Course Subject, Number and Title: Political Science 401-001
Selected Topics in Political Science: Social Identities

Credits: 3

Canvas Course URL: https://canvas.wisc.edu/courses/86290

Course Designations and Attributes: Seminar
L&S Credit - Counts as Liberal Arts and Science credit in L&S

Meeting Time and Location:
Spring 2018, Wednesdays 1:20PM - 3:15PM, Van Hise 399

Instructional Mode: Classroom instruction, all face-to-face

How Credit Hours are met by the Course:
Traditional Carnegie Definition – This class meets for one 115-minute class period each week
over the spring semester and carries the expectation that students will work on course learning
activities (reading, writing, studying, etc.) for about 7 hours out of classroom for every class
period. The syllabus includes more information about meeting times and expectations for
student work.

INSTRUCTOR

Instructor Title and Name:
Yoshiko M. Herrera, Professor, Department of Political Science
https://faculty.polisci.wisc.edu/yherrera/

Instructor Availability:
Office hours: Wed. 3:30-5:00, 316 North Hall
Schedule appoints here: https://calendar.wisc.edu/scheduling-assistant/

Instructor Email/Preferred Contact:
yherrera@wisc.edu
OFFICIAL COURSE DESCRIPTION

Course Description from the Guide:
A topics course for the exploration of current issues in Political Science

Requisites: Sophomore standing

Additional Course description:
This course is an introduction to theories and empirical work on social identities, focusing in particular on definitions and measurement. The course has three main goals: First, we will examine various definitions of social identities and different types of identities (ethnicity, race, nationality, gender, class, and religion). Second, we will look at techniques and strategies that have been developed to measure identities (content and discourse analysis, surveys, interviews and ethnography, censuses). Third, we will examine empirical works on identities from a variety of geographical areas and methodological perspectives.

This course will be based on student-centered discussion rather than lectures. Reading is essential for full participation in discussions and students will be asked to explain concepts from the readings in class. In addition, through short assignments students will practice a variety of techniques for measuring identity. Finally, students will write an original research paper that entails collecting original data, analysis of existing research, and writing on a topic related to a social identity using one or more of the techniques covered in the class.
<table>
<thead>
<tr>
<th>week</th>
<th>Monday</th>
<th>Wednesday</th>
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<th>Assignments (all due on Canvas)</th>
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<tr>
<td>1</td>
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<td>Defining, measuring &amp; comparing social identities</td>
<td>In-class Quiz 1</td>
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<td>Ethnicity and Race on Censuses</td>
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<td>2-Feb 11:00 am Paper plan 1: Identity Topic, CITI training due on Canvas</td>
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<td>14-Feb</td>
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<td>19-Feb 11:00 am Survey measurement assignment</td>
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<td>21-Feb</td>
<td>Content and Discourse Analysis</td>
<td>Content Analysis measurement assignment</td>
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<td>28-Feb</td>
<td>Interviews &amp; Ethnography</td>
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<td>5-Mar 11:00 am</td>
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<td>7-Mar</td>
<td>Ethnicity</td>
<td>Paper plan 2: Research Question &amp; Methods</td>
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<td>12-Mar 11:00 am</td>
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<td>28-Mar</td>
<td>Spring break!</td>
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<td>4-Apr</td>
<td>Religious identity</td>
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<td>9-Apr 11:00 am</td>
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<td>11-Apr</td>
<td>Class</td>
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<td>7-May 9:45 am</td>
<td>Final Paper due</td>
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Course Readings and Assignments

Week 1
Wednesday, January 24:
Introduction to the course
• Pick up copy and start reading *Hillbilly Elegy* for 4/11 class. This is the GoBigRead book for 2017-18, see https://gobigread.wisc.edu/about-the-program/about-the-book/.

Week 2
Wednesday, January 31:
Defining, measuring & comparing social identities
**In-class Quiz 1 (readings week 2)**

Week 3
Wednesday, February 7:
Ethnicity and Race on Censuses
• Race and ethnicity census handout on Canvas
**In-class Quiz 2 (readings week 3)**

Monday, February 12th, 11:00 am: Paper plan 1: Identity Topic and CITI training due on Canvas

Week 4
Wednesday, February 14:
Surveys
• Survey websites handout on Canvas
Monday, February 19th, 11:00 am: Survey measurement assignment due on Canvas

Week 5
Wednesday, February 21:
Content and Discourse Analysis
- Wilson, Steven and Yoshiko Herrera. 2017. Content Analysis Review. Unpublished manuscript. (Canvas)
- Content analysis websites handout on Canvas

Monday, February 26th, 11:00 am: Content Analysis measurement assignment due on Canvas

Week 6
Wednesday, February 28:
Interviews and Ethnography

Monday, March 5th, 11:00 am: Interview measurement assignment due on Canvas

Week 7
Wednesday, March 7:
Ethnicity

Monday, March 12th, 11:00 am: Paper plan 2: Research Question & Methods due on Canvas
Week 8
Wednesday, March 14:

Race

Week 9
Wednesday, March 21:

National Identity

**In-class Quiz 3 (readings week 7, 8, and 9)**

March 28: NO CLASS (Spring Break)

Week 10
Wednesday, April 4:

Religious Identity

Monday, April 9th, 11:00 am: Paper plan 3: Academic Sources and Data Collection Plan due on Canvas
Week 11
Wednesday, April 11:
Class
• Handouts on class in the US

**In-class Quiz 4 (readings week 10 and 11)**

Week 12
Wednesday, April 18:
Gender

Week 13
Wednesday, April 25:
Other Social Identities
• One additional reading TBA

**In-class Quiz 5 (readings week 12 and 13)**

Week 14
Wednesday, May 2:
Student Paper Presentations
**Slides due by noon on 5/2**

Monday, May 7th, 9:45 am: Final Paper due on Canvas
LEARNING OUTCOMES

Course Learning Outcomes:
Learning outcomes for this course correspond to three of the five Political Science B.A. Learning Outcomes:

1. Develop an understanding of and appreciation for the methods and approaches of diverse subfields in Political Science—American Politics, Comparative Politics, International Relations, and Political Theory—and their relevance to important theoretical and pragmatic questions.
2. Argue effectively and defend propositions with intellectual integrity, while considering a range of alternative points of view and evidence.
3. Analyze relations among individuals, civil society, political institutions, and states.

This course will also address several "essential learning outcomes" of the LEAP initiative (http://www.aacu.org/leap/vision.cfm). Students' Knowledge of Human Cultures will be enhanced by their exploration of identity, politics, and society in other countries. The course assignments are aimed at developing Intellectual and Practical Skills, including analysis, critical and creative thinking, and written and oral communication. The connection between the methodological and theoretical material in the course readings and original data collection across topics and places is aimed at achieving an Integrated and Applied Learning experience. Finally, students' sense of Personal and Social Responsibility will be enhanced by development of intercultural knowledge, ethical reasoning, and engagement with diversity issues.

GRADING

Summary of course requirements and grading (see details below)
1. Reading, discussion questions, and participation in class (3.33% x 3): 10%
2. In-class quizzes (2%+3%+8%+6%+6%): 25%
3. CITI training and Measurement Assignments (1% + 8% x 3): 25%
4. Final paper (proposals 7%, presentation 3%, final paper 30%): 40%

Total: 100%

Grades are not curved
Grade scale follows UW Standard: https://canvas.wisc.edu/courses/86290/grading_standards
Failure in any of the four course components above will result in failure in the course overall.

Grading rubrics for specific assignments are listed below. Grading criteria are as follows:

A  Meets or exceeds expectations in all criteria of the grading rubric
AB  Meets expectations in all of the criteria of the rubric, exceeds in some
B  Meets most expectations in criteria of the grading rubric
BC  Does not meet expectations in some criteria of the grading rubric
C  Does not meet expectations in several criteria of the grading rubric
D  Does not meet expectations in most criteria of the grading rubric
F  Did not turn in assignment or take quiz
REQUATED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS

• Required book: Vance, J.D. 2018. Hillbilly Elegy. Harper Paperbacks. This is the GoBigRead book; coupons for pick up will be distributed in class.
• For assigned articles, students should download them via the library site (this is part of library skill development)
• All readings that are not available via the library will be on the course Canvas website

EXAMS, QUIZZES, PAPERS & OTHER MAJOR GRADED WORK

1. Discussion Questions and Class Participation:

Participation

• This is a discussion-based class and active participation is essential. Mere attendance is not full participation. Active participation means being prepared by doing the reading and thinking about the material so that you can ask and answer questions related to the course material.
• Students should bring the readings to class in order to aid in discussion.
• I may call on a few students during each class meeting and we will have small group discussions; you should be prepared to answer questions about each of the assigned readings.
• Students are expected to attend for the full class period; arriving late or leaving the room during class will result in a lowered participation grade.
• It is fine to use a tablet or laptop in class to take notes, but doing other activity unrelated to the course during class will result in a lowered participation grade.

Discussion questions and responses:

• Each week, each student should post one question or one response to a posted question on the course website, by 12:00 pm the day of class (Wednesday).
• After the first 12 questions are posted, all other posts should be replies.
• Questions and replies must be related to the course readings.
• Failure to post or reply to each week will result in a lowered DQ and participation grade.

Discussion question and participation grades will be given 3 times during the semester, taking into account the previous few weeks of participation.

Grading rubric for discussion questions and participation (three times, 3.33% each time):
1. Attended class;
2. Actively participated by asking questions and participating in group discussions;
3. Seemed in command of readings and material; able to explain concepts to the class;
4. Discussion questions or responses were well-connected to the content of the readings;
5. Did not leave the room, arrive late, nor engage in non-course related work online.
2. In-class Quizzes

- There will be 5 short in-class quizzes based on course readings, as noted above. Quizzes 1-5 are worth 2%, 3%, 8%, 6%, and 6% of the final grade respectively.
- The format of the quizzes will be 2-3 short-answer questions focused on definitions of major concepts from the readings, and 1-2 longer-answer questions that discuss a key argument from the readings.
- The best way to prepare for the quizzes is to do the readings, and take notes on the main arguments of each article.
- Bring a piece of paper and pen to class for the quizzes.

Grading rubric for quizzes:
1. Answers demonstrating excellent command of readings and material;
2. Answers demonstrate engagement with all of the readings;
3. Answers to all questions are factually correct.

3. CITI training and Measurement Assignments

CITI training (February 12th, 11:00 am):

- All students should complete the CITI (Collaborative Institutional Training Initiative) Human Participants Research Training. This is an online training course for work with human subjects, e.g. interview and survey respondents.
- To do the training, go to the CITI website: https://my.gradsch.wisc.edu/citi/index.php
- Sign in with your NET ID, and then choose "Add a course or update learner groups", then choose the Human Participants Training for Education, Social & Behavioral Science Researchers course. When you have finished, upload your completion report to Canvas as a PDF.
- The grade for this assignment is pass/fail and it can be completed anytime before the due date. It is worth 1% if turned in on time.

Measurement Assignments
There will be three short measurement assignments during the course. The goal of these assignments is to put the course material into practice by connecting the readings to one of the methods, collecting original data, and writing up the results as well as the process.

1. **Survey**: Students should design and implement a survey that measures some aspect or type of identity. The survey should contain a minimum of 5 questions, and should be completed by at least 10 respondents. It may contain an experiment, but this is not required. Due: February 19th, 11:00 am on Canvas.

2. **Content Analysis**: Students should choose (1) a source of digitized text of at least 2000 words total and (2) one of the publicly available content analysis websites, and then analyze some kind of identity-related content in the text. Due: February 26th, 11:00 am on Canvas.

3. **Interviews**: Students should design and carry out interviews with at least three people, using a set of questions developed in advance. Due: March 5th, 11:00 am on Canvas.
Guidelines for all measurement assignments:

- Each assignment should be no more than 2 single-spaced pages (12 pt font, 1-inch margins), excluding tables and any extended quotations and the appendix;
- Each assignment must include your name, the date, and a descriptive title, as well as the following numbered sections:
  1. State the central research question that motivates the work. The research question should be related to measurement of social identities, and it will be the basis for all that follows below in that the data collection and analysis should answer the question set out here. Assignments might address different related research questions, or the same question using different methods. Examples of research questions include: What does it mean to be Asian-American? Who is in the middle-class? What is the difference between national identity and ethnicity? How can we measure religiosity?
  2. Description of the data sources or pool of respondents: where did the text come from and how long is it, how many people did you survey or interview, how did you meet/find them, and other characteristics about the interviewees (gender, ethnicity, age, location). This section explains who or what is the data source.
  3. Explanation of the procedure or methods used: discuss and explain why you chose certain survey or interview questions, or why you chose certain words or terms to focus on in the content analysis. This section explains what questions or method of interrogation (dictionaries) you used to elicit responses. The questions or dictionaries should be oriented towards answering the research question set out in part 1. The actual questions (instrument) or dictionaries should go in the appendix.
  4. Discussion of the results: Describe what you learned from the data collected, i.e. responses you got or findings from the content analysis, and in what ways the measurement exercise was or was not successful. Use tables or figures to present content analysis and survey results. Interviews should include some quotations in the text. In the case of the survey assignment, discuss the results of the survey. In the case of content analysis, discuss the results of the analysis. In the case of interviews, discuss the interview answers (what respondents say). You may also include reflections on how responses differed from what you expected.
  5. Appendix (no page limit): should include the actual coding rules and dictionaries used in the content analysis assignment, or the survey/interview instrument (questionnaire). In addition, descriptive tables can be put in the appendix. This is the section for additional information that a reader might want, but that is not necessarily central to your argument.

The grading rubric for the measurement assignments (8% total for each assignment):

1. Measurement exercise meets requirement on number of respondents, number of questions, or amount of text;
2. Research question is clear and well-connected to course objectives and readings;
3. Survey or Interview questions, or content-analysis dictionary is connected to research question;
4. Discussion of the methods (what was done to collect data) is clear and complete;
5. Findings (the results of the data collection) are fully described;
6. Discussion of results is linked to the research question, i.e. provides and answer to the question;
7. Appendix contains require content, tables, lists of questions, etc.;
8. No typos or errors; correct citation of sources;
9. Turned in on time; late papers will be marked down one grade if not posted by 11:00 am on due date, two grades down if not posted within 2 days.
4. Final Paper, Plans, and Presentation
The final paper for this course will require original data collection and research on a topic related to social identities, based on the measurement techniques discussed and practiced in the course, including one of the three methods (content analysis, survey, and interviews) and UW-Madison library resources.

Paper plan 1: Identity Topic, due Feb 12, 11:00 am (1% of the final grade)
- Include your name, the date, and a descriptive title;
- Length: 1/2 to 1 single-spaced page;
- Include the following three numbered sections:
  1. Paragraph describing the type of identity or identities you are interested. Students should choose one or two of the types of identity covered in course readings (e.g. gender, race, national identity, etc.) and specify the place, time period, or other contextual details you are interested in (e.g. Hispanic identity in the contemporary US; transgender identity on the UW-Madison campus, national identity in Canada, gender and race among immigrants in Madison).
  2. Paragraph describing why you are interested in this topic, and what you hope to learn by studying it.
  3. Indicate whether or not you are interested in working in a group, and if so, to what extent you are open to changing or amending your topic.

Paper plan 2: Research Question & Methods, due March 12th, 11:00 am (3% of the final grade)
- Include your name, the date, and a descriptive title;
- Length: 1 to 2 single-spaced pages;
- Include the following five numbered sections:
  1. A clear research question related to measurement of social identities e.g. How often to state legislators discuss race or ethnicity on their websites? How diverse is the UW campus? Which identity, race or gender, is more important for foreign students on campus? Does having a strong ethnic identity make people less patriotic? How to minority students view majority students, and vice versa? What does it mean to be a conservative? How do different identity groups view police? In some cases the question will require clarification, e.g. what is meant by "diversity" or which "identity groups" are being considered.
  2. Provide a definition of identity in your research question, based on course readings or other sources.
  3. Discuss some preliminary hypotheses (answers to the question). These should be numbered and take the form of possible answers to your research question. They should be based on course readings or other published literature that you are aware of, but it's fine to be speculative at this point.
  4. Describe which methodology (content analysis, survey, or interviews), based on the course readings and measurement exercises, that you plan to use.
  5. Describe the main type of data sources that you plan to use (which digitized texts or what people you plan to survey or interview).
Paper plan 3: Annotated Bibliography and Data Collection Plan, due April 9th, 11:00 am
(3% of the final grade)
• Include your name, the date, and a descriptive title;
• Length: 1 to 2 single-spaced pages, plus Plan 2 attached, and revised if necessary;
• This plan has 2 parts; an annotated bibliography, and a data collection plan:
  For the annotated bibliography:
  1. Based on hypotheses developed and revised from Plan 2, find 6 academic sources, i.e. journal articles or books found in the UW-Madison library system that support your hypotheses. Note: Other web-based sources or course readings can be used in the paper in addition to these from the library, but you still must find 6 from the UW library system;
  2. Write out the research question and each hypothesis and those will serve as a section headings, then under each, list a full citation (MLA) of a library source;
  3. Under each source, write 2-3 sentences explaining how it supports the research question or hypothesis.
  For the data collection plan:
  1. Describe either the texts that you will use in the paper (if doing content analysis) or the pool of respondents or interviewees and timeline for collecting responses for a survey or interviews.

Grading rubric for the three Paper Plans:
  1. The structure for each Plan noted above is followed and includes all elements;
  2. Each element demonstrates thoughtful effort;
  3. No typos or errors;
  4. Correct citation of sources;
  5. Turned in on time; late papers will be marked down one grade if not posted by 11:00 am on due date, two grades down if not posted within 2 days.

Final Paper Presentations: Slides due May 2nd, 12:00 pm
This is an opportunity for you to share your work from the semester with your fellow students, and to develop presentation skills.
• Based on the number of papers, the amount of time will probably be 4-5 minutes
• Presentations should consist of 6 slides:
  1. Title slide (your name, date & presentation title)
  2. Research question
  3. Hypotheses (possible explanations)
  4. Evidence 1: Method description (how CA, Survey, or Interviews were done)
  5. Evidence 2: Results
  6. Conclusions
• Slides should use consistent style;
• You may add images or other relevant visual design elements.

Grading rubric final presentation & slides (3% of the final grade):
  1. Contains 6 slides as noted above, turned in on time;
  2. Text is adequate to convey points, but is not too wordy;
  3. Visual images are relevant and helpful in conveying points;
  4. Style is consistent on all slides; no typos;
  5. Speaker addresses audience, makes eye contact and keeps audience engaged;
  6. Presentation is within the time limit.
Final Paper, due May 7th, 9:45 am:

- Paper length should be approximately 15 double-spaced pages, excluding references and appendices; use 12-point font, 1-inch margins.
- Suggested minimum data collection:
  a. Content Analysis: at least 2 long (30+ pages) documents (for comparison), or at least 20 short news articles
  b. Survey: 10 questions, 50 responses
  c. Interview: 1/2 hour long, 10 people
- Use MLA parenthetical citations; References in text should include author and year, and page number if appropriate. Journal and book titles in bibliography should be italicized. Annotations of sources is not necessary for the final paper bibliography.
- Include a title page with your name, date, and a descriptive title; use appropriate style for the title page.
- Paper should include the following sections, which should be labeled with headings:
  1. Introduction, stating the research question, a summary of the methods used to collect data, and a brief summary of the argument (2 pp.).
  2. Theoretical section (2-3 pp.): should contain:
     a. Definition of identity, based on course readings or other sources;
     b. Summary of possible different explanations (these are the theories or hypotheses that might answer the question), based on academic sources or course readings.
  3. Methods Section (1-2 pp.): Explain how you collected data:
     a. For content analysis include a description of the texts (length, source, etc), and coding rules, description of dictionaries, or key words, etc.;
     b. For a survey, describe the questions, the pool of respondents & how you recruited them, when the survey was conducted, how many responses you got, etc.;
     c. For interviews, describe who you interviewed, how you found people, when you did the interviews, how long the interviews lasted, where they took place, etc.
  4. Data section (5-6 pp.): Discuss your findings: You should use tables, figures, or a set of extended quotations to highlight key points. Discuss how the findings support (or do not support) each the hypotheses (answers to the question).
  5. Conclusion (1-2 pp.).
  6. Bibliography (not annotated, does not count toward page limit).
  7. Appendix (does not count toward page limit); include interview or survey instrument, full texts (if not too long, otherwise just links to sources); extra tables or figures, etc.

Grading rubric for final papers (30% of the final grade):

1. Clear and well-motivated research question related to course content;
2. Clear definition of identity that is being studied;
3. Comprehensive discussion of explanations from existing literature;
4. Use of at least 6 academic sources, and citation of course readings where appropriate;
5. Clear discussion of methods used in paper;
6. Data collection meets minimum requirements;
7. Good analysis of evidence for different hypotheses based on collected data & findings;
8. Proper citation of sources;
9. Appendix contains required material;
10. Follows structure set out on syllabus, and includes title and sub-headings;
11. Good word choice and tone;
12. No typos or errors;
13. Within the page limit.
HOMEWORK & OTHER ASSIGNMENTS
See above

OTHER COURSE INFORMATION:

Group Work:
Students may choose to work in groups of up to 4 students on the final paper (and proposals 2 & 3 and the presentation).
- If you are interested, indicate that on proposal 1 as outlined above

If you choose to work in a group:
- For the Paper Plans 2 and 3, add an additional section to discuss how work will be divided by each student
- One measurement technique per person must be used on the final paper (if a group of 4, double the length of one measurement technique
- The final paper length will be longer (by 5 pages per additional person, e.g. from 20, 25, or 30 pp); the additional pages will be in the data section (to discuss the additional data collection).
- Make sure the final paper is integrated, even though the paper has different section, and different people might do more work on one or another of them. Make sure all sections are connected; each group member should read the entire paper to make sure all sections are integrated.
- In a separate document for the final paper, each group member should turn in a one-half page description of their own individual contribution and evaluation of others’ contributions to the research paper.

Absence and Make-up Policy
1. Absences will be excused due to religious conflicts, medical issues, or university-related business. Contact me as soon as possible if you anticipate missing class.
2. Make-up policy for excused absences:
   a. Missed quizzes can be made up by writing a response paper on the readings. The response paper should be two single-spaced pages and discuss all of the assigned readings for the quiz period in terms of the central arguments as well as provide some commentary from you on these arguments.
   b. Missed discussion can be made up by writing a response paper that addresses student discussion questions (in addition to the quiz make-up assignment). The response paper should be two single-spaced pages and discuss the readings in response to discussion questions. Use proper citation for quotes from questions.
3. Both make up response papers are due at 11:00 am, one week after the missed class (unless the excused absence period is extended). If response papers are not submitted on time, they will not be accepted.
4. Policy for missing more than 3 classes: If make-up assignments are completed, missing more than 3 classes will result in a one-half reduction of the final grade. If they are not completed, it will be a full grade reduction of the final grade. In addition, un-made-up assignments will receive an F.
RULES, RIGHTS & RESPONSIBILITIES
See the Guide's to Rules, Rights and Responsibilities

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
McBurney Disability Resource Center syllabus statement: “The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.” http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php

DIVERSITY & INCLUSION
Institutional statement on diversity: “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/