

SYLLABUS
REL-335E CHRISTIAN PERSPECTIVES ON VIOLENCE AND PEACE
INTERTERM 2017 (Academic Year 2016-2017)

Monday through Friday 9:00 a.m. to approximately 12:00 noon
Location: Bowman 319
Credit Hours: 3
Prerequisites: ENG 110, and PDP 150 or 350
General Education (FILA): A course in philosophy or religion
General Education (FILA): A writing intensive course
Upon logging onto Moodle, you will see the link to this course.

Instructor: Wm. Abshire
Office: Bowman 219
Contact (Phone): **540-828-5346** (for fastest contact, use this, **not** e-mail)
(E-mail): wabshire@bridgewater.edu
(use this for contact that can wait for a day or so)
Office Hours: as posted on office door (and by advance appointment). See this course's Moodle page

COURSE TEXTS (REQUIRED):

Allman, Mark J. *Who Would Jesus Kill? War, Peace, and the Christian Tradition*. Winona, Minnesota: Anselm Academic, 2008.
Thirteen digit ISBN number: 9780884899846

Bailie, Gil. *Violence Unveiled: Humanity at the Crossroads*. New York: Crossroad, 1995.
Thirteen digit ISBN number: 9780824516451

Williams, James G., editor. *The Girard Reader*. New York: The Crossroad Publishing Company, 1996.
Thirteen digit ISBN number: 9780824516345

COURSE DESCRIPTION

The course is a **seminar** on the issue of religion and violence. It examines the issue from within the context of Western Christianity and Christianity's understanding of the concept "violence" and the role of violence in society. Counter to "violence," the course examines the Western Christian advocacy of "peace" as Christianity's demand, goal, and promise. A central focus of the seminar is the work of social philosopher René Girard. Girard argues that the social uniqueness of the Judeo-Christian tradition lies in its unflinching revelation of the arbitrariness and horror of violence in its socially ingrained forms, and especially in its religiously ingrained forms.

COURSE GOALS

By the conclusion of this course, as demonstrated through seminar discussion, seminar leadership, and written research, the student will have:

- I. Fundamental knowledge of the Christian tradition's attitudes, statements, and involvements with the theoretical issue, and the practical topic of violence
- II. Understanding of the Christian philosophical and theological argument that violence is both a central part of conventional culture, and that this place and purpose is undermined by the biblical tradition
- III. Specific information regarding the ideas of the significant figures who have influenced the Christian view of violence and peace, and specific information regarding global social development and regarding military emphasis on countering and on participating in the institutionalized violence of war.

COURSE OBJECTIVES / STUDENT LEARNING OUTCOMES

This religion course **develops critical understanding of the discipline of religion** due to ethics being a component closely related to religion. It develops this understanding by student reading, discussing, and leading seminar sessions. This ethics course requires **recognizing implicit and explicit ethical issues** in multiple perspectives on the issue of violence. The course requires **identifying and critically evaluating** multiple perspectives. It requires **articulating and justifying ethical responses**, and **recognizing and articulating the logical and ethical strengths and weaknesses of conclusions and intended actions**. The course develops the secondary skill of **Critical Reading and Thinking** by recognizing and critically analyzing arguments in the texts. Students demonstrate progress by seminar leadership and by participation in seminar discussion. Students develop the secondary skill, Research and Information Literacy by careful analysis and presentation of the reading content in seminar leadership.

BRIDGEWATER COLLEGE HONOR CODE

“Ethics, honor, and integrity are the fundamental principles at the core of the Bridgewater College experience. Our community can only flourish in an environment of trust and respect and these notions of personal honor, integrity, and faith are the fundamentals of the Bridgewater Honor System. The Code of Honor prohibits lying, cheating, and stealing and Bridgewater College’s commitment to ethics, integrity, and values is embodied in the Code of Ethics. Violation of these Codes demonstrates harm to the community and an all-student Honor Council administers regulation of this Honor System. It is the goal of Bridgewater College’s Honor Council to assist in the development of students’ ethical and moral principles (*Bridgewater College Academic Catalog 2015-2016*). Students should read the Bridgewater College plagiarism policy. It appears at bridgewater.edu/WritingCenter/BCplagiarism.htm and a tutorial appears at bcwritingcenter.weebly.com/avoiding-plagiarism.html

BRIDGEWATER COLLEGE STUDENT SUPPORT SERVICES

The Academic Support Center, located in Bicknell House, promotes learning skills and personal development through academic counseling, advising, tutoring services, disability services, and a transition program for selected new student. Students who have registered 504 plans must schedule a time to meet with the instructor to discuss the necessary accommodations. Bridgewater College is committed to providing all students equal access to the College’s academic programs and activities. Students who have or think they may have a condition (attention, learning, visual, hearing, physical, psychological, or chronic medical) that impacts learning and for which an accommodation may be desired, should contact the Director of Academic Support, Dr. Chip Studwell, 540-828-5370 or cstudwell@bridgewater.edu. More information is online at bridgewater.edu/life-at-bridgewater/services-for-students/academic-advising-support. You must obtain a letter from the Academic Support Center, each semester, in order to receive accommodations at Bridgewater College.

BRIDGEWATER COLLEGE POLICIES ON POSSIBLE SEXUAL MISCONDUCT:

Confidential Information:

Should you wish information to be kept confidential, you should contact the College’s Counseling Services, the College’s Chaplain, or the College’s Health Services. The information can stay between you and the person to whom you speak unless the situation is dangerous. These campus and community resources will provide confidential support, assistance, and advice to you.

Official Information:

On the other hand, should you share such information with your instructor (or in class generally) please be aware that by law, by professionalism, and by College policy, your instructor is a “responsible employee” (a legal category). This means that, should you share any information about possible matters of sexual misconduct (including violence of course, but also about what might be harassment, stalking, exploitation, possible risk of harm generally, etc.), your instructor must report that information to a relevant official source (the College’s Title IX Coordinator, etc.). The information cannot stay just between you and the instructor or the class members. Your instructor will consult with you about what official source you would prefer and the official source on campus and/or in the community will provide further support, assistance, and advice to you.

COURSE REQUIREMENTS:

- | | | |
|----|--|--|
| 1. | Seminar Leadership / Seminar Leadership Notes | (40 % and 60% of Course Grade)
(with a third leadership event, the average of the second and third are the 60% score—rewarding you for improving your skill!) |
| 2. | Active and Informed Participation based on reading notes | (From two points added, to two point subtracted from the course score overall – e.g. 20% of Course Grade.) |

SEMINAR LEADERSHIP on READINGS

See the attached form for the criteria by which I score your seminar leadership on the readings.

ATTENDANCE and PARTICIPATION

ATTENDANCE POLICY

If possible, you should contact me in advance of your absence from class. At a minimum you must contact me or have someone contact me, within eight hours of your absence and state the reason for your absence. Only emergencies and severe illness should result in your missing class. All time missed requires submission of preparation notes for that day's content. The preparation notes are due to me no later than forty-eight hours after your return to class. **Missing one-day's session in Interterm is equivalent to missing over an entire week in a regular semester!** Submitting the preparation notes removes most, but not the entire attendance/discussion penalty of your absence. Attendance and discussion is an absolute necessity.

PARTICIPATION POLICY and SCORING

A participation score of "A" (+2) in the course requires very active and relevant spontaneous questions and comments based on the reading (use of your preparation notes) during all class activities. It requires perfect attendance, or very few absences with preparation notes completed with superlative detail and quality and submitted for any absence.

A participation score of "B" (+1) in the course requires spontaneous and above-average questions and comments based on the reading (use of your preparation notes). It requires perfect attendance, or no more than one or two absences with all preparation notes for that absence completed with above-average detail and quality and submitted for any absence.

A participation score of "C" (+/- 0) in the course requires average activity in questions and comments based on the reading (use of your preparation notes). It requires perfect attendance, or no more than one or two absences with all preparation notes completed with at least average detail and quality and submitted for any absence.

Below-average activity in asking questions and making comments based on the reading (use of your preparation notes), or completing unsatisfactory preparation notes for an absence, likely results in a "D" (-1) for participation in the course. Perfect attendance but never asking questions or making comments based on the reading will result in a participation score not higher than "D."

If several of the problems just described apply, the likely score for participation in the course is an "F" (-2). Any absence without your having someone contact me within eight hours of that absence means your score for participation is a score of "F." Any absence without your having submitted preparation notes means your score for participation is a score of "F."

DETAILS ON SCORING AND LETTER GRADES

As with all courses in the Department of Philosophy and Religion, assignments and test scores are on a ten-point scale with pluses and minuses. The system at Bridgewater College provides for the letter grades of "A," "A-," "B+," "B," "B-," "C+," "C," "C-," "D+," "D," "D-," and "F" (note that the system at Bridgewater College does not provide for "A+," "F+," or "F-"). Bridgewater College allows faculty to set numerical equivalents for the letters as the faculty member sees fit. For all faculty in the Department of Philosophy and Religion, the following numerical equivalents correspond to the letter grades.

93 or greater is an "A"

90, 91, or 92 is an "A-"

87, 88 or 89 is a "B+"

83, 84, 85 or 86 is a "B"

80, 81 or 82 is a "B-"

77, 78 or 79 is a "C+"

73, 74, 75 or 76 is a "C"

70, 71 or 72 is a "C-"

67, 68 or 69 is a "D+"

63, 64, 65 or 66 is a "D"

60, 61 or 62 is a "D-"

59 or lower is an "F"

TIPS FOR READING NOTES and SEMINAR LEADERSHIP

TIPS FOR EVERYONE: Use notes that are in front of you—the notes that you prepared as you read. Make sure you thoroughly and completely have processed the information into your notes before you come to class. That means you must have processed it to the point that you can restate the main ideas in your own words. It also means that you must have noted what is unclear or fuzzy in your understanding so that you can ask about that in class.

In the margin of your notes, jot down the page number every time you move to a new page. That will make it easier for us in class to be sure that we are looking at the same content in our notes at the same time. For very complex or confusing content that you know you will want to ask about in class, it might even be useful to jot down in your reading notes in which paragraph (or even sentence) on that page the content appears in the book.

Here's an example of a thorough and specific question you could have in your reading notes, and you could merely read the question to us verbatim when the leader gets to page 122's content in *Violence Unveiled*. It also is an example of being clear about the exact location where we should have something about this in our reading notes.

On page 122, the 2nd full paragraph, I put in my notes that Bailie generally is referring to the group turning against the victim, but he specifically refers to the idea of a hush of awe and I think that was the main point of that paragraph. I know he is stating that the hush of awe gives birth to religion, but I didn't understand if he's stating the hush of awe is positive or if it is negative, or if it is positive in one sense and negative in another. Plus, is it just Bailie himself who is stating this? Or is it Bailie stating that Girard states this?

Make sure you understand the overall argument of the reading, and make sure you know what is more important and what is less important in the way the author states the information—thinking it through for yourself—being able to put it in your own words. Your reading notes are your way of saying (and writing down) the overall argument and its main points in a way that you can understand and remember most effectively. If there is something that seems important that you just can't figure out, note that and write the question in your reading notes. Use that as cues to yourself for questions to ask and comments to make in class. Your reading notes are your script for participating in class.

The second step of processing is what we do in class with the leadership and discussions. Here is where someone demonstrates their summary of the argument, puts you on the spot to answer questions about what you understood about the reading, asks their questions about what they didn't understand, and gets you to ask questions about what you didn't understand.

TIPS FOR LEADERS: Make sure your leadership interaction is clearly organized. The process of developing the leadership interaction is in two steps.

First, do what is described above for everyone.

Second, you need to move from the reading notes to leadership notes. You should have two sets of notes, a set of reading notes and a set of leadership notes. Put much time into the constructing leadership notes from your reading notes. Your leadership notes might be an outline, and in its main parts you refer to portions of your reading notes that you went back and condensed more thoroughly. Some students find it useful to make a line down the middle of their notebook paper for readings they will do leadership on. On the left of the line they take their reading notes, just as always. On the right of the line they put the plan of the leadership and the notes for the leadership. It is best to do this in pencil, or on computer, so that you easily revise and modify as you read and plan in advance of your seminar leadership session.

Begin your leadership with an introduction. State here what the main point of the reading is. For instance, you might begin by saying, “I understood that the main point of this reading as a whole is that . . .” Notice, you should never attempt to state a claim using the word *about*. A statement that has *about* in it is a description; it is not the claim. Also here state what the structure is that your leadership will follow. You could say, “I saw this reading as divided into the main subpoints . . .” (whatever the main divisions were as best you could figure out).

Then you would say, “I am going to talk about each of them in the same order the writer did,” or “I am going to talk about the third one first because it is most important, and then do the others in the same order the author used,” or “I am going to present the first three, but skip the fourth one because I don’t think it is as important” or . . . however it is you decide it would make most sense to lead us through it. **You should have a handout, board plan, or projection that you present at the start of your leadership.** That content should be very brief—just a sentence that begins “The main point of this reading as a whole is that . . .” and a listing of sentences of what you saw the main subpoints as being. If there are actual subheadings in the reading, you should include those, but those are not the subpoints. Subpoints are statements that you create. Again, they are not descriptions. They are the main points of the author’s argument.

What you should be leading us through is your processed version of the author’s argument. If the words the author uses are confusing to you, tell us that, and change the words so that it makes it clearer to you. Stay parallel to the author’s argument. Make sure you understand the words and phrases the author uses, but do not be too bound to the words or phrases the author uses. We will jump in if we think you have not understood it correctly. Constantly state the page number when you move from one page to the next in your notes.

Make sure you emphasize the most important points, do not emphasize lesser points, and leave some of the points out altogether. It may be useful to you and to the class to give them a handout (of your leadership’s organization, of the main points from the author, of the distinctive vocabulary concepts the author uses, of how you are changing words the author uses to other words that are clearer to you, etc.)

Do not merely read your leadership notes to us. Use them as a guide, but keep as much eye contact as possible with the class. You likely will, and should, state the points even more clearly and succinctly if you are thinking along with your notes (rather than reading them to us).

At spots in your leadership, ask the class some questions to be sure they got the understanding from the reading and have it in their notes, and ask them some questions to see if they are understanding it as we are processing it in class. Plan some of these spots smoothly into your leadership’s plan.

Expect and anticipate questions to pop up spontaneously within the class too. At the end of a series of related spontaneous questions, ask someone to summarize the class consensus on the answers to the questions. See if they can say it in their own words. Make the class members use their notes.

Pause and check with eye contact, but avoid generalized questions such as “does anyone want to make a comment on that,” or “does anyone have a question about that.” With a seminar, if you are paying attention and looking around, you can see who is with it and who is out of it, and you can see when persons are thinking so hard that it might be worth the rest of us hearing what they are thinking, or wondering, or are confused about. Do not hesitate to mention this to them on the spot.

Pay close attention to when it seems the class has gotten it figured out. Once it seems we have, move on. Do not give additional unneeded examples or illustrations. Being able to use an example or illustration the author gives, and say it in your own words, is the best example or illustration. Do not move very far from the reading or you will introduce issues that are at worst irrelevant, and at best have too many additional issues attached to them.

If you are to make **one of the two mistakes** of 1) going too fast (and some class members have to say “wait a minute, I don’t get that” or “I don’t think I would say it that way) or 2) going too slow (where class members understand the point from the reading and you are giving additional ways of saying it, or additional examples, or illustrations, or you are asking them to give yet another example, or illustration); it is better to make the mistake of going too fast rather than too slow. This means moving from one idea to the next fast, not talking fast, of course.

ASSIGNED READINGS

<u>Week One</u>	<i>Violence Unveiled</i>	<i>Who Would Jesus Kill?: War, Peace and the Christian Tradition</i> by Mark J. Allman	<i>The Girard Reader</i>
Tuesday 3 January	Introduction to the Course and Planning for the Interterm		
Wednesday 4 January	"Introduction"	---	---
Thursday 5 January	Ch. 1 (through the section "A Place to Begin") 40 m. Ch. 1 (beginning with the section "The Victim", to the end of the chapter) 40 m. Ch. 2 (all) 40 m.	"Introduction" (pages 11-18) 40 m.	---
Friday 6 January	Ch. 3 (through the section "A Crisis of Ungovernability") 40 m. Ch. 3 (beginning with the section "Comrades and Thugs", to the end of the chapter) 40 m.	Ch. 1 "A Crash Course in Christian Ethics" (page 19 through page 37) 40 m. Ch. 1 "A Crash Course in Christian Ethics" (page 38 through page 58) 40 m.	---
<u>Week Two</u>			
Monday 9 January	Ch. 4 (through the section "Thousands of Upturned Faces") 30 m. Ch. 4 (beginning with the section "Fascination" to the end of the chapter) 30 m.	Ch. 2 "Pacifism" (page 61 through the section "New Testament" that ends on page 77) 30 m. Ch. 2 "Pacifism" (the section "Christian Pacifism Through the Ages" that begins on page 77, through the section "Modern Christian Pacifism" that ends on page 95) 30 m. Ch. 2 "Pacifism" (the section "Challenges to Christian Pacifism" that begins on page 97, to the end of the chapter) 30 m.	---
Tuesday 10 January	Ch. 5 (through the section "The Fascinating One") 40 m. Ch. 5 (beginning with the section "The Making of a God", to the end of the chapter) 40 m.	Ch. 3 "Holy War" (page 121 through the section "Holy War and the Hebrew Scriptures" that ends on page 135) 40 m. Ch. 3 "Holy War" (the section "Holy War and the New Testament" that begins on page 135, to the end of the chapter) 40 m.	---
Wednesday 11 January	Ch. 6 (through the section "The Sale Table") 30 m. Ch. 6 (beginning with the section "The Birth of Religion", to the end of the chapter) 30 m.	Ch. 4 "Just War Theory: A Third Way?" (page 158 through the section "Ambrose and Augustine" that ends on page 171) 30 m Ch. 4 "Just War Theory: A Third Way?" (the section "The Middle Ages" that begins on page 171, through the section "Summary" that ends on page 195) 30 m Ch. 4 "Just War Theory: A Third Way?" (the section "The Just War Theory" that begins on page 195, to the end of the chapter) 30 m.	---

ASSIGNED READINGS (continued)

Thursday 12 January	<i>Violence Unveiled</i> (continued) Ch. 7 (through the section “Abraham and Isaac”) 40 m. Ch. 7 (beginning with the section “Moses and the Commandments”, to the end of the chapter) 40 m.	<i>Who Would Jesus Kill?: War, Peace and the Christian Tradition</i> by Mark J. Allman (continued) Ch. 6 “Conclusion” (all) 40 m	<i>The Girard Reader</i> Ch. 1 “Mimesis and Violence” (all) 40 m
Friday 13 January	Ch. 8 (all) 40 m.	---	Ch. 10 “The Bible’s Distinctiveness and the Gospel” (page 145 through the section “Joseph” that ends on page 153) 40 m. Ch. 10 “The Bible’s Distinctiveness and the Gospel” (the section “The Law and the Prophets” that begins on page 154 through the section “The Metaphor of the Tomb” that ends on page 165) 40 m. Ch. 10 “The Bible’s Distinctiveness and the Gospel” (the section “The Passion” that begins on page 165, through the end of the chapter) 40 m.
<u>Week Three</u> Monday 16 January	Ch. 9 (through the section “Micaiah”) 50 m. Ch. 9 (beginning with the section “Jeremiah”, to the end of the chapter) 50 m.	---	Ch. 14 “The Question of Anti-Semitism in the Gospels” (all) 50 m.
Tuesday 17 January	Ch. 10 (through the section “Susanna Accused”) 50 m. Ch. 10 (beginning with the section “Daniel the Accuser”, to the end of the chapter) 50 m.	---	Ch. 8 “Stereotypes of Persecution” (all) 50 m.
Wednesday 18 January	Ch. 11 (through the section “the Devil and Satan”) 40 m. Ch. 11 (beginning with the section “Scandal” to the end of the chapter) 40 m.	---	Ch. 13 “Satan” (from page 194 to the bottom of page 201) 40 m. Ch. 13 “Satan” (from page 201 to the end of the chapter) 40 m.
Thursday 19 January	Ch. 12 (through the section “Son of the Father”) 50 m. Ch. 12 (beginning with the section “The Spirit”, to the end of the chapter) 50 m.	---	Ch. 11 “The Nonsacrificial Death of Christ” (all) 50 m.
Friday 20 January	Ch. 14 (all) and “Epilogue” 50 m.	---	Ch. 5 “The Goodness of Mimetic Desire” 50 m.
<u>Week Four / Final Week (two days)</u> Monday 23 January	---	Appendix: “Jewish and Muslim Perspectives. . .” (page 269 through the top of page 282) 50 m.	---
Tuesday 24 January	---	Appendix: “Jewish and Muslim Perspectives. . .” (page 282 through the top of page 294) 50 m.	---

REL 335E: Christian Perspectives on Violence and Peace
SEMINAR LEADERSHIP EVALUATION FORM

Dr. Abshire's Comments:

Dr. Wm. Abshire
Bridgewater College
Department of Philosophy and Religion

Student's Name: XX

I. Rating/Grading Scale:

- 90's : Excellent (A- to A)
- 80's : Above Average (B- to B+)
- 70's : Average (C- to C+)
- 60's : Requires Improvement (D- to D+)
- 50's : Very Poor (F)

II. Criteria:

A. **Organization (30 %)**

- 1. Evidence of Sufficient **Leadership** Notes that went **Beyond** the Active Reading Notes. XX
- 2. Effective Structure in the Leadership Plan XX
- 3. Effective Use of Time XX

B. **Content (30 %)**

- 4. Ability to Present Information in One's Own Terms XX
- 5. Leadership through Main Points from Common Reading XX
- 6. Clear Understanding of the Main Points and Ability to See the Overall Point XX

C. **Interaction (20 %)**

- 7. Effectiveness in Engaging/Involving Class Members XX
- 8. Awareness of when Additional Explanations or Clarifications Needed XX

D. **Form (20 %)**

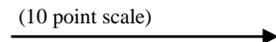
- 9. Quality and Use of Handout / Board Plan / etc. XX
- 10. Grammar, Pronunciation and Enunciation XX

III. Score/Grade:

TOTAL (of 1 through 10) XX

AVERAGE (Total divided by 10) XX

LETTER GRADE FOR THE LEADERSHIP
(10 point scale)



X

WEEK ONE

Tue 3 Jan: Introduction (all) _____ Abshire _____

Thu 5 Jan: Ch. 1 (through "A Place to Begin") 40 m _____

Thu 5 Jan: Ch. 1 (beginning with "The Victim") 40 m _____

Thu 5 Jan: Ch. 2 (all) 40 m _____

Fri 6 Jan: Ch. 3 (through "'A Crisis of Ungovernability'") 40 m _____

Fri 6 Jan: Ch. 3 (beginning with "Comrades and Thugs") 40 m _____

WEEK TWO

Mon 9 Jan: Ch. 4 (through "'Thousands of Upturned Faces'") 30 m _____

Mon 9 Jan: Ch. 4 (beginning with "Fascination") 30 m _____

Tue 10 Jan: Ch. 5 (through "The Fascinating One") 40 m _____

Tue 10 Jan: Ch. 5 (beginning with "The Making of a God") 40 m _____

Wed 11 Jan: Ch. 6 (through "The Sale Table") 30 m _____

Wed 11 Jan: Ch. 6 (beginning with "The Birth of Religion") 30 m _____

Thu 12 Jan: Ch. 7 (through "Abraham and Isaac") 50 m _____

Thu 12 Jan: Ch. 7 (beginning with "Moses and the Commandments") 50 m _____

Fri 13 Jan: Ch. 8 (all) 40 m _____

WEEK THREE

Mon 16 Jan: Ch. 9 (through "Micaiah") 50 m _____

Mon 16 Jan: Ch. 9 (beginning with "Jeremiah") 50 m _____

Seminar Leaders of Chapters from **VIOLENCE UNVEILED** (continued)

Tue 17 Jan: Ch. 10 (through "Susanna Accused") 50 m _____

Tue 17 Jan: Ch. 10 (beginning with "Daniel the Accuser") 50 m _____

Wed 18 Jan: Ch. 11 (through "The Devil and Satan") 40 m _____

Wed 18 Jan: Ch. 11 (beginning with "Scandal") 40 m _____

Thu 19 Jan: Ch. 12 (through "Son of the Father") 50 m _____

Thu 19 Jan: Ch. 12 (beginning with "The Spirit") 50 m _____

Fri 20 Jan: Ch. 14 and EPILOGUE 50 m _____

WEEK FOUR / FINAL WEEK (two days)

Mon 23 Jan: **No content** from *Violence Unveiled*

Tue 24 Jan: **No content** from *Violence Unveiled*

Seminar Leaders of Articles from **WHO WOULD JESUS KILL? WAR, PEACE, AND THE CHRISTIAN TRADITION**

WEEK ONE

Thu 5 Jan: "Introduction" (pages 11-18) 40 m _____

Fri 6 Jan: Ch. 1 "A Crash Course in Christian Ethics" (page 19 through page 37) 40 m _____

Fri 6 Jan: Ch. 1 "A Crash Course in Christian Ethics" (page 38 through page 58) 40 m _____

WEEK TWO

Mon 9 Jan: Ch. 2 "Pacifism" (page 61 through the section "New Testament" that ends on page 77) 30 m _____

Mon 9 Jan: Ch. 2 "Pacifism" (the section "Christian Pacifism Through the Ages" that begins on page 77, through the section "Modern Christian Pacifism" that ends on page 95) 30 m _____

Mon 9 Jan: Ch. 2 "Pacifism" (the section "Challenges to Christian Pacifism" that begins on page 97, to the end of the chapter) 30 m _____

Tue 10 Jan: Ch. 3 "Holy War" (page 121 through the section "Holy War and the Hebrew Scriptures" that ends on page 135) 40 m _____

Tue 10 Jan: Ch. 3 "Holy War" (the section "Holy War and the New Testament" that begins on page 135, to the end of the chapter) 40 m _____

Wed 11 Jan: Ch. 4 "Just War Theory: A Third Way?" (page 158 through the section "Ambrose and Augustine" that ends on page 171) 30 m _____

Wed 11 Jan: Ch. 4 "Just War Theory: A Third Way?" (the section "The Middle Ages" that begins on page 171, through the section "Summary" that ends on page 195) 30 m _____

Wed 11 Jan: Ch. 4 "Just War Theory: A Third Way?" (the section "The Just War Theory" that begins on page 195, to the end of the chapter) 30 m _____

Thu 12 Jan: Ch. 6 "Conclusion" (all) 30 m _____

WEEK THREE No content from *Violence Unveiled* for Week Three

WEEK FOUR / FINAL WEEK (two days)

Mon 23 Jan: Appendix: "Jewish and Muslim Perspectives. . ." (page 269 through the top of page 282) 40 m _____

Tue 24 Jan: Appendix: "Jewish and Muslim Perspectives. . ." (page 282 through the top of page 294) 40 m _____

Seminar Leaders of Articles from **THE GIRARD READER**WEEK ONENoneWEEK TWO

Thu 12 Jan: Ch. 1 "Mimesis and Violence" (all) 40 m _____

Fri 13 Jan: Ch. 10: "The Bible's Distinctiveness and the Gospel" (page 145 through the section "Joseph" that ends on page 153) 40 m _____

Fri 13 Jan: Ch. 10 "The Bible's Distinctiveness and the Gospel" (the section "The Law and the Prophets" that begins on page 154 through the section "The Metaphor of the Tomb" that ends on page 165) 40 m _____

Fri 13 Jan: Ch. 10 "The Bible's Distinctiveness and the Gospel" (the section "The Passion" that begins on page 165, through the end of the chapter) 40 m _____

WEEK THREE

Mon 16 Jan: Ch. 14 "The Question of Anti-Semitism in the Gospels" (all) 50 m _____

Tue 17 Jan: Ch. 8 "Stereotypes of Persecution" 50 m _____

Wed 18 Jan: Ch. 13 "Satan" (from page 194 to the bottom of page 201) 40 m _____

Wed 18 Jan: Ch. 13 "Satan" (from page 201 to the end of the chapter) 40 m _____

Thu 19 Jan: Ch. 11 "The Nonsacrificial Death of Christ" (all) 50 m _____

Fri 20 Jan Ch. 5 "The Goodness of Mimetic Desire" (all) 50 m _____

WEEK FOUR / FINAL WEEK (two days)Mon 23 Jan: **No content** from *The Girard Reader*Tue 24 Jan: **No content** from *The Girard Reader*

Dr. Abshire's Comments:

Requires Improvement

REL 335

PRESENTATION EVALUATION FORM ON COMMON READINGS

Dr. Wm. Abshire
Bridgewater College
Department of Philosophy and Religion

1. As with your presentation immediately prior to this one, you again tended far too much to just read content (from your notes this time) and then ask us to explain the item that you read. Remember, persons cannot think the thoughts by just hearing someone read a complex statement aloud. Do not use passages so extensively, and, when you do, provide it on an overhead (handout, etc.) so that persons can **think along with it**, not just try to recall it after you read it aloud to us and to answer your question.

2. Continue to work on improving your questioning skills. Review my extensive comments on your previous presentation evaluation regarding this.

3. "Predating" was not the / a main point regarding Jesus and John on p. 196. Unless you stated some connection of that idea to a larger idea on that page, it was not relevant. That is why persons could not answer something about that based on their notes. In other words, you merely asked about a random word, used only once, that was a word merely in the second sentence, and used in the third full paragraph on the page. Beware of focusing on what is not significant unless you **make** it significant to the larger points.

Likewise, "what were the two things to fit in with the crowd?" was not a / the main point. You seemed to focus on these items that were petty without sufficiently stressing the issue of what the process of John the Baptist's death was and how that compared and contrasted to Jesus' death. Make sure you are getting, and focusing on, the content that the author is emphasizing.

4. You skipped p. 201 content to too great an extent. You skipped p.202 content entirely. You skipped p. 203 content entirely. You skipped p. 204 content entirely. You skipped p. 205 content entirely. There were relevant and important ideas on those pages. Your omitting them harmed your presentation considerably and did so on several of the criteria of evaluation.

Student's Name: Leslie Frere (3rd)
Girard Reader Ch. 13

- I. Rating/Grading Scale:
90's : Excellent (A- to A)
80's : Above Average (B- to B+)
70's : Average (C- to C+)
60's : Requires Improvement (D- to D+)
50's : Very Poor (F)

II. Criteria:

A. Organization (30 %)

- | | |
|--|-----------|
| 1. Evidence of Sufficient Presentation Notes that went Beyond the Active Reading Notes.
(You skipped almost a third of the content of the material. See bullet number 4.) | <u>45</u> |
| 2. Effective Structure in the Presentation Plan
(You skipped almost a third of the content of the material. See bullet number 4.) | <u>50</u> |
| 3. Effective Use of Time
(See the comment above about your skipping content) | <u>55</u> |

B. Content (30 %)

- | | |
|---|-----------|
| 4. Ability to Present Information in One's Own Terms | <u>77</u> |
| 5. Presentation of Main Points from Common Reading
(see bullet number 3) | <u>58</u> |
| 6. Clear Understanding of the Main Points and Ability to See the Overall Point
(see bullet number 3) | <u>56</u> |

C. Interaction (20 %)

- | | |
|---|-----------|
| 7. Effectiveness in Engaging/Involving Class Members
(see bullets numbered 1 and 2 as well as comments on your prior presentation) | <u>72</u> |
| 8. Awareness of when Additional Explanations or Clarifications Needed | <u>75</u> |

D. Form (20 %)

- | | |
|--|-----------|
| 9. Quality and Use of Handout/Board Plan/Activity/etc. | <u>na</u> |
| 10. Grammar, Pronunciation and Enunciation | <u>95</u> |

III. Score/Grade:

TOTAL (of 1 through +0- 9) 583
AVERAGE (Total divided by +0- 9) 64.8

LETTER GRADE FOR THE PRESENTATION
(10 point scale)

→ D

Dr. Abshire's Comments:

Average

REL 335

PRESENTATION EVALUATION FORM ON COMMON READINGS

Dr. Wm. Abshire
Bridgewater College
Department of Philosophy and Religion

Student's Name David Bushman (1st)

Violence Unveiled (chapter 7)

1. Good job with volume and enunciation (speaking by saying your words crisply and precisely)
2. Make sure to have an introduction that points out the main ideas that are the most reasonable divisions of the chapter (signaled by the subheadings) and have a concluding that is a summary of the main points. Make sure your introductory statement is a clear and explicit announcement to us on the very most important ideas, and that your summary repeats them and says what the progress of understanding has been from the start of your presentation until the end.
3. Emphasize the main points more and better. Your presentation too often gave the impression that there were merely a vast variety of ideas, and each one was just as important and any other one, and there wasn't necessarily any direct connection or direction of flow leading from one to the next.
4. For future presentations get your presentation notes into the wordings, format, structure, and flow of your thoughts. Then use those as your statements in class.
5. Spend much more time structuring and organizing your presentation also. That structure is likely what you would want to summarize in your introduction (bullet # 2)
6. Constantly, and for every page you move to, state what page's content you are working with us on. When you move to the content for the next page, say "now I'm moving to page 138," and then "now I'm moving to page 139," etc.
7. This also meant that too often you simply relied on directing us to "read the passage on page 'such and such'" and then said "did anyone have anything to add?" or "did anybody look at that quote and get anything else?" That are not specific enough as questions, and do not contribute to advancing the understanding of the flow of ideas.
8. Don't assume that anyone would have something identified as "McKenna." For content that you think contains important ideas, you need to tell us enough so that we can see what that idea is as we have it in our notes, class members very likely would not have specifically indicated "McKenna" in their class notes, since the ideas matter, but from whom Bailie is getting them doesn't really matter unless Bailie spends two or three paragraphs on that person.

(Continued on next page)

I. Rating/Grading Scale:

- 90's : Excellent (A- to A)
- 80's : Above Average (B- to B+)
- 70's : Average (C- to C+)
- 60's : Requires Improvement (D- to D+)
- 50's : Very Poor (F)

II. Criteria:

A. Organization (30 %)

- 1. Evidence of Sufficient Presentation Notes that went Beyond the Active Reading Notes. 70
- 2. Effective Structure in the Presentation Plan 69
- 3. Effective Use of Time 88

B. Content (30 %)

- 4. Ability to Present Information in One's Own Terms 76
- 5. Presentation of Main Points from Common Reading 75
- 6. Clear Understanding of the Main Points and Ability to See the Overall Point 67

C. Interaction (20 %)

- 7. Effectiveness in Engaging/Involving Class Members 71
- 8. Awareness of when Additional Explanations or Clarifications Needed 68

D. Form (20 %)

- 9. Quality and Use of Handout/Board Plan/Activity/etc. na
- 10. Grammar, Pronunciation and Enunciation 95

III. Score/Grade:

TOTAL (of 1 through 10) 679

AVERAGE (Total divided by 10) 75.4

Including extra credit for being one of the first presenters

LETTER GRADE FOR THE PRESENTATION (10 point scale)

C

continuation of comment #8)

A better way to ask it would be to say “Bailie has a quote from someone named Andrew McKenna (not that his name is important), but the quote says ‘We do not read them, they read us, and our task in attempting to understand these texts is to understand ourselves as well as they do.’” I wasn’t sure what this quote meant. Who of you put down something about this quote in your own words, or commented on it

9. Focus your questions more precisely, and spend more time formulating your questions, the wording of your questions, the flow of your questions—e.g. follow up questions that build on one another, etc. It’s good to start off with “easy” questions that pretty much anyone in class should be able to answer if their reading notes are at all adequate. That is to say, try to warm up the group with a few “softball” questions first.

Then, lead us to complex questions where students have to share how they processed the ideas for themselves, always fixating or concluding on the main point—maybe even drawing it out of one of our class members to state. Too many of your questions had the very same tone and level—read a passage aloud—someone tell us what it means.

10. Consider using a handout outline or a running outline on the board, and using board work as a strategy. Do something to assist visual learners and maybe even kinesthetic learners (class discussion, when the person doesn’t participate in it themselves, works best for auditory learners. Kinesthetic learners learn better if they **participate** in the class discussion. Following along well, in good reading notes, works well for visual learners, and adding to the notes with additional notes from class works well for kinesthetic learners, but try to do something to assist them even more). Try to appeal to each of the relevant learning styles as much as you can.
11. An above-average presentation for a first go at it! Focus on the improvements for next time. These are very important skills to continue to develop for someone whose career will be based on acquiring and processing information so as to be able to present it effectively to students in the classroom and to peer-professionals in workshops and meetings.

Dr. Abshire's Comments:

1. A good job for a first presentation (even without considering that I am giving you special consideration for being one of the first presenters). You have the potential to give superior seminar leadership.
2. It is best, at the start of your presentation to state what the overall topic of the chapter was and what makes that important in general (relative to what we have discussed so far, relative to main concepts we already have mentioned, etc.).
3. You had about the right amount of questions for us to respond to mixed in with the content that you were presenting to us. If anything, you had a bit too many questions, and too many that had just a word or phrase as an answer and didn't lead on (see first bullet on the next page)
4. You did a good job rephrasing questions when the class lagged in responding to them or responded with remarks that were not quite on point.
5. Work on improving the quality and technique of your questions. Make sure your questions are (1) on the really main points and (2) are on content that everyone should be able to answer by something they have in their notes. It too often seemed the class didn't know what they might have in their notes that related at all to what you were asking (or where that content might be in their notes—see the next bulleted point also). You will want to word your questions closely enough to the reading's content (its wording) so that everyone can "quickly" tell what spot in their notes is relevant for giving you the answer.
6. By technique I mean, if you think your question really does meet conditions (1) and (2), increase your wait time for an answer before you answer the question yourself or reword it. I'd recommend waiting about ten seconds. You'll need to practice this. Ten seconds of silent waiting will feel as if it is forever.

Above Average**PRESENTATION EVALUATION FORM ON COMMON READINGS**

REL 335

Dr. Wm. Abshire
Bridgewater College
Department of Philosophy and ReligionStudent's Name: Ernie Eagle (1st)Violence Unveiled (chapter 1)

I. Rating/Grading Scale:

90's : Excellent	(A- to A)
80's : Above Average	(B- to B+)
70's : Average	(C- to C+)
60's : Requires Improvement	(D- to D+)
50's : Very Poor	(F)

II. Criteria:

A. **Organization (30 %)**

1. Evidence of Sufficient Presentation Notes that went Beyond the Active Reading Notes.	<u>92</u>
2. Effective Structure in the Presentation Plan.	<u>87</u>
3. Effective Use of Time	<u>92</u>

B. **Content (30 %)**

4. Ability to Present Information in One's Own Terms	<u>93</u>
5. Presentation of Main Points from Common Reading	<u>82</u>
6. Clear Understanding of the Main Points and Ability to See the Overall Point	<u>84</u>

C. **Interaction (20 %)**

7. Effectiveness in Engaging/Involving Class Members	<u>77</u>
8. Awareness of when Additional Explanations or Clarifications Needed.	<u>74</u>

D. **Form (20 %)**

9. Quality and Use of Handout/Board Plan/Activity/etc.	<u>na</u>
10. Grammar, Pronunciation and Enunciation	<u>93</u>

III. Score/Grade:

TOTAL (of 1 through 10) 774AVERAGE (Total divided by 10) 87

Including extra credit for being one of the first presenters.

LETTER GRADE FOR THE PRESENTATION

(10 point scale)

B⁺

7. Increase the frequency of stating aloud what page number you are drawing on (it helps us stay with you in our notes). Here's an example of questions that build on one another and lead to the main point of a section of a reading:

Say: "On the page 18 onto 19, Bailie talks about the U.S. Civil war and possible results if the horrors of it could have been broadcast on TV. In thinking about trying to out-compete another for the status of victim, what sorts of images do you think southern Confederates would have broadcast to show who were the true victims?" <wait for a response from one or more class members> "What sort of images do you think northern Federalists would have broadcast to show who were the true victims?" <wait for a response from one or more class members> <both of those are just leading up to the really important content questions that follow now> "Why does Bailie say this would present a paradox or dilemma for someone during the Civil war who would be trying to make moral judgments?" <wait for a response from one or more class members, then ask> "How does this relate to the example of Somalia" <wait for a response from one or more class members, then ask> "What is the significance of these sorts of dilemmas today, as you and I use media as sources of information for moral decision making?" <wait for a response from one or more class members, then ask> "What is the significance of this for you and me in our views of who is a victim?" <wait for a response from one or more class members, then ask> ". . . and why is this morally 'confusing'—I mean, why is it a surreal confusion"?

8. It's good to start off with "softball" questions that pretty much anyone in class should be able to answer if their reading notes are adequate at all (of course I don't mean overly specific questions that don't matter—don't ask "who is Francis Fukuyama" I mean ask questions such as "on pages 12-13, Bailie talks about a period in European history that tried to get rid of religion, religious superstitions, and religious feelings—pretty much get rid of religion altogether and focus instead on intellect, reason, morality, self-government, empirical rationalism, etc. What was the name of that period? Ask that and even then say, "let's have someone who hasn't participated in class very much yet answer" (otherwise Courtney, or Jaclyn—and maybe Audrey or Kendall or Kaitlyn or Elizabeth will jump on it). However, Courtney, Jaclyn and you are already getting your participation in. We need to get Ryan and Stephen in (at all) and Elizabeth, Kaitlyn, Kendall, and even Audrey in more. That will build the confidence of those class members who seem less inclined to participate (Ryan and Stephen, especially and even Kendall and Elizabeth, and Audrey to some extent). Then, start doing the flow of questioning leading to the really important content questions.
9. Good job presenting from your notes (not merely reading your notes to us). You turned what likely were very good reading notes into very good presentation notes.
10. For future presentations, consider a handout outline, a running outline on the board, a concept map (such as I handed out), etc. Do something to assist visual learners and maybe even kinesthetic learners (class discussion, when the person doesn't participate in it themselves, works best for auditory learners. If they are following along well in good reading notes, it also works well for visual learners, but something you do can assist them even more).