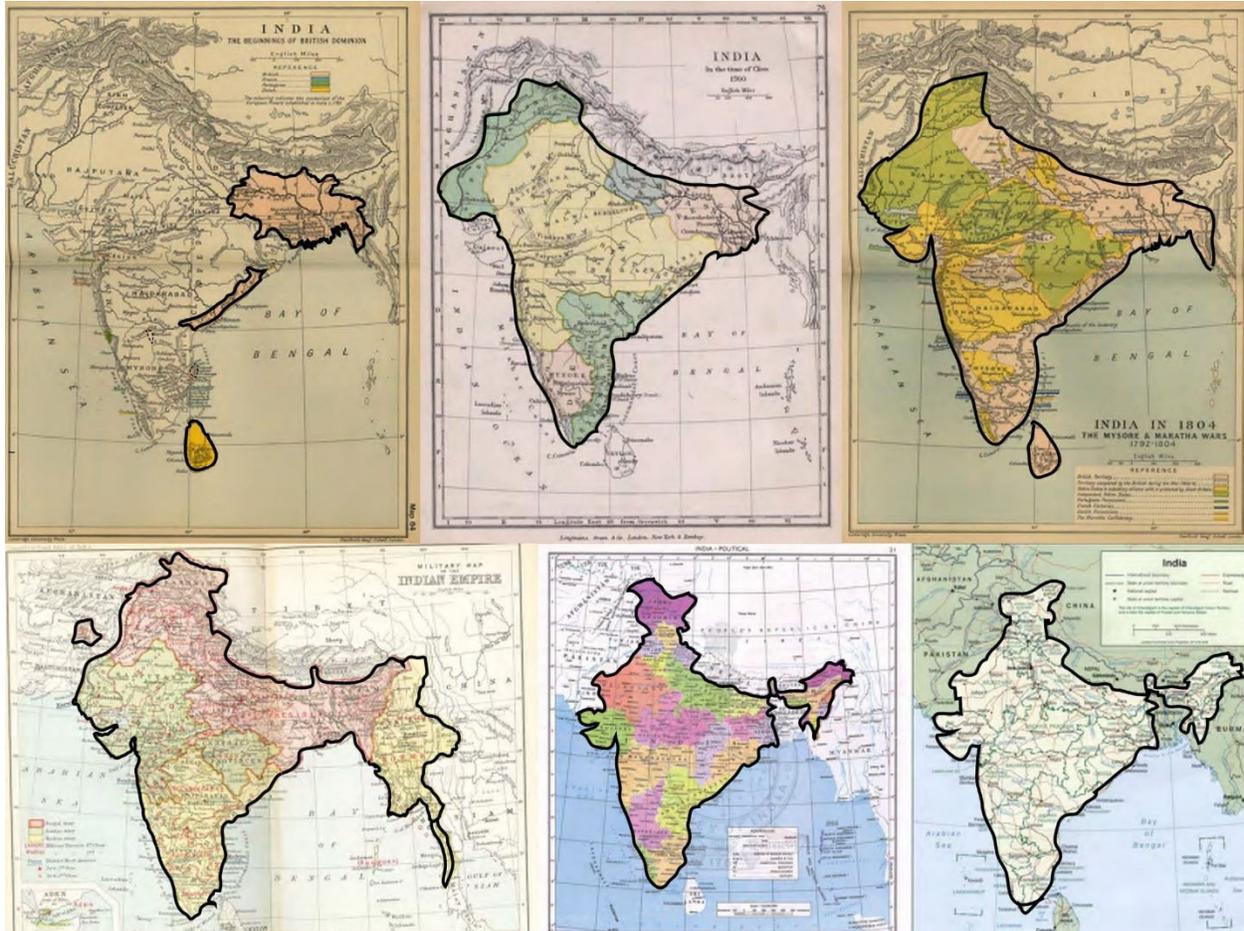


History 142: South Asia, Past and Present (3 Credits)



Instructor: Dr. Mou Banerjee

Email: mbanerjee4@wisc.edu

Class Hours: Tuesday and Thursday, 11:00 AM - 12:15 PM, Humanities 3650.

Office hours: By email appointment and through BBCollaborate on Canvas. Students **are required to meet with me at least once** by the end of the third week of the semester, so please set up your appointments.

Instructional Modality: We will have one in-person lecture (Tuesdays) and meet virtually through BBCollaborate to discuss readings and student discussion posts (Thursdays). The class is hybrid. This might change if circumstances require it.

Credit Hours: This 3-credit course meets as a group for 3 hours per week (according to UW-Madison's credit hour policy, each lecture counts as 1.5 hours). The course also carries the expectation that you will spend an average of at least 2 hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of **at least 6 hours** per week for reading, writing, preparing for discussions, and/or studying for quizzes and exams for this course.

Syllabus: This syllabus is subject to change at the discretion of the Instructor.

Course Description:

The South Asian Subcontinent, site of one of oldest civilizations of the world, and home to one-fourth of the world's population, is a study in paradoxes. Culturally complex, religiously syncretic yet divisive, politically tumultuous, the subcontinent is a melting-pot of languages, ethnicities, heterogeneous political and social regimes, and widely disparate economic and ecological habitats. From being shaped by one of the greatest empires of the early-modern period - the Mughals; to being the most important imperial possession of Britain in the nineteenth century – the jewel in the crown; and ultimately providing a mosaic of postcolonial nations experimenting with democracy and authoritarianism in varied measures of success and tragedy, South Asia is both a world unto itself and a central node to wider global connections.

In this class then, our objectives are to analytically understand South Asia as a politically, economically, historically, and geo-strategically vital part of our early-modern and modern world. Beginning with a short but in-depth examination of early-modern South Asia from antiquity, with emphasis on the Mughal period from 1500-1757, we shall engage more fully with the shaping of the subcontinent into a complex colonial and then post-colonial territory through the influences and engagements with British imperial rule from 1757-2019.

We will think about the birth of two sovereign nation states, India and Pakistan, accompanied by bloody carnage, resulting in mass-movements of about 8 million people across shadowy and uncertain borders, in 1947, a tragedy that was repeated again in 1971 with the birth of Bangladesh, marred by genocidal violence. Such partitions were and are not one-time catastrophes, but ongoing events, shaping the lives of the billions of people who inhabit the geo-political imaginaries of South Asia. We will also pay close attention to the ways in which the peoples of South Asia adapted, adopted and refashioned the notions of modern enlightenment and national belonging. We will see how India is not at all the mythic space of changeless tradition that it was characterized as, by Orientalist scholars past and present. Instead, we will discover a vibrant, engaged, vital and rapidly changing South Asian subcontinent.

Course Objectives:

1. The main objective of the course is to help you think and write critically about the South Asian subcontinent, the makings and multiple markers of colonial and postcolonial modernity, and the creation of political identities and the ideological discourses of political practice.
2. We will do this through close-reading and analysis of primary sources and secondary material, as well as through writing assignments. In the written assignments, we shall work on identifying and engaging with historical arguments through examination and contextualization of primary sources and through critiques of academic monographs or articles.

Course Learning Outcomes:

1. By the end of this course students will be able to identify and describe the contours and stakes of conversations among historians about South Asia.
2. Students will learn critical thinking and will be able to apply historical methods to evaluate critically the record of the past and how historians of South Asia and British imperialism have interpreted it.
3. Students will acquire basic historical research skills, including (as appropriate) the effective use of libraries, archives, and digital databases.
4. Students will learn to organize and express their thoughts clearly and coherently both in writing and orally and thereby offer their own analytical critique of major historical events and their legacies in South Asia.
5. Students will learn how to demonstrate their mastery of the knowledge and skills involved in historical practice by conceptualizing and executing a significant piece of research.

Required Textbook: The primary background reading for the course is the textbook by **Sugata Bose and Ayesha Jalal. *Modern South Asia: History, Culture, Political economy (4th Ed.)*. New York: Routledge, 2017.** You can also consult the third edition of Thomas and Barbara Metcalf's *A Concise History of Modern India*. As background preparation, listen to Sunil Khilnani's excellent podcast on BBC, [India in 50 Lives](#).

Availability of required texts: All readings for the class will be posted on the course website at the beginning of the semester. You may choose to purchase the required reading textbook online. Readings may change at instructor discretion but will be announced and posted on the Canvas site a week in advance.

Students will be evaluated on the basis of:

Participation, Attendance, and Class Prep (5%+5%+10%):

Attendance and participation are mandatory. It is essential in a course of this nature to approach the course material and your classmates with respect and an academic mindset and attitude: much of the material we will cover, particularly that regarding religion, caste, citizenship, and ethnicity in South Asia, is controversial and the subject of heated debate. So are issues of statehood, sovereignty, geographical borders enforced nationally and migration.

Be attentive, constructive, empathetic, kind, and collegial.

Written Assignments:

This class has a midterm (20%), three reviews (15+15+15 = 45%) and one class presentation (15%).

Midterm (20%) - We will have a take-home **mid-term exam on Thursday, October 15th**. You will answer 2 essay questions out of six choices (each 7 points – 500-600 words at least), and there will be a choice of 6 date/event identifications out of ten choices (each of 1 point – 4-5 sentences.) I will provide you some samples for the questions to practice which will be uploaded in advance to the Canvas site. I will email you the Question Paper on Wednesday at 11.59 PM. You will email me a Word.Doc. of your typed answers by 11.59 PM on Thursday the 15th of October.

Rubric for Grading Mid-terms:

Essay Questions:

1. 5-7 points: Correctly examined the issues and answered questions completely and clearly. Incorporated pertinent and detailed information from both class discussion and assigned readings (whenever applicable), providing needed evidence. The dates and historical actors mentioned were accurate and spelled correctly, and the answer showed deep familiarity with textbook, readings cited and the student's own research. Language was clear, simple and elegant.
2. 3-4.5 points: Correctly examined the issues and answered questions but not in a clear and complete manner and/or provided little support from textbook and other assigned readings. The dates and historical actors were correct only in approximation, and the language use was confused, inelegant and filled with spelling errors.
3. 1-2.5 points: Did not answer the specific central question in any way. Did not incorporate information from pertinent class discussion and/or assigned readings. Provided no information that could be understood or related to the specific topic. May lack any

recognizable organization. May contain enough distracting grammar/spelling/etc. problems to make it substantially incomprehensible.

Key-terms and identification:

1. 1 point: Provided all of the required important facts and clearly demonstrated understanding of the historical relevance of the Key Terms.
2. 0-0.5 points: Only provided one correct basic fact and did not make any reference to historical relevance and/or did not demonstrate clear understanding of historical relevance.

The Reviews: One each on a painting (15%), on a historical film (not mythological) set in South Asia (15%) and a combined review (historical monograph paired with historical fiction – 15%). Citations are mandatory, and you should use the MLA or Chicago Manual of Style for citatory practices. **I have a zero-tolerance policy on plagiarism**, so if you're unclear on any aspect of writing the paper, please schedule a meeting with me before submission, and we can have a discussion on your draft.

1. **Film Review (15%)** – Choose a historical film (not a mythological/superhero film, say, for e.g., *Bahubali*) that depicts a particular historical period in India, and analyze the narrative of the film in context of the historical period it describes. Reflect on the many ways in which historical facts are used to depict a particular understanding or POV, and think about the many ideological ways in which history can be interpreted. 4-5 pages, 1500-2000 words, cited and annotated clearly. Emailed to me by 11.59 PM on Friday the 25th of September.
2. **Painting Review (15%)** – Choose a painting, from the Mughal era to the present day, and write an analysis that should contain the following elements - (4-5 pages, i.e., 1500-2000 words at most) on the genre, historical provenance, the painter, the subject matter, and the historical scholarship (if any) on the painting. Clear, elegant language, depth of analysis and citations will be considered for the highest grade. Emailed to me on Friday, 30th October, by 11.59 PM.
3. **Combined Review (15%)** – Choose a work of historical fiction set in the South Asian subcontinent or containing elements that illuminate the history of the subcontinent, and pair it with a historical monograph that deals with a central concern of your fiction choice, to make a nuanced argument about the many ways in which the historical past provides a rich tapestry and a polyphony of voices to illuminate contemporary concerns. Concentrate on the oft-repeated adage – “The past is a foreign country, they do things differently there.” Is it really the case? (4-5 pages, 1500-2500 words) Emailed to me by 11.59 PM on Friday the 11th of December.

Class presentation (15%): Each of you will be required to give one oral presentation in the regular course of the semester. At the beginning of the semester, you are going to be assigned a

particular week for presentation, at the discretion of the instructor. The presentation will be on that week's readings and should be about 10 minutes long with another 10 minutes for discussion. You will summarize the texts, their main arguments and then critically evaluate the strength of the argument. You will also be required to engage with your fellow students' comments and questions.

Assessment Rubric for Class Presentation

CATEGORY	A	B	C	D	F
Content					
5 pts.	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.	Does not understand or address any topic.
Audience Engagement					
5 pts.	Makes good use of the chosen medium to engage the audience's attention.	Makes fair use of chosen medium to engage audience attention.	Makes some use of medium to engage audience attention.	Makes little or any use of medium, or does not attempt to engage audience attention.	Makes no real use of any medium. No audience engagement
Preparedness					
5 pts.	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	Student is somewhat prepared, but it is clear that rehearsal was lacking.	Student did not seem at all prepared to present.	Student did not present.

The History Lab: If you wish to improve your chances of writing an excellent paper, you are strongly encouraged to consider visiting [The History Lab](#).

Grade Cutoffs:

92-100% A

87-91.9% AB

82-86.9% B

77-81.9% BC

72-76.9% C

67-71.9% D

0-66.9% F

Absences:

Over the course of the semester, you are allowed up to three absences, for any reason, without penalty, provided you inform the instructor in advance through email. Every additional absence will result in a three-point deduction from your overall final grade. **Rare** exceptions to this policy will be made at the professor's discretion in cases of health or family emergency or due to religious observances. Absences due to routine schedule conflicts (job interviews, exams in others classes, etc.) will not result in additional excused absences beyond the three already allotted.

If you are late to class, it is your responsibility to make sure at the end of that day's class that you are counted as present for the day. Excessive lateness will also count as absences at the instructor's discretion. If I am late for class, please wait for fifteen minutes, unless you are informed otherwise.

Late Coursework Submission Policy: Extensions will be granted only in exceptional circumstances. Late assignments without prior notification to the instructor will lose 1/3 of a letter grade for each day's delay.

Learning during a Pandemic

These are unusual times, to say the least. For that reason, we don't have to pretend this course will go exactly as it would've 6 months or even a year ago.

You most likely know people who have lost their jobs, people who have tested positive for COVID-19, have been hospitalized, or perhaps have even died. You all have increased (or

possibly decreased) work responsibilities and increased family care responsibilities – you might be caring for extra people (young and/or old!) right now, and you are likely facing uncertain job prospects (or have been laid off).

I'm fully committed to making sure that you learn everything you were hoping to learn from this class! I will make whatever accommodations I can to help you finish your assignments, do well on your projects, and learn and understand the class material. Under ordinary conditions, I am flexible and lenient with grading and course expectations when students face difficult challenges. Under pandemic conditions, that leniency is intensified.

If you tell me you are having trouble, I will not judge you or think less of you. You **never** owe me personal information about your health (mental or physical). You are **always** welcome to talk to me about things that you are going through, though. If I can't help you, I can find someone who can. If you need extra help, or if you need more time with something, or if you feel like you're behind or not understanding the course material, **do not suffer in silence!** Talk to me. I will work with you. **I promise.**

I hope that you will learn lots of things from this course and that you will enjoy your time in my classroom. But primarily, I want you to stay healthy, balanced, and grounded during this crisis.

Calendar of Topics and Assignments:

Week 1:

Thursday: **Introduction**

Week 2: Unravelling India's Heritage: Ashoka to Somanatha

Textbook: Bose & Jalal, *Modern South Asia*, ch.1-3

Tuesday: Nayanjot Lahiri, *Ashoka in Ancient India*, Epilogue

Thursday: Mahmud of Ghazni, Sources of Indian Tradition Vol. 1, p. 437-446.

Romila Thapar, *Somanatha: The Many Voices of a History*, pp. 1-17.

Week 3: The Mughal Empire: State, Economy and Society

Textbook: Bose & Jalal, *Modern South Asia*, ch.4

Tuesday: Amartya Sen, *The Argumentative Indian*, pp. 273-293

Thursday: Excerpts from K. Asif's [Mughal-e-Azam](#) (1960). Class discussion on film.

Week of 4: India Between Empires: Decline or Decentralization?

Textbook: Bose & Jalal, *Modern South Asia*, ch.5

Tuesday: C.A. Bayly, *Indian Society and the Making of the British Empire*, ch.1

Thursday: Short excerpt of [Sanjay Leela Bhansali](#)'s *Bajirao Mastani* (2016) and discussion of the power vacuum left behind after the death of the last Mughal Emperor, Aurangzeb.

Friday, 25th September: Email submission of Film Review, by 11.59 PM.

Week 5: The Transition to Colonialism: the late 18th Century

Textbook: Bose & Jalal, *Modern South Asia*, ch.6 and ch. 7

Tuesday: Bayly, *Indian Society and the Making of the British Empire*, chs. 2 and 3

Thursday: Excerpts and discussion of [Bharat Ek Khoj: The Company Bahadur](#) and William Dalrymple, [The East India Company: The original corporate raiders.](#)

Week 6: Company Raj and Indian Society, 1757 to 1857

Textbook: Bose & Jalal, *Modern South Asia*, ch.8

Tuesday: Raja Ram Mohan Roy, “Petitions and Addresses on the Practice of Suttee (1818–1831)” Pgs. 369-373 and Jules Verne, “Fogg Rescues a Sati”, from Mia Carter and Barbara Harlow. *Archives of Empire. Vol.1.* North Carolina: Duke University Press, 2003. Excerpts from [Around the World in 80 Days](#) (1989).

Thursday: Lata Mani, “Contentious Traditions: The Debate on Sati in Colonial India.” *Cultural Critique*. No. 7, The Nature and Context of Minority Discourse II (Autumn, 1987), pp. 119-156. Stable URL: <http://www.jstor.org.ezp-prod1.hul.harvard.edu/stable/1354153>

Week 7: Rebellion, Collaboration and the Transition to Crown Raj

Textbook: Bose & Jalal, *Modern South Asia*, ch.9

Tuesday: Gautam Bhadra, 'Four Rebels of 1857' in Ranajit Guha and Gayatri Spivak (eds.), *Selected Subaltern Studies*, pp. 129-175. Excerpts from Satyajit Ray's [The Chess Players](#) (1977).

Thursday, October 15th: Mid-term Exam.

Week 8: High Noon of Colonialism, 1858 to 1914: State and Political Economy

Textbook: Bose & Jalal, *Modern South Asia*, ch.10

Tuesday: Dadabhai Naoroji, *Poverty and Un-British Rule in India* – selections from Sources of Indian Traditions, Vol. 2, p. 188-191.

Thursday: Mike Davis, *Late Victorian Holocausts: The Making of Indian Poverty*, Chapter 10.

Week 9: A Nation in Making? Swadeshi Nationalism - 1858 to 1914

Textbook: Bose & Jalal, *Modern South Asia*, ch.11.

Thursday: Sugata Bose 'Nation as Mother' in Bose & Jalal (eds.), *Nationalism, Democracy and Development*, pp. 50-75.

Excerpts from Satyajit Ray's [Home and the World](#) (1984). Class Discussion.

Friday, 30th October: Email Submission of Painting Review, by 11.59 PM.

Week 10: Colonialism Under Siege: State and Political Economy During and After World War I

Textbook: Bose & Jalal, *Modern South Asia*, ch.12

Tuesday: Bose & Jalal (eds.), *Nationalism, Democracy and Development*, ch.3

Thursday: [Indian Soldiers in WWI](#). Shrabani Basu, *For King and another Country: Indian Soldiers on the Western Front, 1914-1918*, "Introduction."

Week 11: Gandhian Nationalism and Radical Social Politics: Enigma and Reality in the 1920s

Textbook: Bose & Jalal, *Modern South Asia*, ch.13.

Tuesday: Shahid Amin, *Event, Metaphor, Memory*, pp. 1-6, Jawaharlal Nehru, *Towards Freedom*, pp. 59-64 and Sugata Bose, *His Majesty's Opponent*, pp. 54-70.

Thursday: Excerpts from Richard Attenborough's [Gandhi](#) (1982) and selections from Mahatma Gandhi, [The Story of My Experiments with Truth](#), Part V. Class discussion.

Week 12: 1930s, The Depression Decade: Society, Economy and Politics

Textbook: Bose & Jalal, *Modern South Asia*, ch.14.

Tuesday: Amartya Sen, "Poverty and Famines"

Thursday: [Famine in Bengal](#) (Pathe) and excerpts from Satyajit Ray's [The Distant Thunder](#) (1973). Class discussion on paintings and etchings by [Chittaprosad](#) and Zainul Abedin of the Bengal Famine.

Week 13: World War II and its Aftermath: Economic Crisis and Political Confrontation

Textbook: Bose & Jalal, *Modern South Asia*, ch.15

Tuesday: C.A. Bayly and T.N. Harper, *Forgotten Armies: The Fall of British Asia, 1941-1945*, pgs. 282-291, 321-327, 356-359.

Thursday: Thanksgiving Break. (Nov 26-Nov 29, 2020)

Week 14: Partition

Textbook: Bose & Jalal, *Modern South Asia*, ch.16-17.

Tuesday: Selections from Anis Kidwai, *In Freedom's Shade*, Sadat Hasan Manto, "Toba Tek Singh", excerpts from Chandraprakash Dwivedi's [Pinjar](#) (2003), Faiz Ahmed Faiz's poem "This is not that dawn".

Thursday: Urvashi Butalia, *The Other Side of Silence*, excerpts. Discussion.

Friday, 11th December: Emailed submission of Combined Review by 11.59 PM.

Week 15: 1947 - Meaning and Memory in the Present Day

Tuesday: Kashmir (article 370), Assam (NRC), and the ghosts of colonial pasts.

Films to be watched by students as prepwork:

1. "[Where have you hidden my new moon crescent?](#)" – dir. Iffat Fatima.
2. "[Haider](#)" – Vishal Bharadwaj

Articles to Read – Uploaded to Canvas.

END OF FALL SEMESTER 2020

Privacy of Student Information and Digital Proctoring Statement

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported teaching and learning tools, including proctoring tools and takes necessary steps to ensure that tool providers prioritize proper handling of sensitive data in alignment with FERPA, industry standards and best practices.

Under the Family Educational Rights and Privacy Act (FERPA – which protects the privacy of student education records), student consent is not required for the university to share with Honorlock those student education records necessary for carrying out the proctoring service. 34 CFR 99.31(a)(1)(i)(B). FERPA specifically allows universities to treat vendors as school officials and to share student education records with them where they perform services for the university and are subject to FERPA requirements governing the use and redisclosure of personally identifiable information from education records. Honorlock is FERPA compliant and is bound by the terms of its agreement with the university to comply with FERPA's restrictions on the use of student education records.

PRIVACY OF STUDENT RECORDS and the USAGE of AUDIO RECORDED LECTURES

See information about [privacy of student records and the usage of audio-recorded lectures](#).

Usage of Audio Recorded Lectures Statement

Lecture materials and recordings for Hist. 142 are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Care Networks at UW-Madison

- [University Health Services](#)
- [Undergraduate Academic Advising and Career Services](#)
- [Office of the Registrar](#)
- [Office of Student Financial Aid](#)
- [Dean of Students Office](#)

STUDENTS' RULES, [RIGHTS & RESPONSIBILITIES](#)

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

UW-MADISON [BADGER PLEDGE](#)

UW-MADISON [FACE COVERING GUIDELINES](#)

While on campus all employees and students are required to [wear appropriate and properly fitting](#) face coverings while present in any campus building unless working alone in a laboratory or office space.

Face Coverings During In-person Instruction Statement (COVID-19)

Individuals are expected to wear a face covering while inside any university building. Face coverings must be [worn correctly](#) (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face-covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](#) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the [Office of Student Conduct and Community Standards](#) and will not be allowed to return to the classroom until they agree to comply with the face covering policy. I may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

QUARANTINE OR ISOLATION DUE TO COVID-19

Student should continually monitor themselves for COVID-19 [symptoms](#) and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to me as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). I will work with the student to provide alternative ways to complete the course work.

Other In-person Instructional Requirements

- Practice physical distancing (staying at least six feet apart from others), in both indoor and outdoor spaces, including when entering and exiting building and instructional spaces.
- Monitor symptoms using the [COVID-19 Symptom Tracker](#) daily and, if symptoms exist, stay home and immediately get tested. Free testing is available to the entire campus community including students. Find more [information on testing](#) including on-campus testing locations, getting test results and what to do if you test positive for COVID-19.

- Follow specific guidance on classroom seating and furniture use. “Sit Here Signs” will be placed in classrooms to indicate where students should sit, as well as floor decals to indicate where furniture should be placed and remain.
- Limit the sharing of materials (papers, books, writing utensils, calculators, etc.) with others in class. Any materials brought to class must be taken with you when leaving the classroom.
- Food and beverages are not allowed in instructional spaces. For students who may need access to food or beverages during class (e.g., medical condition, other accommodation or circumstance) may do so while wearing face coverings. If this will be a reoccurring situation, students should discuss their on-going need with their instructor.
- Carefully observe and follow health and safety signs posted inside and outside the classroom
- Course start and stop times are not staggered. At their discretion, instructors may start or end class a few minutes off schedule to avoid congestion in the halls.

Additionally, students should:

- Clean desks and seats before and after class with the provided classroom supplies and wipe off hands with disinfectant wipes. The provided cleaning supplies will be safe for skin contact; gloves are not needed. See [guidance for cleaning classrooms](#).
- Exit the classroom as quickly as possible to allow the next section to transition in safely
- Be aware of and sensitive to others around you, particularly those who may be struggling or having difficulties.

COURSE EVALUATIONS

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

Digital Course Evaluation (AEFIS)

UW-Madison now uses an online course evaluation survey tool, [AEFIS](#). In most instances, you will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with your NetID where you can complete the evaluation and submit it, anonymously. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

- See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

ACADEMIC INTEGRITY STATEMENT

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES STATEMENT

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

DIVERSITY & INCLUSION STATEMENT

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.