HISTORY600 Advanced seminar
International Law: An Errant History

University of Wisconsin-Madison
Professor Allison Powers Useche, PhD (she/her)
e: auseche@wisc.edu
Office Hours: Thursdays 1-3pm or by appointment in 4120 Humanities

Left to Right: Façade from the United Nations Secretariat Building, New York City, 1950 (Installation view of the gallery "Architecture Systems," MoMA); Enrique Chagoya, Codex *Cosmovisionarius* (acrylic, water-based oil paint, pencil, solvent transfer, and gesso on ten 19th-century etchings), 2006; LaToya Ruby Frazier, A Pilgrimage to Noah Purifoy's Desert Art Museum (Photograph), 2016

Why investigate past and present understandings of international law? What are some of the distinct approaches that scholars have developed to interpret these histories? How did key international legal concepts, institutions, and frameworks emerge and how have they changed over time? What kinds of sources might help us to consider these questions? Tracing theories and practices of efforts to structure inter-polity order from the 15th century to the present day, this seminar investigates how contests over the subjects of international law have shaped global power struggles. Transiting errant trajectories of internationalism, we will analyze the histories behind contemporary formations of the laws of war, human rights, self-determination, investment regimes, and more. Through readings and discussions, students will encounter unexpected legal theorists, confront surprising coalitions of claims-makers, and uncover forgotten alternative visions of international justice. Along the way we will consider the ongoing legacies of the past—and the stories we tell about it—in international law today. As participants in the advanced capstone seminar, students will produce an original work of scholarship in the form of a 15-page research paper advancing a historical argument supported by analysis of primary source evidence and engagement with secondary source historiography.

Learning Outcomes

As a research seminar, this course focuses as much on the skills of historical thinking, research, and writing as on historical content. We will devote significant seminar time to practicing these skills, which you will bring together to craft your final paper.

By the end of the course, you will be able to:

- Identify distinct approaches to interpreting the history of international law

- Consider different ways societies have sought to govern relations between autonomous communities through law
- Explain how key international legal concepts, institutions, and structures emerged and changed over time
- Evaluate arguments about history and weigh in on existing historical debates
- Develop an original, persuasive, and evidence-based historical argument through research in primary sources and engagement with secondary historiography

Format

This course will meet in person on Tuesday afternoons from 1:20-3:15pm in 5245 Humanities. The first half of each seminar will be dedicated to discussion of the assigned readings. The second half will include a series of research and writing workshops designed to develop the skills you will need to research, write, and revise your final papers. Since we meet only once a week, it is important that you are present at each session. If you need to miss a seminar meeting for any reason, please email me and we will arrange a meeting to discuss the materials.

HIST600 is divided into three parts. During Weeks 1-6 of the semester, we will familiarize ourselves with different historical approaches and modes of analysis in the wide-ranging field of International Legal History. During Weeks 7-10 we will explore the histories behind four cases considered by the International Court of Justice between the 1970s and the present day. During these first two sections of the seminar, you will learn to formulate research questions, carry out original research using primary sources, evaluate existing historical debates, and craft historical arguments supported by evidence. This will prepare you for Part Three of the course, when you will research, write, revise, and present an original piece of historical scholarship in the form of a 15-page paper on a topic of your choice.

Required Readings

All required readings will be posted to our course Canvas site. Your reading assignment each week will consist of 4-5 monograph chapters or scholarly articles written by historians about the past—what we call secondary sources. During each seminar meeting, student discussion leaders will then introduce 3-5 shorter primary sources produced during the period that we are studying for us to interpret together. Prof. Powers will meet with discussion leaders prior to seminar to support students in selecting relevant primary sources. We will also discuss strategies for how to find and analyze primary sources during the first few weeks of classes. During the final third of the course there are no assigned readings as you will be working toward your capstone research projects. Each week you will submit and receive feedback on one piece of writing that builds toward your final paper.

Course Requirements and Assessment

Further details on all assignments, including guidelines and rubrics, will be available on Canvas.

Discussion Participation (30%)

Because this is a discussion-based seminar, your regular attendance and engaged participation are crucial and required. Please come to seminar each week prepared with questions, observations, and ideas about the assigned readings. Discussions provide the opportunity for you to clarify and consolidate your understanding of the materials, hone critical thinking skills, and learn from the insights of your fellow students. The most productive discussions happen when classmates engage respectfully and constructively with one another's ideas, and I will structure discussions to facilitate this dialogue. Keep in mind that the quality of your contributions to discussions is as important as the quantity, and that asking a well-informed question counts as participation. I recognize that participation may come more easily to some than others, and am happy to meet if you would like to discuss strategies for speaking in class.

If you need to miss class due to religious observance, illness, or personal or family emergency, please let me know as soon as possible. If you are absent more than once, you may be asked to complete additional reading responses to make up for the missed classes.

Leading Discussion (10%)

Each student will select one week to co-lead discussion for our seminar. In this assignment you will flex your analytic skills by introducing the readings to frame our discussion; your research skills by tracking down two additional primary sources to consider during our conversation; and your communication skills by presenting your ideas to the seminar. During this week you will work with a partner to open our meeting with a brief (5 minute) response to the readings followed by introduction of 3-5 discussion questions and two primary sources related to the week's themes. One of these primary sources should come from an assigned secondary reading (for example a map or a quote that the author analyzes). The other should come from an archival collection (most likely a digitized repository, through you are also welcome to use the Wisconsin Historical Society collections). During the first weeks of the semester, we will explore a range of digitized archives that you can consult in your research. Please plan to meet with me at some point the week prior to your presentation. I am very happy to help you track down the kinds of primary sources you are looking for, and to refine your discussion questions.

Your opening presentation should include five key elements:

- Identify the arguments of each of the secondary source readings and place their authors in dialogue. How are the readings similar, and how are they different? Do the authors seem to agree or disagree? What historical questions do they ask, what historical actors do they center, and what kinds of evidence (sources) do they use to answer their questions?
- Reflect on which aspects of the readings you found to be particularly compelling, interesting, or perhaps confusing. The two co-leaders might agree or disagree on this!
- Identify one structural feature of a reading that you would like to highlight as we hone our historian's craft. This might include the way in which an author uses a story to open their chapter or article, the method an author analyzes a particular source, or how the author positions their argument as contributing to a particular historical field.

- Research 3-5 primary sources related to the week's topic and themes. The second primary source that you find might or might not relate to the readings. If there is a topic that you'd like to consider that the readings did not address, feel free to bring a related source into our conversation.
- Pose 3-5 questions to guide our discussion of the week's readings

Prof. Powers will circulate a presentation sign-up sheet during our first seminar meeting.

Reading Response Essay (10%)

You will be asked to write an essay of 4-5 double-spaced pages on one week's readings between weeks 3-10. Reading questions will be distributed each week; you can choose one to address in your essay. Essays should be submitted by the beginning of class, and may address that week's or the previous week's readings. You are encouraged but not required to use the reading response essay as an opportunity to explore possible themes for the research paper.

Research Paper (20% preparatory assignments; 30% final paper)

The culminating project is an original research paper of at least 15 double-spaced pages related to any facet of histories of international law. You will have wide latitude in selecting a topic. The final paper is due on Dec. 16 by 11:59pm on Canvas. We will discuss expectations for this assignment at length in class. There are multiple intermediate assignments designed to keep you on track and provide you with ongoing feedback:

- Research question (due November 10)
- Research proposal and annotated bibliography (due November 17)
- Outline (due November 24)
- Paper draft (due December 2)
- In-class presentation, 5-7 minutes (December 9)

The intermediate assignments will count for 20% of your course grade; the presentation will count for 5%; and the final paper will count for 30%.

Research Question (5%)

Submit a one paragraph explanation of the topic and possible research question that you plan to explore in your final paper. Why do you find this topic interesting or compelling? What do you hope to learn in your research? What kinds of primary sources could you potentially use in order to answer your research questions? This can be preliminary and it is fine if your question changes as you progress in your research. Due Monday, November 10 by midnight on Canvas.

Research Proposal and Annotated Bibliography (5%)

Build on your research question to craft a research proposal and outline, including an annotated

bibliography with at least two secondary sources and three primary sources that you will use to answer your research question. We will go over a more detailed prompt and rubric for this assignment later in the semester. Due Monday, November 24 at midnight via Canvas.

Paper Draft and Peer Review (5%)

You will be graded only on the completion of your rough draft. We will go over a more detailed prompt and rubric for this assignment later in the semester. Drafts will be returned with comments from Prof. Powers that should be addressed in your revisions. Due by start of seminar on December 2. To receive full credit for peer review, you will provide thoughtful comments and suggestions on the paper draft of a classmate and write a short (1 paragraph reflection on how you plan to incorporate the feedback you received into your revisions). I will provide a set of prompts for you to consider in your peer review.

Research Presentation (5%)

This presentation of your research is modelled on the ways historians share our scholarship at professional conferences. During our final seminar meeting of the semester on December 9, you will distill your capstone paper into a 5-minute talk through which you communicate the significance of your original historical research to your peers. The presentation will be graded on its coherence (clear argument), use of sources (effectively utilizes both primary and secondary sources), relevance (engages histories of International Law) and polish (is well-rehearsed and presented in a compelling manner).

Capstone Research Paper (30%)

Build on your draft to revise your 15 page research paper, drawing on primary and secondary sources to answer an original research question of your choosing. Students taking the honors option for the course should write a 20-30 page paper. Due by midnight on December 16 via Canvas.

Grading:

A: 93-100 AB: 88-92 B: 83-87 BC: 78-82 C: 70-77 D: 60-69 F: Below 60

Credit Hours:

The credit standard for this 3-credit course is met by an expectation of a total of 135 hours of student engagement with the course's learning activities (at least 45 hours per credit, or 9 hours per week). This includes regularly scheduled meeting times, reading, writing, group work, individual consultations with the instructor, and other student work as described in the syllabus. Since we meet for 2 hours of direct instruction per week, you should plan to allot an average of 7 hours per week outside of class for course-related activities.

Diversity, Inclusion, Equity, and Belonging Statement

I aspire to create a classroom strengthened by students who feel safe, heard, valued, and supported. 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. Our classrooms, campus, and community are made immeasurably better through the participation of students of all ethnicities, genders, and immigration statuses—including identities that are currently being criminalized and persecuted in the United States. 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.

Accommodations for Students with Disabilities Statement

I am committed to providing any accommodations that will enable you to thrive in our course, including but not limited to those requested through the McBurney Disability Resource Center. 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. (See: McBurney Disability Resource Center).

Academic Integrity Statement

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

AI: Your primary goal in this class is to think. Reading, speaking/listening, and writing are forms of thinking. Use of AI—a tool that outsources thinking—is both anathema to the goals of the course and a violation of academic integrity. All lectures, assignments, feedback, and grades will be made without AI, and none of your work will be fed to tools that train AI. Ideas are social, so let's make them together. Consulting an AI program should never be a substitute for your own careful analysis of our course materials—not least because these programs notoriously invent quotes that do not in fact exist, then attribute them to authors past and present. Please do not outsource your reading and writing assignments to machine learning programs that often reproduce existing biases and misconceptions. Submitting AI-generated text for course assignments is plagiarism—a serious form of academic misconduct. Historians include citations for all of the sources that we analyze in our scholarship. ChatGPT is not a citable

authority, and the sources that AI programs cite are not reliable. If you would like some help getting started with any of your writing assignments for this course, I encourage you to come to my office hours.

Academic Calendar & Religious Observances

Establishment of the academic calendar for the University of Wisconsin-Madison falls within the authority of the faculty as set forth in Faculty Policies and Procedures. Construction of the academic calendar is subject to various rules and laws prescribed by the Board of Regents, the Faculty Senate, State of Wisconsin and the federal government. For additional dates and deadlines for students, see the Office of the Registrar's pages. Students are responsible for notifying instructors within the first two weeks of classes about any need for flexibility due to religious observances.

Course Evaluations

You will be provided with several opportunities to evaluate this course and your learning experience. Your participation is an integral component of this course, and your confidential feedback is important to me. You will receive an official email two weeks prior to the end of the semester, notifying you that your course evaluation is available. In receive an official will receive a link to log into the course evaluation with your NetID. I strongly encourage you to participate in this anonymous course evaluation and will provide you with time in seminar to complete the evaluation.

Schedule of Classes

Part I: Interpreting Formations of International Law

Week 1: Introduction and Welcome
September 9

Readings:

Stephen Neff, "A Short History of International Law," Chapter 1 *in International Law* (Malcolm Evans, ed., Oxford University Press 6th ed. 2024)

Arnulf Becker Lorca, "Eurocentrism in the History of International Law," Chapter 43 in Bardo Fassbender and Anne Peters, eds., *The Oxford Handbook of the History of International Law* (Oxford University Press, 2012)

E. Tendayi Achiume and Devon W. Carbado, "Critical Race Theory Meets Third World Approaches to International Law" in Devon W. Carbado, Kimberlé Williams Crenshaw, Justin Desautels-Stein, and Chantal Thomas, eds., *Race, Racism, and International Law* (Stanford University Press, 2025)

Dianne Otto, "rethinking 'peace' in international law and politics from a queer feminist perspective," *Feminist Review* Issue 126, 19–38 (2020)

Robert Knox, "International Law, Race, and Capitalism: A Marxist Perspective," *AJIL Unbound* Volume 117 (2023), pp. 55 - 60

Week 2: Empire and International Law
September 16

Readings:

Antony Anghie, *Imperialism, Sovereignty and the Making of International Law* (Cambridge University Press, 2005) Introduction + one chapter of your choice

Michael Witgen, *An Infinity of Nations: How the Native New World Shaped Early North America* (University of Pennsylvania Press, (2011) Prologue and Chapter 1 Place and Belonging in Native North America

Liliana Obregón Tarazona, "The Civilized and the Uncivilized," Chapter 38 in Bardo Fassbender and Anne Peters, eds., *The Oxford Handbook of the History of International Law* (Oxford University Press, 2012)

Lydia Liu, "Legislating the Universal: The Circulation of International Law in the Nineteenth Century" in Lydia Liu, ed., *Tokens of Exchange: The Problem of Translation in Global Circulations* (Duke University Press, 1999) pp. 127-164

Nick Estes, *Our History Is the Future: Standing Rock versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance* (Verso, 2019) Chapter 6 Internationalism

Week 3: Abolitionist Internationalisms
September 23

Readings:

Lisa Lowe, *The Intimacies of the Four Continents* (Duke University Press, 2015) Chapter 2 Autobiography Out of Empire

Elizabeth Ellis, *The Great Power of Small Nations: Indigenous Diplomacy in the Gulf South* (University of Pennsylvania Press, 2023) Chapter 1 A World of Towns

Vanja Hamzić, "After Homo Narrans: Botany, International Law, and Senegambia in Early Racial Capitalist Worldmaking," Chapter in Matilda Arvidsson and Emily Jones, eds., *International Law and Posthuman Theory* (Routledge, 2024)

Geographies of Racial Capitalism with Ruth Wilson Gilmore short film (2020)

Symposium on Reparations under International Law for Enslavement of African Persons in the Americas and the Caribbean, May 20-21, 2021, available in text and video at https://www.asil.org/events/2021Reparations

Watch the recording of the 2021 session from 1:23:50 to 2:53:24 OR
Read the proceedings, pp. 31-58

Week 4: Debt and Diplomatic Recognition
September 30

Readings:

Liliana Obregón, "Empire, Racial Capitalism and International Law: The Case of Manumitted Haiti and the Recognition Debt," *Leiden Journal of International Law* 31:3 (2018) pp. 597 – 615

Juan Flores Zendejas and Felipe Ford Cole, "Sovereignty and Debt in Nineteenth-Century Latin America," in *Sovereign Debt Diplomacies: Rethinking Sovereign Debt from Colonial Empires to Hegemony*, Pierre Pénet & Juan Flores Zendejas, eds. (Oxford University Press, 2021)

Arnulf Becker Lorca, *Mestizo International Law: A Global Intellectual History 1842-1933* (Cambridge University Press, 2014) Chapter 5 "Sovereignty Beyond the West: The End of Classical International Law"

Lorenzo Cotula and Nicolás Perrone, "Seeing Santurbán through ISDS: A Sociolegal Case Study of *Eco Oro* v. *Colombia*," *Leiden Journal of International Law*, 2024-06, Vol.37 (2), p.440-461

Week 5: Conceptualizing Redress Between war and Crime
October 7

Readings:

Francine Hirsch, *Soviet Judgment at Nuremberg: A New History of the International Military Tribunal after World War II* (Oxford University Press, 2020) Introduction and Chapter 1: When War Became a Crime

Lisa Yoneyama, *Cold War Ruins: Transpacific Critique of American Justice and Japanese War Crimes* (Duke University Press, 2016) Introduction:

Sonya Schoenberger, "Radiological Risk Imposition as Environmental Violence: A Case Study of Nuclear Harms and the Limits of Legal Redress in French Polynesia/Mā'ohi Nui" in Richard A. Marcantonio, John Paul Lederach, Agustín Fuentes. Eds., *Exploring Environmental Violence: Perspectives, Experience, Expression, and Engagement* (Cambridge University Press, 2024)

Damian A. Gonzalez-Salzberg, "Queering Reparations Under International Law: Damages, Suffering, and (Heteronormative) Kinship," Symposium on Queering International Law, *AJIL Unbound* Vol. 116 (2022), pp. 5-9

Part II: Interrogating International Legal Concepts through 4 ICJ Case Studies

Week 6: Decolonization

October 14

Readings:

Monica Kim, *Interrogation Rooms of the Korean War: The Untold Story* (Princeton University Press, 2019) Introduction and Part I The Elements of War

Umut Özsu, *Completing Humanity: The International Law of Decolonization, 1960-82* (Cambridge University Press, 2024) Introduction, Chapter 1 Fixing Selves and Chapter 2 Forging Universals

Idriss Paul-Armand Fofana, "Afro-Asian Jurists and the Quest to Modernise the International Protection of Foreign-Owned Property, 1955–1975," *Journal of the History of International Law* 23:1 (2021) pp.80-112

Ntina Tzouvala, *Capitalism as Civilisation: A History of International Law* (Cambridge University Press, 2020) Chapter 4 Arguing with Borrowed Concepts 'The Sacred Trust of Civilisation' in the South West Africa Saga

Primary Sources:

Legal Consequences for States of the Continued Presence of South Africa in Namibia (South West Africa) notwithstanding Security Council Resolution 276, ICJ 1970

[read Overview of the Case and Summaries of Judgements and Orders, then choose one additional set of materials to analyze: Request for Advisory Opinion, Written Proceedings, Oral Proceedings, Orders, Advisory Opinions, Press Releases, or Correspondence]

Week 7: Intervention
October 21

Readings:

Greg Grandin, *America, América: A New History of the New World* (Penguin Random House 2025) Part VIII

Naomi Paik, *Bans, Walls, Raids, Sanctuary: Understanding U.S. Immigration for the Twenty-First Century* (University of California Press, 2020) Chapter 4 Sanctuary

Rachel Nolan, *Until I Find You: Disappeared Children and Coercive Adoptions in* Guatemala (Harvard University Press, 2024): Introduction and Chapter 1 The Lie We Love

Ana Minian, "Offshoring Migration Control: Guatemalan Transmigrants and the Construction of Mexico as a Buffer Zone" *The American Historical Review* 125:1 (2020) pp. 89-111

Primary Sources:

Case Concerning Military and Paramilitary Activities in and Against Nicaragua (Nicaragua v. United States of America), ICJ 1986

[read Overview of the Case and Summaries of Judgements and Orders, then choose one additional set of materials to analyze: Institution of proceedings, Provisional measures, Questions of jurisdiction and/or admissibility, Intervention, Written proceedings, Oral proceedings, Other documents, Orders, Discontinuance, Judgments, Press releases, Correspondence]

Week 8: Humanitarian
October 28

Readings:

Laleh Khalili, *Sinews of War and Trade: Shipping and Capitalism in the Arabian Peninsula* (Verso, 2020) Chapter 3 Palimpsests of Law and Corporate Sovereigns

Frédéric Mégret, "From 'Savages' to 'Unlawful Combatants': a Postcolonial Look at International Humanitarian Law's 'Other'" Chapter 11 in Anne Orford, ed., *International Law and its Others* (Cambridge University Press, 2006)

Lisa Bhungalia, *Elastic Empire: Refashioning War Through Aid in Palestine* (Stanford University Press, 2024) Introduction and Chapter 1 "War Through Law"

Eyal Weizman, *The Least of All Possible Evils: A Short History of Humanitarian Violence* (Verso, 2017) Chapter 1 "The Humanitarian Present" and Chapter 4 "Forensic Architecture"

Primary Sources:

Legal Consequences arising from the Policies and Practices of Israel in the Occupied Palestinian Territory, including East Jerusalem, ICJ 2024

[Read Overview of the Case, Request for Advisory Opinion and Summaries of Judgements and Orders, then choose one additional set of materials to analyze]

Week 9: Environment
November 4

Readings:
Rossana Deplano, "International Environmental Law" in Malcolm Evans, ed., *International Law, Sixth Edition* (Oxford University Press, 2024)
Robert Knox and David Whyte, "Law's Quick Fix? Ecocide, Social Transformation and the Pitfalls of Criminalization," *Environmental Politics* (2025) pp.1-20
Ernesto Hernández-López, "Racializing Trade in Corn: México Fights *Maíz* Imports and GMOs," *Journal of International Economic Law* 25:2 (2022) pp.259-276
Maneesha Deckha, *Animals as Legal Beings: Contesting Anthropocentric Legal Orders* (De Gruyter Brill, 2020) Chapter 3 Toward a Post-Anthropocentric Legal Ontology
Fia Hamid-Walker, "From Act of God to Act of Law: Rethinking Natural Hazards Disaster through the ICJ's Climate Change Advisory Opinion," *EJIL:Talk! Blog of the European Journal of International Law* (August 11, 2025)

Primary Sources:
Obligations of States in respect of Climate Change, ICJ 2025

[Read Overview of the Case, Request for Advisory Opinion and Summaries of Judgements and Orders, then choose one additional set of materials to analyze]

Part III: Writing Histories of International Law

Research Question due by midnight on Monday, November 10 by midnight via Canvas

Week 10: Reflections and research Questions
November 11

Readings TBD—students will participate in selecting the secondary and primary sources to be discussed this week

Workshop: From Research Question to Research Proposal

Research Proposal and Annotated Bibliography due by midnight on Monday, November 17

Week 11: Writing Workshop
November 18

Workshop: From Research Proposal to Outline
Individual meetings with Prof. Powers to discuss Research Proposal

Outline due Monday, November 24 by midnight

Week 12: No seminar meeting—work on papers
November 25

Seminar will not meet this week, but Prof. Powers will submit written feedback on outlines via Canvas

Paper draft due Tuesday, December 2 by start of seminar

Week 13: Peer Review
December 2

Week 14: Research Presentations
December 9

Final Paper Due Tuesday, December 16 by 11:59 pm via Canvas

ADDITIONAL RESOURCES:

Mental Health and Well-Being Statement:

Students often experience stressors that can impact both their academic experience and personal well-being. These may include mental health concerns, substance misuse, sexual or relationship violence, family circumstances, campus climate, financial matters, among others. Students are encouraged to learn about and utilize UW-Madison's mental health services and/or other resources as needed. Visit uhs.wisc.edu or call University Health Services at (608) 265-5600 to learn more.

The Open Seat Food Pantry:

Founded in the spring of 2016, The Open Seat is a food pantry run by students, for students. They strive to provide healthy and accessible sources of food, personal-care goods, and household products to any enrolled student in need. Each year, the number of students visiting The Open Seat Food Pantry has increased and often doubled as the number of students affected by food and resource insecurity grows

Violence Prevention Statement:

All students deserve to be safe and respected at UW-Madison. Unfortunately, we know that sexual and relationship violence do happen here. Free, confidential resources are available on and off campus for students impacted by sexual assault, sexual harassment, dating violence, and stalking (regardless of when the violence occurred). You don't have to label your experience to seek help. Friends of survivors can reach out for support too. A list of resources can be found at https://www.uhs.wisc.edu/survivor-resources/.

Collegiate Recovery Statement:

Badger Recovery is a university affiliated recovery community for UW-Madison students in recovery from substance use disorders and their allies. Students in recovery from something other than alcohol and/or drugs may also find our community of support and services helpful and are welcome. To learn more about Badger Recovery, our peer to peer all recovery meetings, or our non-clinical staff support go to uhs.wisc.edu/recovery or email us at recovery@uhs.wisc.edu.

Privacy of Student Records & the Use of Audio Recorded Lectures Statement:

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in courses may use the materials and recordings for their personal use related to participation in class. Students may also take notes solely for their personal use. If a lecture is not already recorded, students are not authorized to record lectures without permission unless they are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities, with the exception of sharing copies of personal notes as a notetaker through the McBurney Disability Resource Center. Students are otherwise prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written

permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Teaching & Learning Data Transparency Statement:

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through learning analytics, and to enable proctoring capabilities. View the university's full teaching and learning data transparency statement.