

TEACHING UNDERGRADUATE COURSES IN THE HARVARD GOVERNMENT DEPARTMENT

INFORMATION FOR INSTRUCTORS

This document contains information for new instructors in the Undergraduate Program in Government. Please note that you also will receive other orienting material from the Department Administrator, Frankie Hoff, on such matters as payroll, expense reimbursement, and general office procedures.

INTRODUCTION – The Undergraduate Office

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I. GETTING STARTED AT HARVARD

A. Getting Your Harvard ID and PIN number

In order to access online resources, create your course website, etc., you need a Harvard ID (HUID) and online PIN, which will allow you to access Harvard's secure sites. Until you submit your I-9 form and get cleared for payroll, you cannot obtain an HUID. Please contact the Government Department Administrator, Ms. Frankie Hoff, for help with these issues: fhoff@fas.harvard.edu, (617) 496-6343.

Once you have an HUID, go to the ID office at 953 Smith Center (at 1350 Massachusetts Ave.) to get your ID card. Once you have your ID number, you can get a PIN at <http://www.pin.harvard.edu/>

B. Policies Governing Harvard Instruction

For general information on constructing a syllabus, teaching, grading, the examination process, etc., please consult "Information for Faculty Offering Instruction in Arts and Sciences, 2015-2016", available here: <http://infoforfaculty.fas.harvard.edu/icb/icb.do> (Note: this website, when

updated for 2015-2016, will answer most of your questions about all Harvard FAS teaching policies.)

C. Key Dates

The academic calendar for 2015-2016 can be found on the Registrar's page at <http://www.registrar.fas.harvard.edu/calendar>. The first day of Fall classes is Wednesday, September 2. Study Card Day (the day on which students must finalize their registration) is one week later on Wednesday, September 9. The first day of Spring classes is Monday, January 25. Spring Study Card Day is on Friday, January 29.

NOTE: Harvard will be implementing a new online registration system in Fall 2015. The details of this new system have not all been worked out. The Undergraduate Office will send out a memo to all faculty when planning is complete.

II. TEACHING IN GOVERNMENT

A. Types of Government Courses

Within the Government department, there are several different course types. These types are identifiable by number:

10 – 50: Introductory/Foundational Courses: often taken by freshmen and sophomores, and usually with high enrollment. These courses are usually run as lectures. They often incorporate class/section participation, short papers, and midterm and/or final exams.

61-63: Research Practice Courses in quantitative methods and qualitative methods, and "topics and resources" course in political theory. Often taken by students who intend to write an honors thesis.

91r: Supervised Reading and Research: This is a departmental independent study you may undertake with a student. The student will ask if you would be willing to oversee his or her independent study, and together you will develop a syllabus for the course. Gov 91r must be approved by the Director of Undergraduate Studies, Prof. Cheryl Welch, before the student registers for the course. Petition forms can be found in the Student Services office in K151 or online at http://www.gov.harvard.edu/undergraduate_forms. Please note that a Gov 91r course may not count for concentration credit; it may not substitute for a requirement or elective.

92r: Faculty Research Assistantships for Credit: You may choose to involve an undergraduate in your own research for a semester. Opportunities

to work with a faculty member on faculty research are posted on the website each semester and students apply directly to faculty for positions. Gov 92r must be approved by the Director of Undergraduate Studies, Prof. Cheryl Welch, before the student registers for the course. For more information, please speak with her. Registration forms can be found in the Student Services office in K151 or online at http://www.gov.harvard.edu/undergraduate_forms

94: Undergraduate Seminars: limited to 16 students (for faculty-led seminars) or 12 students (for TF-led seminars).

These seminars should introduce students to relevant research on, and important approaches to, a topic of current interest in the study of politics. Individual instructors retain wide discretion to design their own syllabi, and the format of these seminars varies according to subfield, the priorities of the instructor, and course size. All seminars must require a significant amount of writing to prepare students to frame and examine political research questions and entitle them to recurrent faculty feedback during the term (25-30 pages or more in total for the semester). Normally the seminar will culminate in a substantial paper or other research project, although other ways to organize the research and writing component of the course are possible.

Undergraduate seminars in Government are designed for all concentrators, both for those who plan to write an honors thesis and those who decide not to do so. All students wishing to enroll in Government 94 must participate in a lottery organized by the Government Undergraduate Office. Preference will be given to government concentrators, but undergraduate non-concentrators may also enroll.

The Gov 94 lottery will be held on Friday, September 4 in the Fall and Thursday, January 28 in the Spring. The first session of a Gov 94 is generally an introduction and overview designed to give students a clear sense of the course before they rank their preferences in the lottery and usually does not run the full two hours.

- If the first scheduled meeting of your Gov 94 is before the lottery, you may meet at your regularly scheduled time for your introductory class.
- If the first scheduled meeting of your Gov 94 is after the lottery, you can offer a one-time “intro session” for your seminar so that students can gain information about the course before listing their preferences on the lottery form. Please contact Tricia Vio (tvio@gov.harvard.edu) for more information on obtaining a room and time for this one-hour slot.

97: Sophomore Tutorial: a required course for all Government concentrators, usually taken in the spring of the sophomore year.

99r: Senior Thesis Writers' Workshop: all senior thesis writers register for this full-year course which meets in small sections as an aid to the thesis-writing process.

1000-level: Undergraduate Lecture Courses: These are primarily lecture courses, usually with unlimited enrollment, although sometimes capped. They often incorporate class/section participation, short papers, and midterm and/or final exams. The instructor is eligible to hire Teaching Fellows (TFs) if the enrollment is over 18 (see below, "Hiring TFs," for more information). Mostly undergraduates will enroll in these courses, although occasionally graduate students will also enroll in them.

2000-level: Graduate Courses: usually have low enrollment, mostly Government graduate students, although advanced undergraduates are allowed to enroll with the instructor's permission. If an undergraduate is admitted to a 2000-level course, he/she must obtain the instructor's permission to enroll.

B. Getting Ready to Teach: Classrooms, Syllabi, Course Websites, Course Materials

1. How To Reserve a Classroom for your Government Course

A departmental staff member will contact you twice a year regarding your classroom preferences: in June for the Fall semester and in November for the Spring semester. For each class that you'll be teaching, you'll receive a form where you can indicate what rooms/buildings you prefer and any accommodations (audio-visual, etc.) that you may need. Please return this form promptly. If actual enrollments require you to switch to a larger or smaller room, please contact the department to request a different room.

To reserve CGIS space for non-classroom use or for small, one time meetings, TF meetings, etc. go through <http://roombook.fas.harvard.edu/> (choose "FAS" and "CGIS").

2. Syllabus Essentials

Policies on Academic Integrity and the Honor Code: In fall 2015, Harvard will be implementing a new honor code and a new system of adjudicating cases of possible academic dishonesty. (An Honor Board, which includes student members, will take over some functions of the existing Administrative Board). We will all be hearing more about how students will be asked to affirm their understanding of the honor code in

the coming months. For updates see <http://honor.fas.harvard.edu/home>

Meanwhile, you might consider including the text of the honor code* on your syllabus. You might also wish to spend some time early in the term talking about why a scholarly community—of which your course is a microcosm—depends on everyone sharing certain norms of academic integrity. All instructors are already required, by faculty vote, to indicate the course policy on student collaboration on both the course website and syllabus. For this policy, please see “Information for Faculty Offering Instruction in Arts and Sciences 2014-15”:

**Harvard Honor Code: Members of the Harvard College community commit themselves to producing academic work of integrity – that is, work that adheres to the scholarly and intellectual standards of accurate attribution of sources, appropriate collection and use of data, and transparent acknowledgement of the contribution of others to their ideas, discoveries, interpretations, and conclusions. Cheating on exams or problem sets, plagiarizing or misrepresenting the ideas or language of someone else as one’s own, falsifying data, or any other instance of academic dishonesty violates the standards of our community, as well as the standards of the wider world of learning and affairs.”*

Grading Policies: When you are designing your syllabus, it is important to make clear what the components of the final grade are, and what the weighting is for each component. You should try to have this information in your syllabus as soon as possible, and if it changes before the course begins or soon after it begins, make sure the students and any TFs know. Make sure that the TFs know the latest information on grading and are consistent in conveying this information to the students.

Office Hours and Contact Information: Instructors are expected to hold regular office hours and provide contact information on the syllabus.

3. Creating Your Course Website

As long as you are listed in the Registrar's catalog as the instructor for the course, you will find the course web site listed on the Courses tab of your <http://my.harvard.edu/> page. You can assign others (a TF or assistant, for example) administrative access to the site. Once the online catalog is live and posted for the academic year, you'll be able to see your course listings and will be able to access your course website through the course listing. You can get information, FAQs, and assistance online at Canvas to set up your website: <http://atg.fas.harvard.edu/canvas>. Jaronica Fuller in the Government department can answer any quick questions you may have about setting up your course website. She can also set up the site and upload your syllabus if you do not yet have a HUID.

4. Assembling Course Materials

Copyright Issues: Harvard University requires that copyright permission be acquired for all course materials. Extensive information about copyrights can be found on the Office of the General Counsel's website <http://ogc.harvard.edu/> under Publications and Advisories. Many faculty members simply provide students with the citations for material (primarily articles) that can be found on HOLLIS, or link these articles to the course website, thereby eliminating the need to clear copyrights. The Harvard Library has already obtained permissions to distribute materials on HOLLIS. You may also put PDFs of materials up on your course website. Selections from books are restricted to a total of about 10% of the book.

Course Packets: Some instructors use Gnomon Copy to prepare course packets for their students. Gnomon obtains copyright permissions from the publishers and passes this cost on to students, who purchase the packet directly from Gnomon.

If you decide to produce a printed version of course readings, you should arrange with Gnomon to fold the cost of any instructor, teaching fellow, or course reserve packets into the overall price paid by the student. Please do not present the Department with a bill for TF course packets, since there is no money in the budget for these expenses. If you believe that passing the cost of the packet on to students in the course would raise the cost of the packet unfairly (for example, if there are only a small number of students in the class) please consult with Karen Kaletka, the Undergraduate Coordinator, or Tricia Vio, the Student Services Staff Assistant, before making any decision about the distribution of course readings.

Book Ordering and Desk Copies: Textbooks can be ordered through The Coop. They can be contacted at (617) 499-2223 or by e-mail at textbooks@thecoop.com. Books should be ordered no later than July for the fall semester and no later than November for the spring semester. (The official COOP deadlines are considerably earlier; in general, it is best to order as early as possible.) Note that the Department does not reimburse instructors for books purchased for course preparation. For desk copies, please contact Jaronica Fuller (jfuller@gov.harvard.edu) in the Government Department. Please keep in mind that it normally takes at least 4-6 weeks to obtain these books from their publishers.

Photocopying for Course Preparation and Handouts: Faculty members with TADs (Teaching and Development funds) are expected to use these funds for course preparation and class-related expenses such as class handouts. Visitors and Lecturers should contact Joanna Lindh to obtain a copy code for the photocopy machine on the fourth floor, which

should be used to reproduce syllabi and the occasional course handout. There is only a very modest amount of money in the budget for photocopying. Whenever possible, distribute course handouts to students electronically. *Please do not use Gnomon Copy, which charges more per page than the in-house copier, to reproduce syllabi and handouts.* Note also that the Department cannot pay for photocopying course readings distributed to students; these should be placed on the course website as links, or assembled into a course packet for student purchase.

The Department also cannot pay for books or extensive copying for course development. See Jaronica Fuller for help in obtaining desk copies of books ordered for the course.

Library Course Reserves: Requests for all courses should be submitted using the Reserves List Tool through your course web page. Specific instructions on submitting requests can be found at:
<http://hcl.harvard.edu/info/reserves/instructions.html>

If you are unsure of where to begin, call your supporting library or contact Lamont Library (617-495-2452, reserves@fas.harvard.edu) and they will orient you to the process and make the appropriate referrals.

5. Anticipating Audio-Visual Needs:

To reserve an A/V technician for a course or event within CGIS, request use of a laptop, or any other A/V needs, please contact the CGIS Audio Visual office at 617-495-9807 or mtscgis@fas.harvard.edu. **Classrooms in CGIS do not automatically come equipped with computers. If you need a computer to run Power Point, for example, you must either bring your own or request that a computer be delivered to the classroom beforehand (usually with a week's notice). Please note that there is a charge for the computer, so do not request one without checking first with Karen Kaletka in the Undergraduate Office.**

6. Hiring Teaching Fellows (TFs) for Your Course

Introductory, 1000-level and methodology courses may hire instructional support FTEs, or Teaching Fellows. The following guidelines represent the standard practice for hiring teaching fellows.

Section Size: Government courses must have a minimum of 18 FAS/GSAS students to guarantee the first section. Courses with an enrollment of more than 100 students may appoint a Head TF. Appointments are not guaranteed until registration has been finalized, because all appointments are contingent upon enrollments.

Smaller sections may be needed in quantitative methods courses to help students develop the necessary skills and to compensate teaching fellows for the large amount of problem set grading. In these courses, the target size should be an overall average of 15 students per section.

Teaching fellows are not provided for auditors in courses. Only regular enrollments recognized by the FAS Registrar's enrollment figures, including students cross-registered from another faculty of the University or MIT, should be supported. In those cases in which the same course is offered simultaneously (i.e. with the same set of lectures) but with different course numbers by FAS and another faculty of the University, FAS instructional funds should only be used for students enrolled in the FAS version of the course.

Please check with Thom Wall (twall@gov.harvard.edu), the Graduate Program Administrator, to see if your course has a preliminary allocation of a Teaching Fellow and to locate potential TFs.

Eligibility: Graduate students are eligible to teach once they have passed Generals (typically graduate students in their third year and above). Instructors must give first preference to G3 and G4 Government students, as guaranteed teaching is part of their financial aid package.

TF Payroll: Once you have offered a teaching appointment to a graduate student, the student should download and complete the TF appointment forms, available on the Department's website, and submit the forms to the Graduate Program Administrator, Thom Wall. International students should check with the International Office to verify work eligibility.

C. Teaching Your Course: A Few Things to Remember

1. Shopping Week

The first week of classes at Harvard is known as "Shopping Week." During this time, students attend or "shop" different courses in order to decide which ones they want to take. The last day of Shopping Week is Study Card Day, on or before which students will officially register for courses. In Fall 2015 Study Card Day is Wednesday, September 9; in Spring 2016 it is Friday, January 29.

During Shopping Week it is common to have more students shopping your first class than will eventually enroll. For this reason, it is a good idea to note in the syllabus whether the first class will be an intro session, with no

reading required, or whether the first class will immediately cover course material. If the first and/or second meetings of your course are substantially larger or smaller than anticipated, please let the department know immediately so a more suitable room can be found if necessary.

Procedures for admitting students to limited enrollment courses after formal registration has ended will be sent to you as soon as they are finalized by the Registrar.

2. Grading

Do not change the grading criteria in the middle of the course, especially after a graded assignment has been turned in. Do not change course assignments or grading after the final add/drop deadline (Insert Add/Drop deadline) For further information on grading policy, please see “Information for Faculty Offering Instruction in Arts and Sciences 2015-16” in the sections on **Course Administration:**

<http://infoforfaculty.fas.harvard.edu/icb/icb.do?keyword=k103659&tabgroup=icb.tabgroup182248> and **Grades:**

<http://infoforfaculty.fas.harvard.edu/icb/icb.do?keyword=k103659&tabgroup=icb.tabgroup182250>

Many new instructors want to know what an “A” or a “B” is at Harvard. This is a subjective question that is often difficult to answer. You may find it helpful to talk to other faculty in the Government department, the DUS, or even the more experienced TFs. In the end, however, you may make your own judgment about which grades to give to your students.

Midterm grades: About a month into the semester you will receive a request from the Registrar for midterm grades/progress reports. These reports are mainly for advising purposes, to give the student and the student’s Resident Dean in the House advance notice of any potential problems, and to allow the student the option of withdrawing from the course before the Withdraw Date on the 7th Monday of the semester.

In some cases, especially in low-enrollment seminars, the students will not have submitted any work by the midterm point. In those cases, use your judgment about the student’s progress in the course, using other criteria such as class participation. If possible, you should take the midterm reports into consideration when writing your syllabus, and try to have some small assignments due within the first month so you will have some way to gauge your students’ performance.

3. Withdrawal Date

The seventh Monday of the semester is Withdrawal Date, the absolute deadline by which students can withdraw from classes. In Fall 2015 it is Monday, October 19; in Spring 2016 it is Monday, March 7. Students who withdraw from classes between Fifth Monday (Add/Drop Date) and Seventh Monday (Withdrawal Date) will have a “WD” on their records. It is often preferable for a student to withdraw from a class if he or she is in danger of failing it.

4. Reading Period and due dates for written material and final grades

Reading Period: At the end of each term, a period of six or seven days prior to the start of final examinations is designated as Reading Period. Reading Period is intended to be a time for students to reflect, review, and synthesize what they have learned during the semester. In order to protect this educational purpose, the following rules apply during Reading Period:

With the exception of designated intensive language courses, no regular instruction may take place during Reading Period. Sections and review sessions may take place during Reading Period as may class sessions that must be made up due to weather or other emergencies.

Courses may not assign new material during Reading Period.

Due Dates for Course Work: Final papers, take-home exams, projects, presentations, and other culminating course assignments due after the end of regular classes must be due on or before the day of each course’s assigned Examination Group, but no earlier than the fourth day of Reading Period. Final projects that include individual or group presentations may be scheduled beginning on the fourth day of Reading Period and may extend through the Final Examination and Project Period.

Short, regular assignments that address material covered in the last two weeks of classes (such as problem sets or response papers) may be due during the first three days of Reading Period.

5. Final Examinations

All seated final examinations, of whatever duration (up to three hours) or scope, must take place during the exam slot as assigned by the Office of the Registrar. The Final Exam schedule can be found in the Faculty Handbook:

<http://isites.harvard.edu/icb/icb.do?keyword=k103659&pageid=icb.page666081>

The Registrar's Exams Office assigns a time and room for your final examination. However, photocopying the exam, obtaining exam books, and proctoring the exam are the responsibility of the course head. Proctoring out-of-sequence (OOS) exams for students with documented special needs and those with time conflicts is handled by the Exams Office.

You may not change the time and place of the exam, or make alternate arrangements for certain students without permission from the Administrative Board.

The Exam Office handles the ordering and delivery of exam books: 5-1542, fasesams@fas.harvard.edu. Exam books are delivered to the Undergraduate Office; please see Tricia Vio in CGIS K153 to pick up the books for your exams.

6. Teaching evaluations

Teaching evaluations at Harvard are called "Q Evaluations" and are administered electronically at the end of the semester. You will receive an email from the Registrar's office which will contain a link for you to set up your evaluation. For more information see <http://q.fas.harvard.edu/harvardQ/index.jsp>

7. Assigning Final Grades and Returning Work: Student Confidentiality

Some instructors do not hand back final papers or exams (with grades) until Q evaluations have been submitted, because they think that knowing one's final grade (or probable grade) skews the honesty of evaluations. Some do not care and hand back work as soon as it is graded. In any case, please note that it is absolutely against FERPA privacy guidelines and contrary to college policy to leave graded materials out in a public place where other students can read comments and evaluations. Evaluations of student work (grades and comments on papers and examinations) are part of a student's confidential record and should not be disclosed to other students (or to parents) without the student's explicit permission. Therefore, you should put graded work in sealed envelopes if you are returning it in a public manner. If you don't wish to do this, you need to hand back papers individually in class or send the students their comments and grades electronically.

Harvard Enterprise Information Security Policy (HEISP) provides guidance to the recent changes in laws and regulations related to confidential

information, including the Massachusetts Identity Theft Law and the ongoing requirements of the federal Family Educational Rights and Privacy Act (FERPA). The HEISP can be found on the University Security and Privacy web site <http://www.security.harvard.edu/enterprise-security-policy>.