

Timothy T. Tennyson
Evidence of Teaching Effectiveness

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Student Evaluations and Comments

Instructor Evaluation Summary

PS 461—Interdisciplinary Seminar in Political Economy, Philosophy, and Economics, PS 361—Contemporary American Political Thought

	<i>The Assigned Readings Helped You Understand the Course Material (Q7)</i>	<i>The Grading Practices and Expectations for Assignments and Exams Were Clearly Defined (Q8)</i>	<i>You Received Useful Feedback on Written Work and Exams (Q9)</i>	<i>This Course Gives You Confidence to Do More Advanced Work in the Subject (Q10)</i>	<i>This Course Helped You to Examine Important Questions in Political Science (Q11)</i>	<i>This Course Helped You to Analyze Different Forms and Practices of Politics (Q12)</i>	<i>This Course Helped You to Argue Effectively with Intellectual Integrity (Q13)</i>
PS 461 Sp. 2022 (N=6/17)	4.17	4.00	4.50	3.33	3.00	3.50	3.67
PS 461 Sp. 2023 (N=8/19)	4.75	3.88	4.25	4.25	4.38	4.25	3.88
PS 461 Sp. 2024 (N=10/19)	4.60	4.40	4.70	4.10	4.50	4.50	4.60
PS 361 Sp. 2025 (N=13/50)	4.54	4.46	4.46	4.23	4.62	4.31	4.00

<i>Mean Scores</i>	4.52	4.19	4.48	3.98	4.13	4.14	4.04
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*1=Poor, 3=Average, 5=Excellent (Original Documentation Available Upon Request)

Teaching Assistant Evaluation Summary

PS 160—Introduction to Political Theory, PS 360—History of American Political Thought, PS 463—Deception and Politics

	<i>Overall Performance</i>	<i>Assignments and Tests Handled by TA Were Returned with Useful Feedback</i>	<i>TA Was Clear in Presenting Subject Matter</i>	<i>TA Presented Material in Interesting and Engaging Way</i>	<i>TA Was Available During Office Hours</i>	<i>I Felt Comfortable Asking Questions</i>
PS 160 Sp. 2020 (N=6/17)	4.17	4.33	4.00	3.83	4.17	4.00
PS 160 Sp. 2021 Sec. 305 (N=6/16)	4.33	3.83	4.50	4.00	4.67	4.33
PS 160 Sp. 2021 Sec. 312 (N=6/18)	4.50	4.33	4.17	3.67	4.00	4.17
PS 160 Sp. 2021 Sec. 303 (N=7/13)	3.71	4.00	4.14	3.29	4.43	3.71
PS 360 Fall 2021 (N=11/28)	4.45	4.27	3.82	4.00	4.36	4.09
PS 463 Fall 2023 Sec. 302 (N=10/17)	4.90	4.60	4.70	4.60	4.70	4.60

PS 463 Fall 2023 Sec. 303 (N=9/17)	4.56	4.33	4.56	4.11	4.67	4.33
PS 463 Fall 2023 Sec. 304 (N=9/16)	5.00	4.89	4.89	4.67	5.00	4.78
PS 463 Fall 2024 Sec. 302 (N=8/18)	4.63	4.75	4.50	4.25	4.75	4.75
PS 463 Fall 2024	5.00	4.82	4.73	4.91	4.82	4.73
<i>Mean Scores</i>	4.53	4.42	4.40	4.13	4.56	4.35

*1=Poor, 3=Average, 5=Excellent (Original Documentation Available Upon Request)

Sample Student Comments

PS 361: Contemporary American Political Thought

“Tim is amazing at helping break down complex readings and simplify them so that students can grasp the main concepts.” (PS 361, Spring 2025)

“This course was fast paced and challenged me to think deeply about political thinkers throughout history. This was a very exciting course.” (PS 361, Spring 2025)

“Professor Tennyson made us feel very welcomed.” (PS 361, Spring 2025)

“[The classroom] was inclusive because the teacher always made sure that people felt comfortable about sharing diverse ideas.” (PS 361, Spring 2025)

PS 461: Education, Inequality, and Citizenship in the History of Political Thought [Interdisciplinary Seminar in Political Economy, Philosophy, and Politics]

“Tim was probably the most approachable professor I’ve ever had, super nice and helpful.” (PS 461, Spring 2024)

“Tim is super helpful in office hours. He’s incredibly patient and supportive and helps students find their interests and ideas within the readings. He really supports students in engaging with the topics of the seminar.” (PS 461, Spring 2024)

“Differing opinions were always welcomed and critically evaluated respectfully and academically.” (PS 461, Spring 2024)

“Tim provides more feedback on writing than any other professor I’ve had and seems dedicated to our growth and learning. I am grateful to have had him as a professor!” (PS 461, Spring 2024)

“I was able to meet with Tim easily and ask him questions directly during class.” (PS 461, Spring 2023)

“Tim is a very dedicated instructor and it was very obvious that he is passionate about the subject and engaging students in learning. I would recommend this course to upper level Poli Sci students.” (PS 461, Spring 2023)

“If I could give a higher score for the ‘You received useful feedback on written work and exams’ question, I would. Tim graded the midterms and papers, and then left comments that were nearly as long as the assignments themselves. This was both impressive and appreciated.” (PS 461, Spring 2023)

“The classroom climate was absolutely inclusive, as long as people opted into sharing their opinions and questions.” (PS 461, Spring 2023)

“The instructor adapted the course to better meet our needs if we weren’t understanding an author; I think this was very important for making the course progress as well as it did.” (PS 461, Spring 2023)

“Tim encouraged discussion and questions at all times and myself and the whole class appeared comfortable in doing so.” (PS 461, Spring 2022)

“Anyone could speak at any time and they were heard by Tim and everyone else in the classroom.” (PS 461, Spring 2022)

PS 360: History of American Political Thought

“Great, specific feedback on papers.” (PS 360, Fall 2021)

“Tim is an excellent TA! Very helpful and very easy to communicate with. Always replies to e-mails and concerns quickly.” (PS 360, Fall 2021)

“Tim’s feedback is always thorough and helpful because he lets us know what we need to do to improve without laying out specific steps, therefore allowing the growth in learning to be done by ourselves. I really appreciate how much effort he puts into his comments, they have really helped my writing throughout the semester.” (PS 360, Fall 2021)

“Tim is extremely organized and knowledgeable on the subject, he gives great feedback, and is one of the best TAs I’ve had!” (PS 360, Fall 2021)

“Tim is always open to answering questions and is very good at leaving constructive feedback to help shape my learning.” (PS 360, Fall 2021)

PS 160: Introduction to Political Theory

“He did a good job with exam review and I felt that the feedback I received on my paper(s) was constructive and appropriate.” (PS 160, Spring 2020)

“Tim was very organized and effective in explaining concepts in this class. He tries his best to help every student succeed.” (PS 160, Spring 2020)

“Knowledgeable and proactive.” (PS 160, Spring 2020)

“Very good at leading discussion and making students feel comfortable enough to participate.” (PS 160, Spring 2021)

“He was really informative in regards to any questions we had and always tried to get conversation rolling! He didn't make it a time where we only listened to him, but a time where we, as students, were talking with each other and learning from each other. Also, always responded to question in a quick and reasonable manner.” (PS 160, Spring 2021)

“He was super friendly and extremely helpful. Knew the topics very well and provided great feedback on our assignments.” (PS 160, Spring 2021)

“I enjoyed that he was very open to helping us and made it clear that he was available if we ever needed him.” (PS 160, Spring 2021)

“Timothy was very helpful and very knowledgeable about the material. His answers to questions were always very clear and not confusing.” (PS 160, Spring 2021)

PS 463: Deception and Politics

“Tim is very knowledgeable when it comes to the course material and clear in his explanations and analyses. He also has a good understanding of how a productive group session should function and moderates very effectively.” (PS 463, Fall 2023)

“Very friendly, encouraging, and helpful! Tim had the difficult job of running an early discussion section in which participation and attendance was abysmal; however, he still remained enthusiastic and engaging!” (PS 463, Fall 2023)

“Great at leading discussions, asking good questions to think about the material, easily accessible.” (PS 463, Fall 2023)

“Tim was fantastic at guiding discussion without placing restrictions on us as students. He filled silence when it came about, but took a back seat whenever it seemed like several students had something to say. On top of that, he was incredibly helpful with aiding in the understanding of course

material. He pointed us in the right direction for required readings, and sometimes pointed us towards outside material when the situation called for it.” (PS 463, Fall 2023)

“I liked his passion and interest in the material and how helpful he was with questions and guiding discussion.” (PS 463, Fall 2023)

“Tim was incredible! He always asked the most thought-provoking questions and made us question what we thought we knew, which is crucial in a philosophical course like this one.” (PS 463, Fall 2023)

“Tim was very well versed in all of the course content. Often, our instructor referred to him on matters which he knew Tim was an expert in. Tim is a hardworking, dedicated, and knowledgeable individual, who is able to help his students learn more about course content in an engaging way.” (PS 463, Fall 2023)

“Very good at explaining topics as well as asking interesting and complex questions which got us thinking pretty deeply about the thinkers at hand.” (PS 463, Fall 2023)

“Tim did a great job developing prompts for meaningful discussion about the course materials. I found that in every discussion section. I walked away with a better understanding of the material.” (PS 463, Fall 2024)

“He was very interactive. He cared about what we said and engaged in each discussion with intent. This made me feel like what I said mattered, which encouraged me to discuss and learn more. He also took our feedback into consideration when deciding how to make the class work. He provided thought-provoking questions that facilitated a great discussion, which led to a higher learning experience.” (PS 463, Fall 2024)

“Created great questions to stimulate a lively discussion in section week after week. Tim was also just a very nice and pleasant person to be around!” (PS 463, Fall 2024)

“Very fun section while still learning course material. Section of the Year for sure.” (PS 463, Fall 2024)

Formal Teaching Evaluations



April 19, 2022

This letter documents my evaluation of Tim Tennyson's instruction in PS 461. My evaluation is based on two observations of Tim in the classroom: the first was on Thursday, February 17, and the second on Tuesday, April 14. After observing him for the first time, I provided him with an informal write-up of my observation, explaining what I thought went well and what might be improved. Prior to turning to my evaluation, I preface by noting that when I observe someone leading a seminar-style class, I am especially interested in whether the instructor's lesson plan is well-organized, whether the content is delivered clearly and effectively, and whether the instructor actively engages students with the material and with each other. In all of these areas, Tim performed very well.

At the first session I observed, 13 students were in attendance, and of those 13, 8 (5 men, 3 women) participated. The session was very well-organized, both in terms of the introductory lecture, which was clear, easy to follow, informative, and accompanied by a well-designed set of slides, and in terms of the small group and large group discussions that followed. Tim was very well-prepared for the session, and it showed in his organization along with his depth of knowledge about the material. So, too, were students well-prepared; it was clear, based on their conversations in small groups that most, if not all, had done the reading, which Tim assigned in reasonable quantities to encourage them to read carefully. Tim demonstrated a good rapport with the students (his Voltaire joke elicited a fair amount of laughter!), and he did a very good job in getting students to follow-up on their own comments or address those of their peers, along with getting them to answer each other's questions in discussion. This was evident in the large group discussion, which followed the small group discussion, and which entailed each group sharing some of what they discussed to the class as a whole.

I raised a few points of improvement to Tim after the observation, the most salient of which were recommendations that he be sure to explain the terms he uses in the introductory lecture, use examples to illustrate concepts or arguments, move from administrative matters and lecture to small group activities more rapidly, call on students by name consistently, and move from group to group during small group activities to engage students and be sure they're on target.

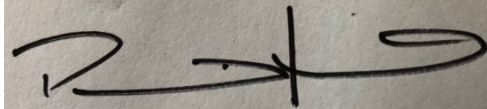
When I observed Tim the second time, 15 students were in attendance; 8 participated (4 men, 4 women). As with the first session I observed, Tim began with a short lecture, this one focusing on tyranny of the majority in the work of John Stuart Mill, and then turning to a small group activity about 10 minutes into the class (he made the transition from lecture to small groups much more rapidly during the second observation, a change reflecting my earlier feedback). In their groups, as with the first class I observed, students chose from different questions dealing with the day's materials to discuss; while they were in their groups, Tim moved among them, engaging them on the material or the points they were discussing. Following the first small group discussion, students reconvened into

the large group, after which Tim provided a brief lecture on certain elements of Mill's thought that students had not encountered in assigned readings. He then had them go back into their small groups to discuss points raised by class-members.

While Tim's performance in the first session I observed was clearly very good, I was pleased by the way in which he addressed my comments for the second observation: he called on students by name consistently, consistently moved between small groups to engage them, he used examples in his lectures, and he explained terms and concepts thoroughly in both his initial lecture and the second one.

Based, then, on my observation of Tim's instruction, I evaluate his performance as outstanding. Tim should be kept in mind for future lectureships, and while I think he will continue to perform at a high level in seminars and smaller classes, I also think he will do very well with larger classes.

Sincerely,

A handwritten signature in black ink on a light-colored background. The signature is stylized, starting with a large 'D' and ending with a long horizontal stroke that curves upwards at the right end.

Daniel Kapust



July 17, 2023

This document contains the details of my observation and evaluation of Tim Tennyson's teaching during the Spring 2023 semester. During that time, Tim served as instructor for PS 461: Interdisciplinary Seminar in Political Economy, Philosophy, and Politics. While I ordinarily observe lecturers twice per semester, I was unable to do so with Tim due to an injury. Thus, I will discuss the sole observation which took place on February 14, 2023.

When I observe an instructor, I do so with an eye to the following criteria: clear and accessible presentation of information; a well-organized lesson plan; a mix of different instructional modes appropriate to the task(s) at hand; the ability to generate and foster student engagement; involvement of students in their own instruction. Tim's performance was outstanding in light of all these criteria.

Tim started things off by providing his students with an overview of the day's lesson, which focused on Jean-Jacques Rousseau's *Second Discourse*; after sharing the day's plan, Tim moved into a review of material covered in the prior session, and in doing so, structured the activity to center on student participation. Following the review, Tim had students divide into small groups, where they discussed 6 questions that he provided to them. While in small groups, students were closely engaged with the questions and with each other; to ensure that they stayed engaged and were focused on the questions, Tim moved from group to group, engaging them on any difficulties they might be having or questions that arose. After the small group discussion, student reconvened the class.

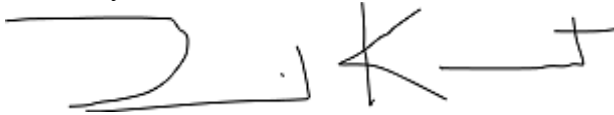
The focus of the large group discussion was *amour-propre*, a tricky concept to explain and, in particular, to differentiate from its related concept, *amour de soi meme*. While the latter can be translated as love of one's self, the prior – self-love – sound very similar to an English language user, and it requires a good deal of care to differentiate them successfully. Tim guided the students as they wrestled with this distinction and the underlying content of both concepts, using a mix of examples and student insights to move the discussion along.

Tim's preparation for class, along with his well-designed activities and variation in instructional method during the course of the period, had clear results, as 15 of the 18 students in attendance that day participated over the 75 minute period. Moreover, the students were clearly wrestling with the difficult material, and with Tim's help and his focus on the course reading, they made fine progress in mastering the course content that day. It is especially important that Tim continually drew students' attention to the text, as it is the focal part of their shared inquiry and the major source of evidence that they could adduce in support of their claims and arguments.

Having observed Tim on three occasions now, along with reviewing his syllabi and reading a sample of papers that his students have written, it is quite clear that Tim is an outstanding instructor, and he has clearly demonstrated his capacity for designing and delivering a rigorous and engaging course. Based on my observations, I would strongly recommend that Tim continue to be assigned as the

instructor of his own courses here at UW-Madison, and I am confident that he is well-prepared to teach at institutions outside UW-Madison, and that he will do so in an outstanding fashion.

Sincerely,

A handwritten signature in black ink, appearing to read 'DK' followed by a stylized flourish.

Daniel Kapust

Judith Hicks Stiehm Professor of Political Theory

Director, Political Economy, Philosophy, and Politics Certificate Program

POLITICAL SCIENCE 461: Interdisciplinary Seminar in Political Economy, Philosophy, and Politics

Education, Inequality, and Citizenship in the History of Political Thought
Spring 2024

Instructor: Timothy T. Tennyson
University of Wisconsin-Madison

E-mail: ttennyson@wisc.edu

Class Location: L177 Education Building

Day and Time: T/Th 9:30 a.m.—10:45 a.m.

Office Hours: Thursday 11:00 a.m.—12:30 p.m. (Memorial Library—West Corridor)

Course Description

This is an interdisciplinary seminar focusing on themes of education, inequality, and citizenship in the history of western political thought. What are (should be) the educational requirements for citizenship in a liberal democracy? What are the effects of various forms of inequality on civic education and civic membership/participation? How should we understand “authority” in the civic educational process? What is the proper distribution of authority between parent/teacher and child/student? What is the appropriate role of the state in facilitating civic education? How do the philosophical, political, and economic views of various thinkers influence their approach to civic education?

Learning Objectives

You are expected to attend class, complete all of the assigned readings, write two reflection essays, take an in-class midterm essay exam, and compose a 10-12 page term paper. Students who complete these tasks successfully will be able to:

1. Read, analyze, and discuss theories of education, inequality, and citizenship (civic membership) in the history of political thought
2. Relate ideas and concepts from historical texts to contemporary debates at the intersection of education, politics, and economics
3. Articulate original interpretations and critiques of pedagogical, political, and economic theories through clear and concise writing

Instructional Tools

This course will utilize Canvas for posting grades, readings, and other relevant material. Students will also submit written assignments via canvas.

Required Texts

1. Locke, John. 1996. *Some Thoughts Concerning Education and Of the Conduct of the Understanding*. Edited by Ruth W. Grant and Nathan Tarcov. UK: Hackett Publishing.
2. Rousseau, Jean-Jacques. 1979. *Emile or On Education*. Edited by Allan Bloom. New York: Basic Books.
3. Smith, Adam. 1994. *The Theory of Moral Sentiments*. Glasgow Edition of the Works and Correspondence of Adam Smith, Vol 1. Edited by D.D. Raphael and A.L. Macfie. Indianapolis: Liberty Fund.
4. All other readings will be posted as PDFs on Canvas.

Students **must purchase these translations/editions. There are inexpensive versions available on Amazon.*

Policies and Expectations

1. I will deduct one letter grade for each day an assignment is late.
2. This class requires in-class discussion and participation. Respectful debate is encouraged.
3. I will not police the use of cell phones or electronics in class. However, you will lose participation points if you are not engaged in lecture or discussion.
4. If you have more than five unexcused absences, you cannot pass this class.

Assignments

1. Two 4-pg. double-spaced reflection papers on a week's readings
2. Mid-term Essay Exam: in-class and open book
3. Weekly Readings—factored into participation
4. Final 10-12 pg. Term Paper

Grade Distribution

Reflection Papers (2x10%)	20%
In-Class Mid-term Exam	25%
Participation	20%
Final Paper	35%

Grading Scale:

A ≥ 93.5
AB = 87.5-93.4
B = 82.5-87.4
BC = 77.5-82.4
C = 69.5-77.4
D = 60-69.4
F ≤ 59.9

Description of Class Assignments

1. *Two 4-pg. double-spaced reflection papers on a week's readings*

I will distribute a basic grading rubric for these reflection papers. I want you to engage with any part of a week's readings that you found particularly insightful (or potentially incorrect or incoherent). This assignment is meant to get you to think deeply about the texts we are reading and how they relate

to broader course themes. You must complete the first reflection paper by Week 7 and the second by Week 14.

2. Mid-Term In-Class Essay Exam

This exam will be held in class on Tuesday (3/19). On the previous Thursday, I will give you a list of potential essay topics that may appear on the exam. You can bring your books, but no notes are allowed. If you pay close attention during lectures and participate in class discussions, there should be no surprises on the exam. Please come see me during my office hours if you have additional questions.

3. Weekly Readings and Participation

We will be reading primary texts in the history of political thought with the occasional addition of secondary articles and book chapters. I've attempted to make each week's readings manageable and I expect students to come prepared with questions and comments. I will not quiz you on the readings, but your contributions to group and class discussions will serve as an evaluation of your reading comprehension.

4. Final Paper

You will be asked to write a 10-12 page (double-spaced, 12 pt. font) term paper due on the last day of class. I will distribute a paper prompt and rubric in Week 4. Please submit a one-paragraph abstract by the end of Week 11. Each student is required to meet with me at least once during office hours to discuss your paper. Please do not underestimate the amount of time it takes to write a quality paper.

Course Schedule

Week 1

Tuesday (1/23)

1. Syllabus Review and Course Overview

Thursday (1/25)

1. John Locke: *Second Treatise on Government*

- * Chapter 2 "Of the State of Nature," Chapter 5 "Of Property," Chapter 6 "Of Paternal Power," Chapter 8 "Of the Beginning of Civil Societies"

Suggested Readings (Week 1)

1. Pfeffer, Jacqueline L. 2001. "The Family in John Locke's Political Thought." *Polity*, Vol. 33, No. 4: 593-618.

Week 2

Tuesday (1/30)

1. John Locke: *Some Thoughts Concerning Education*

- * Epistle Dedicatory, Sec. 1-3, Sec. 31-69, Sec. 73-82

Thursday (2/1)

1. John Locke: *Some Thoughts Concerning Education*

- * Sec. 88-94, Sec. 100-110, Sec. 133-155

2. John Locke: *Of the Conduct of the Understanding*

- * Sec. 1-3, Sec. 5-8, Sec. 10-14

Suggested Readings (Week 2)

1. Grant, Ruth W. and Benjamin R. Hertzberg. 2015. "Locke on Education." In *A Companion to Locke*, Edited by Matthew Stuart. New York: Blackwell Publishing.

Week 3

Tuesday (2/6)

1. John Locke: *Essay on the Poor Law* (pg. 183-198)
2. Bradizza, Luigi. 2008. "Elite Education and the Viability of a Lockean Society." *The Review of Politics*, Vol. 70. No. 4: 547-571.
3. Mendelson, Sara H. 2010. "Child Rearing in Theory and Practice: The Letters of John Locke and Mary Clarke." *Women's History Review*, Vol. 19, No. 2: 231-243.

Thursday (2/8)

1. Rousseau: *Discourse on Inequality*
 - * Title Page, Frontispiece, Preface, Notice on the Notes, Introduction (pg. 51-63)
 - * Part I (pg. 65-73[middle])

Suggested Readings (Week 3)

1. Ward, Lee. "The Role of the Public in Locke's Educational Writings."
2. Scott, John T. 2020. "Picturing Natural Man in the Discourse on Inequality." In *Rousseau's Reader: Strategies of Persuasion and Education*. Chicago: University of Chicago Press: 75-125.

Week 4

Tuesday (2/13)

1. Rousseau: *Discourse on Inequality*
 - * Part I (pg. 73-75 [middle], 80[middle]-90), Notes X-XV (pg. 134-147)
 - * Part II (pg. 91-104[middle])

Thursday (2/15)

1. Rousseau: *Discourse on Inequality*
 - * Part II (pg. 104-117)
2. Rousseau: *Emile*
 - * Preface (pg. 33-35)
 - * Book I (pg. 37-43[top], 47-55[middle], 62-70)

Suggested Readings (Week 4)

1. Neuhouser, Fredrick. "Rousseau's Critique of Economic Inequality." In *Philosophy and Public Affairs*, Vol. 41, No. 3: 193-225.

Week 5

Tuesday (2/20)

1. Rousseau: *Emile*
 - * Book II (pg. 78-86)
 - * Book V (pg. 450-470)

Thursday (2/22)

1. Rousseau: *Emile* (Education of Sophie)
 - * Book V (pg. 357-373, 392-396)

Suggested Readings (Week 5)

1. Shell, Susan Meld. 2006. "Émile: Nature and the Education of Sophie." In *the Cambridge Companion to Rousseau*. Cambridge: Cambridge University Press: 272-301.

Week 6

Tuesday (2/27)

1. Mary Wollstonecraft: *A Vindication of the Rights of Woman*
 - * Introduction (pg. 71-75)
 - * Chapters 1-2 (pg. 76-104)
 - * Chapter 5 (pg. 150-166)
 - * Chapter 11 (pg. 241-265)

Thursday (2/29)

1. Adam Smith: *The Theory of Moral Sentiments*
 - * Part I, Section I, Chapters 1-5 (pg. 9-23)
 - * Part I, Section III, Chapters 1 and 3 (pg. 43-50; 61-66)

Suggested Readings (Week 6)

1. Gunther, Wendy. 2003. "Cultivating Virtue: Catherine Macaulay and Mary Wollstonecraft on Civic Education." *Journal of Women Politics and Policy*, Vol. 25, No. 3: 47-70.
2. Reuter, Martina. 2014. "'Like a Fanciful Kind of Half Being': Mary Wollstonecraft's Criticism of Jean-Jacques Rousseau." *Hypatia*, Vol. 29, No. 4: 925-941.

Week 7

Tuesday (3/5)

1. Adam Smith: *The Theory of Moral Sentiments*
 - * Part II, Section II, Chapters 1-3 (pg. 78-91)
 - * Part III, Section III, Chapter 2 (pg. 113-120)
 - * Part IV, Chapter I (pg. 179-187)

Thursday (3/7)

1. Adam Smith: *The Wealth of Nations*
 - * Introduction and Plan of Work (pg. 10-12)
 - * Book I, Chapter I "The Division of Labor" (pg. 13-24), Chapter II "Of the Principle which gives occasion to the Division of Labor" (pg. 25-30), Chapter VIII "Of the Wages of Labor" (pg. 82-104)

Last Day to Turn in First Reflection Paper

Suggested Readings (Week 7)

1. Fleischacker, Samuel. 2019. "Smithian Empathy." In *Being Me Being You: Adam Smith and Empathy*, Chicago: University of Chicago University Press: 23-48.
2. Rasmussen, Dennis C. 2016. "Adam Smith on What is Wrong with Economic Inequality." *APSR*, Vol. 110, No.2: 342-352.

Week 8

Tuesday (3/12)

1. Adam Smith: *The Wealth of Nations*

- * Book V, Chapter I, Part II, Article v.i.b “Of the Expense of Justice” (pg. 125-133)
- * Book V, Chapter I, Part III, Article 2d “Of the Expense of the Institutions for the Education of Youth” (pg. 160-178)

Thursday (3/14)

1. Adam Smith: *The Wealth of Nations*

- * Book V, Chapter 1, Part III, Article 2d “Of the Expense of the Institutions for the Education of Youth” (pg. 160-178)
- * Book V, Chapter I, Part III, Article 3d. “Of the Expense of the Institutions for the Instruction of People of all Ages” (pg. 788-814)

Suggested Readings (Week 8)

1. Baum, Sandy. 1992. “Poverty, Inequality, and The Role of Government: What Would Adam Smith Say.” *Eastern Economic Journal*, Vol. 18, No. 2: 143-156.
2. Rothschild, Emma. 1994. “Adam Smith and the Invisible Hand.” *The American Economic Review*, Vol. 84, No. 2: 319-322.

Week 9

Tuesday (3/19)

1. Midterm Essay Exam

Thursday (3/21)

1. J.S. Mill: *Principles of Political Economy*

- * Book II, Chapter I “Of Property” (pg. 85-99), Chapter II “The Same Subject Continued” (pg. 103-108), Chapter XIII “The Remedies for Low Wages Further Considered” (pg. 146-154)

Week 10

No Classes. Enjoy Spring Break!

Week 11

Tuesday (4/2)

1. J.S. Mill: *Principles of Political Economy*

- * Book IV, Chapter VII “Of the Probable Futurity of the Laboring Classes” (pg. 192-204)
- * Book V, Chapter XI “Of the Grounds and Limits of the Laissez-Faire or Non-Interference Principle” (277-304)

Thursday (4/4)

1. J.S. Mill: *Considerations on Representative Government*

- * Chapter 3 “That the Ideally Best Form of Government is Representative Government” (pg. 403[bottom]-412)
- * Chapter 8 “Of the Extension of the Suffrage” (pg. 467-481)

2. J.S. Mill: *On Liberty*

- * Chapter 3 “Of Individuality, as One of the Elements of Well-being” (pg. 52-69)

Paper Abstract Due

Suggested Readings (Week 11)

1. Ryan, Alan. 2011. "J.S. Mill on Education." *The Oxford Review of Education*, Vol. 37, No. 5: 653-667.
2. Jensen, Hans E. 2001. "John Stuart Mill's Theories of Wealth and Income Distribution." *Review of Social Economy*, Vol. 59, No. 4: 491-507.

Week 12

Tuesday (4/9)

1. J.S. Mill: *On Liberty*
 - * Chapter 4 "Of the Limits to the Authority of Society over the Individual" (pg. 69-85)
 - * Chapter 5 "Applications" (pg. 86-106)

Thursday (4/11)

1. W.E.B. DuBois: *The Souls of Black Folk*
 - * Chapter 1 "Of Our Spiritual Strivings" (pg. 7-14)
 - * Chapter 3 "Of Mr. Booker T. Washington and Others" (pg. 33-44)
 - * Chapter 6 "Of the Training of Black Men" (pg. 63-76)

Suggested Readings (Week 12)

1. Baum, Bruce. 2003. "Millian Radical Democracy: Education for Freedom and Dilemmas of Liberal Equality." *Political Studies*, Vol. 51: 404-428.
2. J.S. Mill: *Autobiography* (pg. 69-80, 90-96, 115-121)
3. Alridge, Derrick P. 2015. "On the Education of Black Folk: W.E.B. DuBois and the Paradox of Segregation." *The Journal of African American History*, Vol. 100, No. 3: 473-493.

Week 13

Tuesday (4/16)

1. W.E.B. DuBois: *The Social Theory of W.E.B. DuBois*
 - * "The Talented Tenth" [1930] (pg. 185-196)
 - * "Of the Ruling Men" [1920] (pg. 117-125)

Thursday (4/18)

1. John Dewey: *Democracy and Education*
 - * Chapter 1 "Education as a Necessity of Life" (pg. 1-9), Chapter 2 "Education as a Social Function" (pg. 10-23), Chapter 6 "Education as Conservative and Progressive" (pg. 69-80)

Suggested Readings (Week 13)

1. Anderson, Rodino F. 2007. "W.E.B. DuBois and an Education for Democracy and Creativity." In *Ethical Visions of Education*. Edited by David T. Hansen. New York: Teachers College Press: 46-61.
2. Hansen, David T. 2007. "John Dewey on Education and the Quality of Life." In *Ethical Visions of Education*. Edited by David T. Hansen. New York: Teachers College Press: 21-34.

Week 14

Tuesday (4/23)

1. John Dewey: *Democracy and Education*
 - * Chapter 7 “The Democratic Conception in Education” (pg. 81-99)
2. John Dewey: “The Challenge of Democracy to Education” (30-39)

Thursday (4/25)

1. John Dewey: *The Public and its Problems*
 - * Chapter 3 “The Democratic State” (pg. 83-95)
 - * Chapter 5 “Search for the Great Community” (pg. 143-154, 173-184)

Last Day to Turn in Second Reflection Paper

Suggested Readings (Week 14)

1. Loomis, Steven and Jacob Rodriguez. 2009. “The Individual-Collective Problem in Education: The Special Cases of John Dewey and Human Capital Theory.” *Oxford Review of Education*, Vol. 35, No. 4: 509-521.
2. Perez, Ignacio. 2018. “Dewey’s Thought on Education and Social Change.” *Journal of Thought*, Vol. 52, No. 4: 19-31.

Week 15

Tuesday (4/30)

1. Amy Gutmann: *Democratic Education*
 - * Chapter 1 “States and Education” (19-47)
2. Galston, William. 1995. “Two Concepts of Liberalism.” *Ethics*, Vol. 105, No. 3: 516-534.

Thursday (5/2)

1. Brighouse, Harry. 1998. “Civic Education and Liberal Legitimacy.” *Ethics*, Vol. 108: 719-745.
2. Burt, Shelley. 1994. “Religious Parents, Secular Schools: A Liberal Defense of an Illiberal Education.” *The Review of Politics*, Vol. 56, No. 1: 51-70.

Final Paper Due

Suggested Readings (Week 15)

1. Callan, Eamonn. 1996. “Political Liberalism and Political Education.” *The Review of Politics*, Vol. 58: 5-33.
2. Macedo, Stephen. 1995. “Liberal Civic Education and Religious Fundamentalism: The Case of God v. John Rawls?” *Ethics*, Vol. 105: 468-496.

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Academic Integrity

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct &

Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

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 (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities are 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 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. <http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

Diversity & Inclusion

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. <https://diversity.wisc.edu/>

Course Evaluations

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

POLITICAL SCIENCE 361: Contemporary American Political Thought Spring 2025

Instructor: Tim Tennyson
University of Wisconsin-Madison
E-mail: ttennyson@wisc.edu
Class Location: B302 Birge Hall
Day and Time: M/W 2:30 p.m.—3:45 p.m.
Office Hours: Wednesday 11:00 a.m.—1:00 p.m. (Memorial Library—West Corridor)

Course Description

This course examines central themes and debates in American Political Thought from the late 19th century to the 21st century. Topics include the development of liberalism from the progressive era to the present, capitalism, individualism, and their critics, debates on the scope and function of the federal government, supporters and critics of U.S. imperialism, conservative thought and its evolution, social movements and challenges by marginalized communities to the traditional social and political order, and much more. We will also spend the last two weeks discussing various contemporary topics like the nature of “American” citizenship, civil disobedience and protest, debates on reparations, and the influence of economic inequality on American democracy. American Political Thought encompasses philosophy, political theory, history, literature, and practical politics. As such, we will read a variety of texts, including philosophical treatises, speeches, newspaper articles, works of fiction, and presidential addresses. Our goal in this course is to become more knowledgeable and critical students of American Political Thought and its diverse intellectual strands.

Learning Objectives

You are expected to attend class, complete all of the assigned readings and quizzes, write two reflection essays, take an in-class midterm essay exam, and compose a final video essay. Students who complete these tasks successfully will be able to:

1. Read, analyze, and discuss primary texts in American Political Thought from the late 19th century to the present
2. Relate ideas and concepts from primary texts in American Political Thought to contemporary social and political issues
3. Articulate original interpretations and critiques of intellectual trends, thinkers, and concepts in contemporary American political thought through clear and concise writing and other modes of communication
4. Collaborate with others and exchange knowledge and ideas through respectful dialogue and discussion

Mode of Instruction

This is primarily a lecture course, but segments of each session will be dedicated to discussion. Participation is encouraged. Students are expected to complete the assigned reading *prior to* the

lecture for which it is assigned. You are also expected to bring the readings to lecture (in physical or digital form).

I will post all Power Point slides on Canvas after each lecture. These will help you organize and review the material we've covered, but they are not substitutes for lecture attendance. Much of the relevant information and discussion for each lecture will not be on the slides. Attendance and note taking at lecture are essential to your success in this course.

Instructional Tools

This course will utilize Canvas for posting grades, readings, quizzes, and other relevant material. Students will also submit written assignments via Canvas.

Required Texts

All readings for this course will be posted as PDFs on our Canvas site. Most are excerpts from much longer texts, which you can access through the UW Library System. There are no books to purchase for this course.

Policies and Expectations

1. I will deduct one letter grade for each day an assignment is late. Please communicate with me if you need to request an extension.
2. This course will involve in-class discussions on a variety of topics, some of which are controversial. Debate is encouraged, but please be respectful to your fellow students.
3. I will not police the use of technology in class. In fact, you will need to bring an electronic device to access most of our course readings. However, I reserve the right to mark you absent if you are clearly not engaged in lecture or class discussion.
4. If you have more than six unexcused absences, you cannot pass this class.

Assignments

1. Two 3-pg. double-spaced reflection papers on a week's readings
2. Mid-term Essay Exam: in-class and open book
3. Participation: Weekly Reading Quizzes and Attendance
4. Final Video Essay

Grade Distribution

Reflection Papers (2x10%)	20%
In-Class Mid-term Exam	25%
Participation: Quizzes	10%
Participation: Attendance	10%
Final Video Essay	35%

Grading Scale:

A \geq 93.5
AB = 87.5-93.4
B = 82.5-87.4
BC = 77.5-82.4
C = 69.5-77.4
D = 60-69.4
F \leq 59.9

Description of Class Assignments

1. Two 3-pg. double-spaced reflection papers on a week's readings

I will post a rubric for these reflection papers on Canvas and discuss the assignment in greater detail in Week 2. You will be asked to reflect on any part of a week's readings that you find insightful, provocative, and/or potentially incorrect/incoherent. These papers are intended to get you to think deeply about, and form your own opinions on, the thinkers, texts, and ideas we are encountering and how they relate to broader course themes and/or contemporary issues. I will not give you a specific prompt for these papers. Instead, you get to choose which thinker(s), concept(s), and/or question(s) you examine in your paper. You must complete the first reflection paper by Week 7 and the second by Week 14. I recommend not waiting until these deadlines to submit your reflection papers because they are close to other assignment deadlines like the midterm and final video essay.

2. Mid-Term In-Class Essay Exam

This exam will be held in class on Wednesday (3/12) and consist of one short and one long essay. On the previous Wednesday (3/5), I will give you a list of potential essay questions that may appear on the exam. You can bring your books, but notes are not allowed. If you pay close attention during lectures and participate in class discussions, there should be no surprises on the exam. Please come see me during my office hours if you have additional questions. We will hold a review session for the mid-term in class on Monday (3/10).

3. Participation: Weekly Reading Quizzes and Attendance

a. Reading Quizzes

On each Wednesday by 2:30 PM (with some exceptions—see course schedule), you will complete a short Canvas quiz that assesses your understanding of the materials we are studying that week. If you've done the readings, these quizzes will be very easy. You need to score a 2/3 on the quiz to receive credit. The goal is to gauge how you are processing the material and your preparation for class discussions. You should take these quizzes *on your own* without the help of other classmates. If you do not pass a quiz but still want credit, you can ask me for a make-up assignment.

b. Attendance

Besides your weekly reading quizzes, I will have you check in for attendance at each lecture. I will not grade your specific contributions to class discussions, but I will use your attendance at lecture as a sign of your engagement in this course. You are allowed 2 unexcused absences with no penalty to your attendance score. However, if you have more than 6 unexcused absences, you cannot pass this course. I will be *very* flexible in accommodating illness related absences, and I will offer make-up work to those who go beyond their excused absence limit (within reason) but still want to earn full points for attendance.

4. Final Video Essay

You will be placed in teams of two and asked to compose a 10–12-minute (app. 1500-2000 word) video essay on a topic of your choosing from our course. A video essay is the audio-visual equivalent of a written essay. Like an essay, it requires you to research, plan, and develop an argument and communicate your idea(s) clearly. However, it will involve less written work than a traditional research paper because of the additional effort required to incorporate the audio-visual components. I will post a rubric for this assignment on Canvas in Week 4 and dedicate significant time in class to going over the requirements. Your team will submit a one-page abstract for the essay by the end of

Week 11 and the full video essay (along with an accompanying script and bibliography) by Friday (5/2).

Course Schedule

Week 1: Introduction

Wednesday (1/22): Course Introduction and Syllabus Review

- * Syllabus Review and Course Themes

No Reading Quiz This Week

Week 2: American Political Thought and Historical Background

Monday (1/27): What is American Political Thought and Why Should We Care?

- * Keith Whittington, *What is American Political Thought?* (2017)
- * Theodore Lowi and Isaac Kramnick, *Toward an American Political Thought* (2019)
- * Judith Shklar, *Redeeming American Political Thought* (1991)

Wednesday (1/29): Historical and Theoretical Background

- * Alexander Hamilton, *Federalist Papers* 70 (1787)
- * Philadelphensis, *Letter IX* (1788)
- * Seneca Falls Convention, *Declaration of Sentiments* (1848)
- * Fredrick Douglass, *What to the Slave is the Fourth of July?* (1852)
- * George Fitzhugh, *Cannibals All* (1856)

Week 3: Late 19th Century

Monday (2/3): Capitalism, Individualism, and their Critics in the Gilded Age

- * William Graham Sumner, *What the Social Classes Owe Each Other* (1883)
- * Edward Bellamy, *Looking Backward* (1889)
- * Lester Ward, *Sociocracy* (1893)

Wednesday (2/5): Empire and Race in the Late 19th Century

- * Theodore Roosevelt, *The Winning of the West* (1889)
- * *Platform of the American Anti-Imperialist League* (1899)
- * Chief Joseph, *An Indian View of Indian Affairs* (1879)
- * Booker T. Washington, *Atlanta Exposition Address* (1895)
- * W.E.B. DuBois, *The Souls of Black Folk* (1903)

Week 4: The Progressive Era

Monday (2/10): Progressive Era Politics

- * Teddy Roosevelt, *New Nationalism* (1910)
- * Herbert Croly, *The Promise of American Life* (1909)
- * Woodrow Wilson, *The New Freedom* (1913)

Wednesday (2/12): Progressive Era Radicals and Muckrakers

- * Emma Goldman, *Anarchism: What it Really Stands For* (1907)
- * Eugene V. Debs, *Unionism and Socialism* (1904)
- * Upton Sinclair, *The Jungle* (1906)
- * Jane Addams, *The Spirit of Youth and the City Streets* (1909)

Week 5: The 1920s

Monday (2/17): Debates on the Role of Government in the 1920s

- * Herbert Hoover, *Rugged Individualism* (1928)
- * Charles A. Beard, *The Myth of Rugged American Individualism* (1931)
- * W.E.B. DuBois, *Of the Ruling of Men* (1920)

Wednesday (2/19): Debates on the Viability of Democracy in the 1920s

- * Walter Lippmann, *The Phantom Public* (1925)
- * John Dewey, *The Public and its Problems* (1927)

Week 6: New Deal Liberalism and its Critics

Monday (2/24): New Deal Liberalism

- * Franklin Delano Roosevelt, *Commonwealth Club Speech* (1932)
- * R.G. Tugwell, *The Principle of Planning and the Institution of Laissez-Faire* (1932)

Wednesday (2/26): Critics of New Deal Liberalism (Left and Right)

- * Walter Lippmann, *Planning in an Economy of Abundance* (1937)
- * Albert J. Nock, *Life, Liberty, And...* (1935)
- * Huey P. Long, *Every Man A King* (1934)
- * Father Charles E. Coughlin, *Anti-New Deal Speech* (1936)

Week 7: Post-WWII Political Thought 1940s-1950s

Monday (3/3): Cold War Political Thought

- * Reinhold Niebuhr, *The Children of Light and the Children of Darkness* (1944)
- * Louis Hartz, *The Concept of a Liberal Society* (1955)
- * Learned Hand, *A Plea for Freedom of Dissent* (1955)

Wednesday (3/5): Post-WWII Conservatism

- * Richard Weaver, *Ideas Have Consequences* (1948)
- * Raymond Moley, *How to Keep our Liberty: A Program for Political Action* (1952)
- * Frank S. Meyer, *The Twisted Tree of Liberty* (1962)

Last Day to Turn in First Reflection Paper (3/7)

Week 8: Midterm Exam

Monday (3/10): Midterm Exam Review

- * Midterm Review Session

Wednesday (3/12): Midterm Essay Exam

- * In-Class, Open Book

No Reading Quiz this Week

Week 9: 1960s (Part I)

Monday (3/17): 1960s Politics (Left and Right)

- * C. Wright Mills, *Letter to the New Left* (1960)
- * Students for a Democratic Society, *The Port Huron Statement* (1962)
- * Young Americans for Freedom, *The Sharon Statement* (1960)
- * Barry Goldwater, *RNC Acceptance Speech* (1964)

Thursday (3/19): The Civil Rights Movement

- * Martin Luther King Jr., *Letter from a Birmingham Jail* (1963)
- * Student Nonviolent Coordinating Committee, *Statement of Purpose* (1960)
- * Malcomb X, *Ballot or the Bullet* (1964)
- * Stokely Carmichael, *Toward Black Liberation* (1966)

Week 10: Spring Break

No Classes. Enjoy Spring Break!

No Reading Quiz This Week

Week 11: 1960s (Part II)

Monday (3/31): Feminism and Women's Rights

- * Betty Friedan, *The Feminine Mystique* (1963)
- * National Organization of Women, *Bill of Rights* (1967)
- * *Redstockings Manifesto* (1969)
- * Kate Millett, *Sexual Politics* (1969)

Wednesday (4/2): The 1960s Counterculture

- * Jerry Rubin, *A Yippie Manifesto* (1969)
- * Herbert Marcuse, *An Essay on Liberation* (1969)
- * Timothy Leary, *Turn On, Tune In, Drop Out* (1966)
- * Joan Didion, *Slouching Towards Bethlehem* (1968)

Week 12: Liberalism and its Critics in the 1970s-1980s

Monday (4/7): Liberalism Re-Imagined

- * John Rawls, *A Theory of Justice* (1971)

Wednesday (4/9): Critics of Rawlsian Liberalism

- * Robert Nozick, *Anarchy, State, and Utopia* (1974)
- * Michael Sandel, *Liberalism and the Limits of Justice* (1982)

Week 13: Race, Feminism, and the Rise of the New Right in the 1980s-1990s

Monday (4/14): Race and Feminism in the 1980s-1990s

- * Thomas Sowell, *Civil Rights: Rhetoric or Reality?* (1984)
- * Thurgood Marshall, *Bicentennial Speech* (1987)
- * Bell Hooks, *Feminist Theory from Margin to Center* (1984)
- * Kimberle Crenshaw, *Mapping the Margins* (1991)

Wednesday (4/16): The Rise of the New Right

- * Ronald Reagan, *First Inaugural Address* (1981)
- * Richard John Neuhaus, *What the Fundamentalists Want* (1985)
- * Russell Kirk, *Ten Conservative Principles* (1993)
- * Pat Robertson, *A Portrait of America* (1993)

Week 14: Contemporary Questions (Part I)

Monday (4/21): American Citizenship

- * Michael Walzer, *What Does It Mean to Be an American?* (1990)
- * Judith Shklar, *American Citizenship: The Quest for Inclusion* (1995)
- * Cornel West, *The Moral Obligations of Living in a Democratic Society* (1999)

Wednesday (4/23): Civil Disobedience, Protest, and Law Breaking

- * William Scheuerman, *Whistleblowing as Civil Disobedience* (2014)
- * Alexander Livingston, *Nonviolence and the Coercive Turn* (2021)

Last Day to Turn in Second Reflection Paper (4/25)

Week 15: Contemporary Questions (Part II)

Monday (4/28): Debates on Reparations

- * David Frum, *The Impossibility of Reparations* (2014)
- * Ta-Nehisi Coates, *The Case for Reparations* (2014)

Wednesday (4/30): Economic Inequality and American Democracy

- * Nathan Glazer, *On Americans and Inequality* (2003)
- * Larry Bartels, *Unequal Democracy: The Political Economy of the New Gilded Age* (2008)
- * Meghan Condon and Amber Wichowsky, *The Economic Other: Inequality in the American Political Imagination* (2020)

Final Video Essay Due (5/2)

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Artificial Intelligence/ChatGPT

In this course, students can only use AI programs (e.g., Chat GPT) if instructor permission is obtained in advance. There may be legitimate uses of AI on your final video essay assignment (for example), but you need to ask me first. Unless given permission to use these programs, each student is expected to complete their assignments without the assistance of automated tools.

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Email/Contact

I will attempt to respond to all e-mails within 24 hours (usually within the hour). If you have questions on a paper or exam, please try to contact me prior to 24-hours before the deadline.

Office Hours

I will hold my office hours on Wednesdays from 11 a.m.-1:00 p.m. in the West Corridor of Memorial Library and by appointment. Please come to me with any/all questions regarding readings and course material. I will also answer questions and provide feedback on written work if you bring it to our meeting.

I am also open to meeting via Zoom if you cannot make my office hours or schedule an in-person appointment.

Permanent Link to Zoom Meeting:

<https://uwmadison.zoom.us/j/8079465379?pwd=UFhzVUN0N0tVeG1pd0NZZ2xEbE5Xdz09>

Meeting ID: 807 946 5379

Passcode: 6DPT47

Writing Center

UW-Madison is fortunate to have an excellent Writing Center that offers one-on-one advising and other resources to help you with your writing. For more information, see <https://writing.wisc.edu/>

I am also happy to meet with you to discuss strategies for improving your writing.