COURSE SYLLABUS
Hist 3325
THE TWENTIETH CENTURY: AGE OF GENOCIDE (FULLY ONLINE)
WASHINGTON UNIVERSITY IN ST. LOUIS
UNIVERSITY COLLEGE

Credits: 3 Semester Hours
Instructor: Dr. Christopher Probst, Adjunct Instructor, History
Email address: cprobst@email.wustl.edu
Office Hours: Via Zoom at a time arranged between instructor and student
Details of Contact: I check email every other day (MWF) and will respond within 48 hours of your e-mail (48-72 hours if you write on the weekend). Regarding responses to Canvas posts, see Classroom Management, below.

INSTRUCTOR INFORMATION

My research focuses on Protestant views of Jews and Judaism in twentieth-century Germany; I am most interested in how German Protestants viewed Jews and Judaism before, during and after the Holocaust. In 2008 I was a Charles H. Revson Foundation Fellow at the Center for Advanced Holocaust Studies of the United States Holocaust Memorial Museum.

My book, Demonizing the Jews: Luther and the Protestant Church in Nazi Germany (Indiana University Press, 2012) is about Nazi-era German Protestant theologians and ministers who wrote theological articles, preached sermons and gave public lectures on the subject of Martin Luther’s sixteenth-century writings about Jews and Judaism. More recently, a book chapter on Nazi Persecution of German Protestants was published in an essay collection titled Nazi Law: From Nuremberg to Nuremberg (Bloomsbury Academic, 2018). My second book, which is scheduled for publication in 2022, deals with Protestant-Jewish relations in Württemberg (in southwest Germany) from 1929 to 1949.

I enjoy courses such as this one because they allow me to engage with students on a topic that relates closely to my area of research. I also enjoy it because of how students dive into such a very difficult topic, analyzing it from an academic perspective, yes, but also reflecting on it as a problem of the human condition.

COURSE DESCRIPTION

This course will explore some of the darkest and most difficult to understand topics in recent human history - the Holocaust and other genocide events of the twentieth century. From the Second World War to Rwanda, humans in the twentieth century have demonstrated a terrifying capacity to inflict violence upon specific groups of people; the study of genocides exposes some of the darkest aspects of human nature. The global occurrence of these events indicates that they are limited to no single region, religion, political system, or ideology. Our course will explore the complex historical factors which produced genocides.

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Particular cases examined will vary from year to year, but will include, e.g., Armenia, Cambodia, the former Yugoslavia, and the Nazi genocide of the Jews, Sinti, and Roma. Themes addressed may include gender and genocide, genocide prevention and intervention, justice and genocide, and memory and memorialization. We will also examine the stories of those who fought repressive regimes and spoke out against genocidal leaders, seeking to understand how confronting these issues in the past may help us confront human cruelty in the present.

PREREQUISITES

An entry-level college writing course

COURSE OBJECTIVES

By the end of this course, students should be able

• to explain the important political, intellectual, social, and cultural forces that have shaped the genocides of the twentieth and twenty-first centuries
• to evaluate the interconnectedness of war and genocide that culminated in the Holocaust
• to interpret historical sources astutely and reflect on their significance
• to engage in intelligent discussion of other cultures and the relevance of the past
• to analyze and use sources to develop and defend historical arguments
• to express ideas orally and in writing in a clear, logical, and persuasive manner

COURSE MATERIALS


Documents – to be posted in Canvas

PREPARATION

As noted in the Participation section of Course Requirements (see below), successful students actively participate in the learning process. In this course, successful students will

• Check the Announcements section of the course regularly for announcements from the instructor (usually one or two per week)
• Keep up with the required readings
• Participate at least twice weekly in the weekly discussions (see below)
• Begin work on the Comparative Book Review (see below) well in advance of the due date, allowing time for consultation with The Writing Center if necessary
• Allow ample time each week for review of the issues and themes addressed in the readings and discussions so that deeper learning will take place (and study for the Final Exam will not seem too overwhelming)

**Grading Information and Criteria**

**Grading Scale**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage of Final Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
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<tr>
<td>A-</td>
<td>90-93%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>84-86%</td>
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<tr>
<td>B-</td>
<td>80-83%</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>74-76%</td>
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<tr>
<td>C-</td>
<td>70-73%</td>
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<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>59% or below</td>
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**Percentage of Final Grade**

- Discussions (9) = 27%
- CBR = 30%
- Film Responses (3) = 18%
- Final Exam = 25%

**Extra Credit**

No extra credit will be offered in this class.

**Assignments**

1. **Discussions (9)**

Successful students actively participate in the learning process. Although I weigh quality more than quantity, during relevant weeks (see the Course Calendar below) I expect you to participate at least twice weekly, by answering posted questions and commenting on the responses of others. During relevant weeks you are required to write one three-to-four paragraph post (ca. 250-300 words) in which you discuss assigned readings, summarize them, and offer thoughtful reflections on their meaning. (As a rough guide, paragraphs should be ca. 3-5 sentences each.) These main postings are due weekly, no later than 11:59PM CT on Thursday. Later in the week, no later than 11:59PM CT on Sunday, you are required to return to the weekly conference and post at least one thoughtful comment (Peer Response), roughly one-two paragraphs in length (ca. 100 words), about a class member's contribution. The initial, three-to-four paragraph posts must be based on assigned readings from this course - not outside websites or other sources.

Please note that my comments will include some evaluation of your post. The comments are intended as constructive criticism. Please do not evaluate your classmates' work unless they explicitly ask you to do so. In regard to commenting on and criticizing each other's contributions, the submission of answers such as "I agree," "Ditto," or "That's really great work!" will not suffice for credit. Instead, please explain the reasoning behind your position and cite evidence from required course readings. Because this is a college course, it is important that the posts adhere to grammar and spelling rules. Students are reminded to follow appropriate decorum when posting messages in this class (e.g., be polite, please :). Since this is a history course, please also confine your one-paragraph replies to your classmates to your interpretation of the historical events discussed in the required readings as they would have been understood in their original historical context. You are encouraged to use subsequent posts to discuss present-day relevance.

Late work will only be excused for documented medical emergencies, military deployments, or deaths in the family. All assignments are due by 11:59 PM Central Time on the scheduled date.
Unless you have cleared an extension with me in advance, late discussion posts will receive a one letter grade reduction for each day that they are late. Each of the nine (9) weekly discussions is worth 3% of the course grade. In total, the weekly discussions are worth 27% of your course grade. Please see Modules => Course Resources => Course Documents in the Canvas classroom for the Discussion Rubric (how discussion postings are evaluated).

2. **Film Analyses (3)**

   **Oct. 4, Oct. 25 and Nov. 25** Brief film analyses, roughly 2 pages long (500-600 words) each, are due on these dates. Details to follow during the first week of class. Each of the Film Analyses is worth 6% of the course grade. In total, Film Analyses are worth 18% of your course grade. Late papers will receive a one letter grade reduction for each day that they are late, and will not be accepted more than three days after they are due. For exceptions to this policy, see Late Policy Exceptions below.

3. **Comparative Book Review (CBR)**

   **Sunday, Oct. 11** A list of the two books to be used for the CBR will be submitted via e-mail in Turabian format on this date. You may not use course textbooks for the CBR.

   **Week 6 (See Course Calendar below)** Each student will meet with the professor once during the term via Zoom to discuss his or her CBR (see Course Calendar below). These tutorial sessions will give students the chance to give an update on the progress of their papers and to ask questions about their topics and/or their writing. The professor will post a sign-up sheet for meeting times during the first week of class.

   **Sunday, Dec. 6** A comparative book review, 4-5 pages long (1,000-1,250 words), is due on this date. The review will require you to read two scholarly books, each at least 150 pages long, on the same genocide or important theme in genocide studies but written by different historians. The subject of the books must fall within the scope of the course. You will compare the main arguments of the two books, describing in detail which author’s main argument was more compelling and, crucially, why this was so, including which author made better use of his/her primary and secondary sources and which author made his/her case in the most organized manner. Please bear in mind that, while rather short in length, this is a formal writing assignment and will be evaluated as such. The paper must be typed, double-spaced, using 1-inch margins and 12-point font. Further requirements will be posted in Canvas. Please see Modules => Course Resources => Course Documents in the Canvas classroom for the CBR Grading Rubric. Late papers will receive a one letter grade reduction for each day that they are late, and will not be accepted after Dec. 9. For exceptions to this policy, see Late Policy Exceptions below. Worth 30% of your final grade.

4. **Final Exam**

   **Friday, Dec. 18** A timed final exam, taken in Canvas and consisting of essay questions only, is due on this date. A review sheet will be posted in Canvas approximately one week prior to this date. Worth 25% of your grade for the course.
Late work will only be excused for documented medical emergencies, military deployments, or deaths in the family.

Statement Regarding Grades of “Incomplete”

Grades of incomplete are rare and are reserved for medical crises or other documented emergencies occurring late in the semester. Incompletes are reserved for students who were otherwise making satisfactory progress in the course prior to the emergency and will be allowed at the instructor’s discretion.

Expectations for Student Attendance (Canvas log-ins, response to emails, discussions, hours per week students should expect to devote to the class, etc.)

You are expected to have an active presence within Canvas (our online classroom) and that is one of the ways in which I will monitor your attendance in the course. I am able see when last you logged into Canvas and how much time you’ve spent in various areas of the classroom. The class is not self-paced because we have specific due dates for all assignments, but you will work on the course at your own convenience within those parameters. Lack of participation in discussions or not answering email messages sent to you will be considered lack of attendance and will result in a loss of points.

Classroom Management

I aim to grade all major assignments within 7 days of the due date. During the first week of class, I will respond to each of your required Peer Responses (I will read your one-paragraph responses to your classmates later in the week, but will not always respond to them). Beginning in the second week of class, I will respond to many of your required posts individually, but will at times address comments from several students in one post. Please rest assured, though, that I will read all of your posts every week, and will assess a weekly grade for discussions; the grade will be posted in the Gradebook by the end of the day the following Tuesday and will include my constructive feedback. See the Discussion Rubric under Modules => Course Resources => Course Documents in the Canvas classroom for details on how the discussions will be graded.
# Calendar of Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic and Assignment</th>
<th>Due Date</th>
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| 1 09/14 - 09/20 | Topics: Orientation, Debating Genocide  
Read: Pine, *Debating Genocide*, 1-88  
Do: Introductions Discussion Posts  
Academic Integrity & Citation Statement  
Week 1 Discussion (Initial Post)  
Week 1 Discussion (Peer Response) | Introductions ("Icebreaker") Discussion Posts, Academic Integrity & Citation Statement, Week 1 Initial Discussion Post: Thursday, 09/17 at 11:59 pm CT  
Response Post: Sunday, 09/20 at 11:59 pm CT |
| 2 09/21 - 09/27 | Topic: Debating Genocide  
Read: Pine, *Debating Genocide*, 89-174  
Do: Week 2 Discussion (Initial Post)  
Week 2 Discussion (Peer Response) | Week 2 Initial Discussion Post: Thursday, 09/24 at 11:59 pm CT  
Response Post: Sunday, 09/27 at 11:59 pm CT |
| 3 09/28 - 10/04 | Topic: Debating Genocide  
View Film: *Watchers of the Sky* (2014)  
Do: Film Analysis #1 | Film Analysis: Sunday, 10/04 at 11:59 pm CT |
| 4 10/05 - 10/11 | Topic: War and Genocide: The Holocaust  
Read: Bergen, *War and Genocide*, 1-100  
Do: Week 4 Discussion (Initial Post)  
Week 4 Discussion (Peer Response) | Week 4 Initial Discussion Post: Thursday, 10/08 at 11:59 pm CT  
Response Post, CBR Book List Submission: Sunday, 10/11 at 11:59 pm CT |

*CBR book list submission* (in Turabian format)
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic: War and Genocide: The Holocaust</th>
<th>Week 5 Initial Discussion Post:</th>
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<tr>
<td>5</td>
<td>10/12 - 10/18</td>
<td>Read: Bergen, <em>War and Genocide</em>, 101-206</td>
<td>Thursday, 10/15 at 11:59 pm CT</td>
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<td>Do: Week 5 Discussion (Initial Post)</td>
<td>Response Post: Sunday, 10/18 at 11:59 pm CT</td>
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<td>Week 5 Discussion (Peer Response)</td>
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<tr>
<td>6</td>
<td>10/19 - 10/25</td>
<td>View Film: <em>A Film Unfinished</em> (2010)</td>
<td>CBR Tutorial Session (dates and times vary)</td>
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<td>Do: CBR Tutorial Session via Zoom</td>
<td>Film Analysis: Sunday, 10/25 at 11:59 pm CT</td>
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<td>Film Analysis #2</td>
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<td>7</td>
<td>10/26 - 11/01</td>
<td>Read: Bergen, <em>War and Genocide</em>, 207-310</td>
<td>Week 7 Initial Discussion Post:</td>
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<td>Do: Week 7 Discussion (Initial Post)</td>
<td>Thursday, 10/29 at 11:59 pm CT</td>
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<td>Week 7 Discussion (Peer Response)</td>
<td>Response Post: Sunday, 11/01 at 11:59 pm CT</td>
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<td>8</td>
<td>11/02 - 11/08</td>
<td>Read: Totten and Parsons, <em>Centuries of Genocide</em>, 1-54</td>
<td>Week 8 Initial Discussion Post:</td>
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<td>Do: Week 8 Discussion (Initial Post)</td>
<td>Thursday, 11/05 at 11:59 pm CT</td>
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<td>Week 8 Discussion (Peer Response)</td>
<td>Response Post: Sunday, 11/08 at 11:59 pm CT</td>
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<td>9</td>
<td>11/09 - 11/15</td>
<td>Read: Totten and Parsons, <em>Centuries of Genocide</em>, 89-190</td>
<td>Week 9 Initial Discussion Post:</td>
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<td>Do: Week 9 Discussion (Initial Post)</td>
<td>Thursday, 11/12 at 11:59 pm CT</td>
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<td></td>
<td>Week 9 Discussion (Peer Response)</td>
<td>Response Post: Sunday, 11/15 at 11:59 pm CT</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic: Centuries of Genocide, pt. I</td>
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<td>Do: Week 10 Discussion (Initial Post)</td>
<td>Response Post Sunday, 11/22 at 11:59 pm CT</td>
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<td>Week 10 Discussion (Peer Response)</td>
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<td>11</td>
<td>11/23 - 11/25</td>
<td>Topic: Centuries of Genocide, pt. II</td>
<td>Film Analysis:</td>
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<td>View Film: <em>Enemies of the People</em> (2009)</td>
<td><em>Wednesday, 11/25</em> at 11:59 pm CT</td>
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<td>Do: Film Analysis #3</td>
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<td><em>THANKSGIVING BREAK, 11/26-29: ENJOY YOUR HOLIDAY BREAK!</em></td>
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<td>12</td>
<td>11/30 - 12/06</td>
<td>Topic: Centuries of Genocide, pt. II</td>
<td>Comparative Book Review (CBR):</td>
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<td>Do: <em>Comparative Book Review (CBR)</em></td>
<td>Sunday, 12/06 at 11:59 pm CT</td>
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<tr>
<td>13</td>
<td>12/07 - 12/13</td>
<td>Topic: Centuries of Genocide, pt. II</td>
<td>Week 13 Initial Discussion Post:</td>
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<td></td>
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<td>Read: Totten and Parsons, <em>Centuries of Genocide</em>, 447-476; 477-511</td>
<td>Thursday, 12/10 at 11:59 pm CT</td>
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<td>Final Exam Review</td>
<td>Response Post Sunday, 12/13 at 11:59 pm CT</td>
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<td>Do: Week 13 Discussion (Initial Post)</td>
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<td>Week 13 Discussion (Peer Response)</td>
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<td>14</td>
<td>12/14 - 12/18</td>
<td>Topic: Course Conclusion</td>
<td>Final Exam:</td>
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<td>Do: <em>Final Exam (due 12/18 by 11:59PM CT; late exams will only be accepted for documented medical emergencies, military deployments, or deaths in the family)</em></td>
<td><em>Friday, 12/18</em> at 11:59 pm CT</td>
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**I reserve the right to make adjustments to this Course Calendar. Please see applicable course Announcements in Canvas for this information. Please note that I may occasionally assign readings in addition to those listed on the syllabus. I will post these in Canvas.**

**Late Policy Exceptions**

These are especially trying times. Some of you may be experiencing quite a bit of upheaval due to the COVID-19 outbreak. With that in mind, I will grant just a bit more flexibility than usual with due dates. I encourage you to stick as close to the course schedule as you can (see the Course Calendar below). Yet, if you are experiencing difficult circumstances because of the outbreak (e.g., working from home, losing a job, moving back home temporarily, etc.) and, importantly, communicate with me in a timely fashion about your circumstances, I will gladly grant some flexibility this term. So, while the usual late penalties will apply if you haven't communicated with me about your circumstances, I will not penalize work that is a day or two late if you have. If you need more than two days, I may still require some documentation of the reason for the extension.

**Course Access**

This is a fully online asynchronous course that takes place within the Canvas online learning management system. Go to [https://mycanvas.wustl.edu/](https://mycanvas.wustl.edu/) to log in with your WUSTL Key.

**Notice on Technical Requirements and Supported Browsers**

- Canvas works best in the most recent version of all major browsers. You can also double-check that your browser is supported.
- Be sure you have downloaded the most recent version Java and/or a Java plug-in. This free software program helps you to be able to access certain Canvas tools. You can check which version of Java you currently have and update it (if necessary) by visiting [www.java.com](http://www.java.com). Keep Java updated for best results.
- The use of audio and video tools within the content editor may require the use of Adobe Flash.

**Technical Support**

This is a fully online, technology-based course. Because computers are not perfect, plan on having technical issues at least once during the term. While this can cause some incredibly frustrating moments, the overall benefits of the technology do outweigh any issues that may arise. Just be ready to contact technical support in the event of difficulties. Send an email to student.technology@wustl.edu or call 935-8200 with any questions/problems concerning Canvas. (This is technical support for any problems you experience within the Canvas classroom only, not other external software). For additional Canvas support:

- Chat with a Canvas Support Agent (accessible by clicking “Help” in lower left corner of the classroom)
- Call the Canvas Support Line (Students) +1-844-865-2581
“Netiquette” Statement on Internet Communication

- Remember your audience. If you would not say it in a face-to-face classroom, do not include it in the online discussions either. Consider what you write, as it is a permanent record and can be retrieved easily. Use courtesy and common sense in all your electronic communications.
- Write in complete sentences and check spelling before you post anything in class.
- DON’T TYPE IN ALL CAPS. This is hard to read and is considered "shouting."
- Respect the opinions of others and be sensitive to the diverse nature of people in the class. Keep in mind that although you cannot "see" your classmates, you can show respect for individual differences. Diversity issues may include the following and others: race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, urban vs. rural dwellers, etc.
- No profanity will be allowed. This includes writing in punctuation. For example, ###%$#! is considered profanity and is not permitted. Also, language expressed in inappropriate acronyms is not acceptable.

Statement Regarding Course Evaluations

I sincerely value your feedback about this course. University College students are encouraged to submit course evaluations at midterm and end-of-semester.

Statement Regarding Grades of “Incomplete”

Grades of incomplete are rare and are reserved for medical crises or other documented emergencies occurring late in the semester. Incompletes are reserved for students who were otherwise making satisfactory progress in the course prior to the emergency and will be allowed at the instructor’s discretion.

Statement Regarding Academic Honesty

Students are bound by the University College policy on academic integrity in all aspects of this course. All references to ideas and texts other than the students’ own must be so indicated through appropriate footnotes, whether the source is a book, an online site, the professor, etc. All students are responsible for following the rules outlined in the document regarding the university academic integrity policy. All students are expected to abide by proper citation and attribution techniques.

Student Accommodations

Washington University is committed to providing equal opportunity for students with disabilities. The Disability Resource Center (DRC) assists students with disabilities by providing services and arranging for reasonable accommodations to ensure equal access and equal academic opportunities. Students wishing to request services or accommodations must register and provide appropriate documentation to the DRC. The DRC serves as a resource and advisor to students with disabilities and welcomes opportunities to consult with students, families, faculty, and staff. This online course has been designed with accessibility in mind. Be sure to visit the Canvas accessibility statement for more information on these features and reach out to your instructor should accessibility issues arise.

Fall 2020
Inclusive Learning Environment Statement

The best learning environment—whether in the classroom, studio, laboratory, or fieldwork site—is one in which all members feel respected while being productively challenged. At Washington University in St. Louis, we are dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance.

A range of resources is available to those who perceive a learning environment as lacking inclusivity, as defined in the preceding paragraph. If possible, we encourage students to speak directly with their instructor about any suggestions or concerns they have regarding a particular instructional space or situation. Alternatively, students may bring concerns to another trusted advisor or administrator (such as an academic advisor, mentor, department chair, or dean). All classroom participants—including faculty, staff, and students—who observe a bias incident affecting a student may also file a report (whether personally or anonymously) utilizing the online Bias Report and Support System.

Preferred Name Policy for Students

The Preferred Name policy at Washington University in St. Louis lets students change their names in most university information systems without pursuing a legal name change. Learn how!

Accommodations Based on Sexual Assault

The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting her office in Umrath Hall, Rm. 001. Additionally, you can report incidents or complaints to Sheryl Mauricio (314-935-4174 or smauricio@wustl.edu), Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency.
You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.

**Bias Reporting**

The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team.

**Academic Support:**

All University College students are encouraged to take advantage of the following Academic Support services on campus:

- **The Learning Center:** The Learning Center provides access to academic peer mentoring, assists students with essential study and test-taking skills.
- **The Disability Resource Center:** The DRC offers disability resources to students in need.
- **Writing Center:** The Writing Center staff members are writers helping writers through the process of revision. They are undergraduate students, graduate students and faculty members who love to write and to help others clarify their thoughts and ideas. The Writing Center and The Speaking Studio at Washington University in St. Louis provide free, one-on-one tutoring to all WUSTL students for any writing or public speaking project. Students interested in using the Writing Center should call in advance to make an appointment.
- **Arts & Sciences Computing:** Arts & Sciences Computing operates labs that are open to students, faculty, and staff.
- **Library:** Washington University Libraries boast an impressive array of services, including course reserves, interlibrary loan, reserved study spaces, and so much more.

**General Tips for Success in the Online Classroom**

Welcome to our online course! The following is a list of helpful information that represents habits of students who have succeeded in online courses. These tips should help each of you to have a positive experience as well.

1. **GET STARTED:** Remember that this online course begins on day one of the semester. Log in early during the first week to print the syllabus, become oriented to the online classroom, and get to know your professor and classmates. Waiting until the end of the first week to get started may derail your efforts to succeed before you know it.

2. **STAY ORGANIZED.** Bookmark our course websites (Canvas, Online Dictionary, other websites indicated by professor etc.) Create a special binder or folder to organize any printed materials. Study time will be easier and more fruitful if you are organized and up to date.

3. **INTERACT WITH YOUR CLASSMATES.** Students who study in small groups or pairs tend to be more successful. You can help each other to understand difficult points in the unit simply by participating regularly in the Discussion Forums.
4. **SHOW UP & ASK QUESTIONS.** Visit me in office hours occasionally for extra discussion as needed. Make an appointment and we can talk in real time via collaboration software or phone. You can also email me any questions that arise or post them in the “Ask the Professor” discussion forum.

5. **DO THE READING.** The assigned reading is an essential part of the course. Students who consistently stay up to date on the reading tend to receive higher grades than those who do not. See the Calendar of Assignments above for details on the readings, which will prepare you to participate in the classroom discussion forums.

6. **STUDY “OFFLINE” SOMETIMES.** Although this is an online course, you need not do all of your studying online. Spend time studying away from the computer by taking notes on the readings.

7. **DON’T PROCRASTINATE.** Procrastination will ruin your experience in the class in several ways. Not only does it prevent you from learning what you are here to learn, but it will also cause you to lose a lot of points. Refer to the list of assignment due dates in this syllabus and follow the steps outlined in the study guide in order to better understand how to pace yourself appropriately.

8. **HANG IN THERE!!** If this is your first online class, the experience may challenge you at first, but as long as you keep up with the reading and follow your professor’s instructions, you will develop an understanding of the rhythm of the course after the first unit. See me for help as needed, I am your resource and I want to see you succeed and enjoy this course!

**Guidelines for Discussion Forum Participation**

1. Be sure to write in the **subject line** to whom your message is addressed. Changing the subject line is the number one way to make sure your post is noticed by the intended recipient.

2. Be sure to **sign your name** at the bottom of your messages. Writing your name at the end of each message helps to clarify the author and helps your classmates remember who you are.

3. Before responding to a particular discussion topic, be sure to **complete the reading assignment** of the corresponding unit. Remember that the discussion topics are specifically tied to the readings. Be sure to take your time and write meaningful discussion forum postings. Your ideas and content are important, and issues such as grammar, spelling, accents, vocabulary, and sentence structure count as well. Be sure your posts are well edited before you submit them, since unedited posts do not receive full points.

4. Participate in each discussion over **several days** within the lesson and avoid waiting until the due date to get started. Each discussion requires at least two thoughtful posts from you, including replies to classmates. Waiting until the last day to participate minimizes the opportunity to interact your classmates and me and makes discussion participation much less meaningful for you. It will also result in a loss of points.

5. Finally, the discussion forums are meant to be **enjoyable!** Check in often to communicate with your classmates and me.