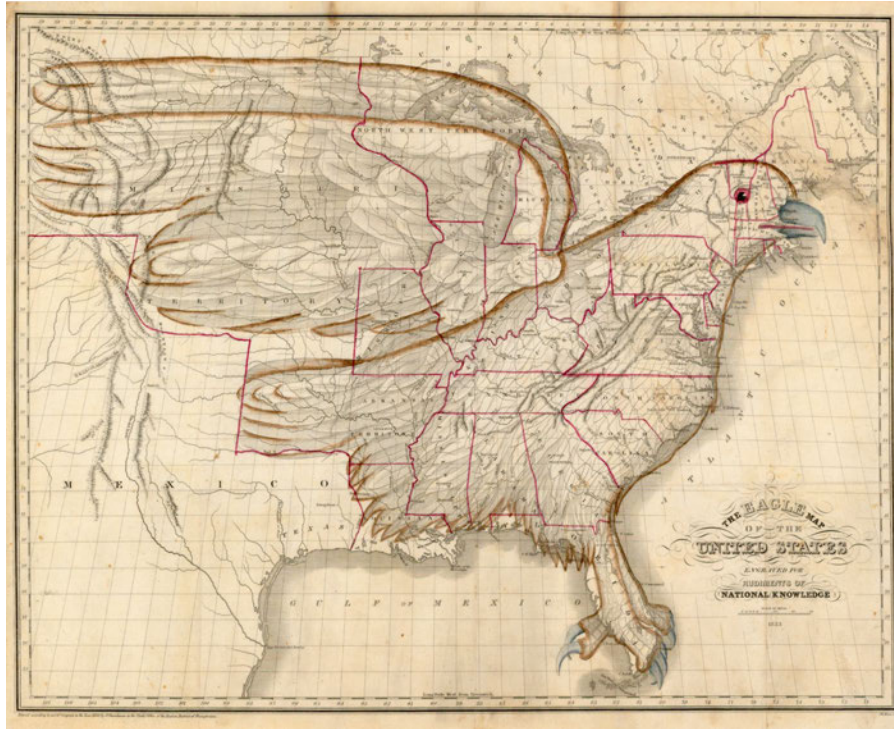


Syllabus
HIST 308 (010, 011, 080)
The United States in the Antebellum Period



Spring 2022
MWF, 10:10-11:00AM
3 Credits

Rest of Semester: In-person @ Memorial Hall Room 127

[Ever Antebellum, America \(Course Spotify Playlist\)](#)

Note: This syllabus, including the course calendar, is subject to change with notification. You are now looking at the most up-to-date version.

Table of Contents

- [1. Instructor Information](#)
- [2. Course Description](#)
- [3. Learning Outcomes](#)
- [4. Learning Resources](#)
- [5. Learning Assessment](#)
- [6. Course Calendar](#)
- [7. Course Policies](#)
- [8. Acknowledgments](#)
- [9. Copyright](#)

Image: Joseph Churchman and I. W. Moore, "The Eagle Map of the United States," *Rudiments of National Knowledge: Presented to the Youth of the United States, and to Enquiring Foreigners* (Philadelphia: Published by E.L. Carey & A. Hart, 1833), David Rumsey Map Collection, <https://www.davidrumsey.com/luna/servlet/detail/RUMSEY~8~1~997~50111>

1. Instructor Information

Prof. Dael Norwood
he/him
dnorwood@udel.edu

Office Hours:
Weds, 2-3:30pm, & Thurs 10:30am-Noon
via Zoom - [Book an appointment](#)

Office Hours

What are office hours?

- An opportunity to chat with me about any questions or concerns you might have about the class (assignments, readings, etc), and/or your educational and career interests more generally. I'm here to help!

How do I attend?

- To join me for a chat, [book an appointment using my Google Calendar](#) - OR, if none of the listed times work for your schedule, email me to suggest a time that would.

Where, during this absurd, tragic, and neverending pandemic, are you holding office hours?

- Online, via Zoom! Of course.
Meeting ID: 946 6049 4640
<https://udel.zoom.us/j/94660494640>
Password: officehrs

About Your Professor:

[I am a historian](#) of nineteenth-century America specializing in the global dimensions of U.S. politics and economics. My particular area of specialty is the political economy of commerce: how the ideas and practices of international trade have affected Americans' dealings with each other, as well as other peoples. I just published my first book, [Trading in Freedom: How Trade with China Defined Early America](#) (University of Chicago Press, 2022). It examines how the flourishing commerce between the United States and China intertwined with the struggles over sovereignty, citizenship and race that defined the first century of the American state.

My other publications include articles and chapters on the role of commerce in shaping the Constitution, the historiography of political economy in the early republic, and the politics of indentured servitude. My current book project, *The Beginnings of the "Businessman"* examines how the discourses, institutions, and legal concepts created by international trade enabled "the businessman" to emerge as a powerful political identity in modern America – and why the "businessman," as a political persona, continues to have such power today.

At UD I teach courses on the history of America in the world, capitalism, race and inequality, and US political economy. I'm also an active member of the [UD Antiracism Initiative](#), where since early 2020 I have recruited, mentored, and advised student researchers investigating the history and legacies of racial inequality in Delaware, generally, and the University of Delaware specifically.

During the pandemic, I've distracted myself with tv procedurals (currently, various Agatha Christie series and whatever Star Wars stuff goes on Disney+), posting inscrutable pics of things I find on walks to Instagram, writing GOTV postcards, and other civic-oriented volunteering.

2. Course Description

In this course, we examine the social and political transformation of America from the end of the War of 1812 to the eve of the Civil War. We'll pay particular attention to the presidency of Andrew Jackson, changes in institutions and culture related to expansion, and conflicts leading to disunion.

What a typical week in this course will look like:

- Monday: Class meeting, mainly dedicated to lecture
- Wednesday: Class meeting, with some lecture and some discussion
Weekly Source Analysis Grid (SAG) assignment due on Canvas.
Annotated Sources due on Canvas, as assigned
- Friday: Class meeting, primarily dedicated to discussion of assigned materials
Come to this session prepared by having read all the materials assigned.
- Saturday: Weekly Response Post due on Canvas
Papers due on Canvas, as assigned

NOTE: all class sessions will be recorded. By attending - in person, or via Zoom - you consent to being recorded, and to having that recording shared with other members of the class during the current semester.

3. Learning Outcomes

Knowledge: Students will demonstrate an understanding of the key persons, events, processes, and major debates of antebellum United States history.

Reading Primary Sources: Students will demonstrate an ability to read primary sources accurately and critically, identifying perspective, audience, and core ideas, and placing them in historical context.

Reading Historiography: Students will demonstrate an ability to read historiography (aka writing about history, aka secondary sources, aka historical scholarship) accurately and critically, identifying key arguments and evidence, and assessing the strengths and weaknesses of arguments.

Writing: Students will demonstrate an ability to make well-structured and evidence-based arguments featuring clear, concise theses and an appropriate use of sources as evidence.

Careers & Citizenship: Students will identify skills and competencies developed by “doing history,” and be able to explain how historical perspective can inform present-day debates.

4. Learning Resources

Readings

There are no materials required for purchase for this course. All materials for this course – book chapters, journal articles, primary sources – will be posted to the Canvas site, and linked in the [Course Calendar](#). If you have any trouble obtaining the course materials in a timely manner, or in acquiring them in a form accessible to you, please let me know as soon as possible, and I will do what I can to assist you.

Optional recommendations

If you are interested in reading more beyond what is assigned, the following texts are great places to start:

- Daniel Walker Howe, *What Hath God Wrought: The Transformation of America, 1815-1848* (Oxford: Oxford University Press, 2009).
- Bruce Levine, *Half Slave and Half Free: The Roots of Civil War*, Revised (New York: Hill and Wang, 2005).
- Claudio Saunt, *Unworthy Republic: The Dispossession of Native Americans and the Road to Indian Territory* (New York: W. W. Norton & Company, 2020).
- Sean Wilentz, *The Rise of American Democracy: Jefferson to Lincoln* (New York: W. W. Norton & Company, 2005).

I am always happy to make suggestions about specific topics, too.

Lectures

Lectures will be delivered in class or via Zoom meetings, as pandemic conditions and university policy dictates. Recordings of these sessions, along with lecture slides, will be posted on the course Canvas site.

Technology

For a guide to technology required for classes at UD, see the [UD Tech Checklist](#). For this course, you will require the ability to connect to Canvas to access readings and complete assignments, and to use Zoom to watch lectures and participate in discussions.

Zoom

Zoom is a web-based application that can be used from a computer, tablet, or phone. From a computer, click the class web link and be sure to install the small program that will download to your computer. You only need to install the program once. From a mobile device, download the free Zoom app and type in the class meeting ID number. A microphone and camera are recommended for online meetings. Information on how to test your computer's audio and video can be found on [Zoom's website](#). Learn more info about [Zoom at UD](#).

In this class, Zoom will be used for video conferencing for the first week of class meetings, and as required. The specific link and password for use in this class can be found at the top of this syllabus.

Canvas:

Canvas, UD's online learning management system, will be used for all course activities and communication channels in this class. All lectures, readings, and assignments (papers, SAGS, discussions, etc) will be posted on the Canvas course site. **Please make check it regularly, and set up notifications so that you receive course announcements.** UD IT offers a page with [Help for Students](#) on how to use Canvas; if this is your first time with the software, then I strongly recommend examining the [Canvas Student Guide](#). Canvas is accessible via [MyUD](#) or directly at <http://www.udel.edu/canvas>.

Additional Learning Resources

- University of Delaware University Library, <https://library.udel.edu/>
- UD Library Guide: Primary Sources, <https://guides.lib.udel.edu/primarysources>
- UD Library Guide to History Resources, <https://guides.lib.udel.edu/history>
- Chicago-style Quick Citation Guide, https://www.chicagomanualofstyle.org/tools_citationguide.html
- University of Delaware Student Code of Conduct: Academic Honesty, <http://www.udel.edu/stuguide/19-20/code.html>
- Disability Support Services (accommodations, etc), <https://sites.udel.edu/dss/>
- Writing Center (consultations for papers and oral presentations *highly* recommended), <https://www.writingcenter.udel.edu/>
- Office of Academic Enrichment (tutoring, study skills, time management), <http://www.ae.udel.edu/>

5. Learning Assessment

Grade Breakdown & Grading Scale

Assignment Breakdown

NB: Some assignments are only required for students enrolled in the Second Writing section (HIST 303-011) or Honors Section (HIST 308-080). These have been indicated below, and are also marked on the Course Calendar.

Course Component	Total Points	Assigned to	Deadline
Source Analysis Grids (SAGs) 12 opportunities @ 10 points each	120	Everyone	Wednesdays by midnight
Response Papers 12 opportunities @ 10 points each	120	Everyone	Saturdays by midnight
Annotated Sources 3 opportunities @ 20 points each	60	Everyone	On weeks assigned, Saturdays at midnight
Reflection Paper #1	10	Everyone	Sat, Feb. 12
Reflection Paper #2	30	Everyone	Wed., May 25
Analytic Paper #1	170	Everyone	Sat., Mar. 12
Analytic Paper #2	170	Everyone	Sat., Apr. 9
Analytic Paper #3	320	Everyone	Sat., Apr. 30
Analytic Paper #3: Revised Final		Second Writing & Honors sections, only; the grade here will count for <i>Paper 2: Final</i>	Mon., May 25
TOTAL	1000		
Extra Credit (up to 75 points)		Open to everyone	
Come to Prof Norwood's Office Hours	15		
Write a paper about History in the world	30		
Review a public lecture, exhibit, or event	30		
Review a history podcast	30		

Grading Scale

All assignments in this course except analytic papers (SAGs, Response posts, Annotated Sources, Reflection Papers) are graded complete/incomplete. Each completed assignment in this course earns full points, provided a submission meets the criteria outlined in the prompt.

Analytic Papers are graded A-F, according to criteria outlined in the prompt and attached rubric. If you receive zero points or a D or lower on a weekly assignment or a paper (i.e. did not meet the criteria for completion), you have the option of revising and resubmitting it, for full credit – provided I receive it by the first day of exam week.

Your final grade will be calculated as a percentage (total points earned/total points available) and translated to a letter grade using the scale below.

Grade	Interval		Grade	Interval
A	94.0 and above		C	74.0 to <77.0
A-	90.0 to <94.0		C-	70.0 to <74.0
B+	87.0 to <90.0		D+	67.0 to <70.0
B	84.0 to <87.0		D	64.0 to <67.0
B-	80.0 to <84.0		D-	61.0 to <64.0
C+	77.0 to <80.0		F	< 61.0

General Guidelines for Written Work

- Use a reasonable font, and double-space your writing. Be kind to a tired historian's eyes: Times New Roman would be agreeable; Comic Sans is a casus belli.
- Proofread your writing for typographical, grammatical, and punctuation errors. If your papers are consistently riddled with such errors, they will affect your grade.
- Submission: All written work must be word-processed, and submitted electronically on Canvas via the appropriate assignment page.

6. Course Calendar

Week 1	Introductions	Readings	Assignments
MEETING ON ZOOM	Mon., Feb. 7 Wed., Feb. 9 Fri., Feb. 11	Primary A. <u>Joseph Churchman, <i>Rudiments of National Knowledge: Presented to the Youth of the United States, and to Enquiring Foreigners</i> (Philadelphia: Published by E.L. Carey & A. Hart, 1833), selections;</u>	
		Secondary A. W. Caleb McDaniel, "How to Read for History," August 1, 2008, <u>http://wcm1.web.rice.edu/howtoread.html</u>	Response Post (due Sat)
			Reflection Paper #1 (due Sat)
Week 2	Three Crises	Readings	Assessments
	Mon., Feb. 14 Wed., Feb. 16 Fri., Feb. 18	Primary A. Thomas Jefferson to John Holmes, April 22, 1820, Founders Online, <u>https://founders.archives.gov/documents/Jefferson/03-15-02-0518</u> B. <u>Henry Clay, "On Protection to Home Industry: Speech in the House of Representatives, April 26, 1820."</u> selections; C. James Monroe, "Monroe Doctrine: December 2, 1823," Avalon Project, <u>https://avalon.law.yale.edu/19th_century/monroe.asp</u> .	SAG (due Weds)
		Secondary A. <u>Matthew H. Crocker, "The Missouri Compromise, the Monroe Doctrine, and the Southern Strategy," <i>Journal of the West</i> 43, no. 3 (Summer 2004): 45–52;</u> B. <u>Jay Sexton, "American Systems," in <i>The Monroe Doctrine: Empire and Nation in Nineteenth-Century America</i>, 1st ed (New York: Hill and Wang, 2011), 47–84.</u>	Response Post (due Sat)
Week 3	Cotton Becomes King	Readings	Assessment
	Mon., Feb. 21 Wed., Feb. 23 Fri., Feb. 25	Primary A. <u>Harriet H. Robinson, <i>Loom and Spindle, or, Life among the Early Mill Girls</i> (New York, 1898), selections;</u> B. <u>Solomon Northup, <i>Twelve Years a Slave</i>, ed. David Wilson (Chapel Hill, 2011), selections;</u>	SAG (due Weds)
		Secondary A. <u>Sven Beckert, "Slavery Takes Command," in <i>Empire of Cotton: A Global History</i> (New York: Knopf, 2014), 98–135;</u> B. <u>Erik Loomis, "Lowell Mill Girls and the Development of American Capitalism," in <i>A History of America in Ten Strikes</i> (New York, 2018), 11–28;</u>	Response Post (due Sat)
			Annotated Sources #1 (due Sat)

Week 4	Radical, Democratic Conspiracies	Readings	Assessments
	Mon., Feb. 28 Wed., Mar. 2 Fri., Mar. 4	Primary A. Martin Van Buren to Thomas Ritchie, Washington, January 13, 1827, <i>Papers of Martin Van Buren</i> , http://www.vanburenpapers.org/document-mvbo0528 B. “Anti-Masonic Declaration of Independence (July 4, 1828),” in <i>Speech of Solomon Southwick, at the Opening of the New-York Anti-Masonic State Convention, at the Capitol, in Albany, February 19th, 1829</i> (Albany N.Y.: Printed by B.D. Packard & Co., 1829), 14–16; C. <i>David Walker, Appeal to the Coloured Citizens of the World</i> (Boston: D. Walker, 1830), 1-21;	SAG (due Weds)
			Response Post (due Sat)
		Secondary A. Sean Wilentz, “Radical Democracies,” in <i>The Rise of American Democracy: Jefferson to Lincoln</i> (New York: W. W. Norton & Company, 2005), 330-358;	
Week 5	Dispossessions & Deportations	Readings	Assessments
	Mon., Mar. 7 Wed., Mar. 9 Fri., Mar. 11	Primary A. Andrew Jackson, Second Annual Message, December 06, 1830 https://www.presidency.ucsb.edu/documents/second-annual-message-3 [read esp. section that begins with “It gives me pleasure to announce to Congress that the benevolent policy of the Government, steadily pursued for nearly 30 years, in relation to the removal of the Indians beyond the white settlements is approaching to a happy consummation.”] B. “Address to the People of the United States, by the General Council of the Cherokee Nation, July 1830,” in <i>E. C. Tracy, Memoir of the Life of Jeremiah Evarts</i> (Boston: Crocker and Brewster, 1845), 442–48; C. “A Voice from Philadelphia,” in <i>William Lloyd Garrison, Thoughts on African Colonization</i> (Boston, 1832), 2:9-13;	SAG (due Weds)
			Response Post (due Sat)
		Secondary A. Claudio Saunt, “Financing Dispossession: Stocks, Bonds, and the Deportation of Native Peoples in the Antebellum United States,” <i>Journal of American History</i> 106, no. 2 (September 1, 2019): 315–37;	Analytic Paper #1 (due Sat)
Week 6	Abominable Tariffs, Banks, and Whigs	Readings	Assessments
	Mon., Mar. 14 Wed., Mar. 16 Fri., Mar. 18	Primary A. Andrew Jackson, “ President Jackson’s Veto Message Regarding the Bank of the United States, July 10, 1832, ” in The Avalon Project, https://avalon.law.yale.edu/19th_century/ajveto01.asp B. Calvin Colton, “VI: Democracy,” in <i>The Junius Tracts</i> (New York: Greeley & McElrath, 1844), 82-91;	SAG (due Weds)
			Response Post (due Sat)

		<p>Secondary</p> <p>A. Daniel Walker Howe, "Andrew Jackson and His Age," in <i>What Hath God Wrought: The Transformation of America, 1815-1848</i> (New York: Oxford University Press, 2009), 328–66;</p> <p>B. Jeffrey Sklansky, "The Moneylender as Magistrate: Nicholas Biddle and the Ideological Origins of Central Banking in the United States," <i>Theoretical Inquiries in Law</i> 11 (2010): 319–59;</p>	
Week 7	The Great Moon Hoax of 1835!	Readings	Assessments
	Mon., Mar. 21 Wed., Mar. 23 Fri., Mar. 25	<p>Primary</p> <p>A. Richard Adams Locke, J. N. Nicollet, and William N. Griggs, <i>The Celebrated "Moon Story," Its Origin and Incidents</i> (New York: Bunnell and Price, 1852), 94-98;</p> <p>B. "Vive La Bagatelle," <i>Albany Argus</i>, Sept 1, 1835, 3;</p> <p>C. Asa Greene, <i>A Glance at New York</i> (New-York: A. Greene, 1837), 231-47;</p> <p>The story in its full reported context (if you are curious – this is not required)</p> <ul style="list-style-type: none"> New York Spectator, August 31, 1835 (see p.3 for hoax story) <p>Secondary</p> <p>A. Kevin Young, "The Age of Imposture," in <i>Bunk: The Rise of Hoaxes, Humbug, Plagiarists, Phonies, Post-Facts, and Fake News</i> (Minneapolis, MN: Graywolf Press, 2017), 7–26;</p>	<p>SAG (due Weds)</p> <p>Annotated Sources #2 (due Sat)</p>
Week 8	SPRING BREAK	Readings	Assessments
NO CLASS	Mon., Mar. 28 to Fri., Apr. 1	NO CLASS - HAVE FUN - STAY SAFE	
Week 9	Perfecting the World	Readings	Assessments
	Mon., Apr. 4 Wed., Apr. 6 Fri., Apr. 8	<p>Primary</p> <p>A. Charles Grandison Finney, "Revival in Rochester, 1830," in <i>Memoirs of Rev. Charles G. Finney</i> (New York: A. S. Barnes & Company, 1876), 284–301;</p> <p>B. Selected "Matrimonial Correspondence," from <i>The Water-Cure Journal</i>, 1855-1857;</p> <p>C. Sojourner Truth, "Ain't I A Woman" Speech, as published as [Marius R. Robinson] "Women's Rights Convention," <i>The Anti-Slavery Bugle</i> (New-Lisbon, Ohio), Saturday, June 21, 1851;</p> <p>Secondary</p> <p>A. Manisha Sinha, "Interracial Immediatism," in <i>The Slave's Cause: A History of Abolition</i> (New Haven, CT: Yale University Press, 2016), 195–227;</p>	<p>SAG (due Weds)</p> <p>Response Post (due Sat)</p> <p>Analytic Paper #2 (due Sat)</p>
Week 10	Filibustering the World	Readings	Assessments

	Mon., Apr. 11 Wed., Apr. 13 Fri., Apr. 15	Primary A. Albert C. Ramsey, trans., <i>The Other Side: Or, Notes for the History of the War between Mexico and the United States</i> (New York, London: J. Wiley, 1850), selections; B. Jane Grey Cannon Swisshelm, <i>Half a Century</i> (Chicago: Jansen, McClurg & company, 1880), 91-97; C. “The Great War Meeting at Tammany Hall: Tremendous Gathering of the People – Shall the Whole of Mexico be Annexed?” <i>New York Herald</i>, January 30, 1848, p.1;	SAG (due Weds)
		Secondary A. Amy S. Greenberg, <i>Manifest Manhood and the Antebellum American Empire</i> (New York: Cambridge University Press, 2005), 1-17;	Response Post (due Sat)
Week 11	Unkept Ceasefires	Readings	Assessments
	Mon., Apr. 18 Wed., Apr. 20 Fri., Apr. 22	Primary A. Speeches on the Compromise of 1850 by Henry Clay and John C. Calhoun, in Benton, ed., <i>Abridgment of the Debates of Congress from 1789 to 1856, from Gales and Seaton’s Annals of Congress</i> (1857), 16:386-392, 403-414; B. Two Broad sides (24” by 20”) posters, relating to the kidnapping of Anthony Burns, 1854; C. The Fugitive Slave Law, 9 Stat. 462, <i>U.S. Statutes at Large</i>	SAG (due Weds)
		Secondary A. Joanne B. Freeman, “Fighting for the Union: The Compromise of 1850 and the Benton-Foote Scuffle,” in <i>The Field of Blood: Violence in Congress and the Road to Civil War</i> (New York: Farrar, Straus and Giroux, 2018), 142–76; B. Matthew Pinsker, “After 1850: Reassessing the Impact of the Fugitive Slave Law,” in <i>Fugitive Slaves and Spaces of Freedom in North America</i>, ed. Damian Alan Pargas (Gainesville, FL: University Press of Florida, 2018), 93–115;	Response Post (due Sat)
			Annotated Sources #3 (due Sat)
Week 12	Immigrants & Nativists	Readings	Assessments
	Mon., Apr. 25 Wed., Apr. 27 Fri., Apr. 29	Primary A. Samuel Finley Breese Morse, <i>Foreign Conspiracy against the Liberties of the United States</i> (New York: Leavitt, Lord & Co., 1835), selections; B. Charles Knight, <i>The British Mechanic’s and Labourer’s Hand Book, and True Guide to the United States: With Ample Notices Respecting Various Trades and Professions</i> (London: C. Knight, 1840), selections; C. The Know Nothing Almanac and True Americans’ Manual, for 1855 (New York, 1854), 16-21, 30, 34-36, https://digital.library.villanova.edu/Item/vudl:15134	SAG (due Weds)
		Secondary	Response Post (due Sat)

		A. Tyler Anbinder, “‘Americans Must Rule America’: The Ideology of the Know Nothing Party,” in <i>Nativism and Slavery: The Northern Know Nothings and the Politics of the 1850’s</i> (New York: Oxford University Press, 1992), 103–27;	
Week 13	The Rise of the Republican Party	Readings	Assessments
	Mon., May. 2 Wed., May. 4 Fri., May. 6	Primary A. Republican Party Platforms a. 1856: https://www.presidency.ucsb.edu/documents/republican-party-platform-1856 b. and 1860: https://www.presidency.ucsb.edu/documents/republican-party-platform-1860 B. Frederick Douglass, “What to the Slave Is the Fourth of July?,” in <i>My Bondage and My Freedom</i> (New York: Miller, Orton & Mulligan, 1855), 441–45; C. James Henry Hammond, “Speech on the Admission of Kansas..., March 4, 1858 (Mudsill Speech),” in <i>Selections from the Letters and Speeches of the Hon. James H. Hammond, of South Carolina</i> (New York, NY, 1866), 301–22;	SAG (due Weds)
			Response Post (due Sat)
		Secondary A. Matthew Karp, “The People’s Revolution of 1856: Antislavery Populism, National Politics, and the Emergence of the Republican Party,” <i>The Journal of the Civil War Era</i> 9, no. 4 (December 5, 2019): 524–45;	Analytic Paper #3 (due Sat)
Week 14	Collapse of the Republic	Readings	Assessments
	Mon., May. 9 Wed., May. 11 Fri., May. 13	Primary A. Frontpage of <i>The Liberator</i> (Boston, MA), March 20, 1857; B. George Fitzhugh, “Southern Thought – Its New and Important Manifestations,” <i>Debow’s Review, Agricultural, Commercial, Industrial Progress and Resources</i> 23, no. 4 (October 1857): 337–49; C. Lydia Maria Child, M. F. C. Mason, and Henry Alexander Wise, <i>Correspondence between Lydia Maria Child and Gov. Wise and Mrs. Mason, of Virginia</i> (Boston: The American Anti-Slavery Society, 1860), selections;	SAG (due Weds)
			Response Post (due Sat)
		Secondary A. Joanne B. Freeman, “Republicans Meet the Slave Power: Charles Sumner and Beyond (1855-1861),” in <i>The Field of Blood: Violence in Congress and the Road to Civil War</i> (New York: Farrar, Straus and Giroux, 2018), 208–64.	

Week 15	Conclusions, and Other Lost Causes	Readings	Assessments
	Mon., May. 16	No required readings.	
Finals Week	NO CLASS		Everyone: Reflection Paper #2 (due Weds, 5/25) 2nd Writing Section ONLY: Analytic Paper #3 Revisions (due Wed, 5/25)

7. Course Policies

Course-specific policies

Courtesy

We will be discussing contentious issues throughout the semester, and practicing the very difficult art of offering – and accepting – constructive criticism. While different opinions are expected, I will demand that you show courtesy, respect, and generosity to your fellow seminar colleagues, at all times.

Communication (Course Site, Email, Zoom)

A course website will be maintained on Canvas for this class. Check it – and your UD email – regularly for course materials and announcements. Individual consultations during office hours will take place via Zoom.

During the regular semester, you can expect an email response to any inquiries within 24 hours. While I am happy to answer simple queries over email, I will not discuss paper topics or grades in-depth. Please see me in office hours ([book an appointment](#)) for these more involved discussions.

Attendance

Attendance does not form a formal part of your grade in this class, though I will keep an attendance record to fulfill university reporting requirements.

However, it will be difficult for you to succeed in the course without regular attendance –so my expectation is that you will attend unless you face significant extenuating circumstances. Per [University of Delaware attendance policy](#), absences will be excused for religious holidays and observances, military duty, and participation as a university representative in official extracurricular activities, as well as for illness, family emergencies, or other personal crises.

Late Work

Late work is not encouraged, but will be accepted if an extension is approved – provided the assignment is turned in by the new agreed-upon deadline.

To request an extension, email me (dnorwood@udel.edu) as soon as possible, stating which assignment you need an extension for, and proposing a date you think is feasible to submit the assignment.

Here's a template:

Dear Professor Norwood:

I would like to request an extension on [Assignment Name]. I propose [Date/Time] as a new deadline, and promise to have the work submitted by that time.

Sincerely,
[Your Name]

I will then reply with a confirmation or denial of your request.

Note: you do not need to provide any personal details. If you are in a situation where you need my help, then don't hesitate to ask – I am happy to assist – but I don't need you to spill your guts for a few extra days on a deadline. It is far, far better to turn in an assignment late to plagiarize.

Regrade Policy

I take my responsibility to make sure that students fully understand the assignments and grading procedures very seriously. If you feel that your assignment was not correctly assessed, you can submit it for a regrade.

To request a regrade, email me a one-paragraph formal request that makes a clear, evidence-based argument for reconsideration. If the assignment was graded by a TA, include their full comments and remarks as an attachment to your e-mail. Nota bene: saying that you put in tremendous effort is not sufficient. We expect significant effort from all Blue Hens! I will then regrade the assignment according to the rubric, and apprise you of the results.

UD Policies

The Safety of Our Learning Environment

Student learning can only occur when students and their instructors feel safe, respected, and supported by each other. To ensure that our learning environment is as safe as possible, and In keeping with CDC guidelines to slow the transmission of COVID-19 and the University of Delaware's Return to Campus Guidelines (Health and Safety Section), we will adhere to the practice of wearing face masks and cleaning your seat and desk area at the beginning of class.

This means that you:

- Must wear a cloth mask that covers your nose and mouth
- Must not eat or drink in class
- Upon entering the classroom, wipe down your seat and desk area

As necessary, the University may announce modifications to these practices. In that event, these guidelines will be updated to reflect those modifications.

Academic Integrity

Please familiarize yourself with UD policies regarding academic dishonesty. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment, to re-submit the same assignment for different classes, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance. Complete details of the university's academic integrity policies and procedures can be found at sites.udel.edu/studentconduct/sgup/ Office of Student Conduct, 218 Hullihen Hall, (302) 831-2117. E-mail: student-conduct@udel.edu

Harassment and Discrimination

The University of Delaware works to promote an academic and work environment that is free from all forms of discrimination, including harassment. As a member of the community, your rights, resource and responsibilities are reflected in the non-discrimination and sexual misconduct policies. Please familiarize yourself with these policies at www.udel.edu/oei . You can report any concerns to the University's Office of Equity & Inclusion, at 305 Hullihen Hall, (302) 831-8063 or you can report anonymously through UD Police (302) 831-2222 or the EthicsPoint Compliance Hotline at www1.udel.edu/compliance. You can also report any violation of UD policy on harassment, discrimination, or abuse of any person at this site: sites.udel.edu/sexualmisconduct/how-to-report/

Faculty Statement on Disclosures of Instances of Sexual Misconduct

If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am obligated by federal law to inform the university's Title IX Coordinator. The university needs to know information about such incidents to, not only offer resources, but to ensure a safe campus environment. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to me in class, in a paper assignment, or in office hours, I promise to protect your privacy--I will not disclose the incident to anyone but the Title IX Coordinator. For more information on Sexual Misconduct policies, where to get help, and reporting information, please refer to www.udel.edu/sexualmisconduct. At UD, we provide 24/7/365 crisis assistance and victim advocacy and counseling. Contact 302-831-1001 to get in touch with a sexual offense support advocate, as well as confidential and anonymous counseling services for other concerns.

Accommodations for Students with Disabilities

Any student who thinks he/she may need an accommodation based on a disability should contact the Office of Disability Support Services (DSS) office as soon as possible. Students who have documentation of their need for accommodation should register via the SAM platform: andes.accessiblelearning.com/UDEL/. Reach DSS in the following ways: Phone: 302-831-4643, fax: 302-831-3261, [DSS website](#). Email: dssoffice@udel.edu or visit at 240 Academy Street, Alison Hall Suite 130. During COVID-19, Disability Support Services staff are available remotely. Please call 302-831-4643 during business hours (8-5 M-F) or email dssoffice@udel.edu for assistance.

Non-Discrimination

The University of Delaware does not discriminate against any person on the basis of race, color, national origin, sex, gender identity or expression, sexual orientation, genetic information, marital status, disability, religion, age, veteran status or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions policies, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware also prohibits unlawful harassment including sexual harassment and sexual violence.

For inquiries or complaints related to non-discrimination policies, please contact: Office of Equity & Inclusion- oei@udel.edu, 305 Hullihen Hall Newark, DE 19716 (302) 831-8063

For complaints related to Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act, please contact: Office of Disability Support Services, dssoffice@udel.edu, Alison Hall, Suite 130, Newark, DE 19716 (302) 831-4643 OR contact the [U.S. Department of Education - Office for Civil Rights](#)

Basic Needs Security

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Office of the Dean of Students (302-831-8939) for support and direction to accessible resources. The campus food pantry, Blue Hen Bounty, is open for walk-ins throughout the semester at 276 South College Ave, M-Th 9am-1:30pm, and W 4-5pm. You can also reach out via e-mail (bluehenbounty@gmail.com).

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Any errors or limitations are my sole responsibility.

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