



Hist. 200: A Global History of Non-Violence (3 Credits)



Instructor: Dr. Mou Banerjee

(Draft Syllabus, subject to changes at instructor's discretion)

Email: mbanerjee4@wisc.edu

Class Hours: Tuesday 1.20-3.15 PM, Humanities 1111.

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 seminar meeting (Tuesdays). All other meetings are virtual. This might change if circumstances require it.

Credit Hours: The credit standard for this 3-credit course is met by an expectation of a total of 135 hours of student engagement with the course's learning activities (at least 45 hours per credit or 9 hours per week), which include regularly scheduled meeting times (group seminar meetings of 115 minutes per week), guided individual research, dedicated online time, reading, writing, field trips, individual consultations with the instructor, and other student work as described in the syllabus.

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

Course Description:

1. This course is a historical introduction to the idea and practice of non-violence as a viable method of political resistance and protest. We shall study the evolution of the politics of non-violence in the 20th century globally. Some of the ways to do this fruitfully is to compare the evolution of different strategies of non-violent political protests as these emerged in political regimes in the regions of South Asia, South Africa and the USA through the inspired political leadership of transformative leaders such as Mahatma Gandhi, Martin Luther King and Nelson Mandela.
2. We will aim to do is recognize key features of nonviolent action or civil resistance. We shall also meditate on whether nonviolence is an outdated mode of public protest in the 20th and 21st century, a weapon of the weak, or if it still holds within itself the transformative power of morally destabilizing authoritarian regimes.

Course Requirements and Grading:

1. The main objective of the course is to help you think and write critically about the discourses of non-violent and civil disobedience practices and strategies of resistance and constructions of imagined communities.
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:

By the end of this course, students will have achieved the following course learning outcomes:

- Demonstrate a strong basis of knowledge of the history and political practice of non-violence in the world.
- Demonstrate the ability to do historical research and analysis, including the use of primary sources and demonstrate the ability to write a research paper of publishable quality.

We will follow the Jigsaw Discussion Method in this Seminar:

Instructions:

1. Do your assigned reading before class. You should be prepared to explain it to classmates who have not done this reading. (Those who fail to do the reading will be asked to participate only as observers, as they will not be in a position to present their reading to others.) Identify a total of two different (and fairly short) passages from your readings that fit into two different categories:

- *I agree with this or can relate to it.*
- *I disagree with this or have doubts about it.*
- I have a question about this.

1. Form home groups. Meet with the others who did the same reading (Group A, B, C or D).
2. Introduce yourself, then take turns (max. 3 minutes each) sharing the passages you have identified.
3. As a group, discuss the following questions:

- *How would you describe the articles?*
- What are the most important themes of your reading?
- *What did you find most interesting? Most disturbing?*
- What insights and lessons can we take away from these memoirs?

3. Full-class discussion:
4. Share your jigsaw group's thoughts (the instructor will randomly ask one person from each group to sum up).

Grade Distribution:

1. Attendance: 20%. I shall expect attendance at the seminar, and active participation in the discussion of the readings. You should be respectful of the opinions of your colleagues. Your responses should be critically and historically reflective, and exhibit your intimate understanding of the readings.
2. One book and one film review, each no more than three pages, from those recommended in the syllabus or related to the wider contexts of the course. 20% + 20% (6th week and 8th week, by 11.59 PM on the Friday, through Email). Choose a historical book/film that depicts a particular historical period within the context of the course and analyze the narrative in the 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. Cited and annotated clearly.
3. One 8-page final paper. The components for grading: 40%

Thesis: 5% (1 page, to be submitted through email, 5th Week of classes, Tuesday, by 3.00 PM, after consultation with me)

Evidence: 5% (1 pages, including primary and secondary sources you will be using, to be submitted through email 7th week of classes, by 11.59 PM on the Friday, through Email)

First draft of essay: 10% (set up meeting with me, come to meeting with two printouts, and we will sit and do a read through, 11th week of class)

Final edited and polished submission including bibliography and footnotes cited properly: (10% + 10% = 20%) in MLA or Chicago Style: Friday of last week of classes, by 10 pm, through email.

I expect polished, exciting essays. Barring extremely urgent and unforeseen medical or personal circumstances, in which case, please contact me as soon as you can, **extension of the deadline for the final essay will not be allowed. You lose 1/3 of the grade for each day of delay in submission of coursework, so more than three days of delay means an automatic 0%.**

I am open to reading one draft for the short reviews and allowing for rewrites, and up to 2 drafts of the longer final review. You should have shown me a draft at least a week before deadline to allow for a re-write.

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.

Recommended Texts:

1. Roberts, et al. *Civil Resistance and Power Politics: the Experience of Non-Violent Action from Gandhi to the Present*. Oxford University Press, 2009.
2. Schell, Jonathan. *The Unconquerable World: Power, Nonviolence, and the Will of the People*. 1st ed., Metropolitan Books, 2003.

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 in advance.

Readings:

Week 1: Introduction

1. Singh, Upinder. *Political Violence in Ancient India*. Harvard University Press, 2017. "Introduction"
2. Losurdo, Domenico. *Non-Violence: a History beyond the Myth*. Lexington Books, 2015. "From Pacifist Abolitionism to Gandhi and Tolstoy."

Week 2: The Intellectual Influences on Gandhi

1. Leo Tolstoy, *The Kingdom of God is within you*. Read chapters I and the section "On Non-Resistance."
2. Gandhi, et al. *Hind Swaraj and Other Writings*. Centenary ed., Cambridge University Press, 2009. Chapter X and Letters to Tolstoy.

Week 3: Mahatma Gandhi and Non-Violence

1. Brown, Judith M., and Parel, Anthony. *The Cambridge Companion to Gandhi*. Cambridge University Press, 2011. Chapters 5, 6, 11, 12.
2. Film to watch: "The Making of the Mahatma", dir. Shyam Benegal, 1996.
3. Film to watch: "Gandhi", director Richard Attenborough, 1981. Stable URL: [Gandhi](#).

Week 4: Non-Violence in Theory

1. Jahanbegloo, Ramin. *The Gandhian Moment*. Harvard University Press, 2013. Chapter 6, "Gandhi and Beyond".
2. Ed. Fiala, Andrew. *The Routledge Handbook of Pacifism and Non-violence*. Danielle Poe, "Feminism and Non-Violent Activism" Chapter 23. New York and London: Routledge, 2018.
3. B.R. Ambedkar. "What Path to Freedom?" Stable URL: http://www.columbia.edu/itc/mealac/pritchett/00ambedkar/txt_ambedkar_salvation.html

Week 5: Martin Luther King and Gandhi

1. "My Trip to the Land of Gandhi", Martin Luther King. Stable URL: <https://kinginstitute.stanford.edu/king-papers/documents/my-trip-land-gandhi>
2. Shelby, Tommie, and Brandon M. Terry. *To Shape a New World: Essays on the Political Philosophy of Martin Luther King, Jr.* The Belknap Press of Harvard University Press, 2018. "Showdown for Non-Violence."

Week 6: King and the Walk towards Freedom

1. Martin Luther King, Jr. "Letter from Birmingham Jail." Stable URL: https://web.cn.edu/kwheeler/documents/Letter_Birmingham_Jail.pdf

2. Martin Luther King, Jr. "Nonviolence and Social Change." Stable URL: <https://www.jacobinmag.com/2018/04/martin-luther-king-jr-nonviolence-direct-action>
3. Film to watch: "Selma." Directed by Ava DuVernay. Stable URL: [Selma](#)
4. Malcolm X, *Message to the Grassroots*. Stable URL: <https://www.historyisaweapon.com/defcon1/malcgrass.html>
5. Malcolm X. "The Ballot or the Bullet." Stable URL: <http://americanradioworks.publicradio.org/features/blackspeech/mx.html>
6. Morrison, Toni. *The Source of Self-Regard*. "Tribute to Martin Luther King Jr."

Week 7: Non-violence and standing witness to History

1. Films to watch: "I am not your Negro". Stable URL: <https://www.amazon.com/I-Am-Not-Your-Negro/dp/B01MR52U7T>
2. James Baldwin. "Nobody knows my name: a letter from the South" (*Nobody knows my name*). "Down at The Cross — Letter from a Region of My Mind" and "Letter to my nephew on one hundred years of the Emancipation." (*The fire next time*)
3. Morrison, Toni. *The Source of Self-Regard*. "James Baldwin Eulogy".

Week 8: Mandela and South Africa

1. Coates, Ta-Nehisi. "Mandela and the Question of Violence." *The Atlantic*, Atlantic Media Company, 11 Dec. 2013, www.theatlantic.com/politics/archive/2013/12/mandela-and-the-question-of-violence/282255/.
2. "The Long Walk of Nelson Mandela." : fod.infobase.com/PortalPlaylists.aspx?wID=240117&xtid=56080
3. Film to watch: "Invictus" : <https://www.youtube.com/watch?v=hwlok5qY5C8>

Week 9: Apartheid and Non-violence

1. Noah, Trevor. *Born a Crime : Stories from a South African Childhood*. Spiegel & Grau, 2016. Part 1, chapters 1 and 2. Also watch: <https://www.youtube.com/watch?v=1s5iz6ml-qA>
2. Krog, Antjie. *Country of My Skull : Guilt, Sorrow, and the Limits of Forgiveness in the New South Africa*. 1st ed., Times Books, 1999. Chapters 3, 4, 20, 21.
4. Tutu, Desmond. *No Future without Forgiveness*. 1st ed., Doubleday, 1999. Chapters 2 and 11.
5. Films to watch:

a. "The Death of Apartheid":

<https://www.youtube.com/user/alphafoxtrotalpha1/search?query=apartheid>

b. "Long Night's Journey into day": [https://fod-infobase-](https://fod-infobase-com.ezproxy.library.wisc.edu/p_ViewVideo.aspx?xtid=57850)

[com.ezproxy.library.wisc.edu/p_ViewVideo.aspx?xtid=57850](https://fod-infobase-com.ezproxy.library.wisc.edu/p_ViewVideo.aspx?xtid=57850)

Week 10: Violent Non-Violence

1. Special Issue on Buddhism and Politics Journal of Buddhist Ethics. ISSN 1076-9005
<http://blogs.dickinson.edu/buddhistethics/> Volume 25, 2018.
<http://blogs.dickinson.edu/buddhistethics/files/2018/08/Terrone-Burning-final.pdf>
2. Biggs, Michael. "Dying without Killing: Self-Immolations, 1963-2002." *Making Sense of Suicide Missions*, ed. Diego Gambetta, Oxford University Press, 2005.
3. <https://www.nytimes.com/topic/subject/hunger-strikes>
4. Fierke, K. M. *Political Self-Sacrifice: Agency, Body and Emotion in International Relations*. Cambridge University Press, 2013. "The public diplomacy of suffering" and "Martyrdom in the contemporary Middle-East and North Africa."

Week 11: The Question of Non-Violence in the 21st Century

1. Film to watch: "Black Panther." Stable URL:
https://www.amazon.com/gp/video/detail/B079NKRK66/ref=atv_dl_rdr
2. Comics to read - Ta-Nehisi Coates and Stan Lee. *A Nation Under our Feet*. Vols. 1-2
3. Cobb, Jelani. "The Matter of Black Lives." *The New Yorker*, The New Yorker, 23 Dec. 2017, www.newyorker.com/magazine/2016/03/14/where-is-black-lives-matter-headed.
4. Touré. "A Year inside the Black Lives Matter Movement." *Rolling Stone*, 25 June 2018, www.rollingstone.com/politics/politics-news/a-year-inside-the-black-lives-matter-movement-204982/.

Week 12: A New Spring?

1. Nepstad, Sharon Erickson. "Nonviolent Resistance in the Arab Spring: The Critical Role of Military-Opposition Alliances." *Swiss Political Science Review*, vol. 17, no. 4, 2011, pp. 485–491.
2. Muhamad Olimat. *Arab Spring and Arab Women*. Taylor and Francis, 2013. Introduction.
3. Saleh, Asaad. *Voices of the Arab Spring : Personal Stories from the Arab Revolutions*. Columbia University Press, 2015. Chapters on Egypt and Syria.
4. Seeds of Revolution | The Arab awakening. [Seeds of Revolution | The Arab awakening](#)

Week 13: The value of lives and the question of civil resistance

1. Morrison, Toni. *The Source of Self-Regard*. “A Race in the Mind”, “Racism and Fascism”, “The Trouble with Paradise.”
2. Lebron, Christopher J. *The Making of Black Lives Matter: A Brief History of an Idea*. Oxford University Press, 2017. “Afterword: Nobody’s Protest.”
3. <https://www.poetryfoundation.org/harriet/2016/11/black-lives-matter-an-updated-roundup-of-worthy-reads>

Week 14: Non-violent Mass Protest and Social Media

1. Erica Chenoweth, Sirianne Dahlum. “Analysis | This May Be the Largest Wave of Nonviolent Mass Movements in World History. What Comes next?” *The Washington Post*, WP Company, 16 Nov. 2019, www.washingtonpost.com/politics/2019/11/16/this-may-be-largest-wave-nonviolent-mass-movements-world-history-what-comes-next/
2. Malchik, Antonia. “The Problem With Social-Media Protests.” *The Atlantic*, Atlantic Media Company, 6 May 2019, www.theatlantic.com/technology/archive/2019/05/in-person-protests-stronger-online-activism-a-walking-life/578905/
3. Mattingly, Daniel. “Analysis | The Hong Kong Protests Have Been Going on for Months. What Explains This Sustained Action?” *The Washington Post*, WP Company, 30 Sept. 2019, www.washingtonpost.com/politics/2019/09/30/hong-kong-protests-have-been-going-months-what-explains-this-sustained-action/

End of 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.