

# CREIGHTON UNIVERSITY



IN COLLABORATION WITH THE



THE SMU CENTER FOR DISPUTE RESOLUTION  
AND CONFLICT MANAGEMENT

## Collective Memory, History, & Conflict (HDDR 6367) Syllabus: Madrid Summer Abroad Program 2014

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The Persistence of Memory by Salvador Dalí

**"The past is never dead. It's not even past."**  
(William Faulkner)

**"But collective memory is not only a conquest,**

**it is also an instrument and an objective of power.”**

(Jacques Le Goff)

## **Course Description**

Memory is the manner in which humans process, remember, store information and reconstruct prior experiences. Memory allows us to learn from prior experiences, adapt, and build relationships. Through memory we can remember if someone has kept a promise, store our perceptions about individuals, and predict future actions. In many ways we construct who we are through the memories that we store in our memory. When memories are shared and agreed upon by a group, they become collective memories. Collective memories are produced within society and are passed on from generation to generation. Through collective memories individuals can recall events that they have not personally experienced (Hallbawchs 1992: 38). Memory allows us to connect with others, but it can also create differences that lead to conflict. Memory can be an instrument for social justice, or a tool for perpetuating injustices.

In this interdisciplinary course, we will address the various roles (both theoretical and practical) that memory can play in conflict engagement. We will visit heritage spaces, museums, and monuments in Spain to illustrate the role of collective memory in conflict. We will also challenge most of the literature in mediation and negotiation regarding conflict resolution as being future-oriented.

## **Course Objectives**

Through participation in this course, students will be able to:

- Define collective memory
- Understand how people remember their experiences of conflict and how do they influence conflict narratives and their identities
- Identify the role of memory in violence, peacemaking, and forgiveness
- Explore the manners in which memory can be divisive and how it can be unifying
- Explore how museums, heritage spaces, and monuments institutionalize memory
- Understand memory transmitted through generations and how does it lead people to remember events they have not experienced
- Understand what is the relationship of un-lived experiences with conflict
- Understand the role of collective memory in promoting social justice and in perpetuating social injustice
- Explore collective memory as a way of creating counter-narratives
- Demonstrate meaningful participation in personal and group reflection

## **Required Readings and Resources (uploaded in BlueLine):**

## Readings:

- In Olick, Jeffrey, Vered Vinitzky-Seroussi, and Daniel Levy (Eds.) (2011). *The Collective Memory Reader*. Oxford: University Press:
  - Halbwachs, Maurice from the *Collective Memory*, pp. 139-149.
  - Bloch, Marc, from *Mémoire collective, tradition, et coutume: A propos d'un livre récent*, pp. 150-155.
  - Casey, Edward, from *Remembering: A Phenomenological Study*, pp. 184-187.
  - Foucault, Michel, from *Film in Popular Memory: An Interview with Michel Foucault*, pp. 252-253.
  - Popular Memory Group, from *Popular Memory: Theory, Politics, Method*, pp. 254-260.
  - Hobsbawm, Eric, from *Introduction: Inventing Traditions*, pp. 271-274.
  - Ranger Terence, from *The Invention of Tradition Revisited: The Case of Colonial Africa*, pp. 275-276.
  - Connerton, Paul from *How Societies Remember*, pp. 338-342.
- In Perks, Robert and Alistair Thomson (Eds.) (1998). *The Oral History Reader*. New York, NY: Routledge:
  - Anderson, Kathryn and Dana C. Jack. Learning to Listen: Interview techniques and analyses (Ch. 10, pp 129-142).
  - Slim, Hugo, Paul Thompson, and Nigel Cross. Ways of Listening (Ch. 11, pp. 144-154)
- Boyd, Carolyn P. 2008. The Politics of History and Memory in Democratic Spain. *Annals of the American Academy of Political Social Science*. 617:133-148.
- Tint, Barbara. 2010. History, Memory and Intractable Conflict. *Conflict Resolution Quarterly*, 27(3):239-255.
- Tint, Barbara. 2010. History, Memory and Conflict Resolution: Research and Application. *Conflict Resolution Quarterly*, 27(4):369-399.
- White, Geoffrey M. 1997. Museums/Memorial/Shrine: National Narrative in National Spaces. *Museum Anthropology*, 21(1):8-27.
- Kimmelman, Michael. 2008. In Spain a Monumental Silence. *The New York Times*. Also available at: <http://www.nytimes.com/2008/01/13/arts/design/13kimm.html?pagewanted=all&r=0>
- Sime, Jennifer. 2013. Exhumations: The Search for the Dead and the Resurgence of the Uncanny in Contemporary Spain. *Anthropology and Humanism*, 38(1):36-53.
- Lederach, John Paul. Conflict Transformation. *Beyond Intractability*. Eds. Guy Burgess and Heidi Burgess. Conflict Information Consortium, University of Colorado, Boulder. Posted: October 2003 <<http://www.beyondintractability.org/essay/transformation>>.
- BBC News, 1981: Rebel army seizes control in Spain. Available at: [http://news.bbc.co.uk/onthisday/hi/dates/stories/february/23/newsid\\_2518000/2518825.stm](http://news.bbc.co.uk/onthisday/hi/dates/stories/february/23/newsid_2518000/2518825.stm)
- Rice. 2013. Occupied Space.
- Lorca, García. 1933. *Theory and Play of the Duende*. Trans. A.S. Kline
- Bernal, Dolores Delgado. 1998. Grassroots Leadership Reconceptualized: A *Journal of Women Studies*. 19(2): 113-142.

- Truesdell, Barbara. *Oral History Techniques*. 1-8.

#### Videos:

- Franco's Ghost: <http://www.youtube.com/watch?v=FKOfzMa-NOU>
- Bombing of Guernica: <http://www.youtube.com/watch?v=71YvbQp4W4A>
- Sue Johnson on Oral History: <http://www.youtube.com/watch?v=nX1odZDA0gk>

### Library Resources:

As a student at SMU University, you have access to the library's resources. You may find further information at the following websites:

- [www.smu.edu/cul/legacy](http://www.smu.edu/cul/legacy)

### Website Sources:

CR Info The Conflict Resolution Information Source: <http://www.crimo.org/index.jsp>  
 ADR Hub Werner Institute: <http://adrhub.com/>  
 NDR CU-Werner: Culture, Gender, Power Differences: <https://www.facebook.com/groups/545048005525593/members/>  
 Oral History Association: <http://www.oralhistory.org/web-guides-to-doing-oral-history/>

### Course Requirements

This course contains four major elements: online discussion forums, Facebook journaling, class/field trip participation, and written assignments. Each class session will cover specific topics and students will be responsible for having read the related readings as specified in the class schedule below. It is expected that the assigned class material is read before coming to class and that you actively participate in class and in the discussion forums. You are also responsible for checking your Creighton e-mail regularly.

**Attendance and Participation:** Students are expected to attend all classes and field trips. The professor, on a case-by-case basis for illness or other difficulties, can grant excused absences, but unexcused absences may affect the student's course grade. The Graduate School has a required attendance policy. Students are expected to be prepared and to participate in class discussion, and other classroom exercises deemed by the professor to be an integral part of the educational experience.

**Online Discussion forums:** In this course there will be two separate discussion forums before heading to Spain. To receive a passing grade, you must make three postings in each forum by midweek (that is, 'primary postings', answering each one of the questions I am posting) and respond to at least two additional postings (that is, comments on your classmates' postings) by the end of the week. However, I hope each of you make more than two response postings and really get into the heart of the discussion. **NOTE:** Only

discussions threads posted by the deadline will count for grading purposes. Also, when replying to your classmates you are expected to raise and answer questions related to the assigned readings, share ideas and personal experiences, and discuss ideas in respectful manner providing them with constructive feedback. Participating by only saying, "Great posting" or I agree with you" does NOT count as participation. Although I believe that supporting your classmates is important, these comments do not encourage the intellectual stimulation needed to have a fulfilling discussion. Also, remember that in all your communications via email or the discussion forums the person on the other end is another human being. The anonymity of the internet can tempt one to express themselves in ways they wouldn't if the same conversation was face to face. When having discussions with your classmates or instructor please be mindful that your conversation is public and you should not disclose anything or say anything you would not say in a large public forum or a classroom. You must post your answer to the questions on the first discussion forum **by Wednesday, June 4, 2014 before 11:00PM CST** AND reply to at least two of your classmates **by Saturday, June 7, 2014 before 11:00PM CST**. You must post your answer to the questions on the second discussion forum **by Tuesday, June 10, 2014 before 11:00PM CST** AND reply to at least two of your classmates **by Friday, June 13, 2014 before 11:00PM CST**.

**Facebook Journaling - DUE: June 2-21, 2014.** Students will post daily reflections and/or photos of their experiences in the 'Creighton Werner/SMU Spain Summer Program' Facebook page. Journaling will commence on June 2, 2014 (with the beginning of the online component) and will go through June 21, 2014 (when course ends in Spain). Students should post a minimum of 4 posts per week, for a total of 12 postings. You must also reply/comment to at least 2 postings per week, for a total 6 reply-postings (*i.e.*, you are commenting on your classmates or professor's postings). The Postings need to be thoughtful and reflect upon the course topic and/or your experiences. Examples of postings could be: a link to an article/news/photo discussing an event that is related to the course topic with a brief comment; a comment or photo of you, or others in a public space, or monument with a reflective comment as to what you are experiencing or experienced at that moment; an excerpt of a relevant poem with a reflection; anything new you have learned about yourself; what has been the highlight of your day and why; and when visiting a monument or site you will be expected to answer at least one of these questions: what memory/memories were/are at stake? Who has shaped/is shaping the story told by this site? What has been/is controversial about the memory or history evoked in the site/monument? How does this site of memory relate to other sites we have studied in this class? Your comment for the Facebook postings should be brief (15-40 words) but insightful, reflective, and connected to the course. You are encouraged to post more than the minimum and share as many postings and photos as you wish. Once the course is over, you are welcomed to continue to share your experiences and photos in the Facebook page, which will remain open. Netiquette guidelines that apply to postings in the 'Creighton Werner/SMU Spain Summer Program' Facebook page are at the end of this syllabus.

**Written Assignments:** Throughout the course, you will have to complete two written assignments that will require you to engage in reflective analysis and critical thinking. See rubrics below. Late assignments may be marked down.

The standard format for written assignments: Title Page (w/ Student Name), Double-Spaced Paragraphs, Times New Roman, 12pt Font, 1" margins [all sides], Page Numbers, and a Composite Reference List (when required) following Chicago Style Citation.

**Ethical Behavior Form** - Please complete by **Friday, June 6, 2014**. The form can be found under 'Course Modules' in the 'Getting Started' section) – USE DROP BOX in BlueLine to submit the form.

**Self-Reflective Essay – DUE: Monday, June 30, 2014 by 11:30PM**. For this class you will write a reflective essay at the end of the class. "[I] use the term reflection to mean a thoughtful reconsideration of some subject matter, experience, idea, purpose or spontaneous reaction, in order to grasp its significance more fully. Thus, reflection is the process by which meaning surfaces in human experience: by understanding the truth being studied more clearly... by understanding the sources of the sensations or reactions I experience... by deepening my understanding of the implications of what I have grasped for myself and for others... by achieving personal insights into events, ideas, truth or the distortion of truth... by coming to some understanding of who I am ("What moves me, and why?") ... and who I might be in relation to others" (Mc Avoy et al 2012:87-88).

In this essay you must **reflect upon all** of the following questions: What are five aspects of the class that most deeply affected you and why? What new insights did you gain in class? Did anything that you experienced in class change the way you see yourself and others? Did you fulfill your goals for this course? How so? In this essay, you are expected to reflect upon what are your beliefs and why. Incorporating real life experiences and reflections of your stay in Spain are required.

This essay should be between three and four pages and formatted according to the formatting instructions in the syllabus. No need to use references for this assignment. Use DROP BOX in BlueLine to submit your assignment. Please complete it and submit it by **June 30, 2013**.

**Oral History Interview Project & Final Essay - DUE: Friday, July 11, 2013 by 11:30pm**. This project is an opportunity for students to interview a conflict engagement practitioner, scholar, or person that has experienced a particular event/situation and delve deeply into your area of specialty/concentration (for Werner online students) or area of interest (for Werner campus-based students). If you are an Ed.D. student you may interview someone in a position of leadership that has experienced a particular event or situation. This 45-60 minutes interview will be conducted following oral history interview techniques. The essay will demonstrate an advanced level of knowledge, analysis, creativity, and original thought. The essay will be graded based on the integration of course content; the introduction of material not covered in the course; the quality of the paper; and the student's contribution of original critical insights. You will find detailed instructions in

BlueLine, under 'Course Modules' in the 'Getting Started' section. Faculty will guide you through this process. The essay should be between 12 and 15 pages long (excluding addenda and references) according to the formatting instructions in the syllabus and the instructions posted in BlueLine. For this essay, you must cite at least 8 outside references (that is, references not assigned in the syllabus as required/mandatory reading). Of the 8 outside sources, at least 6 have to be from peer-reviewed journals. Citing books or articles assigned in other courses, do not count as part of your 8 outside. Although I encourage you to make connections with other courses you have taken, you need to broaden your knowledge by looking at new references. You must cite the class references provided in this course in addition to the outside sources; and make sure you DO integrate class readings into the discussion/analysis of your topic. Also, NO USE OF INTERNET SOURCES IS ALLOWED; use only scholarly books and articles. Scholarly articles are the ones that are peer-reviewed. See rubrics below.

**Class/Field Participation** in this course is a given. While there will be no points given for this participation, you will be marked down if you do not participate and it could also help you improve your grade if you make significant contributions. Examples of significant contributions:

1. Raise and answer questions related to the assigned readings.
2. Share ideas and insights relating to the topic.
3. Demonstrate scholarship by pointing out relevant data, research and signaling relationships to earlier discussions, readings and/or current events.
4. Relate and synthesize ideas of others.
5. Clearly demonstrate that you are keeping up with the readings and thinking about the issues raised in class.
6. Takes advantage of the language, terms and concepts you have been exposed to so far over the course.
7. Prove that you are facilitating learning both for yourself and your fellow students by helping others develop their ideas and views.

**Course Polices:** This course is designed to be a collaborative learning experience. You are encouraged to actively participate in class and field trips, complete your assignments, and read course announcements in a timely manner. Assignments are to be submitted by the due date listed on the course schedule. If you have any questions or cannot meet a deadline, do not hesitate to contact me. Timely attendance to all class sessions and field trips is required. Barring an emergency, **two** or more missed sessions will equal a fail, regardless of the grades on your other work. We stick strictly to this policy, in order to be fair to all. If, you have an emergency, get in touch! And the sooner, the better! If you have any questions, do not hesitate to contact me.

## **Grading Criteria**

Grades will be based on a total of 100 points. All the points that students accumulate for each of the course requirement will be added to determine his/her final grade. See rubrics below (after weekly assignments).

Course Requirements	Points	DUE Dates
Ethical Behavior Form	2	June 6, 2014
Online Discussion Forums (2 @ 10 points each)	20	<b>1<sup>st</sup> Forum</b> – Primary posting by Wed., June 4, 2014 before 11:00PM CST; Secondary postings by Sat., June 7, 2013 before 11:00PM CST <b>2<sup>nd</sup> Forum</b> - Primary posting by Tue., June 10, 2014 before 11:00PM CST; Secondary postings by Sat., June 13, 2013 before 11:00PM CST
Journaling in Facebook (one point for each required posting)	18	June 2 – 21, 2014
Final Reflective Essay	20	Monday, June 30, 2014 by 11:30PM
Oral History Interview Project	40	Friday, July 11, 2013 by 11:30pm

### Class Schedule and Assignments:

SESSION/ ROOM	TOPIC & LEARNING OUTCOMES	ASSIGNED READINGS/VIDEOS*
<b>Online 1</b> June 2-8, 2014	<p><b>Introduction to Concepts &amp; Anticipatory Reflection</b></p> <p>By the end of this session you should be able to:</p> <ul style="list-style-type: none"> <li>Define collective memory</li> <li>Explain the relationship between collective memory, history, and conflict</li> <li>Engage in anticipatory reflection</li> <li>Identify your goals for the trip</li> </ul>	<ul style="list-style-type: none"> <li>Excerpts from <i>The Collective Memory Reader</i></li> <li>Tint. 2010. History, Memory, and Conflict Resolution...</li> <li>Tint. 2010. History, Memory and Intractable Conflict</li> <li>Bernal. 1998. Grassroots Leadership</li> </ul>
<b>Online 2</b> June 9-13, 2014	<p><b>Setting the Context: Introduction to History and Culture of Spain</b></p> <p>By the end of this session you should be able to:</p> <ul style="list-style-type: none"> <li>Explain selected historical events of Spain</li> <li>Identify selected aspects of Spain's culture</li> </ul>	<ul style="list-style-type: none"> <li>Watch video on Franco's Ghost (link above under Required Texts and Resources)</li> <li>Boyd, Carolyn. 2008. The Politics of History....</li> </ul>
<b>DUE</b> <b>Mon</b> <b>June 6, 2011</b>	<b>Ethical Behavior Form</b>	NONE

SESSION/ ROOM	TOPIC & LEARNING OUTCOMES	ASSIGNED READINGS/VIDEOS*
June 14, 2014	<p><b>Arrive to Madrid, Spain</b></p> <ul style="list-style-type: none"> <li>• 3 p.m. Check in hotel</li> <li>• Afternoon free to unpack</li> <li>• Time for journaling &amp; Reading</li> <li>• Tapas with faculty and classmates</li> </ul>	NONE
Sun. June 15, 2014	<p><b>Plazas, Public Spaces, and Collective Memory</b></p> <p><b>Morning:</b></p> <ul style="list-style-type: none"> <li>• Breakfast at hotel (included*)</li> <li>• Class at Carlos III University</li> </ul> <p><b>Lunch at Carlos III University</b></p> <p><b>Afternoon:</b></p> <ul style="list-style-type: none"> <li>• Guided Tour of Plaza Mayor and Puerta del Sol (included)</li> <li>• Time for journaling and Reading</li> <li>• Dinner</li> </ul> <p>By the end of this session you should be able to:</p> <ul style="list-style-type: none"> <li>• Understand the role of public spaces in the formation of collective memory</li> </ul>	<ul style="list-style-type: none"> <li>• White. 1997. Museum/Memorial/Shrine...</li> <li>• BBC News, 1981: Rebel army seizes control in Spain.</li> <li>• Rice. 2013. Occupied Space.</li> </ul>
Mon. June 16, 2014	<p><b>Sites of Memory, Museums, and Memorials</b></p> <p><b>Morning:</b></p> <ul style="list-style-type: none"> <li>• Breakfast at hotel (included)</li> <li>• Visit to 'Casa de los Diputados' ('23F', 1981 Coup d' etat site) (included)</li> </ul> <p><b>Lunch at local restaurant Los Galayos (included)</b></p> <p><b>Afternoon:</b></p> <ul style="list-style-type: none"> <li>• Visit to Atocha Monument (included)</li> <li>• Time for journaling &amp; reading</li> <li>• Dinner</li> </ul> <p>By the end of this session you should be able to:</p> <ul style="list-style-type: none"> <li>• Explore how museums, heritage spaces, and monuments institutionalize memory.</li> </ul>	<ul style="list-style-type: none"> <li>• NONE</li> </ul>

SESSION/ ROOM	TOPIC & LEARNING OUTCOMES	ASSIGNED READINGS/VIDEOS*
<p>Tues. June 17, 2014</p>	<p><b>Remembering and Speaking the Unspeakable</b></p> <p><b>Morning:</b></p> <ul style="list-style-type: none"> <li>• Breakfast at hotel (included)</li> <li>• Visit to Valle de los Caídos (included)</li> </ul> <p><b>Lunch at local restaurant La Cueva (included)</b></p> <p><b>Afternoon:</b></p> <ul style="list-style-type: none"> <li>• Visit to El Escorial (included)</li> <li>• Time for journaling</li> <li>• Dinner</li> </ul> <p>By the end of this session you should be able to:</p> <ul style="list-style-type: none"> <li>• Explore the manners in which memory can be divisive and how it can be unifying</li> <li>• Understand memory transmitted through generations and how does it lead people to remember events they have not experienced</li> </ul>	<ul style="list-style-type: none"> <li>• Kimmelman. 2008. In Spain a Monumental Silence.</li> <li>• Sime. 2013. Exhumations...</li> </ul>
<p>Wed. June 18, 2014</p>	<p><b>Role of memory in peacemaking and forgiveness</b></p> <p><b>Morning:</b></p> <ul style="list-style-type: none"> <li>• Breakfast at hotel (included)</li> <li>• Lecture at Carlos III</li> </ul> <p><b>Lunch</b></p> <p><b>Afternoon:</b></p> <ul style="list-style-type: none"> <li>• Visit to Reina Sofía Museum with emphasis on Picasso's Guernica (included)</li> <li>• Time for journaling &amp; reading</li> <li>• Dinner</li> </ul> <p>By the end of this session you should be able to:</p> <ul style="list-style-type: none"> <li>• Identify the role of memory in violence, peacemaking, and forgiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Watch video on Bombing of Guernica (link above under Required Texts and Resources)</li> <li>• Lederach. 2003. Conflict Transformation.</li> </ul>
<p>Thu. June 19, 2014</p>	<p><b>World Café Dialogue: Collective Memory, History and Conflict</b></p>	<ul style="list-style-type: none"> <li>• NONE</li> </ul>

SESSION/ ROOM	TOPIC & LEARNING OUTCOMES	ASSIGNED READINGS/VIDEOS*
	<p><b>Morning:</b></p> <ul style="list-style-type: none"> <li>• Breakfast at hotel (included)</li> <li>• World Café Dialogue at Carlos III University with students from Carlos III, Creighton, and Southern Methodist</li> </ul> <p><b>Lunch</b></p> <p><b>Afternoon:</b></p> <ul style="list-style-type: none"> <li>• Prado Museum with a specific focus on Spanish Civil War art (e.g. Goya) (included)</li> <li>• Time for journaling &amp; reading</li> <li>• Dinner</li> </ul> <p>By the end of this session you should be able to:</p> <ul style="list-style-type: none"> <li>• Understand what is the relationship of un-lived experiences with conflict</li> <li>• Understand the role of collective memory in promoting social justice and in perpetuating social injustice</li> <li>• Explore collective memory as a way of creating counter-narratives</li> <li>• Identify the relationship between oral history and leadership</li> </ul>	
<p>Fri. June 20, 2014</p>	<p><b>Gypsies and the force of ‘duende’: conflict narratives and construction of identity</b></p> <p><b>Morning:</b></p> <ul style="list-style-type: none"> <li>• Breakfast at hotel (included)</li> <li>• Class at Carlos III University</li> </ul> <p><b>Lunch</b></p> <p><b>Afternoon:</b></p> <ul style="list-style-type: none"> <li>• Time off to pack</li> <li>• Time for journaling</li> </ul> <p><b>Night:</b> Flamenco show and dinner at ‘El Corral de la Morería’ in Madrid (included)</p> <p>By the end of this session you should be able to:</p>	<ul style="list-style-type: none"> <li>• Lorca. 1933. <i>Theory and Play of the Duende</i></li> <li>• Re-read Excerpts from <i>The Collective Memory Reader</i></li> </ul>

SESSION/ ROOM	TOPIC & LEARNING OUTCOMES	ASSIGNED READINGS/VIDEOS*
<p><b>DUE:</b> Monday, June 30, 2014 by 11:30PM</p>	<ul style="list-style-type: none"> <li>• Understand how people remember their experiences of conflict</li> <li>• Understand how memory influences conflict narratives and peoples' identities.</li> <li>• Define 'duende' according to Lorca</li> </ul> <p><b>Self-Reflective Essay</b></p>	<p>NONE</p>
<p><b>DUE:</b> Friday, July 11, 2014 by 11:30pm</p>	<p><b>Submit Essay on Oral History Interview Project</b></p>	<p>These readings/link will help you with this assignment:</p> <ul style="list-style-type: none"> <li>• Excerpts from <i>The Oral History Reader</i></li> <li>• Truesdell, Barbara. <i>Oral History Techniques</i></li> <li>• Watch video: Sue Johnson on Oral History (link above under Required Texts and Resources)</li> <li>• See also, Guidelines for Oral History Project in BlueLine</li> </ul>

\*All assigned readings are available in the Coursepack or in BlueLine

### Course grading:

Grade	% Of Total Points	Description
A	90-100	Superior performance and exceeds course objectives/expectations. The superior level (this is the high A range) assumes that the student justified responses with text and other research resources, and demonstrated excellent analysis and/or a high degree of creativity.
B	80-89	Above average performance and exceeds acceptable course objectives. Requires the student to take a position beyond merely a literal answer for the question, with a moderate explanation of why the recommendations were made. At this level, the student should conduct solid analysis and/or demonstrate a good degree of creativity.
C	70-79	Average performance and meets course objectives to an acceptable degree. Requires the student to complete the assigned work within the specified deadlines.
F	Below 70%	Failure to meet course objectives

## Discussion Forum Grading:

The rubric below serves as the basis for assessing your participation in the discussion forums. In this course we will have two discussion forums. The maximum amount of points for each discussion forum is 10 points. Please note that this assessment is conducted regarding your initial/primary posts (up to 5 points), and your two response posts (in which you reply to two other student's posts (up to 5 points). Additional participation throughout the course of a discussion, beyond these three posts, is certainly invited and encouraged.

**Worthy additional contributions** (in excess of the three required posts) over the course of a discussion can be taken into account to improve the grade given to your primary responding post of that forum. Based on the quality of your work, you might be assigned a grade somewhere in between the different points on the grading scale presented below.

Points	Grading Criteria – Discussion Forums
5 pts	For 5 points, a posting will thoughtfully consider and respond to the question, using sound argumentation and clear prose, with virtually no grammatical errors or typos. It will engage with the ongoing conversation in a rhetorically suitable fashion, and it will foster further discussion on the topic, perhaps exploring new lines of argument or different perspectives. While it does not need to include text references, it certainly takes advantage of the language, terms and concepts you have been exposed to so far over the course. The 5-point post isn't just a response; it is proof that you are facilitating learning both for yourself and your fellow students. This approximately 250 word post corresponds to an A.
3 pts	The 3 point posting is a competent response to the subject: it is 150-200 words long, more or less, it addresses the question, without going into much detail, and it contributes to the overall conversation as another voice on the subject. A 3-point posting amounts to a B.
2 pts	This posting reflects a less-than-adequate engagement with the subject, or is brief to an unsuitable degree. It does little to advance the discussion underway, and may even detract from it.
0 pts	No posting, late posting, or a post that is but the briefest nod toward a response.

Points: Essay	Reflective Essay Rubric*
0-4	Analysis/Reflection - The essay offers an in-depth analysis of and reflection on the question(s) it investigates. It wastes no time stating the obvious and is specific and personal: apt experiences are selected, appropriately introduced, and fully analyzed.
0-4	Course concepts - The essay consistently demonstrates an excellent understanding of the concepts and terms it discusses when applicable. Although course concepts and class discussions should be incorporated, there is no need to cite references. The essay offers vivid, detail, and highly specific examples
0-4	Investment – It is obvious that the argument matters to the writer. The writer employs a highly developed personal vocabulary and clearly articulates the connection between his or her persuasions and initial goals set out at the beginning of the course.
0-4	Awareness – The essay exhibits a keen self-awareness and consistently avoids broad generalizations of individual experiences. It takes into consideration other perspectives and carefully examines their potential value.
0-4	Writing – The essay possesses graceful sentence structures, creative use of language, and almost flawless mechanics.

\*Adapted from John Zubizarreta. 2009, 2<sup>nd</sup> *The Learning Portfolio: Reflective Practice for Improving Student Learning*. California: Jossey-Bass, Inc.

Points:	Oral History Project Rubric
0-5	Course concepts - The essay consistently demonstrates an excellent understanding of the concepts and terms it discusses. The course materials and class discussions are integrated in the essay. The essay also introduces relevant material not covered in the course.
0-10	Context – The essay provides an in-depth description of the interviewee’s life (i.e., culture, background, demographic, etc....). The essay also provides a strong historical background for understanding the interview by drawing from peer-reviewed articles and secondary sources (including newspapers of the day(s) of the event chosen).
0-10	Story and Analysis- The essay provides a surprisingly strong, coherent, and compelling story/thesis with a clear point and sound logic. The essay offers vivid detail and uses the interview, through quotations, to support the thesis and the analysis presented. The essay clearly shows how context, history, memory, and lived experiences influence the interviewee’s choices and view on his/her life experience. The essay includes relevant peer-review references on the event chosen for discussion in order to analyze the context of the shared stories and place them in an accurate historical context.
0-5	Voice of interviewee – The essay retains the voice of the interviewee. The writer employs a highly developed personal vocabulary and clearly articulates the connection between the interviewee’s story and the topic being addressed. The writer effectively combines quotes, paraphrases and images to tell the story from the interviewee’s perspective.
0-5	Questions – followed a logical order, where open-ended, and effectively elicited a story. Questions demonstrate a strong grasp of the event. Questions are included in an addendum.
0-5	Writing – The essay possesses graceful sentence structures, creative use of language, and almost flawless mechanics. Citations are accurate. The consent form <u>and</u> the interview transcript are included as addenda.

## Guide to Netiquette

Netiquette is a set of rules and guidelines on how to behave in interactive discussion forums and email. The term is a combination of the words “Net” and “Etiquette”. While the rules of netiquette can and will change over time and where they are being used, some simple common sense guidelines are generally agreed on.

The primary rule to remember is that in all your communications online, via email, the discussion forums, or the Facebook group is that the person on the other end is another human being. The anonymity of the internet can tempt one to express themselves in ways they would not if the same conversation was face to face.

When having discussions with your classmates or instructors please be mindful that your conversation is public and you should not disclose anything or say anything you would not say in a large public forum or a classroom.

You can also read more about netiquette from the following sites that go into more detail about all forms of Internet communications.

- Albion.com Core Rules of Netiquette  
<http://www.albion.com/netiquette/corerules.html>
- RFC 1855 Netiquette Guidelines. The first set of Netiquette guidelines produced  
<http://www.dtcc.edu/cs/rfc1855.html>

- Living Internet Netiquette Guidelines  
[http://www.livinginternet.com/i/ia\\_nq.htm](http://www.livinginternet.com/i/ia_nq.htm)

## **Incompletes: Policy and Procedures**

For the policy and procedures on incompletes and other graduate school policies please access the graduate bulletin online at:  
<http://www2.creighton.edu/registrar/informationandschedules/bulletins/graduatebulletin/index.php>

The **I** is used to reflect a student's irregular status at the time final end-of-term grade reports are due.

- **I** (incomplete). A student who has failed to fulfill all requirements of a course may petition the instructor before the close of the term to assign an end-of-term mark of I indicating incomplete performance. An **I** may be awarded to graduate students only for reasons of illness, unavoidable travel breaks in the program, or for incomplete work on a thesis or dissertation. An **I** (incomplete) will not be granted to a student who has been excessively absent during the term or who has simply failed to complete the work of the course before the close of the term without an exceptionally good reason.
- The instructor is responsible for determining the appropriate time frame for completion of the course work and communicating this to the student, preferably in a written contract.
- The responsibility for completing all course work rests with the student. The maximum time limit for clearing an incomplete, except in thesis or dissertation, is one year from the start of the course. If the incomplete is not cleared within this limit, it becomes a permanent **I**; and the student must reregister for and satisfactorily complete the course if credit is desired.
- The **I** does not affect the grade-point average. However, should a student have more than one-third of his credits for a single registration period outstanding as Incomplete he will not be permitted to register for additional graduate credit until the incompletes are cleared.

## **University Academic Honesty Policy**

In keeping with its mission, the University seeks to prepare its students to be knowledgeable, forthright, and honest. It expects and requires academic honesty from all members of the University community. Academic honesty includes adherence to guidelines established by the University, its Colleges and Schools and their faculties, its libraries, and the computer center.

"Academic or academic-related misconduct" includes, but is not limited to, unauthorized collaboration or use of external information during examinations; plagiarizing or representing another's ideas as one's own; furnishing false academic information to the university; falsely obtaining, distributing, using or receiving test materials; falsifying academic records; falsifying clinical reports or otherwise endangering the well-being of patients involved in the teaching process; misusing academic resources; defacing or tampering with library materials; obtaining or gaining unauthorized access to examinations or academic research material; soliciting or offering unauthorized academic information or materials; improperly altering or inducing another to improperly alter any academic record;

or engaging in any conduct which is intended or reasonably likely to confer upon one's self or another an unfair advantage or unfair benefit respecting an academic matter.

Further information regarding academic or academic-related misconduct, and disciplinary procedures and sanctions regarding such misconduct, may be obtained by consulting the current edition of the *Creighton University Handbook for Students*. However, students are advised that expulsion from the University is one of the sanctions which may be imposed for academic or academic-related misconduct.

The University reserves the right to modify, deviate from, or make exceptions to the foregoing or to the *Handbook for Students* at any time, and to apply any such modification, or make any such deviation or exception applicable to any student without regard to date of admission application or enrollment.

A good website to reference what constitutes and defines plagiarism is <http://plagiarism.org/> If you have any questions, regarding plagiarism please contact me.

### **Services for Students with Disabilities**

Services for students with disabilities are provided to qualified students to ensure equal access to educational opportunities, programs, and activities in the most integrated setting possible. Students must make timely and appropriate disclosures and requests (at least five weeks in advance of a course, workshop, program, or activity for which accommodation is requested or such other reasonable time as the particular circumstance of a request for accommodation warrants). Requests for reasonable accommodations are encouraged to be made as soon as possible after acceptance. Each student may be required to submit medical or other diagnostic documentation of disability and limitations, and may be required to participate in such additional evaluation of limitations as may appropriately be required by Creighton University or other agencies prior to receiving requested accommodations. The University reserves the right to provide services only to students who complete and provide written results of evaluations and service recommendations to appropriate University personnel. For more information, contact the Dean's Office or the Office of Disability Accommodations at (402) 280-2749.

### **Non-Discrimination Policy**

SMU admits qualified students and hires qualified employees without regard to race, color, age, national or ethnic origin, disability, sex, marital status, or religion. Its education and employment policies, scholarship and loan programs, and other programs and activities, are administered without unlawful discrimination..

It is also the policy of the University to make all programs and services available to individuals with disabilities. Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or [www.smu.edu/alec/dass.asp](http://www.smu.edu/alec/dass.asp) to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)