

Hist. 100: Gandhi, King, Mandela: Non-Violence in the World (3 Credits)



Instructor: Dr. Mou Banerjee, meeting in person

Class Hours: Mondays: 8.50-10.45 am.

Classroom: Grainger 2195

Email: mbanerjee4@wisc.edu

Office hours: On Wednesdays, from 10.30 am - 12.30 pm, 5103 Mosse Humanities Building or by prior email appointment on Zoom

Research Guide: <https://researchguides.library.wisc.edu/c.php?g=1129679&p=8244389>

The Nonviolence Project at UW-Madison: <https://thenonviolenceproject.wisc.edu/>

Center for Campus History: <https://campushistory.wisc.edu/resources/>

Community Note-Taking

Document: <https://docs.google.com/document/d/1QWS7wrZNFmVzO-QMNM8FM2IPmc8C5aNZzuUtB9dv6Yw/edit?usp=sharing> **Links to an external site.**

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, 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 are 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 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 We shall also meditate on whether nonviolence is an outdated mode of public protest in the 20th and 21st century, a weapon of the weak, or if it still holds within itself the transformative power of morally destabilizing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. This seminar requires careful analysis of course readings, in-depth discussions in class, in study groups as well as between all members generally. Your active, respectful participation in the class discussions and collaboration with your study group is the path to your success. The main objective of the course is to help you think, express (and write/create) 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 some 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.
3. The course culminates in a creative group digital project at the end, based on any of the themes, events or people featured in the course syllabus, and using digital methods to communicate and share the information with the community in keeping with the [Wisconsin Idea](#).

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.

- Seek to understand differing views and ways of being in the world.
- Lead and participate productively in purposeful collaboration, discussion, and feedback in class and for course assignments.
- Learn critical thinking and apply historical methods to evaluate critically the record of the past.
- Acquire historical research skills, including (as appropriate) the effective use of libraries, archives, and digital databases.
- Learn to organize and express thoughts clearly and coherently both orally and in writing.
- Develop an original, well-substantiated argument that synthesizes diverse methodologies and critically analyzes sources of information, including primary sources.
- Design a creative project on any aspect or theme related to the contents of the course for a public facing audience.
- Communicate original research findings clearly and effectively.

We will follow the Jigsaw Discussion Method in this Seminar:

Instructions:

1. We will divide the class into study groups. Each group will be assigned a part of the week's readings. Do your assigned reading before class. You and your group should be prepared to explain it to the group of your 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 readings?*
1. Full-class discussion:

2. Share your jigsaw group's thoughts (the instructor will randomly ask one person from each group to sum up).

Working Norms for Discussion

Norms	Online Working Agreements
Presume positive intentions	
Engage respectfully	Use names to address each other
Listen attentively	Be ok with silence
Aim for equal participation	Start & end on time
Respect boundaries	
Provide evidence	

Recommended Textbooks:

1. Chenoweth, Erica, and Maria J. Stephan. *Why Civil Resistance Works : the Strategic Logic of Nonviolent Conflict*. New York: Columbia University Press, 2013.
2. Sharp, Gene. *How Nonviolent Struggle Works*. East Boston, MA: Albert Einstein Institution, 2013.
3. Sharp, Gene. *Sharp's Dictionary of Power and Struggle : Language of Civil Resistance in Conflicts*. New York: Oxford University Press, 2012.
4. Le Guin, Ursula. "The Ones Who Walk Away from Omelas."

Recommended Films:

1. *Gandhi* - This is available to rent from YouTube, Google Play, Apple TV or Amazon for about \$4. The DVD of this film can also be requested from UW-Madison Libraries.
2. *I am Not Your Negro* - The libraries already license this through Kanopy. It's available here <https://www.kanopy.com/en/wisc/video/542400>[Links to an external site.](#)
3. *Malcolm X* - This is available to rent from YouTube, Google Play, Apple TV or Amazon for about \$4. The DVD of this film can also be requested from UW-Madison Libraries.
4. *Selma* - Available for viewing online through the UW-Madison Libraries system. <https://digitalcampus-swankmp-net.ezproxy.library.wisc.edu/uwmadison370694/play/c4c94081d1be02ca?referrer=marc>

5. "King in the Wilderness" - https://www.youtube.com/watch?v=9eQXD_44Kso
6. *Judas and the Black Messiah* - This is available with a Max subscription, through a premium Max subscription on Amazon or for rent for \$2.99 on YouTube or Google Play. The DVD of this film can also be requested from UW-Madison Libraries.
7. *Black Panther* - This is available through Disney+ for streaming. The DVD of this film can also be requested from UW-Madison Libraries.
8. *BlacKkKlansman* - Available for viewing online through the UW-Madison Libraries system. <https://digitalcampus-swankmp-net.ezproxy.library.wisc.edu/uwmadison370694/play/ec37ca71c46d0462?referrer=marc>

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.

Students will be evaluated on the basis of:

Participation - 15%

Attendance - 12%

Class Prep (Discussion Board posts) - 12x3 = 36%

Group Digital Project: 5% (1st draft), and 15% (Final draft) = 20%

Class Presentation of Digital Project: 17%

Total: 100%

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 institutional and state-sponsored violence on questions of citizenship and equal rights, are often the subjects of heated and partisan debate.

Class conduct should adhere to the standards of conduct expected of a UW-Madison student. The use of electronic devices like laptop and phone in class should only be for legitimate reasons such as for note-taking or medical alerts. Please be mindful and respectful of your colleagues and instructor. If I do see you surfing the internet for purposes not related to the seminar, it will be factored into your participation grade.

Absences: You should always inform the instructor in advance through email about an absence. Absences will only be approved at the professor's discretion, in cases of health (doctor's note is

necessary) 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 excused absences. If you are late to class, and enter after attendance has been recorded, 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 count as absences at the instructor's discretion. If I am late for class, please wait for fifteen minutes, unless you are informed otherwise.

If you are absent for more than 4 class days without informing me, or without a legitimate reason, you automatically fail the class.

Discussion Board Posts Rubric:

Your responses should be critically and historically reflective, and exhibit your intimate understanding of the readings. You should post to the Discussion Board every week, concentrating on critically analyzing the readings, and writing 400 words. Please do not write summaries. I want thoughtful critiques and opinions, and you should always quote or cite from the readings to substantiate your arguments. You are strongly encouraged to reply to and engage with the opinions of your peers, both in class and in the Discussion threads. **Discussion responses should be written and posted by 11.59 pm every Friday every week to Canvas.**

If you fail to post by the deadline, you lose the week's points. If you fail to post for 4 weeks you automatically fail the class.

Rubric:

1. The central idea of your post is readily apparent.
2. Balanced presentation of **relevant and legitimate information** that clearly supports the central idea and shows a thoughtful, in-depth analysis.
3. The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other.
4. The **tone is consistently professional and appropriate for an academic project.**
5. The post is free of errors - both grammatical and editorial.
6. **References are primarily from the course-readings, peer-reviewed professional journals or other approved historical and archival sources. You should be confident that the information and ideas can be trusted.**
7. Chicago format is used accurately and consistently if you cite.

Group Digital Projects: Ideas:

Each study group will work on with the instructor to determine a digital history project which will be accomplished through the contribution of every member of a group. **Each member of the group**

will create, plan, and execute a significant, self-designed and self-driven component that contributes to the project in a significant manner.

The digital project could take the form of an infographic, a podcast episode, a digital annotated photo/painting exhibition, an annotated Spotify playlist, a digital GIS map showing spaces where nonviolent struggles took place, social network mapping of relationships between activists from different regions or countries across the world, a webpage centered on a particular artifact - that explains the reasons for the uniqueness of the artifact and its historical importance, etc. In short, the project has to use the tools of digital humanities, to present a unique and surprising aspect of any of the historical themes, persons or movements we study in the seminar. The projects should be in keeping with the Wisconsin Idea - dissemination of knowledge about nonviolence to the community and the world. They will be, with permission from the students, featured on the Nonviolence Project website. You can find some resources here: <https://ditchthattextbook.com/10-ideas-for-digital-end-of-semester-final-projects/Links to an external site.>

Equipment and resources may be found at the UW-Madison Libraries:

1. <https://www.library.wisc.edu/college/services-at-college/equipment/>
2. <https://www.library.wisc.edu/college/services-at-college/equipment/reserve-equipment/>
3. <https://www.library.wisc.edu/equipment/equipment-details/>

Rubric:

1. A purpose or theme for the project is established early and articulated clearly.
2. The synthesis of ideas is sequential and succinct.
3. The historical context and cultural background of the theme is judiciously presented and offers a balanced argument.
4. All sources of information, graphics, facts and quotes are clearly cited using Chicago style annotation.
5. The presentation of material is compelling, consistent, clear and articulate and adheres to professional academic standards.
6. There is signal evidence of original thought, creativity, and rigorous academic research and analysis evident in the content and presentation of the project.
7. The contribution (or lack thereof) of each individual member of the group is clearly attributed.
8. The project is public-facing and demonstrates the Wisconsin Idea.

Consultation with Instructor on theme and topic of the Final Project: by October 21st, and confirmed in email to instructor.

First draft of Project due to Instructor: November 15th, by 11.59 pm, by email.

Class Presentation: December 9th.

Final submission of project: December 11th, by 11.59 pm, through email. (If your group gives permission for the project to be uploaded and featured on the Nonviolence Project website, mention this explicitly in the email. Otherwise I will consider that your group has declined to be featured.)

Use of AI/Chat GPT:

Among the most important goals of this class is to teach you to think, analyze sources, and write convincingly about them. These are invaluable skills that will serve you no matter what your major or what you want to do with your life. The use of artificial intelligence (AI) tools and applications (including, but not limited to, Chat-GPT, DALL-E, and others) for course assignments and assessments does not support the learning objectives of this course and is prohibited. **I will consider this cheating and grounds for failing the assignment and the class.**

Using them in any way for this course is a violation of the course's expectations and will be addressed through UW–Madison's academic misconduct policy, specifically UWS 14.03(1)b (b) Uses unauthorized materials or fabricated data in any academic exercise.

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

Learning and Life:

These are unusual times, to say the least. I'm fully committed to making sure that you learn everything you were hoping to learn from this class. I will do whatever I can to help you do well. 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 please remember I am a mandated reporter and I cannot promise confidentiality. If I can't help you, I can find someone who can. If you need extra help, 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 and that you will enjoy your time in my classroom. But primarily, I want you to stay healthy, balanced, and grounded.

Let us make a pact to be kind to ourselves and to each other.

Readings:

Week 2: Introduction: What is Non-Violence?

1. Chenoweth, Erica, and Maria J. Stephan. *Why Civil Resistance Works : the Strategic Logic of Nonviolent Conflict*. New York: Columbia University Press, 2013. Part 1, Chapter 1.

2. Discuss and define violence, nonviolence and civil resistance - the parameters of such definitions in social, moral and legal terms, and the many different forms it can take.

Week 3: Political Violence in Ancient India

1. Singh, Upinder. *Political Violence in Ancient India*. Harvard University Press, 2017. "Introduction," Pg. 1-14.
2. Singh, Upinder. *Ancient India: A Culture of Contradictions*. Aleph Press, 2021. "Violence and Non-Violence," Chap. 4.

Week 4: The Intellectual Influences on Gandhi

1. Losurdo, Domenico. *Non-Violence: a History beyond the Myth*. Lexington Books, 2015. Chapter 2 and chapter 5.
2. Leo Tolstoy, *The Kingdom of God is within you*. Read chapter VIII, "On Non-Resistance."
3. Gandhi, et al. *Hind Swaraj and Other Writings*. Centenary ed., Cambridge University Press, 2009. Chapter X. "The condition of India (cont): the Hindus and the Mahomedans," and *Letters to Tolstoy*.

Week 5: Mahatma Gandhi, B.R. Ambedkar, 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. Gandhi, et al. *Hind Swaraj and Other Writings*. Centenary ed., Cambridge University Press, 2009. Chapter XVII.
3. B.R. Ambedkar. "What Path to Salvation?" Stable URL: https://franpritchett.com/00ambedkar/txt_ambedkar_salvation.htmlLinks to an external site.

4. Recommended film to watch: “Gandhi”, director Richard Attenborough, 1981.

Recommended Reading on the debates between Gandhi and Ambedkar on caste:

“The Doctor and the Saint.” *Annihilation of Caste: the Annotated Critical Edition*, by B. R. Ambedkar et al., Verso, 2016, pp. 15–158.

Week 6: Non-Violence in Theory and Practice

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. Du Toit, Louise. 2022. “Gandhi and the Gender of Nonviolent Resistance” *Religions* 13, no. 5: 467. <https://doi.org/10.3390/rel13050467>Links to an external site.
4. Jain, Shobhita. “Women and People’s Ecological Movement: A Case Study of Women’s Role in the Chipko Movement in Uttar Pradesh.” *Economic and Political Weekly* 19, no. 41 (1984): 1788–94. <http://www.jstor.org/stable/4373670>Links to an external site..

Week 7: 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>Links to an external site.
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.”
3. Martin Luther King: I have a Dream: <https://www.npr.org/2010/01/18/122701268/i-have-a-dream-speech-in-its-entirety>Links to an external site. YT vid:<https://www.youtube.com/watch?v=vP4iY1TtS3s> Links to an external site.



4. Martin Luther King: Unfulfilled Dreams: <https://chicagocrusader.com/in-his-own-words-unfulfilled-dreams/>Links to an external site. . YT vid:<https://www.youtube.com/watch?v=HFBLjNMVd4>Links to an external site.



Week 8: King and the Walk towards Freedom

1. Martin Luther King, Jr. "Letter from Birmingham Jail." Stable
URL: https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.htmlLinks to an external site.
2. Martin Luther King, Jr. "Nonviolence and Social Change." Stable
URL: <https://www.jacobinmag.com/2018/04/martin-luther-king-jr-nonviolence-direct-action>Links to an external site.
3. Malcolm X, *Message to the Grassroots*. Stable
URL: <https://www.historyisaweapon.com/defcon1/malcgrass.html>Links to an external site.
4. Malcolm X. "The Ballot or the Bullet." Stable
URL: <http://americanradioworks.publicradio.org/features/blackspeech/mx.html>Links to an external site.
5. "King in the Wilderness" - https://www.youtube.com/watch?v=9eQXD_44KsoLinks to an external site.



[external site.](#)

Recommended film to watch: "Selma." Directed by Ava DuVernay.

Week 9: Non-violence and standing witness to History

1. "I am not your Negro". Stable URL: <https://wisc.kanopy.com/video/i-am-not-your-negro>Links to an external site.
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."
4. Coates, Ta-Nehisi. *Between the World and Me*. New York: Spiegel & Grau, 2015. Part II.

Week 10: Mandela and South Africa

Recommended Reading: Boehmer, Elleke. *Nelson Mandela : a Very Short Introduction*. New York: Oxford University Press, 2008.

1. "Nelson Mandela: The Freedom Fighter"
: <https://www.kanopy.com/en/wisc/video/125126>Links to an external site.

2. Seidman, Gay W. "Blurred Lines: Nonviolence in South Africa." *PS: Political Science and Politics* 33, no. 2 (2000): 161–67. <https://doi.org/10.2307/420885>Links to an external site..
3. Zunes, Stephen. "The Role of Non-Violent Action in the Downfall of Apartheid." *The Journal of Modern African Studies* 37, no. 1 (1999): 137–69. <http://www.jstor.org/stable/161471>Links to an external site..
4. Henrik Sommer. "From Apartheid to Democracy: Patterns of Violent and Nonviolent Direct Action in South Africa, 1984-1994." *Africa Today* 43, no. 1 (1996): 53–76. <http://www.jstor.org/stable/4187081>Links to an external site..

Week 11: Apartheid and Non-violence

1. Philpott, Daniel. "The Justice of Forgiveness." *The Journal of Religious Ethics* 41, no. 3 (2013): 400–416. <http://www.jstor.org/stable/24586076>Links to an external site..
2. 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>Links to an external site.



3. 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.

Recommended Film: Film to watch: "Long Night's Journey Into Day: A Quest for Justice in South Africa": <https://www.kanopy.com/en/wisc/video/139699>Links to an external site.

Week 12: 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>Links to an external site.
2. Biggs, Michael. "Dying without Killing: Self-Immolations, 1963-2002." *Making Sense of Suicide Missions*, ed. Diego Gambetta, Oxford University Press, 2005.

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. Ross Gay - "A small needful fact" : <https://poets.org/poem/small-needful-fact>[Links to an external site.](#)
3. Danez Smith - "Dear White America"/ "Alternate names for black boys"/ "Not an elegy for Mike Brown" - <https://www.poetryfoundation.org/poets/danez-smith>[Links to an external site.](#)
4. Claudia Rankine - "You are in the dark, in the car..." - <https://www.poetryfoundation.org/poets/claudia-rankine>[Links to an external site.](#)
5. Cobb, Jelani. "The Matter of Black Lives." *The New Yorker*, The New Yorker, 23 Dec. 2017, <https://web.archive.org/web/20200716081430/https://www.newyorker.com/magazine/2016/03/14/where-is-black-lives-matter-headline>[Links to an external site.](#)

Recommended Reading:

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/[Links to an external site.](#)
2. Seeds of Revolution | The Arab awakening.[Seeds of Revolution | The Arab awakening](#)[Links to an external site.](#)



[awakening](#)[Links to an external site.](#)

Week 14: Nonviolence and the Wisconsin Idea:

1. Class Presentation of Digital Projects.

Final submission of project: May 10th, by 11.59 pm, through email.

End of Spring Semester, 2024.

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](#)

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.

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. McBurney Disability Resource Center: <https://mcburney.wisc.edu/Links> to an external site.

DIVERSITY & INCLUSION STATEMENT: <https://diversity.wisc.edu/>

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.