
HISTORY 201: INDIAN REMOVAL

Spring 2026
Univ. of Wisconsin-Madison
Class Meetings: W, 1:20 – 3:15 PM
Education L151
3 credit hours
Breadth: Humanities
Level: Intermediate
Counts as LAS credit in L&S
Counts toward Communication Part B

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1. Course description.

On 26 May 1830, Andrew Jackson signed the Indian Removal Act into law, providing the legal pretext for the greatest forced relocation in American history. By the mid-1840s, the United States had removed approximately 50,000 Native Americans to marginal lands in the west, where they were reduced to economic dependency and threatened with cultural extinction. In broad terms, most Americans are familiar with the Cherokee “Trail of Tears” and acknowledge this indelible stain on Jackson’s historical legacy. Yet Americans—Native or otherwise—have remembered the tragedy of removal in socially useful manners that essentialize the participants along strictly racial lines as victims or aggressors. This course will reexamine one of the most regrettable chapters of American history in the light of primary documents, oral traditions, and recent scholarship to reveal a more complex conflict over the locus of sovereignty, the meaning of national honor, the sources of republican virtue, and the currency of class and race as measures of human worth.

Like all sections of “The Historian’s Craft,” this course will introduce you to the essential skills of a historian: defining important historical questions, collecting and analyzing evidence, presenting original conclusions, and contributing to ongoing scholarly discussions. Essential to the discipline of history, these skills are no less useful in other intellectual and professional endeavors. Fundamentally, this course is designed to make you a critical thinker, capable of processing and contextualizing complex information, synthesizing new knowledge, and communicating effectively in writing and other media.

2. Course Objectives. Students will:

- a. Achieve the following learning outcomes for “The Historian’s Craft”:
 - i. Ask Questions: develop the habit of asking questions, including questions that may generate new directions for historical research.
 - ii. Find Sources: learn the logic of footnotes, bibliographies, search engines, libraries, and archives, and consult them to identify and locate source materials.

- iii. Evaluate Sources: determine the perspective, credibility, and utility of source materials.
- iv. Develop and Present an Argument: use sources appropriately to create, modify, and support tentative conclusions and new questions.
- v. Plan Further Research: draw upon preliminary research to develop a plan for further investigation.
- vi. Communicate Findings Effectively: make formal and informal, written and oral presentations tailored to specific audiences.
- b. Become familiar with the historiography and events of the Removal Era.
- c. Develop an original, well-substantiated argument regarding Indian Removal that synthesizes diverse methodologies and critically analyzes sources of information, including primary sources.
- d. Seek to understand differing views and ways of being in the world, with a particular emphasis on persistent Native American cultures and communities.

3. Course Format.

This course consists of two complementary components: (1) a general practicum in historical research and writing and (2) directed readings dealing with the Indian Removal, mainly in the American southeast. Over the first half of the semester, we will typically divide our time between methodological concerns and discussion of the assigned historical reading, the latter providing a common familiarity with the removal of the cis-Mississippian tribes from their homelands. Moreover, these historical readings will afford students an opportunity to analyze and critique the ways in which several scholars have engaged their sources, their audiences, and one another. In the final half of the semester, assigned reading will subside to allow you the time to concentrate on your research and writing.

The credit standard for the course is met by an expectation of at least 135 hours of student engagement with the course's learning activities. For all students, these activities will include group seminar meetings of 115 minutes per week. Of the remaining 100+ hours of expected engagement, the vast majority will comprise *independent* research activities. Routine assignments will encourage students to apportion this effort regularly over the course the semester, but ultimate achievement of the course's learning outcomes depends upon student diligence throughout, especially in the first third of the semester, during which students must educate themselves on a particular aspect of Wisconsin history *and* identify a material artifact for further study.

4. Graded Requirements.

- a. Requirement 1: Preliminary Questions (10 pts.). After completing the readings for Week 2, students will devise three exploratory/preliminary research questions and submit via Canvas before the Week 2 class meeting.
- b. Requirement 2: Preliminary Research Proposal (50 pts.) comprising:

- i. A research question that identifies the historical problem you intend to solve. For honors students, this problem must be one for which your interview subject's experience is relevant.
 - ii. A paragraph explaining how you arrived at this question and why you think it deserves answering. Be explicit about your path from "exploratory question" (e.g. *Why did the Ridge Party sign the Treaty of New Echota?*) to actual research question (e.g. *Why have members of the Ridge party so often been depicted as villains, and how have interpretations changed over time?*). This paragraph should be explicit about your use of AI, databases, research bibliographies, consultations with fellow students, etc. It should convey the substance, moreover, of the preliminary research that allowed you to identify a question worth asking and explain *why you judge it so*: do historians disagree, has no one yet asked this?
 - iii. A bibliography in three parts, formatted per *The Chicago Manual of Style*:
 - (1) Primary Source(s): at least one substantive primary source that will enable you to conduct original historical analysis and make an original argument. In an annotation of no more than three sentences, explain how it will do so.
 - (2) Secondary Sources: at least three authoritative secondary sources that provided you the knowledge necessary to identify a research problem and complete this proposal. If more than three were required at this stage, include them here. Annotate each source with an explanation of its importance to your project. ***Students will identify one of these sources as the book they wish to review for Requirement 2***
 - (3) Other Works (to Be) Cited: all other scholarly sources that you consulted to complete the proposal *and* that you have identified as potentially valuable. These entries do not require annotations. Do not include websites that are entirely derivative of others' works; follow the leads of the websites and cite the work itself. There is no "right" number of works in this section. It is a simple listing of works you consulted and your "to do" list of those you know you will need to examine.
 - iv. This requirement is due via Canvas before the Week 6 class meeting
- c. Requirement 3: Draft Introduction (120 pts.). Based on in-class guidance in Week 7, students will prepare a draft introduction *comprising at least three paragraphs*. Students will submit this requirement via Canvas before the Week 8 class meeting.
 - d. Requirement 4: Storyboard & Outline/Presentation (120 pts.). Based on in-class guidance in Week 8, students will prepare a topic sentence outline of their papers and prepare a corresponding storyboard. Students will submit these components via Canvas before the Week 9 class meeting and present the latter in that class.
 - e. Requirement 5: Research Paper (330 pts.). Final papers of 4,000 words are due via Canvas and emails to writing partners before the Week 11 class meeting (8 April).

- f. Requirement 6: Presentation of Research (100 pts.). During the class meetings of Weeks 12-14, students will present their research findings to their classmates. Presentations will last ten to twelve minutes, followed by approximately eight minutes of discussion. Presentations should prioritize the most original aspects of the project and should incorporate visual aids.
- g. Requirement 7: Peer Feedback (20 pts.). Pursuant to guidance issued in the Week 11 class meeting, students will prepare written feedback on Requirement 6 for each of their writing partners, providing it to the same (and Prof. Hall) via email before the Week 12 class meeting.
- h. Requirement 8: Full Proposal (200 pts.). Pursuant to guidance issued in the Week 11 class meeting, students will prepare a full research proposal for a follow-on project inspired by the completed paper for this course and reflecting feedback from peers and Prof. Hall. Students will submit this requirement via Canvas before the final class meeting.
- i. Discussion Participation (50 pts.). Throughout the semester, the quality of class discussions is dependent upon student contributions. These—judged on quality and consistency—will account for 5 percent of each student’s grade.
- j. Grading summary.

Requirement	Due	Weight
1: Preliminary Questions	Week 2, before class (via Canvas)	1%
2: Preliminary Research Proposal	Week 6, before class (via Canvas)	5%
3: Draft Introduction	Week 8, before class (via Canvas)	12%
4: Storyboard & Outline	Week 9, before class (via Canvas)	12%
5: Research Paper	Week 11, before class (via Canvas)	33%
6: Presentation of Research	In class, Weeks 12 - 14	10%
7: Peer Feedback	Week 12, before class (via email to partners & prof.)	2%
8: Full Proposal	Week 14, before class (via Canvas)	20%
8: Discussion Participation	N/A	5%

5. Grading scheme.

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

6. Required Texts.

- a. Students are responsible for acquiring the texts listed below.

Booth, Wayne C., et al. *The Craft of Research*. 5th ed. Chicago: University of Chicago Press, 2024.
Available electronically at
<https://ebookcentral.proquest.com/lib/wisc/detail.action?docID=31597372&query=the%2520craft%2520of%2520research>.

Saunt, Claudio. *Unworthy Republic: The Dispossession of Native Americans and the Road to Indian Territory*. New York: W.W. Norton & Company, Inc., 2021.

- b. The following materials are available either on Canvas or via the embedded hyperlink.

Madley, Benjamin. "Reexamining the American Genocide Debate: Meaning, Historiography, and New Methods." *The American Historical Review* 120, no. 1 (2015): 98-139.

Morison, Samuel Eliot

Perdue, Theda. "The Trail of Tears: Removal of the Southern Indians." In *The American Indian Experience: A Profile, 1524 to the Present*, edited by Philip Weeks, 96-117. Arlington Heights, Ill.: Forum Press, 1988.

Snyder, Christina. "Many Removals: Re-Evaluating the Arc of Indigenous Dispossession." *Journal of the Early Republic* 41, no. 4 (Winter 2021): 1-29.

- c. Reserve materials. The following text has been placed on reserve for this course.

Peterson, Herman A. *The Trail of Tears: An Annotated Bibliography of Southeastern Indian Removal*, Native American bibliography series. Lanham: Scarecrow Press, 2011.

7. Course Schedule.

Week 1 (21 Jan.): Introductions: Course Expectations and Historical Problems

Readings: Perdue, "Trail of Tears"; Booth, et al, *The Craft of Research*, Introduction.

Objective: Understand the goals and structure of the course.

Week 2 (31 Jan.): Introduction to Historiography

Readings: Snyder, "Many Removals: Re-evaluating the Arc of Indigenous Dispossession"; Booth, et al, *The Craft of Research*, Part I (Chapters 1 & 2).

Assignment: After completing the above readings (and before class), devise three preliminary/exploratory questions that interest you and submit via Canvas before class.

Objectives: Enable students to identify/appreciate questions worth answering; understand history in context.

Week 3 (4 Feb.): Finding Sources

NOTE: Meet in the grand entrance foyer of the Wisconsin Historical Society.

Readings: Saunt, *Unworthy Republic*, Sections 1 and 2; Booth, et al, *The Craft of Research*, Chapter 3.

Objective: Learn how to find primary sources most relevant to your project.

Week 4 (11 Feb.): Working with Primary Sources; Using Artificial Intelligence

Reading: Saunt, *Unworthy Republic*, Sections 3 and 4; Booth, et al, *The Craft of Research*, Chapter 17.

Objectives: Learn how to analyze primary sources critically and employ AI both effectively and ethically.

Week 5 (18 Feb.): Engaging with Secondary Sources & Making Interventions

Reading: Saunt, *Unworthy Republic*, Section 5; Madley, “Reexamining the American Genocide Debate;” Booth, et al, *The Craft of Research*, Chapter 4.

Objective: Learn how to interrogate secondary sources and refine historical problems; address expectations for following week’s proposals.

Week 6 (25 Feb.): Making Arguments

Reading: Booth, et al, *The Craft of Research*, Part III.

Assignment: Submit Preliminary Proposal via Canvas before class.

Objective: Discuss the construction, organization, and evaluation of historical arguments.

Week 7 (4 Mar.): Introductions and Academic Writing

Reading: Morison, “History as a Literary Art”; Booth, et al, *The Craft of Research*, Part IV (skimming chapter 13).

Objective: Discuss the standards, conventions, and style of academic writing in the humanities; define expectations for the Draft Introduction requirement.

Week 8 (11 Mar.): Storyboarding and Outlining

Reading: Pyne, *Voice and Vision*, excerpt.

Assignment: submit Draft Introduction via Canvas before class.

Objectives: Discuss the effective strategies for organizing narratives, structuring arguments, and employing different authorial voices; define expectations for Storyboard & Outline requirement/presentation

Week 9 (18 Mar.) March: Storyboard Presentations

Reading: Booth, et al, *The Craft of Research*, Chapters 13 and 16.

Assignment: submit Storyboard and Outline via Canvas before class; present the former *in class*.

Week 10, (week of 22 Mar.): Individual Appointments

Reading: none.

Objective: Provide individual feedback on submissions to date.

Spring Break, 28 March – 5 April

Week 11 (8 Apr.): Peer Review & Revision

Reading: Booth, et al, *The Craft of Research*, Chapter 15

Assignment: Submit Research Paper via Canvas (and email to writing partners) before class.

Objectives: Learn how to provide constructive editorial criticism and revise your own writing; address the principles of effective oral communication and presentation; address expectations for all remaining graded requirements.

Week 12 (15 Apr.): Oral Presentations I

Reading: None.

Assignment: Peer Feedback due to writing partners via email before class (cc Prof. Hall).

Objective: Practice the skills of oral presentation and providing constructive, collegial criticism.

Week 13 (22 Apr.): Oral Presentations II

Reading: None.

Objective: Practice the skills of oral presentation and providing constructive, collegial criticism.

Week 14 (29 Apr.): Oral Presentations III / Wrap-up and Reflections

Reading: none.

Assignment: Full Proposal due via Canvas before class.

Objective: Practice the skills of oral presentation and providing constructive, collegial criticism; reflect on the semester.

APPENDIX 1: STANDARDS FOR WRITTEN WORK AND KEYS TO SUCCESS

1) Standards for Written Work

a) Organization:

- i) Does the essay begin with an effective introduction that (a) engages the reader, (b) identifies historical problem under consideration, and (c) posits the student's thesis?
- ii) Do paragraphs comprise discrete ideas defined by identifiable topic sentences?
- iii) Does the student make effective use of transitions (especially between paragraphs)?
- iv) Does the student arrange his or her paragraphs (ideas) in a logical sequence that furthers the argument while maintaining a coherent, chronological narrative?
- v) Does the student conclude with a summary of the essay's most salient findings and (if appropriate) allusions to their broader significance?

b) Use of sources:

- i) Is the student's research adequate?
- ii) Does the student make significant / sufficient use of primary sources?
- iii) Does the student over-rely on select secondary sources or non-scholarly sources?
- iv) Does the student make appropriate use of the *best available* (rather than the most conveniently accessible) sources?
- v) Does the student effectively use evidence from these sources to further his or her argument?
- vi) Does the student understand the historiography of his or her topic?

c) Does the student make excessive or inappropriate use of direct quotations?

d) Overall:

- i) Does the student present an original, compelling argument substantiated by appropriate historical evidence? Would a general, educated reader find the argument compelling?
- ii) Does the student demonstrate mastery of the subject matter?
- iii) Is the essay well written? Would a general, educated reader understand it and enjoy reading it?
- iv) Is the essay (to include a cover sheet and bibliography) properly formatted in accordance with *The Chicago Manual of Style* and otherwise free of errors?¹

¹ Proper citation of your sources is not a formality; it is an essential (and therefore graded) component of your research project. Students will format footnotes and bibliographies in accordance with the latest edition of *The Chicago Manual of Style*. A number of software applications make the tasks of organizing and citing your sources relatively easy. Use of these applications is entirely optional but recommended: EndNote Web (free for UW students via the UW Library); RefWorks (free for UW students via the UW Library); Zotero (free shareware plug-in for Firefox).

2) Technology Guidance

- a) Students are authorized to use laptops and tablets to take notes, cross-reference notes, and conduct “flash” research of topics that arise in lecture.
- b) Students *may not* use such devices for checking stocks, online gaming, or any other purpose that you know to be illegitimate.
- c) Students are highly encouraged to take notes “by hand,” whether on paper or with a stylus and digital device. Studies indicate that this method of notetaking allows learners to process and synthesize new knowledge better than does typing, which lends itself to verbatim recording without thinking. Note taking with pen, pencil, or stylus also permits the drawing of diagrams, the visual connection of ideas and terms, etc.
- d) Generative AI.
 - i) Students *may* use generative AI: per the guidelines enclosed in [Appendix 2](#).
 - ii) Students *may not* use generative AI to answer higher-order questions, such as the research question students conceive for the course’s major writing requirement. Doing so defeats the purpose of learning the historical research methodology and is all but guaranteed to produce inferior work. Prof. Hall’s experimentation with generative AI for preliminary research purposes suggests that it is a C student at best.

3) How to succeed in this course:

- a) Do the reading.
 - b) Attend all class meetings.
 - i) Be seated and prepared to take notes when class begins.
 - ii) Turn off cell phones in class.
 - iii) Coordinate anticipated absences, late arrivals, and early departures ahead of time.
 - iv) Prof. Hall expects personal explanations for unanticipated tardiness immediately following class.
 - c) Contribute to discussions.
 - d) Take notes—in class and while reading. Laptops and tablets are permitted in class for notetaking and referencing purposes; they and cell phones may further be used at Prof. Hall’s invitation for exercises conducted via Top Hat. Prof. Hall reserves the right to revoke IT privileges for those who abuse them.
 - e) Work ahead on all graded requirements and submit them on time. **Late submissions will not be accepted *unless* students negotiate an extension prior to the original due date.**
 - f) *Do your own work.* Doing otherwise (to include employment of AI unless otherwise authorized) defeats the purpose of taking the course. Suspected cases of plagiarism will be dealt with in accordance with Chapter 14 of the University of Wisconsin System Administrative Code.
 - g) Seek assistance from Professor Hall if you are struggling or do not understand the expectations.
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APPENDIX 2: GUIDELINES ON THE ACCEPTABLE USE OF ARTIFICIAL INTELLIGENCE

Task	Could this be acceptable use?	Under what conditions?
Ask generative AI to identify or summarize key points in an article before you read it	Yes	Acceptable without explicit citation
Use an AI chatbot as a writing partner to help generate and develop ideas	Yes	Acceptable, may require explicit citation depending on circumstances
Ask generative AI to produce a starter bibliography	Yes	Acceptable without explicit citation only if each reference is checked and additional databases and sources are mined
Ask generative AI to produce a historical image for a paper or presentation	Yes	Image should be clearly marked as AI generated and with explicit discussion as to how the image was created. Images should not be shared beyond the classroom
Ask generative AI to fix the structure or formatting of your footnotes	Yes	Acceptable without explicit citation
Ask generative AI to write an essay or chapter. Submit that essay or chapter as your own work	No	Never acceptable
Write an essay/chapter. Ask AI to sharpen the language but not modify, add to, or replace the main points	Yes	Acceptable use without explicit citation only if changes suggested by AI are limited to grammar and syntax
Write an essay/chapter. Ask AI to add additional points	Yes	Acceptable with explicit citation only if fact-checked and adapted in your own words
Ask AI to summarize a book or article in your field. Use this as a starting point for critical engagement	Yes	Acceptable without explicit citation

Ask AI to summarize a book or article in your field. Reproduce that summary in your literature review without reading the book or article	No	Never acceptable, as there has been no engagement with the book or source itself
Use an AI generated summary of scholarship to critique another scholar's approach	No	Never acceptable, as AI frequently makes basic errors and there has been no engagement with the scholarship
Include a reference generated by AI in a footnote without checking the original	No	Never acceptable

APPENDIX 3: HISTORY PROGRAM LEARNING OUTCOMES

The goal of the history major is to offer students the knowledge and skills they need to gain a critical perspective on the world. History students learn to find and interpret evidence about the world, to translate complex information into engaging and persuasive stories, and to use their understanding of many perspectives to solve complex problems.

From deciphering manuscripts to mastering the latest digital research tools, history students investigate, interpret, and tell compelling stories about the past and the present. They look beyond easy explanations to understand the complexities and ambiguities of human experience. History is therefore an excellent major for students interested in careers involving research, communication, and problem-solving. History graduates can do anything. They learn to identify the skills developed in the study of history and articulate the applicability of those skills to a variety of professional and intellectual endeavors. Many continue on in fields such as law, business, non-profit management, journalism, medicine, public health, national and international policy work, military, government, museum work, library and information management, and education.

To ensure that students gain exposure to the great diversity of topics, methodologies, and philosophical concerns that inform the study of history, the department requires a combination of courses that offer breadth, depth, and variety. The structure of the curriculum ensures that students will gain broad acquaintance with several geographic areas of the world and with both the pre-modern and modern eras. In their capstone experience, students will also gain an in-depth understanding of a topic of their choice through original or creative research.

Through their courses, students should improve their skills in the following areas:

RESEARCH AND ANALYSIS - Find and interpret diverse evidence to explain complex changes over time.

- Read and evaluate a variety of materials to determine their origins, perspective, usefulness, and reliability
- Analyze influences that shape historical narratives and debates across genres and media
- Explain complex changes over time at different levels of scale
- Ask creative questions and work persistently to find relevant sources to answer them
- Develop a convincing narrative or properly substantiated argument based on synthesizing diverse methodologies and sources of information

WRITTEN AND ORAL COMMUNICATION - Communicate effectively to a variety of audiences in writing and speech.

- Craft clear, persuasive prose
- Discuss and distill complex points through lucid verbal communication
- Communicate findings to diverse audiences, in various formats

LEADERSHIP AND COMMUNITY-BUILDING - Use an understanding of many perspectives to work with people and solve complex problems.

- Give and receive helpful, respectful feedback
- Lead and participate productively in purposeful discussion
- Recognize contextual influences on the values, perspectives, and actions of individuals and groups, including oneself
- Approach a problem in multiple ways to propose a range of viable solutions
- Create and implement a plan for completing a multi-step project

EMPATHY AND GLOBAL CITIZENSHIP - Seek to understand differing views and ways of being in the world.

- Engage with humility and empathy, and respect those with differing views
- Recognize multiple ways of being in the world, and how what may seem natural in a society has been built over decades of accumulated human actions
- Break down stereotypes and misconceptions through rigorous analysis
- Understand the roots of persistent social, economic, gender, and racial inequalities across time, space, and cultures.
- Develop a lifetime sense of curiosity and wonder

LEARNING OUTCOMES FOR ASSESSMENT

- Find and interpret diverse evidence to explain complex changes over time
- Communicate effectively to a variety of audiences in writing and speech
- Use an understanding of many perspectives to work with people and solve complex problems
- Seek to understand differing views and ways of being in the world
- Identify the skills developed in the study of history and articulate their applicability to a variety of professional and intellectual endeavors

APPENDIX 4: GOALS FOR HIST 201 – “THE HISTORIAN’S CRAFT”

The “Historian’s Craft” courses offer an opportunity to experience the excitement and rewards of doing original historical research and conveying the results of that work to others. Through engagement with locally available or on-line archival materials, the courses encourage undergraduates to become historical detectives who can define important historical questions, collect and analyze evidence, present original conclusions, and contribute to ongoing discussions—the skills we have defined as central to the history major.

Upon successful completion of this course, students will be prepared to undertake substantial historical research and writing in a variety of courses, including the HIST 600 seminar. Specific goals for this course include learning to:

- 1. Ask Questions:** develop the habit of asking questions, including questions that may generate new directions for historical research.
 - Develop historical questions through engagement with primary sources, secondary literature, and/or broader ethical, theoretical, or political questions.
 - Ask historical questions to guide individual research.
 - Pose questions to prompt productive group discussion.
- 2. Find Sources:** learn the logic of footnotes, bibliographies, search engines, libraries, and archives, and consult them to identify and locate source materials.
 - Identify the purposes, limitations, authorities, and parameters of various search engines available both through the library and on the world-wide web.
 - Take advantage of the range of library resources, including personnel.
 - Locate printed materials, digital materials, and other objects.
 - Be aware of, and able to use, interlibrary loan.
- 3. Evaluate Sources:** determine the perspective, credibility, and utility of source materials.
 - Distinguish between primary and secondary material for a particular topic.
 - Determine, to the extent possible, conditions of production and preservation.

- Consider the placement of sources in relation to other kinds of documents and objects.
 - Identify the perspective or authorial stance of a source.
 - Summarize an argument presented in a text.
 - Distinguish between the content of a source and its meaning in relation to a particular question.
- 4. Develop and Present an Argument:** use sources appropriately to create, modify, and support tentative conclusions and new questions.
- Write a strong, clear thesis statement.
 - Revise and rewrite a thesis statement based on additional research or analysis.
 - Identify the parts of an argument necessary to support a thesis convincingly.
 - Cite, paraphrase, and quote evidence appropriately to support each part of an argument.
- 5. Plan Further Research:** draw upon preliminary research to develop a plan for further investigation.
- Write a research proposal, including a tentative argument, plan for research, annotated bibliography, and abstract.
 - Identify the contribution of an argument to existing scholarship.
- 6. Communicate Findings Effectively:** make formal and informal, written and oral presentations tailored to specific audiences.
- Write a clearly argued, formal academic paper, using appropriate style and bibliographic apparatus.
 - Deliver a concise, effective, formal verbal presentation with appropriate supporting material.
 - Contribute constructively to discussion, whether proposing or responding to an idea.

APPENDIX 5: RIGHTS, RESPONSIBILITIES, AND RESOURCES

TEACHING & LEARNING DATA TRANSPARENCY 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 digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. View the university's full teaching and learning [data transparency statement](#).

PRIVACY OF STUDENT RECORDS & THE USE OF AUDIO RECORDED LECTURES STATEMENT

View [more information about FERPA](#).

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in courses may use the materials and recordings for their personal use related to participation in class. Students may also take notes solely for their personal use. If a lecture is not already recorded, students are not authorized to record lectures without permission unless they are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording. [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, with the exception of sharing copies of personal notes as a notetaker through the McBurney Disability Resource Center. Students are otherwise 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.

CAMPUS RESOURCES FOR ACADEMIC SUCCESS

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

COURSE EVALUATIONS

Students will be provided with an opportunity to evaluate their enrolled courses and their learning experience. Student participation is an integral component of course development, and confidential feedback is important to the institution. UW-Madison strongly encourages student participation in course evaluations.

DIGITAL COURSE EVALUATION

UW-Madison uses a [digital course evaluation](#) survey tool. In most instances, students receive an official email two weeks prior to the end of the semester, notifying them that course evaluations are available. Students receive an email with a link to log into the course evaluation with their

NetID. Evaluations are anonymous. Student participation is an integral component of course development, and feedback is important. UW-Madison strongly encourages student participation in course evaluations.

STUDENTS' RULES, RIGHTS & RESPONSIBILITIES

[Rights & Responsibilities](#)

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.

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 [sanctions](#) include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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 ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the McBurney Center to provide reasonable instructional and course-related 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](#))

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

[Academic Calendar & Religious Observances](#)

APPENDIX 6: ABOUT YOUR INSTRUCTOR

John W. Hall is a first-generation college graduate, son of a Vietnam combat vet, native Wisconsinite, and 1990 graduate of Palmyra-Eagle High School. He grew up in the midst of the Kettle-Moraine State Forest Southern Unit, running, hunting, and obsessed with proper nerdy pursuits (Star Wars, Doctor Who, Tolkien, and Dungeons & Dragons). There is no Jedi Academy, so he went to West Point, graduating in 1994. There are no Jedi Knights, so he tried to his best to be an “infantryman of letters”—an idiosyncratic career path that ultimately allowed him to receive a PhD in history from UNC-Chapel Hill and retire as a colonel after nearly twenty-five years of active and reserve service. His scholarly expertise rests in the literal and figurative borderlands of the Early American Republic, straddling military and American Indian history. If he’s not at work, he’s probably on his bike, cheering on the Packers or Carolina Hurricanes, or watching something noir with his wife and best friend Heidi. Their adult son Connor is a wilderness first responder (who makes a living front- and back-of-house and behind the bar at a fine Wisconsin business or two near you).

