



# Ed Pol 305: Democracy and Education

(3 credits) Fall 2024

Mondays and Wednesdays, 8:00-9:15 a.m.

L150 Education Building

University of Wisconsin-Madison

## Instructor

Abby Beneke, Faculty Associate, Educational Policy Studies

[abeneke@wisc.edu](mailto:abeneke@wisc.edu) (preferred contact)

Pronouns: she/her

## Office Hours

Office hours will be held from 3:15-5:15 p.m. CT on Wednesdays. Please sign up for a time slot on [Calendly](#) and indicate whether you would like to meet virtually in [Abby's Zoom Room](#) or in-person in 4154 Nancy Nicholas Hall. I understand this time may not work for everyone. Please email me to set up an alternative meeting time—I am happy to do so!

## Course Designations and Attributes:

Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Communications Part B

**Course Description:** Explores both the form(s) of education in democracies and the controversies that shape education in the contemporary U.S. context. Examines the history of elements of mass schooling in the U.S., analyzes the competing values at play in contemporary issues, and explores some of the human stories behind some of the most enduring problems in U.S. education. Discusses the necessity of education for democratic life, the challenges inherent in mass schooling in the U.S., and the varying positions that animate contemporary educational debates. Evaluates a variety of educational issues on the basis of democratic criteria such as equality, liberty, and justice.

**Requisites:** None

**Instructional Modality:** In-person

## Course Learning Outcomes

- Describe the unique relationship between democratic government and education
- Describe the values and perspectives inherent in opposing positions in controversies about education in America

- Utilize evidence to evaluate opposing positions using common democratic values as criteria
- Synthesize and articulate personal views, and improve written and oral communication of such views to public audiences
- Make productive use of the writing process and skillfully incorporate relevant, reliable, and high-quality research sources in written assignments and presentations using conventions in the field of education policy

## **How Credit Hours are Met by the Course**

The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (at least 45 hours per credit), which include regularly scheduled instructor: student meeting times (2 hours, 30 minutes per week), reading, writing, and other student work as described in the syllabus.

## **Course Website and Digital Instructional Tools**

The Canvas course website can be found at: <https://canvas.wisc.edu/courses/428163>. Further direction regarding navigating course technology will be included in the first class session.

## **Required Textbook, Software and Other Course Materials**

All required texts and media will be provided as digital copies in Canvas. There is no need to purchase instructional materials.

## **Assignments**

Students are expected to complete all assigned readings and other course media prior to class. Written assignments should be submitted to Canvas by midnight on the assigned due date. Late assignments will be accepted on a case-by-case basis, but feedback and grading may be delayed. If you think you will need extra time for an assignment, please contact Abby to discuss the assignment and how to move forward in an expeditious manner.

## **Class Participation:**

- Class sessions will include mini-lectures and discussions of the reading, and regular attendance and active engagement is expected. If you will be absent for religious holiday observances or university-related/academic obligations, please make sure to notify me as soon as possible, or at least two weeks prior to the day you will miss so that I can make accommodations.
- You are not expected to know or understand everything, but you are expected to come to class prepared to discuss:
  - what you don't understand
  - what you still want to know
  - what you think about what you have read and heard ○ why these ideas matter to others and to you
- Please be on time and be ready to discuss the readings at the start of our class sessions. This means having the texts for that day in front of you, as well as your notes. Excellent participation does not mean that you are always the first to raise your hand to speak. Rather, it means that you are:

- Doing the reading
- Coming to class prepared to discuss the material in terms of your insights and questions. (This includes having the readings in front of you for reference, as well as your notes.)
- Being respectful of your peers' feelings and ideas
- Listening carefully and responding thoughtfully
- Participating in class free from preventable distractions (e.g., social media and email notifications)
- Contributing to the dialogue (in small and large group discussions) without excessive dominance or persistent silence
- Engaging critically with the material (in class and via Canvas discussions and assignments). This includes:
  - making connections between the text and other course readings or themes
  - connecting coursework from other classes or
  - making connections to current events
- Students may demonstrate their engagement and participation in diverse ways, including the use of our online learning platform and other electronic means to share insights, information, or announcements, to pose questions, and to extend discussions.
 

*You have two "freebie," no-questions-asked passes that you can use during the semester for times when things don't go as planned and you need to miss class. You are responsible for acquiring notes and reviewing the lecture slides for missed classes, as well as completing all assignments for the day(s) you miss class. If you have any particular circumstances that you envision may impact your attendance please list those on the introductory survey so that I can support your learning and respond to your specific circumstances. You will not be penalized for missing class due to sickness and we can discuss alternative ways to demonstrate your engagement with the course readings and concepts. If you're unable to attend in-person class meetings for any reason, you should contact Abby to discuss options.*

### **Written Reflections:**

Short reflections: Three times this semester, you will write a two-page (double-spaced, 1-inch margins, 12 pt. Times New Roman font) reflection on an assigned class topic. These reflections will provide with an opportunity to demonstrate the knowledge you've gained from the week's readings and thus far in the course. Your reflection should begin with a short outline of the history of the issue. Following the history, you should outline competing views on the issue, being careful to highlight the different democratic values expressed in each. You must include insights from class lectures, readings, and your classmates' contributions in discussion. Finally, you should articulate your own position, offering reasoning and evidence. Please upload your reflection by **11:59pm on the Sunday due date.**

### **Individual Writing Conference:**

We will meet one-on-one to discuss a draft of your first written reflection. In order to receive full points for the individual writing conference, you must:

1. Submit your draft Written Reflection #1 to Canvas by 11:59 p.m. on October 6<sup>th</sup>.
2. Schedule a meeting with me for some time between October 7<sup>th</sup> and October 18<sup>th</sup>. You can schedule your appointment during my regular office hours using my [Calendly](#) OR email me ([abeneke@wisc.edu](mailto:abeneke@wisc.edu)) to schedule an alternative meeting time.
3. Attend our meeting!

### **Political Candidate Platform Analysis and Presentation:**

For this assignment, you will outline and analyze the educational policy platforms of two candidates for political office. You may choose a **school board candidate, city council member, or superintendent (district or state)**. In class, we will discuss how to identify political candidates and use a sign-up sheet to minimize overlap among candidates. Your analysis will take the form of a document of around 4.5-page document (double-spaced, 1-inch margins, 12 pt. Times New Roman font), and will include four parts:

1. A ½-1-page summary of the key policy ideas of each candidate.
2. Two pages making connections between the platforms and our discussions, lectures, and readings in class. You might note similarities to past and present positions in key educational controversies or departures from current practice.
3. Two pages evaluating the platforms according to democratic principles. Be sure to describe at least one way that each of the three platforms attempts to appeal to a democratic value.
4. One page either describing which platform you find most convincing or synthesizing a unique platform according to your own ideas. Be sure to persuade your reader of the wisdom of your position using appeals to democratic principles and evidence from course reading, lectures, or discussion.

You will bring two hard copies of a full draft of your analysis to class on **Monday, October 19<sup>th</sup>**. During class, you will receive feedback from two colleagues on your draft. The more complete the draft, the better the feedback you will receive, so I strongly encourage you to put time and careful thought into the draft.

Please submit your final analysis to Canvas by **Sunday, October 28<sup>th</sup> at 11:59 p.m.** Students will make 5-minute presentations of their analysis in class on **October 30<sup>th</sup>** and **November 4<sup>th</sup>**.

### **Final Paper and Presentation:**

As a summative assessment for the course, you will write a 10-page final paper (again double-spaced, 1-inch margins, 12 pt. Times New Roman font). I will provide a list of open policy questions you may choose from to answer in the paper; if you would like to examine an open policy question not on the list, please contact Abby first to discuss. The final paper will follow the structure of short reflections, but you will be asked to draw on at least two academic articles and three pieces of journalism or news media to support your description of the issues and your analysis. We will spend time in class learning about finding and evaluating both types of sources. In preparation for this assignment, Library and Instructional Services Manager at Merit Library, Jim Jonas, will meet with us in class on November 11<sup>th</sup> and November 13<sup>th</sup>.

Students will make 5-minute presentations each on their final papers during the final three class sessions, briefly sharing their topics, thoughts, and analyses. A final copy of your paper should be submitted to Canvas by **11:59pm on Friday, December 13<sup>th</sup> at 11:59 p.m.**

### **Grading**

Your final letter grade for this course will be determined by totaling the points earned on all graded assignments. Final grades will not be curved. Grading rubrics for assignments are posted to Canvas.

Assignment	Points
------------	--------

Participation	10
Written Reflections	15
Individual Writing Conference	5
School Board Candidate Platform Analysis and Presentation	30
Final Paper and Presentation	40
<b>Total Points</b>	<b>100</b>

**Scale:** A (93-100) / AB (88-92) / B (83-87) / BC (78-82) / C (70-77) / D (60-69) / F (59 or lower)

## Course Calendar

*\*Course schedule is subject to change at instructor's discretion*

Date	Topic	Readings, Media, & Assignments
Wed, Sept. 4	Welcome to Democracy & Education!	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>The syllabus</li> </ul> <p><b>LISTEN:</b></p> <ul style="list-style-type: none"> <li>Nadworny, E. (Host). (2019, October 2). Uncovering a huge mystery of college: Office hours [Audio clip]. <i>nprEd</i>. <a href="https://www.npr.org/2019/10/02/766568824/uncovering-a-huge-mystery-of-college-office-hours%020">https://www.npr.org/2019/10/02/766568824/uncovering-a-huge-mystery-of-college-office-hours%020</a> (3 minutes)</li> </ul> <p><b>COMPLETE:</b></p> <ul style="list-style-type: none"> <li>EPS 305 Introductory Survey in Canvas (due 9/8 at 11:59 p.m. CT)</li> </ul>
Mon, Sept. 9	What is Democracy?	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>Wright, E.O. &amp; Rogers, J. (2011). Democracy: How it works (pp. 337-352) &amp; “Democracy from below” (pp. 446-464). In <i>American society: How it really works</i>. W.W. Norton &amp; Company.</li> </ul> <p><b>WATCH</b></p> <ul style="list-style-type: none"> <li>Participatory Budgeting in Schools: <a href="https://vimeo.com/220012828">https://vimeo.com/220012828</a> (4 minutes).</li> </ul>
Wed, Sept. 11	Thinking about Goals, Values, & Evidence in American Education	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>Brighthouse, H., Ladd, F., Loeb, S. &amp; Swift, A. (2018). <i>Educational goods: Values, evidence, and decision-making</i>. Chicago &amp; London: The University of Chicago Press. <ul style="list-style-type: none"> <li>“The role of values and evidence” (pp. 3-6).</li> </ul> </li> </ul> <p><b>LISTEN:</b></p>

		<ul style="list-style-type: none"> <li>White, J. (Host). (2023, April 11). Remaking America: Behavior and Discipline in Public Schools. [Audio podcast episode]. <i>NPR 1A</i>. <a href="https://www.npr.org/2023/04/11/1169348484/1a-remaking-america-behavior-and-discipline-in-public-schools">https://www.npr.org/2023/04/11/1169348484/1a-remaking-america-behavior-and-discipline-in-public-schools</a></li> </ul>
Mon, Sept. 16	Origins and Purposes of Common Schools	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>Neem, J.N. (2017). <i>Democracy's Schools: The Rise of Public Education in America</i>. Johns Hopkins University Press. Introduction &amp; Chapter 1: "Citizenship and Self-Culture" (pp. 4-30).</li> <li>Kaestle, C. (2011). <i>Pillars of the republic: Common schools and American society</i>. New York: Hill &amp; Wang. Chapter 7: "Ins and Outs: Acquiescence, ambivalence, and resistance to common-school reform"</li> </ul>
Wed, Sept. 18	Racial Segregation—Who is Included in "Common" Schools?	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>Boddie, E.C. &amp; Parker, D.D. (2018, March 30). Linda Brown and the unfinished work of school integration. <i>The New York Times</i>.</li> <li>Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in U.S. schools. <i>Educational Researcher</i>, 35(7), 3-12.</li> </ul>
Mon, Sept. 23	Desegregation/Resegregation of American Public Schools	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>American Law &amp; Legal Information Law Library (n.d.). <i>School desegregation: The busing debate</i>. <a href="https://law.jrank.org/pages/10024/School-Desegregation-BUSING-DEBATE.html">https://law.jrank.org/pages/10024/School-Desegregation-BUSING-DEBATE.html</a></li> </ul> <p><b>LISTEN:</b></p> <ul style="list-style-type: none"> <li>Hannah-Jones, N. (Host). (2015, July 31). The problem we all live with. Prologue and Parts I &amp; II. [Audio podcast episode]. In <i>This American Life</i>. WBEZ Chicago. <a href="https://www.thisamericanlife.org/562/the-problem-we-all-live-with-part-one">https://www.thisamericanlife.org/562/the-problem-we-all-live-with-part-one</a> (55 minutes).</li> </ul> <p><b>WATCH:</b></p> <ul style="list-style-type: none"> <li>Clip from Democratic Debate: <a href="https://www.youtube.com/watch?v=J1OvDB_wavI&amp;feature=youtu.be">https://www.youtube.com/watch?v=J1OvDB_wavI&amp;feature=youtu.be</a> (4 minutes)</li> </ul>

Wed, Sept. 25	Immigration, Assimilation, and Language Policy in American Education	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• Lash, C. L. (2018). Making Americans: Schooling, diversity, and assimilation in the twenty-first century,” <i>The Russell Sage Foundation Journal of the Social Sciences</i>, 4(5), 99-117.</li> <li>• Anderson, M.D. (2015, October 15). Bilingualism: When education and assimilation clash. <i>The Atlantic</i>.</li> </ul>
Mon, Sept. 30	School Boards as Democratic Institutions	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• Maeroff, G.I. (2011). <i>School boards: A flawed exercise in democracy</i>. New York: Palgrave MacMillan. <ul style="list-style-type: none"> <li>○ Chapter 1: “A Cradle of Democracy”</li> <li>○ Chapter 9: “The Inner Workings of School Boards”</li> </ul> </li> </ul>
Wed, Oct. 2	School Boards as Democratic Institutions	<p style="text-align: center;"><b>*No Synchronous Class*</b></p> <p><b>ATTEND:</b></p> <ul style="list-style-type: none"> <li>• Instead of our regular class meeting, please watch a recording of the MMSD School Board Meeting (in person or virtually) from September 30<sup>th</sup> at: <a href="https://www.youtube.com/channel/UCvo1cQVR0MPaTo_SvQRSoXQ">https://www.youtube.com/channel/UCvo1cQVR0MPaTo_SvQRSoXQ</a>.</li> </ul> <p><b>SUBMIT:</b></p> <ul style="list-style-type: none"> <li>• Draft of first reflection due to Canvas by 11:59 p.m. CT, Sunday October 6th</li> </ul>
Mon, Oct. 7	Teachers Unions	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• Dana Goldstein: <i>The Teacher Wars: A History of America's Most Embattled Profession</i> (New York: Anchor Books, 2014). <ul style="list-style-type: none"> <li>○ Chapter 4: “‘School Ma'ams as Lobbyists’: The Birth of Teachers Unions”</li> </ul> </li> </ul>
Wed, Oct. 9	Teachers Unions	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• Dana Goldstein: <i>The Teacher Wars: A History of America's Most Embattled Profession</i> (New York: Anchor Books, 2014). <ul style="list-style-type: none"> <li>○ Chapter 7: “‘We Both Got Militant’: Union Teachers Versus Black Power During the Era of Community Control”</li> </ul> </li> </ul> <p><b>LISTEN:</b></p> <ul style="list-style-type: none"> <li>• Center for Ethics and Education (2021). The Ethics of Teachers Strikes. <a href="https://podcasters.spotify.com/pod/show/ethicsandeducation/episodes/The-Ethics-of-Teacher-Strikes-e1cia84/a-a77ilh3">https://podcasters.spotify.com/pod/show/ethicsandeducation/episodes/The-Ethics-of-Teacher-Strikes-e1cia84/a-a77ilh3</a></li> </ul>

Mon, Oct. 14	School Board Platform Analysis Workshop	<p><b>COME PREPARED:</b></p> <ul style="list-style-type: none"> <li>Bring two hard copies of a full draft of your School Board Candidate Platform Analysis to class on Monday, October 14th</li> </ul>
Wed, Oct. 16	Religious Pluralism and Tolerance	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>Stephen Prothero, <i>Religious Literacy: What Every American Needs to Know—And Doesn't</i> (New York: Harper One, 2009), Introduction, Chapter 2: “Religion Matters”; Religious Literacy Quiz (for fun).</li> <li>Annie Laurie Gaylor, "The Dangers of Religious Instruction in Public Schools," <i>Religion &amp; Politics</i> (January 7, 2014).</li> </ul> <p><b>Submit:</b></p> <ul style="list-style-type: none"> <li>Final version of Written Reflection #1 due Sunday, October 20th at 11:59 p.m.</li> </ul>
Mon, Oct. 21	School Choice, Privatization, and Racial Disparities in Education	<p><b>LISTEN:</b></p> <ul style="list-style-type: none"> <li>Brighthouse, H. &amp; Gecewicz, G. (Hosts). (2020, December 8). What is a charter school? [Audio podcast episode]. Center for Ethics &amp; Education. <a href="https://anchor.fm/ethicsandeducation/episodes/What-is-a-Charter-School-ejvn3m">https://anchor.fm/ethicsandeducation/episodes/What-is-a-Charter-School-ejvn3m</a></li> </ul>
Wed, Oct. 23	School Choice, Privatization, and Racial Disparities in Education	<p><b>READ:</b></p> <p>GROUP 1:</p> <ul style="list-style-type: none"> <li>Chubb, J.E. &amp; Moe, T.M. (1990). America’s public schools: Choice is a panacea. <i>The Brookings Review</i>, 8(3), 4-12.</li> </ul> <p>GROUP 2:</p> <ul style="list-style-type: none"> <li>Mead, J.F. &amp; Eckes, S.E. (2018). How school privatization opens the door for discrimination [Policy brief]. National Education Policy Center. <a href="https://nepc.colorado.edu/publication/privatization">https://nepc.colorado.edu/publication/privatization</a></li> </ul> <p>GROUP 3:</p> <ul style="list-style-type: none"> <li>Scott, J. &amp; Wells, A.S. (2013). A more perfect union: Reconciling school choice policy with equality of opportunity goals (pp. 123-140). In Carter, P.L. &amp; Welner, K.G. (Eds.), <i>Closing the opportunity gap: What America must do to give every child an even chance</i>. Oxford University Press.</li> </ul>



Mon, Oct. 28	Homeschooling	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>Huseman, J. (2015, February). The rise of homeschooling among Black families. <i>The Atlantic</i>.</li> </ul> <p>*Additional reading/listening-TBD</p> <p><b>SUBMIT:</b></p> <ul style="list-style-type: none"> <li>Your Political Candidate Platform Analysis to Canvas by 11:59 p.m. CT on Sunday, November 3rd</li> </ul>
Wed, Oct. 30	School Board Candidate Platform Analysis Presentations	*Come to class prepared to present your School Board Candidate Platform Analysis in class
Mon, Nov. 4	School Board Candidate Platform Analysis Presentations	*Come to class prepared to present your School Board Candidate Platform Analysis in class
Wed, Nov. 6	Opting out of Standardized Testing	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>ALL: Wilson, T. &amp; Hastings, M. (n.d.). Refusing the test: Debating assessment and accountability in public education. <i>Justice in Schools</i>. <a href="https://www.justiceinschools.org/files/playpen/files/opting_out_full_length_case_-_formatted.pdf">https://www.justiceinschools.org/files/playpen/files/opting_out_full_length_case_-_formatted.pdf</a></li> </ul> <p>GROUP 1:</p> <ul style="list-style-type: none"> <li>Cunha, D. (2017, June 20). My third grader thought she had failed her state standardized test. <i>Chicago Tribune</i>. Retrieved from <a href="https://www.chicagotribune.com/opinion/commentary/ct-standardized-testing-reading-math-grades-20170620-story.html">https://www.chicagotribune.com/opinion/commentary/ct-standardized-testing-reading-math-grades-20170620-story.html</a></li> </ul> <p>GROUP 2:</p> <ul style="list-style-type: none"> <li>Dwyer, L. (2012, March 21). Why I'm not opting my kids out of state testing. <i>Good</i>. <a href="https://www.good.is/articles/why-i-m-not-opting-my-kids-out-of-state-testing">https://www.good.is/articles/why-i-m-not-opting-my-kids-out-of-state-testing</a></li> </ul> <p><b>SUBMIT:</b></p> <ul style="list-style-type: none"> <li>Written Reflection #2 by November 10th</li> </ul>
Mon, Nov. 11	Final Projects	Instructional time with Library and Instructional Services Manager at Merit Library, Jim Jonas. Pre-reading TBA.
Wed, Nov. 13	Final Projects	Instructional time with Library and Instructional Services Manager at Merit Library, Jim Jonas. Pre-reading TBA.

<p>Mon, Nov. 18</p>	<p>Civic Education &amp; Teaching Democratic Deliberation</p>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• Hess, D. &amp; McAvoy, P. (2014). <i>The political classroom: Evidence and ethics in democratic education</i>. New York: Routledge. <ul style="list-style-type: none"> <li>○ Chapter 5: “Adams High: A Case of Inclusive Participation.”</li> </ul> </li> </ul> <p><b>LISTEN:</b></p> <ul style="list-style-type: none"> <li>○ Glass, I. (Host). (2011, January 14). Kid politics [Audio podcast episode]. Prologue, Trickle Down History, &amp; Minor Authorities. In <i>This American Life</i>. WBEZ Chicago. <a href="https://www.thisamericanlife.org/424/kid-politics">https://www.thisamericanlife.org/424/kid-politics</a> (40 minutes).</li> </ul>
<p>Wed, Nov. 20</p>	<p>Teaching about the Nation—the 1619 &amp; 1776 Projects</p>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• Hannah-Jones, N. (2019, August 14). Introduction to the 1619 project. <i>New York Times Magazine</i>.</li> <li>• Choose and read at least one essay/creative work from the 1619 project: <a href="https://www.nytimes.com/interactive/2019/08/14/magazine/1619-america-slavery.html">https://www.nytimes.com/interactive/2019/08/14/magazine/1619-america-slavery.html</a></li> <li>• Woodson, R.L. (2020, February 13). The crucial voice of 1776. <i>1776 Unites</i>. <a href="https://1776unites.com/essays/the-crucial-voice-of-1776/">https://1776unites.com/essays/the-crucial-voice-of-1776/</a></li> <li>• Serwer, A. (2019). The fight over the 1619 project is not about the facts. <i>The Atlantic</i>. <a href="https://www.theatlantic.com/ideas/archive/2019/12/historians-clash-1619-project/604093/">https://www.theatlantic.com/ideas/archive/2019/12/historians-clash-1619-project/604093/</a></li> </ul> <p><b>SUBMIT:</b></p> <ul style="list-style-type: none"> <li>• Final reflection due to Canvas by 11:59 p.m. CT, Sunday, November 24th</li> </ul>
<p>Mon, Nov. 25</p>	<p>Affirmative Action</p>	<p><b>Listen:</b></p> <ul style="list-style-type: none"> <li>• Bennhold, K. (host). The Supreme Court Ends Affirmative Action. <i>The Daily</i>. <a href="https://www.nytimes.com/2023/06/30/podcasts/the-daily/affirmative-action-scotus.html">https://www.nytimes.com/2023/06/30/podcasts/the-daily/affirmative-action-scotus.html</a></li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Mnookin, C. (2023, June 29). Responding to the Supreme Court decision on admissions. <a href="https://news.wisc.edu/responding-to-the-supreme-court-decision-on-admissions/">https://news.wisc.edu/responding-to-the-supreme-court-decision-on-admissions/</a></li> </ul>

		Read answers to “General” Questions: <a href="https://scotus-diversity.wisc.edu/">https://scotus-diversity.wisc.edu/</a>
Wed, Nov. 27	<b>*No Class*- Thanksgiving Week</b>	
Mon, Dec. 2	Free Speech on College Campuses	<p><b>Listen:</b></p> <ul style="list-style-type: none"> <li>Tate, J. (Host). (n.d.). Sigal Ben-Porath on Campus Free Speech. <i>Anchored</i>. <a href="https://podcasts.apple.com/us/podcast/sigal-ben-porath-on-campus-free-speech/id1530053338?i=1000498370825">https://podcasts.apple.com/us/podcast/sigal-ben-porath-on-campus-free-speech/id1530053338?i=1000498370825</a></li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Patel, V. (2023, December 14). The fall of Penn’s president brings campus free speech to a crossroads. <i>NYT</i>. <a href="https://www.nytimes.com/2023/12/14/us/college-campus-free-speech-antisemitism.html">https://www.nytimes.com/2023/12/14/us/college-campus-free-speech-antisemitism.html</a></li> </ul>
Wed, Dec. 4	Presentations & Wrap-Up	<p><b>COME PREPARED:</b></p> <ul style="list-style-type: none"> <li>Be prepared to present your final project</li> </ul>
Mon, Dec. 9	Presentations & Wrap-Up	<p><b>COME PREPARED:</b></p> <ul style="list-style-type: none"> <li>Be prepared to present your final project</li> </ul>
Wed, Dec. 11	Presentations & Wrap-Up	<p><b>COME PREPARED:</b></p> <ul style="list-style-type: none"> <li>Be prepared to present your final project</li> </ul> <p><b>Submit:</b></p> <ul style="list-style-type: none"> <li><b>Final papers are due to Canvas on Friday, December 13<sup>th</sup> at 11:59 p.m.!</b></li> </ul>

## Academic Policies and Statements

### Academic Calendar & Religious Observances

View the full [academic calendar](#) in addition to information about religious and election day observances. Students are responsible for notifying instructors within the first two weeks of classes about any need for flexibility due to [religious observances](#).

Establishment of the academic calendar for the University of Wisconsin–Madison falls within the authority of the faculty as set forth in [Faculty Policies and Procedures](#). Construction of the academic calendar is subject to various rules and laws prescribed by the Board of Regents, the Faculty Senate, State of Wisconsin and the federal government. Find [additional dates and deadlines for students](#) on the Office of the Registrar website.

### Academic Integrity

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 Disability Resource 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.

### **Course Evaluations**

Students at the University of Wisconsin–Madison have the opportunity to evaluate their learning experiences and the courses they are enrolled in through course evaluations. Many instructors use a [digital course evaluation tool](#) to collect feedback from students. Students typically receive notifications two weeks prior to the end of the semester requesting that they complete course evaluations. Student participation is an integral component of course development, and confidential feedback is important. UW–Madison strongly encourages student participation in course evaluations.

### **Diversity & Inclusion**

[Diversity](#) is a source of strength, creativity, and innovation for the University of Wisconsin–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. UW–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.

### **Mental Health & Well-Being**

Students often experience stressors that can impact both their academic experience and personal well-being. These may include mental health concerns, substance misuse, sexual or relationship violence, family circumstances, campus climate, financial matters, among others.

UW–Madison students are encouraged to learn about and utilize the university’s mental health services and/or other resources as needed. Student can visit [uhs.wisc.edu](https://uhs.wisc.edu) or call University Health Services at (608) 265-5600 to learn more.

### **Privacy of Student Records & Use of Audio Recorded Lectures**

Lecture materials and recordings for this course are protected intellectual property at UW–Madison. Students enrolled in this course may use the materials and recordings for their personal use related

to participation in the course. 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. View [more information about FERPA](#).

### **Students' Rules, Rights, & Responsibilities**

View more information about [student rules, rights and responsibilities](#) such as student privacy rights, sharing of academic record information, academic integrity and grievances.

### **Teaching & Learning Data Transparency**

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 for teaching and learning, including those that support [data empowered educational practices](#) and proctoring. View more information about [teaching and learning data transparency](#) at UW–Madison.

## **Resources for Student Success**

My goal is for all students to be in position to succeed in this course. Many factors outside of the classroom may affect a person's ability to learn and participate effectively. What follows is a partial list of resources available to all UW students that may be useful to you at some point this semester. I encourage you to take advantage of them as needed, and to let me know about any concerns you have that I may be able to help you with:

- [Dean of Students Office](#)
- [University Health Services](#)
- [Mental Health](#)
- 24 Hour Crisis Line: (608)265-5600, option 9
- [The Open Seat](#) (student food pantry)
- [McBurney Disability Resource Center](#)
- [Multicultural Student Center](#)
- [Gender and Sexuality Campus Center](#)
- [Veteran Services and Military Assistance Center](#)
- [The Writing Center](#)