paper (a flyer, ticket, etc). In general, the activities included on this list should be either: directly addressing a philosophical or ethical issue, possibly by applying it to a social problem at hand; or engaging in community service which implies concern about values. Each paper is worth five points. Complete as well one pre-experience journal entry and a journal entry for each of the four events. Note: Any CLASA events this fall that are not part of our regular class time together could count as part of this assignment. For information see: <http://liberalarts.udmercy.edu/clasa/events/>

**Extra Credit Policy:** If there is a public event on campus or in the community that is related to our course material, check with me; you can attend the event, and write a two page typed double spaced paper on it Extra credit papers will only be accepted if they are handed in within two weeks of the event, and no later than the last class session (unless otherwise noted). Events must be announced in class so that other students know that it is an extra credit opportunity. You can receive up to 3 points for your paper, depending on the quality of the entry. NOTE: Do not EXPECT 3 points for your paper if you only recount incidentals while avoiding the philosophical importance of the presentation. To receive credit, you must attend the entire event. This includes staying during question and answer periods. You can complete a maximum of 2 extra credit assignments.

Here is an extra credit opportunity (It could alternatively be used for “E,” the four-event option for your 20 point major assignment). Celebrate Spirit interfaith service, Thurs Sept 15, at 11:30 am, in the Fitness Center. Celebrate Spirit info at: <http://www.udmercy.edu/celebrate-spirit/>

**Resources Available on Campus**: The University of Detroit Mercy has a wide array of support services available to all students that include the library, media center, tutoring (Student Success Center, 3rd Floor of Library) and Writing Center (Briggs 135). The UDM Student Handbook contains complete information regarding location and hours of operation of the University’s support services. Students are encouraged to utilize the support services provided by the University, as needed. Students with difficulty understanding the course material or writing the papers should seek help at the Student Success Center and/or the Writing Center. Free tutors are available to all registered students at the Student Success Center. Appointments are recommended but walk-ins are possible. Call (313) 993-1143 or consult this website: <http://www.udmercy.edu/uas/> Peer review of papers is available at the Writing Center in Briggs 135. Call them at 313-993-1022 or visit The Writing Center website to register and sign up for an appointment: <http://libarts.udmercy.edu/english/twc>

Students should be aware that the university has health services available to students. There is a student health center located in West Quad 104. See: <http://www.udmercy.edu/slo/wellness/healthcenter/> The Psychology clinic offers help regarding Academic concerns such as school readiness and achievement, difficulties maintaining attention, as well as anxiety, stress, self-esteem, depression, grief, relationship difficulties, and child, family or marital problems. See: <http://liberalarts.udmercy.edu/programs/depts/psychology/clinic/appointment/index.htm>, or feel free to contact them at 313-993-1170.

For help with English as a Second Language instruction, see Jean Krystyniak (krystyje@udmercy.edu, 993-1102) to arrange further instruction in a specific competency area: academic writing, reading comprehension, listening comprehension, or speaking. These courses run for academic credit (3 credit hours each) and will further develop the English language skills you need to succeed in your undergraduate courses at UDM. Classes can be scheduled in a group or one-to-one context, but only through the week of midterms.

**Blackboard**: The basic course documents will be posted on “Blackboard” (on the internet). Sometimes announcements will be posted there as well. Your grades will be posted there so you can keep an eye on how you are doing during the semester. Go to: <http://knowledge.udmercy.edu>

to log into Blackboard and see this class as well as other classes.

Internet resources.

Pax Christi <http://www.paxchristi.org>

War Resister’s League <http://www.warresisters.org/>

Catholic Worker <http://www.catholicworker.com/>

UDM Social Justice resource page: <http://research.udmercy.edu/find/by_discipline/subject_guides.php?discipline_id=55>

**Timeliness**: Students should arrive to class on time and stay until the end. Those who, on rare occasion because of difficulties, must come in late to class, must do so quietly, using a back entrance if possible, and take the closest seat available. Repeated and/or noisy tardy entry to the classroom is bound to disrupt students’ attention and will attract the attention of the teacher, and so is discouraged.

**Leaving the Classroom During Class/ cell phones**: This is to be done only due to crisis or illness. If you leave the class and return, let me know the cause of the emergency at the end of class. If you leave and don’t return, let me know what happened at the beginning of the next class. Under no circumstances should you have a cell phone set on ring so that it disturbs the class by ringing during class. If you must, due to emergency, receive a call during class, let me know, put your phone on vibrate, and exit the room before beginning your conversation. This should not be done lightly or often, but is understandable in a crisis situation.

**Talking during class/ other disruptions:** Talking to others while classroom lecture or discussion is going on is disruptive to the teacher and other students. You will be reprimanded by the teacher and asked to discontinue your conversation. Also, laptops are welcome only for the purpose of taking notes. General surfing of the internet is distracting to other students; if you are found doing so, you will be asked to turn off your computer.

**Attendance**: Attendance at all classes except in illness or other emergency is expected. Those who miss a major assignment deadline (such as midterm, final, or major paper), and wish to make up the paper, will need written documentation for their absence (doctor’s note, tow truck receipt etc) as a precondition in order to negotiate with the teacher for a rescheduled deadline. The instructor has the right to follow up and check on the veracity of written documentation. Those who begin to lose points for missed assignments are encouraged to do extra credit.

For students who have missed more than one classes during the semester: Any additional classes missed must be accounted for by giving the professor a written excuse/explanation to her email, or by a phone message, to be received no later than the beginning of the next class. Having received no account of the missed class (or having received an account that does not qualify as an excused absence) by the deadline will result in minus 2 points from the final grade per absence (this is in addition to any penalty incurred by missing the in-class assignment). Remember this account cannot be conveyed verbally in person, it must be made in a way that can be recorded for posterity/documented with an accurate date and time appended (as in, an email or a phone message). The only exception to this documentation deadline is in the case of hospitalization or incarceration (written documentation required in a timely matter upon release – that is, within a week -- in these two cases). Those of you who may have incurred penalties for absences should ask the professor about extra assignments you can complete to make up for the penalty; but requests like this should be made as soon as possible, since the last two weeks of the semester will be too late to negotiate for additional assignments.

**Bringing children to class:** Sometimes arrangements for child care fall through at the last moment. However, it is a university policy that children are not allowed in class.

### Compliance with UDM Student-Related Policies

Students of the University of Detroit Mercy are expected to comply with all policies and practices established by the College and/or University. Listed below are a few specific UDM policies, however the list is not intended to be exhaustive. A complete listing of all UDM policies can be found in the UDM Student Handbook, and students are expected to be familiar with all UDM student-related policies.

## Student Course Evaluations: Student course evaluations are an important source of information for curricular and teaching improvement in the College of Liberal Arts and Education. As such, all students enrolled in CLAE courses are strongly encouraged to complete an online course evaluation. Course evaluations are completed during the week preceding final exams each semester. Information is provided to students through email explaining how to complete the evaluation online.

### UDM Policy on Plagiarism and Academic Integrity: As members of an academic community engaged in the pursuit of truth and with a special concern for values, students are expected to conform to a high standard of honesty and integrity in their academic work. The fundamental assumption under which the University operates is that work submitted by a student is a product of his/her own efforts.

Among the most serious academic offensives is plagiarism, submitting the style of another author or source without acknowledgment or formal documentation. Plagiarism occurs when specific phrases or entire passages, whether a sentence, paragraph or longer excerpt, are incorporated into one’s own writing without quotation marks or documentation. One also plagiarizes by paraphrasing the work of another, that is, retaining another writer’s ideas and structure without documentation.

Students are advised always to set off another writer’s exact words by quotation marks, with appropriate references. Students avoid plagiarism by concentrating on their own words and ideas and by fully crediting others’ words and ideas when they find their way into the writing. Whenever in doubt, cite the source. For specific examples of plagiarism and how to avoid it, see <http://www.northwestern.edu/uacc/plagiar.html>

Students that purchase essays from other students or agencies or who copy from one another or from prohibited sources, commit the most serious type of academic dishonesty. The consequences of plagiarism, or any act of academic dishonesty, may range from failure on an assignment or in a course to dismissal from the University. *For purposes of this course, an assignment (exam or paper) that is plagiarized will receive a zero; two assignments plagiarized in the same semester will result in a failing grade for the course. Plagiarized extra credit will result in a deduction of three points from the total grade, and one can fail for plagiarizing extra credit. A report of the plagiarized paper will be submitted to the Dean to be added to the student’s record.*

**Disability Support Services and Accommodations**: It is very important for students to be proactive with regard to requesting disability accommodations. While it is never required that you disclose your disability to your professors, all students at UDM are encouraged to talk to their professors to discuss their concerns. Faculty cannot provide disability accommodations without official notification from the Disability Support Services office. If you need an accommodation because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please contact Emilie Wetherington as soon as possible to schedule an appointment ([gallegem@udmercy.edu](file:///\\localhostjava_script\main.compose('new','t=gallegem@udmercy.edu')) or (313) 578-0310). Disability Support Services is located in the Student Success Center, Room 319, on the 3rd Floor of the Library, McNichols Campus.

**Policy on Incompletes**

University policy stipulates that the grade of “I” or incomplete should be used in the case of students who have already completed most of their work, but have yet to hand in some of their assignments or take the final exam. In this course, a student must have a valid emergency which made an extension necessary, and have already collected at least 40 points in order to get an “I” extension. Students who have emergencies early on before they have been able to accumulate 40 points are encouraged to withdraw from the course.

This syllabus is provided as a general guideline. The instructor reserves the right to make necessary adjustments for the orderly progress of the course.