



HIST 600 007
Indigeneity Under U.S. Empire
Spring 2026
Wednesdays, 1:20-3:15
L173 Education

Professor Sasha Maria Suarez
Office Hours: Tuesdays 1:00-3:00pm
and remotely by appointment
Office: 4112 Mosse Humanities Bldg
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Class Modality: In Person
Level: Advanced
Breadth: Humanities or Social Science
Pre-Reqs: HIST 201 or HIST SCIE 211

Course Description

How have the structures of American empire impacted Indigenous peoples in North America and the Pacific? How have Indigenous peoples persisted under settler colonization and imperialism over the past two and a half centuries of U.S. rule? How do Indigenous peoples negotiate their place in settler public memory? How have Indigenous relationships to their homelands been shaped by federal Indian law and policy? What does Indigenous resistance to settler cultural norms look like? This seminar explores these questions through an examination of the social, cultural, and political structures of Indigeneity under U.S. empire during the nineteenth and twentieth centuries. Alongside an exploration of how settler colonialism and imperialism have imposed upon Indigenous lifeways, students will also learn how Indigenous peoples have maneuvered within systems of American empire to sustain Indigenous identity, community, and nationhood. Over the course of the semester we will examine diverse Indigenous histories across American empire including those of American Indians, Alaska Natives, Native Hawaiians, and Pacific Islanders. Students will engage with multiple scholarly approaches to the topic of Indigeneity under empire by examining the construction and role of public memory, federal Indian policy and law, the environment, urbanization, and gender. This seminar utilizes interdisciplinary historical and Indigenous studies methodologies, which students will practice through primary sources analyses, seminar discussions, and an original research paper.

Learning Outcomes & Expectations

By the end of this semester you should feel comfortable identifying concepts and theoretical frameworks used in scholarship examining Indigenous histories under American colonization and analyzing and explaining (1) how Indigenous peoples have maneuvered, negotiated and resisted

structural systemic enactments of colonization and (2) how Indigeneity and racialization have been deployed to delimit Indigenous sovereignty and self-determination over the course of American history. You should expect to

- Lead and participate productively in purposeful collaboration, discussion, and feedback.
- Create, plan, and execute a significant, self-designed and self-driven research project.
- Develop an original, well-substantiated argument that synthesizes diverse historical knowledge and is based on a critical analysis of primary sources.
- Communicate original historical research findings clearly and effectively.

Course Load and Credit Hours

This is a 3-credit course that meets 2 hours weekly for instruction. Per credit standards, you should expect to spend 135 hours over the course of the semester engaging with the course's learning activities (45 hours per credit or 9 hours per week). This includes attending scheduled class times, reading, writing, group work, and other work as described in the syllabus. You should plan to spend an average of 7 hours per week on course-related activities outside of class.

Required Readings

John, Maria. *Sovereign Bodies, Sovereign Spaces: Urban Indigenous Health Activism in the United States and Australia*. University of North Carolina Press, 2025.

Miron, Rose. *Indigenous Archival Activism: Mohican Interventions in Public History and Memory*. University of Minnesota Press, 2025.

Whitson, Joseph. *Marketing the Wilderness: Outdoor Recreation, Indigenous Activism, and the Battle Over Public Lands*. University of Minnesota Press, 2025.

All other readings are available as PDFs on Canvas or through UW Libraries (links available on Canvas)

Assignments

Work	Points (100 points)	Percentage
Discussion Facilitation + Primary Source	20	20%
Participation	20	20%
Research Journal	10	10%
Research Paper	50	50%
1 page proposal + Annotated bib	10	10%
Draft + Peer Review	5	5%
Presentation	5	5%
Final Draft	30	30%

Grading Scale

A: 93-100

AB: 88-92

B: 83-87

BC: 78-82

C: 70-77

D: 60-69

F: 0-59

Assignment Descriptions

Full assignment descriptions and associated rubrics are available on Canvas.

Discussion Facilitation + Primary Source

You are responsible for facilitating discussion for one week's readings and presenting on one related primary source. There will be 4 opportunities to facilitate discussion on the following days. You will co-facilitate (please note one group will have 3 people) and each co-facilitator is responsible for their own primary source. As a group, you will prepare a short presentation (10 minutes max.) on the reading and your primary sources (links or physical copies should be provided to everyone in class). Your primary sources should be related to the reading itself in some way. Are there sources the author talks about specifically you want to investigate further? Are there related materials around the subject/topic? For instance, if the author is speaking to federal Indian boarding schools (residential schools) is there a source from a school in a geographic area that interests you related to Indigenous experiences with colonial schooling? We will look at some online collections and digitized archives, but you may use material from any credible archival holding. I am always available to talk with you about potential primary sources prior to your facilitation.

Your presentation should engage topics or ideas you feel are significant in the reading(s) and should provide a rationale for why you've selected your sources. You should also prepare 3-5 discussion questions (also distributable digitally or physically) which will allow you to begin the facilitation process. In general, your facilitation of discussion should take at least half of our class period. Please note that as a rule, I will not speak for the first twenty minutes of actual discussion so you and your co-facilitators are responsible for getting us going!

Participation

This is a discussion-based seminar and your regular attendance and active participation are critical to your own learning, our classroom community, and the seminar's overall success. To fully contribute to our learning community, you should come to each class prepared with readings completed, notes and questions in hand, and ready to share and listen to others perspectives. Keep in mind that the quality of your contributions is as important as the quantity. Please also keep in mind that there are no "stupid" questions – we don't know what we don't know until we learn it.

Since our seminar is quite small, your participation will be graded based upon observation in accordance with the rubric at the end of this syllabus. Please note this rubric is provided to

demonstrate basic expectations for each grade range and there will be variance amongst individual grades based upon meeting or exceeding the expectations outlined.

If you need to miss class due to religious observance, illness, personal/family emergencies, or university-sanctioned events, please notify me as soon as possible. You will be permitted to make up two missed classes by writing an additional 2-3 page journal entry on that day's readings that highlights key themes, concepts, and connections.

Research Journal

Throughout the semester you will write informal reflections, accumulated notes, or ideas and questions related to our readings and your research process for your final paper. Though there is not a limit on how many entries you write, you should have no fewer 10 entries (including 1 mandatory entry outlined below). You are expected to bring your journals with you every class period in case we do in-class prompts related to readings or research activities. These journals (which will be provided to you in Week 1) will be due 3 times during the semester.

Due Dates:

February 18

March 18

April 22

WHS entry: everyone is required to write a 2-3 page entry reflecting on our class visit to the Wisconsin Historical Society. Your entry should reflect on what materials you examined, your interpretations, any relation you make to readings we have completed so far, questions raised by the materials, and any notes about how (if at all) this trip might impact your research project.

General entries: all other entries should be 1-2 pages and reflect on readings or research you have done toward your paper. Your entries should show significant engagement with readings or the research process (what you've done, how you're thinking about a particular source, etc.), should only provide limited summary, and should show how *you* are thinking through ideas, concepts, frameworks, or information.

All journal entries will be graded according to the rubric attached to the end of this syllabus (also available on the Canvas assignment page).

Research Paper

You are responsible for writing an original 16-18 page research paper that examines Indigeneity under U.S. empire. You have wide latitude to select a topic, a chronological period, and to examine geographic areas you feel adequately fit within the context of U.S. empire even if we have not examined your topic specifically. Your final paper is due Wednesday, May 6 at 11:59pm on Canvas.

Required Meeting

Week 9

Though there are no points associated with this meeting, you are expected to schedule a brief meeting 10-15 minutes to discuss your initial ideas for your research project. This meeting is designed to be a springboard for your research proposal due the following week and is a space for you to think through ideas and to ask questions. Meeting times and sign-ups will be made available in Week 8. We will discuss the expectations for this project at length in class

1 page proposal + annotated bibliography

Due: March 18 by midnight on Canvas

Your one-page proposal should provide a general overview of your research topic and potential sources. This is a formal proposal and should be structured in complete sentences though you may use section headers to divide the page (e.g “research question,” “methods,” etc.). Your proposal should contain the following:

- A clearly articulated research question that is specific enough to identify the topic, the time period, the geographic area, and the tribal nations, Indigenous communities, or individuals at the center of your project.
- A clear explanation (1 paragraph min.) of why you find this topic compelling and what you hope to find in your research.
- A rationale for your methods and the kinds of sources you hope to incorporate.
- An annotated bibliography of five sources you plan to use in your project. Three of these sources must be primary sources. Two of your sources should be secondary sources outside of class readings and must be from credible academic or community-generated sources. Annotations for these can provide an idea of what you think the source will contribute to your project if you have not already spent significant time with it; your annotations *should* provide clear evidence you’ve spent at least a little time with the materials to assess they are appropriate for your project. All bibliographies and citations should be in the most up-to-date version of Chicago Manual of Style.

Partial Draft + Peer Review

Due: April 17 by midnight on Canvas

In-Class: April 22

Your draft should be partial (at least 8-9 pages in length with a detailed outline for the remaining portions) and will be graded only on its completion. This assignment is designed to provide you with feedback which you are expected to address in your revisions for your final draft. You will receive a rubric for this assignment following the submission of your proposal. You will be paired with 1-2 classmates for this assignment and will submit and share your drafts by Friday April 17. We will use half of class on April 22 to share your feedback based upon prompts provided in advance. To receive full credit for the peer review, you will be expected to submit your feedback on Canvas and

to write a short 1-2 paragraph reflection on how you plan to incorporate feedback into your revisions.

Presentations

April 29

Your presentation should be modeled on how scholars share scholarship and research at professional conferences and should be 10 minutes (max.). You are strongly encouraged to write a presentation paper and practice (generally 2 minutes per page of written text). Your presentation should provide your peers with:

- a clear argument
- the significance of your original historical research
- connections to historiography and Indigeneity under U.S. empire
- effective use of both primary and secondary sources

Your presentation will be graded on coherence of argument and significance, use of sources, and the polish of your presentation (well-rehearsed and compelling in delivery of information).

Final draft

Due: May 6 by midnight on Canvas

Your final revisions should build upon your draft and draw upon primary and secondary sources to answer your research question. A full rubric and expectations will be provided to you later in the semester.

Class Policies

A Note on Sources and Course Content:

Given the associated content related to histories of colonization, imperialism, and empire, this course necessarily engages with topics of physical violence, genocide, “soft colonialism,” and intergenerational and historical trauma. Though we will have serious and analytical conversations on these histories throughout the course of the semester, it is important that each of us strives to deploy care and respect for others’ perspectives, ideas, thoughts, and personal connections to these matters. It is also important we are critical and thoughtful in the language and terminology we use when discussing Indigenous peoples given histories of violent rhetoric used against Indigenous peoples. We will be creating a set of classroom discussion guidelines together that everyone is expected to adhere to but, generally speaking, if you disagree with someone you should direct your responses to ideas and not individuals. It is often helpful to summarize a peer’s ideas before disagreeing to ensure you fully understand their perspective.

Late Work:

If you need an extension, please contact me as soon as possible to ensure we have time to set up an achievable timeline to completion. Failure to discuss an inability to meet a deadline means I will

mark the work late and I reserve the right to deduct points on late assignments. Typically, deductions will be 5% of the assignment's final grade for each day it is late (including weekends).

I generally work to meet extensions for those unable to meet deadlines due to illness or extenuating circumstances but I reserve discretion in cases of repeated and/or prolonged inability and may choose to refuse excessive late work.

Attendance

I ask you inform me of days you know you will be absent, especially if you for religious observances and pre-planned university-sanctioned events (this does not include exams in other classes). Though I generally count illness as an excused absence, this is a courtesy I extend. Repeated and/or prolonged absences due to illness will be counted as unexcused. You are permitted to make up two unexcused absences.

Please note that we will follow UW-Madison policy regarding required and non-required accommodations (<https://osas.wisc.edu/guide/class-attendance/>) and will determine if appropriate accommodations for absences related to illness, emergencies, etc. are necessary.

Academic Integrity

All students are expected to abide by UW-Madison's policy for academic honesty and integrity. Plagiarism, cheating, and other forms of student misconduct can result in disciplinary action including but is not limited to failure on the assignment/course, disciplinary probation, or suspension. For more information, refer to conduct.students.wisc.edu/misconduct/academic-integrity/ and conduct.students.wisc.edu/academic-misconduct/student-resources/.

Generative AI Policy

I understand that AI can seem like a helpful way to get work done, especially if you feel overwhelmed. However, the use of AI to complete assignments in this class is not permitted. There are several ethical considerations I ask you to consider should you feel the urge or need to use AI. Among these are the relevance of Indigenous data sovereignty, environmental consequences inaccuracy of AI models, nonconsensual usage of intellectual property, and negative impacts on our skills and abilities. Indigenous peoples have long histories of experiencing data exploitation and should have the right to determine what information (including histories and knowledges) are made accessible to such technology. AI data centers' use of electricity and water and emission of carbon and other pollutants impacts the critical and unique ecosystems we are a part of (Volzer, "[Data Centers Are Increasing in the Great lakes at What Cost?](#)"). In addition, companies and AI models regularly scrape intellectual and artistic property without consent; this can include your own written work if these tools are running in the background! This is to say nothing of the biases and hallucinations AI provides when being direct through prompts to engage with the kinds of knowledge that makes up this course. Finally, AI cannot provide your interpretations which are created from your unique positionality in the world. Only *you* can do that.

To that end, AI tools (Copilot, Gemini, Quillbot, Grammarly, AI text summaries in adobe or kindle, and all other AI tools and programs) should not be used in this class. Please note that even the use of paraphrasing and rewording through these programs, tools, and services will count as use of AI. Use of AI, alongside other forms of academic dishonesty, may result in a 0 on the assignment and repeated use may result in an F in the course. If you are struggling with deadlines and workload, please just speak with me first as I am always willing to come up with a plan that helps support you and your learning.

Technology:

Laptops and tablets are permitted by notetaking and accessing course materials during discussions. Phone are **not** permitted and should be stowed away on silent during class. If you are using devices for non-class related matters (shopping, doing other class work, other unrelated browsing), you will receive one warning. After the warning, you will be asked to leave class and will forfeit all participation for the day. Repeated use of devices across more than one day of class will result in a reduction of your participation grade (An A to an AB, an AB to B, etc.). In cases of emergency (family matters, childcare, etc.), please notify me at the beginning of class that you need to have your phone accessible.

Contacting Me:

All emails must include the course number in the subject line. I try to reply to all emails within 48 hours. As a matter of policy, I do not respond to emails sent after 5pm or over the weekend. Emails received after 5pm on Fridays will be returned as soon as I am able to the following week. While I am always happy to discuss anything course-related (among other topics), please plan accordingly with this knowledge.

Privacy of Student Records and the Use of Audio Recorded Lectures Statement (UW-Madison):

“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.”

University Policies

Sexual Harassment and Sexual Violence

UW-Madison's policies prohibit sexual harassment and sexual violence (<https://compliance.wisc.edu/wp-content/uploads/sites/102/2021/10/Interim-Policy-on-Sexual-Harassment-And-Sexual-Violence-August-2020.pdf>) . Any incidents within the classroom will be taken seriously and reported.

Harassment and Discrimination:

Absolutely no discrimination or harassment will be tolerated in the classroom. We will be addressing very difficult and sensitive topics and while some disagreement may happen, any personal attacks are strictly prohibited. As per policy at UW-Madison in compliance with that set by the Board of Regents for the University of Wisconsin system, any allegations may be submitted to the Office of Compliance (<https://compliance.wisc.edu/eo-complaint/>).

Disability and Accommodations:

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 of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Schedule

Week 1 – January 21: *Unsettling Settler Colonialism*

Readings due:

Please prioritize the first three readings listed.

- Alyosha Goldstein, "Introduction: Toward a Genealogy of the U.S. Colonial Present," in *Formations of United States Colonialism*, ed. Alyosha Goldstein (Duke University Press, 2014), 1-21
- Maile Arvin, "Analytics of Indigeneity," in *Native Studies Keywords*, 119-129
- Maile Arvin, "Introduction: Polynesia Is a Project, Not a Place," in *Possessing Polynesians: The Science of Settler Colonial Whiteness in Hawai'i and Oceania* (Duke University Press, 2019), 1-32
- Mishuana Goeman, "Land as Life: Unsettling the Logics of Containment," in *Native Studies Keywords*, eds. Stephanie Nohelani Teves, Andrea Smith, Michelle H. Raheja (University of Arizona Press, 2015), 71-89

Week 2 – January 28: *Examining Archives and Museums Part 1*

Readings due:

- Rose Miron, *Indigenous Archival Activism: Mohican Interventions in Public History and Memory* (University of Minnesota Press, 2025), 1-67 (Introduction, Chapter 1)
- Amy Lonetree, “Chapter 1/Introduction: Native Americans and Museums” in *Decolonizing Museums: Representing Native America in National and Tribal Museums* (University of North Carolina Press, 2012), 25-51 (ebook pagination)

Week 3 – February 4: *Indigenous Methods and Sources*

Troy Reeves (UWOHP) Visit

Readings due:

- Miron, *Indigenous Archival Activism*, 69-156 (Chapters 2, 3, 4)

Week 4 – February 11: *Examining Archives and Museums Part 2*

WHS Visit

Readings due:

- Miron, *Indigenous Archival Activism*, 157-214 (Chapter 5, Conclusion)
- Lonetree, *Decolonizing Museums*, 136-174 (Chapter 4)

Week 5 – February 18: *Mythos of Place – Wilderness*

Readings due:

- Joseph Whitson, *Marketing the Wilderness: Outdoor Recreation, Indigenous Activism, and the Battle Over Public Lands* (University of Minnesota Press, 2025), 1-98 (Introduction, Chapters 1, 2, 3)

Week 6 – February 25: *Tourism, Performance, and Indigenous Agency*

Readings due:

- Katrina Phillips, *Staging Indigeneity: Salvage Tourism and the Performance of Native American History* (University of North Carolina, 2021), 1-75 (Introduction, Chapters 1, 2)
- Chantal Norrgard, “Tourist Colonialism: Reinventing the Wilderness and Redefining Labor,” in *Seasons of Change: Labor, Treaty Rights and Ojibwe Nationhood* (University of North Carolina Press, 2014), 108-127

Week 7 – March 4: *Memory Work in Place*

Readings due:

- Whitson, *Marketing the Wilderness*, 99-194 (chapters 4, 5, 6, conclusion)
- Lisa Blee and Jean M. O'Brien, *Monumental Mobility: The Memory Work of Massasoit* (University of North Carolina Press, 2019), 7-30, 64-115 (Introduction, Chapter 2)

Week 8 – March 11: *Mythos of Place – Paradise*

- Noenoe Silva, “Early Struggles with the Foreigners,” and “The Antiannexation Struggle,” in *Aloha Betrayed: Native Hawaiian Resistance to American Colonialism* (Duke University Press, 2004), 15-44, 123-163
- Adria L. Imada, “Transnational *Hula* as Colonial Culture,” *Journal of Pacific History* 46:2 (September 2011), 149-176

Week 9 – March 18: *Guåhan Under American Empire and Military*

Readings due:

- Julian Aguon, “Our Stores Are Maps Larger Than Can Be Held: Self-Determination and the Normative Force of Law at the Periphery of American Expansionism,” in *Formations of United States Colonialism*, 265-288
- Christina Taitano DeLisle, “Introduction,” in *Placental Politics: CHamoru Women, White Womanhood, and Indigeneity under U.S. Colonialism in Guam* (University of North Carolina Press, 2020), 8-18 (section titled “The Gendered Landscapes of the U.S. Navy’s Benevolent Long road”)
- Craig Santos Perez, “Blue-Washing the Colonization and Militarization of ‘Our Ocean,’” *The Contemporary Pacific* 35:1-2 (2023), 96-103
- Therese Isa Arriola, “Our Islands, Our Refuge: Response to Craig Santos Perez’s ‘Blue Washing the colonization and Militarization of ‘Our Ocean,’” *The Contemporary Pacific* 35:1-2 (2023), 104-114

Week 10 – March 25: *Indigeneity during World War II and the Cold War*

Readings due:

- Holly Miowak Guise, *Alaska Native Resilience: Voices from World War II* (University of Washington Press, 2024), 1-15, 22-53, 128-156
- Douglas K. Miller, *Indians on the Move: Native American Mobility and Urbanization in the Twentieth Century* (University of North Carolina Press, 2019), 42-89

Week 11 – April 1: NO CLASS/SPRING BREAK

Week 12 – April 8: *Urban Indigeneity and Health*

Readings due:

- Maria John, *Sovereign Bodies, Sovereign Spaces: Urban Indigenous Health Activism in the United States and Australia* (University of North Carolina Press, 2025), 1-104 (Intro-Chapter 2)

Week 13 – April 15: *Indigeneity and Gender During the Long 20th Century Part 1*

Readings due:

- Maria John, *Sovereign Bodies, Sovereign Spaces*, 105-145, 190-226. (Chapter 3, Chapter 5, Conclusion)

- Brianna Theobald, “Introduction,” and “Chapter One: Childbearing and Childrearing,” in *Reproduction on the Reservation: Pregnancy, Childbirth, and Colonialism in the Long Twentieth Century* (University of North Carolina Press, 2019), 1-43
- *Optional*: John, *Sovereign Bodies, Sovereign Spaces*, 146-189 (Chapter 4)

Week 14 – April 22: *Indigeneity and Gender During the Long 20th Century Part 2*

Readings due:

- DeLisle, “I Che’cho’i Pattera: Gendering Inafa’maolek in a CHamoru Lay of the Land,” in *Placental Politics*, 38-78
- Theobald, “Chapter Four: Relocating Reproduction,” and “Chapter Six: Self-Determination Beings in the Womb,” in *Reproduction on the Reservation*, 99-122, 147-172

Week 15 – April 29: Presentations

Final Research Paper Due: May 6, 11:59 pm

Resources

University Health Services (UHS)

As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. University Health Services can help with these or other issues you may experience. Help is always available. The no-cost mental health services at UHS include individual, couple/partner, group counseling, campus-based programming, stress management, and psychiatry services. UHS offers crisis services, which are available 24/7. To use UHS crisis service’s 24 hour line, you can call 608-265-5600 (option 9). To learn more or to schedule an appointment visit <https://www.uhs.wisc.edu/mental-health/> or call 608-265-5600 (option 2).

Survivor Services:

Survivor Services is a part of UHS that works directly with student survivors of domestic violence, sexual assault, sexual harassment, exploitation, and stalking to provide confidential, free support. Some of their services include advocacy, mental health support, and medical services. You can find more about Survivor Services here: <https://www.uhs.wisc.edu/survivor-services/>

RCC Sexual Violence Resource Center:

The RCC, a non-profit, is not a UW center, but they offer a wide variety of supports, a campus location, and a 24-hour crisis line (608-251-7273). You can find more about them here: <https://www.thercc.org/>

Domestic Abuse Intervention Services (DAIS):

DAIS is an off-campus agency that provides supports (emergency shelter, legal advocacy, etc.) survivors of dating and domestic violence. Their 24-hour crisis line is 608-251-4445. You can learn more about DAIS here: <https://www.uhs.wisc.edu/survivor-services/#crisis-lines>

Open Seat Food Pantry and Badger FARE Food Access Program:

If you or someone you know are struggling with food and resource insecurity, please consider the use of campus resources such as Open Seat (run by and for students) which provide food, personal-care goods, and household products to enrolled students. <https://students.wisc.edu/make-a-gift/campus-food-access-fund/>

Accommodations for Students with Disabilities McBurney Disability Resource Center:

The McBurney Center is the UW office for students with disabilities and they work to ensure that accommodations are appropriately implemented. You can find more information about McBurney here: <https://mcburney.wisc.edu/>

Office of Student Assistance and Support:

OSAS works with students experiencing a variety of issues (DACA status, racial discrimination and harassment, etc.) and works to guide students to the best campus resources to ensure their success. You can find more about OSAS here: <https://osas.wisc.edu/>

Writing Center:

The Writing Center exists to help you! You can schedule an appointment with trained and skilled staff at <https://writing.wisc.edu/>

History Lab: <https://history.wisc.edu/undergraduate-program/the-history-lab/>

The History Lab is a resource center for undergraduate students studying, researching, and writing about the past. It is staffed by experienced graduate students from the Department of History. Through individual tutoring, the Lab focuses on honing students' abilities to form topics, conduct research, develop arguments and thesis statements, cite evidence, and write effectively. The lab is equipped to support challenges faced by English-language learners.

Discussion Participation Rubric

A-range (93-100%)	Regularly attends class; demonstrates appropriate preparation of discussions; shares interpretations of texts and makes connections across readings and topics where appropriate; willing to take the lead in small-group and full-class discussion by posing interesting questions or answering tough questions; avoids dominating discussion, instead participating mindfully by practicing active listening; helps create a sense of shared conversation in the group as a whole by engaging with and building off of others' perspectives, interpretations, and ideas
AB-range (88-92%)	Regularly attends class; demonstrates appropriate preparation of discussions; shares interpretations of texts and makes connections across readings and topics where appropriate; takes lead in small-group discussions but less so in full-class discussions; is a conscientious reader and thinker but tends not to listen to others or dominates discussions in small-group and/or full-class discussions.
B-range (83-87%)	Regularly attends class; usually demonstrates appropriate preparation of discussions but sometimes has not completed readings; occasionally shares interpretations of texts and makes connections across readings and topics where appropriate; contributes to small-group discussion but rarely takes the lead in discussions or only responds to questions posed; periodically contributes to full-class discussion but may rarely address others' ideas; occasionally appears unengaged or distracted.
BC-range (78-82%)	Regularly attends class; occasionally underprepared for discussion or has not fully completed readings; largely speaks in relation to facts and does not share their interpretations; contributes to small-group discussions but rarely contributes to full-class discussions; occasionally appears unengaged or distracted.
C-range (70-77%)	Regularly attends class; is rarely prepared for discussions and/or has not fully completed readings; contributions are superficial and do not contribute to the growth of conversation; largely contributes only in small-group and rarely attempts to contribute to full-class discussions; often unengaged or distracted.
D-range (60-69%)	Regular unexcused absences; has no knowledge of readings; does not participate in small-group and/or full-class discussion; contributions are largely unrelated to topics; almost always unengaged and distracted.
F-range (0-59%)	Rarely attends class; has no knowledge of readings; does not contribute to discussions.

Journal Rubric

V+ (1 point)	Journal entry demonstrate engagement with selected readings that demonstrate how the student is thinking through topics/themes/subjects/frameworks, provides specific textual detail, raises or highlights questions, and connects larger ideas across readings where appropriate.
V (.5 point)	Journal entry shows somewhat surface level engagement with readings, relies overly on summarizing what author(s) are articulating or arguing, speaks in generalities and provides limited specific or correct textual detail; does not draw connections to larger ideas.
V- (0 point)	Journal entry is entirely summary and offers no personal interpretation or reflection on the readings, contains incorrect information, or entry is not completed.