



History 936:

Women and Gender in US/North American History to 1870

Spring 2023

Tuesdays 11:00-12:55

Humanities 5245

Professor April Haynes

Contact: april.haynes@wisc.edu or by Canvas message

Note: I check messages M-F 9a-5p; responses may take up to 24 hours

Office hours: Monday 9-10a via Zoom; Tuesday 3:30-4:30p in Humanities 4119

Course catalogue description

This course surveys key theoretical work and secondary literature on the history of women and gender in the United States to 1870.

History 936 counts as 3 credits and is designated as a Grad 50% course (it counts toward the 50% coursework requirement). There are no prerequisites beyond the instructor's consent to enroll. Barring any unforeseen catastrophes, all course meetings will be in person.

Detailed course description

History 936 explores women and gender in colonial North America and the early United States. This centuries-long period played an outsized role in the creation of women's history as a field in the 1970s. It continues to attract cutting-edge scholars of gender to this day.

What is it about early America that so interests feminists? Early women's historians looked to the revolution, creation of the nation-state, and especially the rise of industrial capitalism to understand the origins of political and economic asymmetries that continued to disadvantage women in their own time. Reform-minded scholars sought to raise public consciousness about the need to continue democratizing the republic; radicals strategized about how to dismantle a patriarchy that had been historically constructed; empiricists longed to know how ordinary women had lived despite working in a discipline that seemed to revolve around big wars and big men. Yet early American archives often frustrated such straightforward narrative pursuits. Moreover, Black and Indigenous scholars queried the unitary subject "women" and

disputed the founding and the industrial revolution as the best places to start looking for the emergence of oppressive institutions. These challenges raised the stakes and attracted a new generation of scholars.

By the mid-1980s, many women's historians had adopted a systems-based approach that Kimberlé Crenshaw would later name *intersectionality*. Intersectional historians analyzed the processes that had constituted the intertwined hierarchies of gender, race, and class. They were joined by queer theorists, radicalized by the AIDS epidemic, who were less interested in "multiplying" approaches to women's history than in denaturalizing sex and gender categories altogether. Their scholarship shows how sources from the distant past often disrupt normative (present) gender assumptions. While traditional historians warn against presentism by insisting that we approach the past as "a foreign county," these scholars view early American sources more like a genderqueer punk band: discordant, full of surprises, and demanding to be engaged on their own unapologetically opaque terms.

History 936 thus proceeds from two propositions. First, gender is a contingent, power-laden historical process rather than a biological fact, stable identity, or twin set of assigned social roles. Second, gender has intersected with other processual systems of power from the European invasion of North America forward. These include but are not limited to colonialism, racial formation, class stratification, state-building, Protestant hegemony, heteronormativity, and the development of dissenting communities. Together these propositions reflect the most exciting elements of the current historiography. Not all our readings will reflect them; many authors assume their readers know (and agree) who "women" were in the distant past. By reading these classic works alongside more recent ones, students of gender and women's history will observe the uneven development of the analytical approaches outlined above.

Because this seminar fulfills **either** the 17th-18th **or** the 19th-century field requirement for students of US/North American history, it necessarily takes a "one-room schoolhouse" approach, aiming to teach history as well as historiography. This means that **generalists** (students who do not see gender/women or early American history as central to their program of study) will synthesize the history they are learning. **Specialists** (pre-M.A. students of GWS/PGWH/Vast Early America) will analyze the theories, goals, and priorities that have shaped the field of women's and gender history. This historiographical awareness is intended to inspire innovative and visionary thinking about the best possible futures of the field. A third group, **advanced** PGWH students, are understood to proceed from a relatively high degree of familiarity with both reading lists. These students will read independently for their qualifying exams or produce a dissertation chapter. Prelims students will participate in every meeting by helping to give historiographical context to the assigned readings. Dissertators will attend on an as-needed basis and share their research progress along the way.

A note to generalists: I do not assume any baseline knowledge about gender and women's history. Other than a few works marked to be read by "all" students,¹ the generalist reading list consists mainly of articles and books that have together formed a basic narrative of early American gender and women's history. Some of these titles were published decades ago. Their language and guiding questions show their age, yet their research contributions continue to frame major conversations in the field. Generalists wishing to engage with the current literature may choose instead to read the works assigned to specialists. Otherwise, please read the general articles and chapters with an eye on content rather than style and consult the specialist list as an optional supplement. *Every generalist will step into the "specialist" domain at least once during the semester*—when a theme or reading comes closest to aligning with one's thematic area of specialization (see assessments, below). I have designed this course structure to enable general students to incorporate histories of women and gender into their future teaching. I also hope to inspire analytical points of departure that may enhance research and writing in other subfields. Above all else, anyone who plans to work in a gender-integrated academic department or as a public intellectual should be conversant with the basics of this history. This seminar will provide opportunities to achieve all three of these outcomes. The extent to which you avail yourself of these opportunities is up to you.

Course learning outcomes

Upon completion of this course, *general students* will be able to

- Understand basic contours of women's and gender history as cultural competence for working in a gender-integrated profession and engaging with gender-diverse audiences
- Synthesize major developments in gender and women's history in North America before 1870
- Select appropriate case studies, concepts, and synthetic narratives to integrate in future teaching
- Apply key questions, methods, analytics, or theories of early US/NA gender history to other areas of research specialization
- Communicate complex ideas in a clear and understandable manner

In addition to the above, *students specializing in gender and women's history* will be able to

- Articulate and critique theories, methods, and approaches in gender and women's history
- Demonstrate understanding of the field's distinctive historiographical tradition concerning colonial North America and the early United States
- Evaluate long- and short-form works of gender and women's history

¹ All except for advanced PGWH students, that is.

How credit hours are met by this course: Credit hours are defined as the learning that takes place in at least 45 hours of learning activities over one 15-week semester. This minimum requirement will be met through weekly seminar discussions of one and a half hours, external reading (approximately one book per week), weekly formative writing assignments, and one summative writing assignment.

Regular and Substantive Student-Instructor Interaction: Like other graduate seminars, this course emphasizes direct instruction in the form of weekly meetings between professor and students. Most in-person interactions will consist of professor-facilitated conversations among students; however, I may also occasionally give short lectures during part of the seminar meeting. Outside of the seminar room, I will maintain regular interaction with students in the form of assignment prompts and substantive feedback on written work. I aim to turn that feedback around within one week of receipt when possible.

Course website and digital instructional tools. Most of our interactions outside of class meetings will occur via Canvas.wisc.edu. Please check [our Canvas course](#) regularly. If it should become unsafe for us to meet in person, we will resort to online discussions via Zoom.

Required books and software. All the required books are available as free e-books through UW libraries or Internet Archive (please see links in the schedule below). I have also placed hard copies on reserve via UW libraries. Articles are linked in this syllabus and/or will be shared in pdf format via Canvas. Written assignments should be composed as Word documents, then submitted in pdf format. UW-Madison provides all students free downloads of Office 365, which includes Microsoft Word, and Adobe Creative Cloud, which includes Adobe Acrobat for making Word documents into pdfs. Please see the [Campus Software Library](#) for instructions and access.

Assessments

Regular verbal contributions to seminar. Lively, searching conversation is the beating heart of any seminar. To engage in discussion, students must be present and prepared. When reflecting on a class session, I ask evaluative questions such as: Who used evidence effectively in their remarks? Who made vital contributions? Who intervened to steer the conversation in a productive direction? Who demonstrated curiosity, creativity, ethics, and collegiality? Who took informed risks?

Leadership of seminar as specialist of the week. Every student will have at least one opportunity to (1) present material which others may not have read and (2) lead an analytical discussion about that material in relation to the general readings assigned for the week. **Generalists** should preview the reading list below and come to the first day of class with two dates, ranked in order of preference, on which you will take the

leader/specialist role. You are only required to do this once—the second choice will serve as a plan b if multiple students prefer the same date. **Specialists** will be expected to lead one seminar and may also be called to engage in similar leadership on days when no generalist has committed to act as discussion leader for the day. Distinctive written assignments will prepare you to step into this role as needed. Your leadership grade may be improved, and will certainly not be harmed, by taking on this additional responsibility.

Weekly formative written assignments. Weekly homework assignments prepare everyone for substantive seminar discussions. They also align with course learning outcomes, allowing you to practice skills, demonstrate knowledge, and receive regular feedback on your progress. The weekly assignment will always take one of the following forms:

- a set of seminar questions based on the assigned readings (one question of curiosity or clarification, one analytical or evaluative question for discussion, plus any others you wish to raise to the group)
- a narrative synthesis of historical developments gleaned from secondary articles (to integrate into a future course you may one day be hired to teach);
- a précis (neutral summary) of an assigned monograph or set of related articles;
- a book review (analytical summary and evaluation) of an assigned monograph; or
- a position paper (short essay weighing in on a historiographical debate presented in the assigned readings)

The reading list specifies which type of assignment to complete each week, depending on whether you are a generalist or a specialist. For the day you have committed lead the seminar discussion, plan to complete the readings and assignment for specialists even if you are a generalist. I will also post more detailed instructions for each type of assignment in Canvas. Please feel free to ask for more guidance or clarity as needed.

Summative assessment. For generalists, this will take the form of a syllabus essay for a future version of History 101 (USNA to 1870) that integrates information and insights from gender and women's history throughout the course. Detailed instructions will be posted on Canvas. For specialists, this will take the form of a review essay analyzing the literature assigned in this course as it applies to your immediate research interests or subfield. For advanced PGWH students, this will take the form of (a) passing your qualifying exams or (b) completing a dissertation chapter informed by a more specialized lit review.

- Regular seminar discussion: 20% of course grade
- Specialized seminar discussion(s): 20%

- Weekly formative writing: 30%
- Summative assessment: 30%

Grade scale

A	90% or higher
AB	80-89%
B	79% or lower

All assignments are repeatable for higher grades if needed. There is no curve for final course grades in History 936.

Reading List

N.B.: Please read and prepare the assigned material *before* seminar on the corresponding date.

Module I. Historiographical, methodological, and theoretical outlines

T Jan 24 Introductions, historiographical and methodological issues

- All read:
 - Patricia Cline Cohen, "[On Integrating the History of Women into the Narratives of the Early Republic: A 40-year Perspective](#)," *JER* 36:2 (Summer 2016) 327-34.
 - Sharon Block, "[Erasure, Misrepresentation and Confusion: investigating JSTOR topics on women's and race histories](#)," *Digital Humanities Quarterly* 14:1 (2020).
 - Marisa Fuentes, "Reading the Specter of Racialized Gender in Eighteenth-century Bridgetown, Barbados," in [Sexuality and Slavery](#), eds. Daina Ramey Berry and Leslie Harris (Georgia, 2018) 49-70.

T Jan 31 Week 2 Key theories

- Foundational theories—all read:
 - Patriarchy:
 - Judith Bennett, [History Matters: patriarchy and the challenge of feminism](#) (Penn, 2006) 54-81.
 - Gender:
 - Joan Scott, "[Gender: A Useful Category of Historical Analysis](#)," *AHR* 91:5 (1986) 1053-1075.
 - Intersectionality:
 - Kimberle Crenshaw, "[Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color](#)," *Stanford Law Review* 43:6 (1991) 1241-1299.
- Significant revisions—specialists read:

- Gender:
 - Greta LaFleur, "[Sex and 'Unsex'](#): Histories of Gender Trouble in Eighteenth-century North America," *EAS* (Fall 2014) 469-499.
- Intersectionality:
 - Marta Jorba and Maria Rodo-Zarate, "[Beyond Mutual Constitution](#): The properties framework for intersectionality studies," *Signs* 45:1 (2019) 175-200.
- Assessments:
 - Generalists: seminar questions due before class (by midnight)
 - Specialists: précis of "significant revisions" articles, due by class time

Module II. Indigeneity & colonialism

T Feb 7

Native women in an era of English colonialism

- Representing Pocahontas—generalists read
 - Rayna Green, "[The Pocahontas Perplex](#)," *The Massachusetts Review* 16:4 (Autumn 1975) 698-714.
 - Kathleen Brown, "The Anglo-Indian Gender Frontier" in , [Good Wives, Nasty Wenches, and Anxious Patriarchs](#) (UNC, 1996) 42-74.
 - Lisa Heuvel, [Review](#) of Custalow & Silver Star, *The True Story of Pocahontas*, in *American Indian Culture and Research Journal* 31:3 (2007) 240-43.
- Centering Native Women—specialists read:
 - Foundational (recommended): Theda Perdue, [Cherokee Women: gender and culture change, 1700-1835](#) (Nebraska, 1998).
 - Recent (required): Brooke Bauer, [Becoming Catawba: Catawba Indian Women and Nation Building, 1540-1840](#) (Alabama: 2023).
- Engendering "Survivance"—all read
 - Jean O'Brien, "Divorced from the Land: Resistance and Survival of Indian women in 18th-century New England," in *Native Women's History in Eastern North America before 1900: A Guide to Research and Writing*, ed. Rebecca Kugel and Lucy Eldersveld Murphy (Nebraska, 2007) 333-365 on [Canvas](#).
- Assessments
 - Generalists: teaching synthesis due by start of class

- Specialists: review of Bauer due by start of class

T Feb 14 Indigenous and Spanish gender systems collide

- Generalists read:
 - James F. Brooks, "'This Evil Extends Especially to the Feminine Sex': negotiating captivity in the New Mexico Borderlands," *Feminist Studies* 22:2 (1996) 279-309.
 - Gabriel S. Estrada, "Two Spirit Histories in Southwestern and Mesoamerican Literatures" in *Gender and Sexuality in Indigenous North America, 1400-1850*, eds. Fay Yarborough and Sandra A. Slater (USC, 2012) 165-184.
- Specialists read:
 - Foundational (recommended): Ramón Gutiérrez, *When Jesus Came the Corn Mothers went Away: Marriage, Sexuality, and Power in New Mexico, 1500-1846* (Stanford, 1991).
 - Recent (required): Juliana Barr, *Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands*. UNC, 2007.
- Assessments:
 - Generalists: seminar questions due before class (by midnight)
 - Specialists: précis of Barr due by start of class

T Feb 21 Native women, French men, American conquest

- Generalists read:
 - Sylvia Van Kirk, *Many Tender Ties: Women in the Fur Trade Society in Western Canada, 1670-1870* (Oklahoma, 1983) 28-122.
 - Nancy Shoemaker, "Kateri Tekakwitha's Tortuous Path to Sainthood" in Shoemaker, ed., *Negotiators of Change: historical perspectives on Native American Women* (Routledge, 1995) 49-71.
- Specialists read:
 - Foundational (recommended): Sylvia Van Kirk, *Many Tender Ties: Women in the Fur Trade Society in Western Canada, 1670-1870* (Oklahoma, 1983).
 - Recent (required): Susan Sleeper-Smith, *Indigenous Prosperity and American Conquest: Indian Women of the Ohio River Valley, 1690-1792*. UNC, 2018.
- Assessments:
 - Generalists: teaching synthesis due by start of class
 - Specialists: précis of Sleeper-Smith due by start of class

Module III. Slavery & freedom during the first wave of colonization

- T Feb 28 **Gender in the Anglo-Atlantic slave trade and British colonies**
- Generalists read:
 - Jennifer L. Morgan, "[Some Could Suckle over their Shoulder](#)': male travelers, female bodies, and the gendering of racial ideology, 1500-1770" *WMQ* 54:1 (1997) 167-192.
 - Gloria McCahon Whiting, "[Power, Patriarchy, and Provision](#): African Families Negotiate Gender and Slavery in New England," *JAH* 103:3 (2016) 583-605.
 - Christine Walker, *[Jamaica Ladies: female slaveholders and the creation of Britain's Atlantic empire](#)* (UNC, 2020) 1-23.
 - Specialists read:
 - Foundational (recommended): Jennifer Morgan, *[Laboring Women: reproduction and gender in New World slavery](#)* (Penn, 2004).
 - Recent (required): Jennifer Morgan, *[Reckoning with Slavery: gender, kinship, and capitalism in the early Black Atlantic](#)* (Duke, 2021).
 - Assessments:
 - Generalists: seminar questions due before class (by midnight)
 - Specialists: précis of Morgan (2021) due by class time
- T Mar 7 **Women of African descent in the Francophone Atlantic World**
- Generalists read:
 - Bernard Moitt, "Slave Women and Resistance in the French Caribbean," in *[More than Chattel](#)*, Darlene Clark Hine and David Gaspar Barry, eds. (Indiana, 1996) 239-258.
 - Emily Clark, *[The Strange History of the American Quadroon](#)* (UNC: 2013) 1-37.
 - Elizabeth Neidenbach, "'Inhabitant of Saint-Domingue, today refugee in this place': Atlantic Networks and the Contours of Migration among Free Women of Color during the Haitian Revolution," *[Crossings and Encounters](#)*, eds. Sandra Slater, et. al. (USC, 2020) 65-84.
 - Specialists read:
 - Foundational (recommended): Jennifer Spear, *[Race, Sex, and Social Order in Early New Orleans](#)* (JHU, 2009).

- Recent (required): Jessica Marie Johnson, [Wicked Flesh: Black Women, Intimacy, and Freedom in the Atlantic World](#) (Philadelphia, 2020).
- Assessments:
 - Generalists: seminar questions due by midnight
 - Specialists: review of Johnson due by start of class

T Mar 14 Spring Break: no class

Module IV.

Gender, religion, and the state in North American settler societies

T Mar 21 Religious complexity in early America

- Generalists read:
 - Susan Juster, "[Mystical Pregnancy and Holy Bleeding: Visionary Experience in Early Modern Britain and America](#)," *WMQ* 57:2 (2000) 249-288.
 - Laura A. Liebman, "Friendly Piranhas" in *Messianism, Secrecy, and Mysticism: a new interpretation of early American Jewish life* (London, 2013) 25-56 **on Canvas**.
 - Matthew Dennis and Elizabeth Reis, "Women as Witches, Witches as Women: witchcraft and patriarchy in colonial North America," in [Women in Early America](#), ed. Thomas Foster (NYU: 2015) 66-93.
 - Scott Larson, "[Indescribable Being': Theological Performances of Genderlessness in the Society of the Publick Universal Friend, 1776-1819](#)," *Early American Studies* 12:3 (2014) 576-600.
- Specialists choose one to read:
 - Foundational: Catherine A. Brekus, [Strangers & Pilgrims: female preaching in America, 1740-1845](#) (UNC, 1998).
 - Recent: Ann Little, [The Many Captivities of Esther Wheelwright](#) (Yale, 2016).
- Assessments:
 - Generalists: seminar questions due before by midnight
 - Specialists: précis of Brekus or Little due by class time—please announce your choice in advance

T Mar 28 Revolution or continuity?

- All read:
 - Linda K. Kerber, "'Disabilities...Intended for her Protection': the anti-republican implications of coverture,"

in [Women of the Republic: intellect and ideology in Revolutionary America](#) (UNC, 1980).

- Generalists read:
 - Jan Lewis, "'Of Every Age Sex & Condition': The Representation of Women in the Constitution," *Journal of the Early Republic* 15:3 (1995) 359-387.
 - Serena Zabin, "Women and the Long American Revolution," in [A Companion to American Women's History](#), 2nd ed. (Wiley-Blackwell, 2020) 73-87.
- Specialists read:
 - Foundational (recommended): Mary Beth Norton, *Liberty's Daughters: the revolutionary experience of American women, 1750-1800* (Boston, 1980).
 - Recent (required): Kirsten Sword, [Wives not Slaves: patriarchy and modernity in the age of revolutions](#) (Chicago, 2021).
- Assessments:
 - All: Two-page position paper on the historiographical debate over change/continuity in women's relationship to law and politics during the age of revolution. Which historians make the more persuasive case? How would you integrate your position on this question into a lecture on the American Revolution?

T Apr 4 Debating sex/gender minorities

- All read:
 - Rachel Hope Cleves, "'What, Another Female Husband?': The Prehistory of Same-sex Marriage in America," *JAH* 101:4 (2015) 1055-1081.
 - Jen Manion, [Female Husbands: a trans history](#) (Cambridge, 2020).
- Assessments:
 - Generalists: seminar questions due by midnight
 - Specialists: Two-page position paper on the historiographical debate between Cleves and Manion. Which historian more persuasively interprets similar evidence of sex/gender alterity? How would you explain this debate and its significance to a room full of gender-diverse undergraduates? To your own elderly relatives? Due by start of class.

T Apr 11 The early republic: a watershed era in US women's economic history?

- Generalists read:

- Gerda Lerner, "[The Lady & The Mill Girl](#): changes in the status of women in the age of Jackson," *Midcontinent American Studies Journal* 10:1 (1969) 5-15.
- Jeanne Boydston, "[The Woman who Wasn't There](#): Women's Market Labor and the Transition to Capitalism in the United States," *JER* 16:2 (1996) 183-206.
- Carol Lasser, "[The Domestic Balance of Power](#): relations between mistress and maid in 19th-century New England," *Labor History* 28:1 (Winter 1987) 5-22.
- Seth Rockman, "The Living Wage," in *Scraping By: wage labor, slavery, and survival in early Baltimore* (JHU: 2009) pp. 132-157.
- Specialists read:
 - Foundational (recommended): Jeanne Boydston, *Home and Work: housework, wages, and the ideology of labor in the early republic* (Oxford, 1990).
 - Recent (required): Laura F. Edwards, *Only the Clothes on Her Back: clothing and the hidden history of power in the 19th-century United States* (Oxford, 2022).
- Assessments:
 - Generalists: teaching synthesis due by start of class
 - Specialists: review of Edwards due by start of class

T Apr 18 Enslaved women and women enslavers in the antebellum US

- Generalists read:
 - Stephanie M.H. Camp, "[The Pleasures of Resistance](#): Enslaved women and body politics in the plantation South, 1830-1861," *Journal of Southern History* 68:3 (Aug. 2002) 533-572.
 - Thavolia Glymph, "The Gender of Violence," in *Out of the House of Bondage* (Cambridge, 2008) 18-31.
 - Barbara Krauthamer, *Black Slaves, Indian Masters* (UNC, 2013) 17-45.
 - Jessica Millward, "[Wombs of Liberation](#): petitions, law, and the Black woman's body in Maryland, 1780-1858," in *Sexuality and Slavery: reclaiming intimate histories in the Americas*, ed. Daina Ramey Berry and Leslie M. Harris (Georgia, 2018) 88-108.
- Specialists read:
 - Foundational (recommended): Deborah Gray White, *Ar'n't I a Woman: female slaves in the plantation South*

- Recent (required): Stephanie Jones-Rogers, [*They were Her Property: white women as slave owners in the American South*](#) (Yale, 2019).
- Assessments:
 - Generalists: teaching synthesis due by start of class
 - Specialists: précis of Jones-Rogers due by start of class

Module V: Breaking and remaking the republic

T Apr 25 Civil War and Reconstruction

- All read:
 - Thavolia Glymph, [*The Women's Fight: the Civil War's battles for home, freedom, and nation*](#) (UNC, 2019)
 - Catherine A. Jones, "[Women, Gender, and the Boundaries of Reconstruction](#)," *The Journal of the Civil War Era* 8:1 (2018) 111-31.
- Assessments:
 - All: review of Glymph due by start of class

T May 2 Remembering women's rights, claiming women's history

- Mini-lecture: "The Other Women's Rights Movement"
- All read:
 - Lisa Tetrault, [*The Myth of Seneca Falls: memory and the women's suffrage movement, 1848-1898*](#) (UNC, 2014).
 - Faye E. Dudden, "[Women's Rights Activists and Abortion Laws](#)," *JWH* 31:3 (Fall 2019) 102-123.
- Assessments:
 - All: discussion questions due by midnight
- Course conclusion

Policies

Attendance. Being present is a baseline requirement for participating in a graduate seminar. If you need to miss seminar for reasons covered by McBurney Disability Resource Center documentation, for religious observance, or due to an unavoidable emergency, please communicate with me about it as soon as possible.

Late work is not accepted. The formative weekly assignments are low stakes. If you cannot avoid missing one, plan to let it go. This policy is intended to prevent the domino effect that tends to happen when students try to make up a missed assignment after the due-date, only to fall behind on subsequent assignments. If you are unexpectedly impacted by a major illness or life event that causes you to miss multiple assignments, please discuss the situation with me in office hours. We may

be able to design a realistic remediation plan (full disclosure: this may involve taking an Incomplete in the course).

Mutual respect. Debate is welcome and encouraged. Verbal abuse and violent or threatening behavior will not be tolerated. Discussion includes listening as well as speaking: please do not interrupt or talk over colleagues. Try to build trust by being mindful of the impact your words can have on others' learning. Try also to trust that we're all here to learn, and mistakes can be part of the learning process for anyone. If you find yourself struggling to speak or be heard in seminar, please bring the issue to my attention.

Classroom technology. Except for the occasional Zoom guest—or a catastrophic development that necessitates remote learning—**our seminar room will be entirely analog.** Please bring a paper notebook, a pen or pencil, and a print-out of your formative assignment to every meeting. Please silence your phone and configure notifications to "Do Not Disturb" during class. I will bring a reference copy of the assigned book or articles for the week, which we can consult for discussion. Note: it is against university policy to record class meetings or distribute course materials beyond our seminar (see link below).

University statements. Please review the [UW-Madison Academic Policies and Statements](#) to apprise yourself of the institutional context in which we are all working.