

Syllabus
HIST 105-010:
U.S. History to 1865

Spring 2022

MWF 12:20PM - 1:10PM

Rest of the Semester: IN-PERSON (probably), Gore Hall Rm 205

3 Credits



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

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1. Instructor Information

<u>Instructor of Record</u> Prof. Dael Norwood History Department University of Delaware he/him dnorwood@udel.edu <u>Office hours:</u> On Zoom, book at my Appointment Page Wednesdays, 2:00-3:30pm, Thursdays, 10:30-noon, <i>If none of the listed times work for you, email me to suggest a time</i>	<u>Teaching Assistant</u>
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What are office hours?

Office hours are an opportunity to chat informally with your instructors about any questions or concerns you might have about the class (assignments, readings, etc), and/or discuss your educational and career interests more generally. We're here to help!

About your instructors:

Dael Norwood, Instructor of Record

[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

This course is an introduction to the origins and history of the United States, from before the onset of European colonization through to the aftermath of the Civil War. Through lectures, discussions, and readings in both primary sources and scholarly analyses, students will examine numerous aspects of this fascinating, violent, and powerful history, endeavoring to do justice to the people who together created the ideals, institutions, and realities that continue to shape our culture today. Special attention is paid to the interaction of European, Native American and African peoples and the roles they played in American historical development. Among the topics covered will be: first encounters, colonial expansion, the Atlantic world, the American Revolution and the formation of a new Constitutional order; economic expansion, racial oppression, slavery, and the rise of sectionalism in the American Civil War; abolition, reform, and the dilemmas of Reconstruction.

This course satisfies the College of Arts & Sciences “Group B: History & Cultural Change” breadth requirement, as well as the University “History & Cultural Change” breadth requirement.

What a typical week in this course will look like:

- | | |
|-------------|---|
| Mondays: | Weekly module becomes available on Canvas. Includes all readings and assignments.
Class meeting (in-person after Week 1), for lecture. |
| Wednesdays: | Class meeting (in-person after Week 1); we will split our time between lecture, discussion, and paper or exam workshops.

Come to class having read all of the week’s assigned materials.

Weekly SAG assignment due at midnight via Canvas |
| Fridays: | Class meeting (in-person after Week 1). Our primary activity will be source discussion |
| Saturdays: | The remainder of the week’s assignments are due on Canvas by midnight. This includes response posts, papers, and exams, unless otherwise specified on the Course Calendar. |

NOTE: all lectures and class sessions will be recorded. By attending, you consent to be recorded, and have 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 of United States history, from the period of first contact through to the aftermath of the Civil War.

Reading: Students will accurately identify and summarize the key features and arguments of primary sources, and place them in historical context.

Analysis: In written assignments and homeworks, students will interpret primary sources critically, placing them in historical context, and use them as evidence to evaluate a historical issue or problem.

Writing: Students will craft written assignments that make well-structured and evidence-based arguments featuring clear, concise theses, and appropriate use of sources.

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

4. Learning Resources

Required Materials

All materials for this course are free and online. The schedule of readings is detailed in the [Course Calendar](#); links to all materials are included there, as well as in the weekly modules on Canvas.

The course textbook will be Joseph Locke and Ben Wright, eds., *The American Yawp: A Free and Online, Collaboratively Built American History Textbook* (Attribution-ShareAlike 4.0 International (CC BY-SA 4.0), 2018), <http://www.americanyawp.com/>.

Primary source readings will be selections from [The American Yawp Reader](#) or scanned pdfs of materials from other sources.

Lectures and lecture slides will be posted on the course Canvas site.

You should come to every class with copies of the readings (hardcopy or digital) in an appropriate legible format (i.e. **not** on your phone). If you have any trouble obtaining access to the course texts in a timely manner, please let me know as soon as possible, and I will do what I can to assist you.

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.

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 will be posted on the Canvas course site. **Please 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>.

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 meetings outside of class, like office hour appointments. (For a link to my office hour Zoom, [book an appointment](#)). In the event that it becomes necessary to move our class meetings online, I will make an announcement via Canvas, and share the appropriate links and information.

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. Assignments & Assessments

Grade Breakdown

Assignment	Description	Points per opportunity	Total Points
SAGs	Source Analysis Grids, weekly (12x)	15	180
Response Posts	Response posts on Canvas, weekly (12x)	15	180
Reflection Papers	RP 1: Beginning of Semester Reflection		10
	RP 2: End of Semester Reflection		30
Analytic Papers	AP 1: Native Perspectives Analysis Paper		150
	AP 2: Newspaper Analysis Paper		150
Exams	Midterm		150
	Final		150
		Total Points	1000
Extra Credit			Up to 75 points
	Come to Prof. Norwood's office hours	15	
	Write a paper about encountering "history in the world"	30	
	Write paper reviewing a history podcast	30	
	Write a paper reviewing a public history lecture	30	

Grading Scale

Weekly assignments (SAGs, Response posts) and 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. For Exams, every individual question is worth a discrete amount of points; the total points earned on an exam will be the sum of those earned points.

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. NOTE: you cannot resubmit exams.

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.

Late work will be accepted if an extension is approved – for how to request an extension, see the [Late Work](#) policy, below. It is far, far better to turn in a late paper than to plagiarize in order to get a paper in on time. So ask for an extension!

Source Analysis Grid (SAG) (18% of grade)

1 completed grid, submitted on Canvas as a Google Doc. Due on Wednesdays by midnight.
12 opportunities, each worth 15 points. Graded complete/incomplete.

For this assignment, fill out one “Source Analysis Grid,” as linked from the Course Module, with details on the week’s assigned **primary source documents**. Answer all of the form’s prompts to the best of your ability.

The goal of this assignment is to motivate careful attention to course materials, train you in how to analyze primary source documents, create opportunities for synthesizing course work, and provide fodder for discussion.

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Response Posts (18%)

One post, responding to the week’s prompt. Each post c. 50-250 words. Due on Saturdays by midnight.
12 opportunities, each worth 15 points. Graded complete/incomplete.

Each week, your task is to draft a short response to the week’s materials (readings, lectures, class discussions) on your group’s discussion board on Canvas. This assignment will be graded complete/incomplete. A “complete” means you’ve addressed the prompt completely, and substantively.

The goal of this assignment is to deepen our collective understanding of the material through inquiry, to provide opportunities to improve your fluency in analytic discussion.

Reflection Papers (4%)

It’s important to take inventory of what you know, and how. These short papers allow you to take stock, and will be graded complete/incomplete.

Reflection Paper 1: Beginning of Semester Reflection

500 words (1-2pp., double spaced)

Due: Sat., Feb. 19, on Canvas

Reflection Paper 2: End of Semester Reflection

500 words (1-2pp., double spaced)

Due: Weds., May 25, on Canvas

The purpose of these assignments is to provide you with an opportunity to reflect on your knowledge of early American history and analytic skills in context of your wider educational program.

Analytic Papers (30%)

Historians pose, and then answer questions, using primary sources to make arguments. For these assignments, you will analyze primary source materials to craft a paper in conversation with topics raised in class. Detailed prompts for each paper, including grading rubrics, will be distributed in advance, and made available on the Canvas course site. These assignments will be graded A-F.

The goal of these assignments is to provide an opportunity to practice

Analytic Paper 1: Native Perspectives Analysis Paper (150 points)

1,000-1,250 words (3-4pp., double-spaced)

Due: Sat., Mar. 5, on Canvas

Analytic Paper 2: Newspaper Analysis Paper (150 points)

1,000-1,250 words (3-4pp., double-spaced)

Due: Sat., Apr. 30, on Canvas

The purpose of these assignments is to provide you with an opportunity to practice analyzing primary sources, in the service of a formal argument.

Exams (30%)

There will be a midterm and final exam. They will not be cumulative; the midterm will cover course content from weeks 1-7, and the final weeks 9-15. A study guide with details about exam format and content will be made available on the Canvas course site in advance. Both will be take-home exams.

Midterm (150 points): Take-home, available on Canvas at 9:00am on Thurs. Mar., 24; due on Canvas by 11:59pm, on Sun., Mar, 26.

Final (150 points): Take-home, available on Canvas at 9:00am on Thurs. May 19; due on Canvas by 11:59pm, on Sat., May 21.

The purpose of these exams is to assess your knowledge of course content, and provide you with an opportunity to analyze and synthesize historical material .

Extra Credit Opportunities (max of 75 points)

You can complete these activities as many times as you like, but you can only earn a maximum of 75 points on your final grade. I will accept extra credit assignments (meetings or papers) until the first day of exam week. Extra credit will be graded pass/fail. See specific assignment prompts on Canvas for details on each.

- Meet with me during office hours (15 points)
- Write a paper about encountering History in the world (30 points)
- Write a paper reviewing an episode of a history podcast or YouTube Series (30 points)
- Write a paper reviewing a public history lecture or event (30 points)

6. Course calendar

NB: Source Analysis Grid assignments are always due in class, in hardcopy, on the day assigned.

Week	Class Meetings	Topic	Textbook Readings	Primary Source Readings	Assignments Due
1	Mon., Feb. 7	Introductions	NOTE: THIS WEEK WE ARE MEETING ONLINE VIA ZOOM https://udel.zoom.us/j/91071432487 (Password: earlyUS)	A. "Account of Dumping Tea in the <i>Boston Gazette</i>," 1773; B. "George R. T. Hewes, A Retrospect of the Boston Tea-party," 1834; C. "Destruction of Tea at Boston Harbor," 1846; D. [There is NO Doc D this week - Prof. N.]	SAG (due Weds) Response Post (due Sat)
	Wed., Feb. 9				
	Fri., Feb. 11				
2	Mon., Feb. 14	New Worlds for All	Yawp, Ch. 1 & Yawp, Ch. 2	A. "Native American Creation Stories" ; B. "Bartolomé de Las Casas Describes the Exploitation of Indigenous Peoples," 1542; C. "Alvar Nuñez Cabeza de Vaca Travels through North America," 1542; D. "Thomas Morton Reflects on Indians in New England," 1637	SAG (due Weds) Response Post (due Sat) Reflection Paper 1 (due Sat)
	Wed., Feb. 16				
	Fri., Feb. 18				
3	Mon., Feb. 21	Early Colonial Projects	Yawp, Ch. 3	A. "Richard Hakluyt Makes the Case for English colonization," 1584; B. "Instructions from the Virginia Company of London to the First Settlers," 1606; C. "A Gaspesian Man Defends His Way of Life," 1641; D. "Metacom Relates Indian Complaints about the English Settlers," 1675;	SAG (due Weds) Response Post (due Sat)
	Wed., Feb. 23				
	Fri., Feb. 25				
4	Mon., Feb. 28	Making an Atlantic World	Yawp, Ch 4, sec. I-IV	A. "Oludah Equiano Describes the Middle Passage," 1789; B. Germantown Quaker Meeting, "Reasons Why We Are Against the Traffic of Men-body," 1688; C. Richard Ligon's Map of Barbados, 1657; D. Selected Runaway Ads from the <i>Pennsylvania Gazette</i>, 1742-1749;	SAG (due Weds) Response Post (due Sat) Analytic Paper 1 (due Sat)
	Wed., Mar. 2				
	Fri., Mar. 4				
5	Mon., Mar. 7	The Seven	Yawp, Ch 4, sec. V-VII	A. George Washington to Robert Dinwiddie, 18 July	SAG (due Weds)

	Wed., Mar. 9	Years' War		1755:	Response Post (due Sat)
	Fri., Mar. 11			B. "Extracts from Gibson Clough's War Journal," 1759; C. "Pontiac Calls for War," 1763; D. "Alibamo Mingo, Choctaw leader, Reflects on the British and French," 1765;	
6	Mon., Mar. 14	The American Revolution! Origins	Yawp, Ch. 5, sections I-IV	A. "Declaration of Independence," July 4, 1776;	SAG (due Weds) Response Post (due Sat)
	Wed., Mar. 16			B. "Thomas Paine Calls for American Independence," 1776;	
	Fri., Mar. 18			C. "Abigail and John Adams Converse on Women's Rights," 1776; D. Boston King Recalls Fighting for the British and for his Freedom," 1798;	
7	Mon., Mar. 21	The American Revolution! Consequences	Yawp, Ch. 5 sections V-VII	A. Loyalist Henry Barnes Petitions for Compensation, 1784;	Midterm Exam (due Sat) (No SAG or Response Post due this week)
	Wed., Mar. 23			B. The Constitution of the United States, 1787;	
	Fri., Mar. 25			C. Excerpts from Delaware Ratification Documents, 1787; D. [No Document D this week - Prof. N]	
8	Mon., Mar. 28	SPRING BREAK	NO CLASS	HAVE FUN	BE SAFE
	to				
	Fri., Apr. 1				
9	Mon., Apr. 4	The New Nation in Practice	Yawp, Ch. 6	A. Mathew Carey, A Short Account of the Malignant Fever, Lately Prevalent in Philadelphia, 1793;	SAG (due Weds) Response Post (due Sat)
	Wed., Apr. 6			B. Absalom Jones and Richard Allen, A Narrative of the Proceedings of the Black People during the Late Awful Calamity in Philadelphia, 1794;	
	Fri., Apr. 8			C. Elizabeth Willing Powel to George Washington, 17 November 1792; D. [There is no Doc D this week - Prof. N.]	
10	Mon., Apr. 11	Empire of Liberty	Yawp, Ch. 7	A. "Remonstrance of the People of Louisiana Against the Political System Adopted by Congress for Them," 1804;	SAG (due Weds) Response Post (due Sat)
	Wed., Apr. 13			B. Haitian Declaration of Independence, 1804;	
	Fri., Apr. 15			C. "Thomas Jefferson Contemplates an American 'Empire for Liberty,'" 1809, 1812, and 1821;	

				D. “Tecumseh Calls for Pan-Indian Resistance.” 1810	
11	Mon., Apr. 18	The Cotton-Industrial Complex	Yawp, Ch. 8 & Ch. 11	A. “Sarah Bagley Describes Life as a Factory Operative,” 1840, 1845; B. “Solomon Northup Describes a Slave Market.” 1841; C. “George Fitzhugh Argues that Slavery is Better than Liberty and Equality,” 1854; D. “Harriet Jacobs on Rape and Slavery,” 1860;	SAG (due Weds) Response Post (due Sat)
	Wed., Apr. 20				
	Fri., Apr. 22				
12	Mon., Apr. 25	Democratic Reforms and Revivals	Yawp, Ch. 9 & Ch. 10	A. “Samuel Morse Fears a Catholic Conspiracy.” 1835; B. “Revivalist Charles G. Finney Emphasizes Human Choice in Salvation,” 1836; C. “Black Philadelphians Defend their Voting Rights,” 1838; D. “Sarah Grimké Calls for Women’s Rights,” 1838;	SAG (due Weds) Response Post (due Sat) Analytic Paper 2 (due Sat)
	Wed., Apr. 27				
	Fri., Apr. 29				
13	Mon., May. 2	The Sectional Conflict	Yawp, Ch. 12 & Ch. 13	A. “John O’Sullivan Declares America’s Manifest Destiny,” 1845; B. “Wyandotte Woman Describes Tensions Over Slavery,” 1849; C. “Margaretta Mason and Lydia Maria Child Discuss John Brown,” 1860; D. The 1860 Republican Party Platform;	SAG (due Weds) Response Post (due Sat)
	Wed., May. 4				
	Fri., May. 6				
14	Mon., May. 9	Civil War	Yawp, Ch 14, & Ch. 15	A. “Alexander Stephens on Slavery & the Confederate Constitution,” 1861; B. “Abraham Lincoln’s Second Inaugural Address,” 1865; C. “Charlotte Forten Teaches Freed Children in South Carolina,” 1864; D. “Jourdon Anderson Writes His Former Master,” 1865;	SAG (due Weds) Response Post (due Sat)
	Wed., May. 11				
	Fri., May. 13				
15	Mon., May. 16	Conclusions		No assigned readings	
	Thurs., May 19	Exam Week			Final Exam (take-home)

	to				due Sat. May 21, 2022
	Thurs., May 26				Reflection Paper 2, due Weds., May 25, 2022

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.

If you are going to be absent, or have missed a class, I expect an email explaining why.

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).

8. Acknowledgments

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Any errors or limitations are my sole responsibility.

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