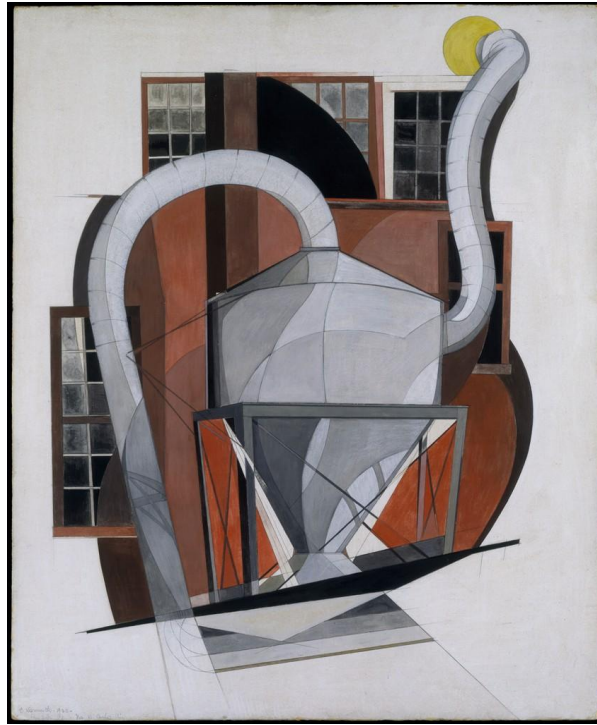


Syllabus

HIST 328 (010, 011, 080)

American Capitalism Since 1815



Fall 2021

IN PERSON - MASKS REQUIRED

Tuesdays & Thursdays, 11:00pm-12:15pm

McDowell Hall Room 203

3 Credits

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](#)

1. Instructor Information

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

Office Hours:
Weds, 2-3:30pm & Thurs, 2-3:30, via Zoom
[Book an appointment](#) (Zoom info on appt page)

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!

When are your office hours?

- I hold regular office hours Wednesdays & Thursdays 2:00pm-3:30pm.
- If none of the appointment slots listed are at convenient times for you, email me to request a different date/time; we'll make it work.
- To attend office hours, [book an appointment using my Google Calendar](#)

Where, during this absurd, tragic, and never-ending 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 on the political economy of commerce: how the ideas and practices of international exchange have affected Americans' relations with other powers, as well as their dealings with each other. My first book, [Trading in Freedom: How Trade with China Defined Early America](#) (University of Chicago Press, forthcoming January 2022) 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 work includes studies of the role of commerce in shaping the Constitution, the historiography of political economy in the early republic, the history of indentured servitude, and the origins of "the businessman" as a potent political and cultural identity in America.

At UD I teach courses on the history of America in the world, capitalism, U.S. foreign relations, race and inequality, and American political economy. I'm also an active member of the UD Antiracism Initiative, where since early 2020 I have recruited and directed research teams investigating the history and legacies of dispossession, slavery, and race in Delaware, generally, and at the University of Delaware, specifically.

During the pandemic, I've been enjoying tv procedurals (currently, *Columbo*, *Lupin*, and whatever Star Wars thing is on Disney+), posting inscrutable pics of things I find on walks to Instagram, and writing GOTV postcards.

2. Course Description

America and capitalism grew up together. This course offers a broad overview of that mutual development, charting the history of US capitalism from its origins in the early Atlantic world to today's precarious position in the global economy. Our concern in this course will be in exploring how capitalist systems have been created and contested in the US, over time – and how that history shapes our present moment. Topics will range from the consequences of slavery to the rise of the multinational corporation; from the impact of wage labor on gender relations to the effects of the business cycle on styles of business organizations; and from arguments over trade and immigration, to debates over the proper role of government in supporting development. No prior course work in economics is required or assumed.

What a typical week in this course will look like:

Tuesday: Class meeting: lecture, & primary source workshop.

Wednesday: Source Analysis Grid (SAG) assignment due on Canvas by midnight.

Thursday: Class meeting: discussion of assigned readings, and/or writing workshops, additional lecturing as needed.

Saturday: Response Posts, and/or Papers or Exams due on Canvas by midnight.

NOTE: All class sessions will be recorded via UD Capture. UD Capture records images on screens and in-class sound; by attending, you consent to being recorded, and to having that recording shared with other members of the class during the current semester. These recordings will be posted to the course Canvas site.

Backup Zoom

This Zoom room will only be used for class meetings in the event that in-person instruction is canceled University-wide. If it is going to be used, you will be notified via a Canvas announcement and/or via email, in advance.

Meeting ID: 91740647299

Link: <https://udel.zoom.us/j/91740647299>

Password: 756088

3. Learning Outcomes

Knowledge: Students will demonstrate an ability to narrate and explain the chronology, key events, and major debates in the history of American capitalism.

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 Secondary Sources: Students will demonstrate an ability to read scholarship (aka “secondary sources”) accurately and critically, identifying key arguments and evidence, and assessing the strengths and weaknesses of arguments.

Effective 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 course materials will be shared via Canvas, and are linked on the Canvas module for that week; they are also listed and linked on the Course Calendar on the syllabus.

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.

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).

I am always happy to make suggestions about further reading on specific topics; just ask!

Lectures

Lectures will be delivered in person, in class, and recorded via UD Capture. Recordings, 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.

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 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>.

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. Learning Assessment

Assignment Breakdown

NB: Some assignments are only required for students enrolled in the Second Writing section (HIST 328-011) or Honors Section (HIST 328-080). These have been indicated below, and are also marked on the Course Calendar.

Course Component	Total Points	Assigned to
Source Analysis Grids (SAGs) 12 opportunities @ 15 points each	180	Everyone
Response Papers 10 opportunities @ 15 points each	150	Everyone
Paper #1	150	Everyone
Paper #2: Prewrite	15	Everyone
Paper #2: Final	200	Everyone
Paper #2: Revised Final		Second Writing & Honors sections, only; the grade here will count for <i>Paper 2: Final</i>
Midterm	125	Everyone
Final	150	Everyone
End of Semester Reflection	30	Everyone
Semimonthly Office Hour Mtgs	[ungraded]	Honors Section only
TOTAL	1000	
Extra Credit (up to 66 points)		(Open to everyone)

Grading Scale

Assignments in this course - including papers – are graded complete/incomplete. Each completed assignment in this course earns full points, provided a submission meets the criteria outlined in the prompt. (Exams are a partial exception; each individual question on exam 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 on an assignment (i.e. did not meet the criteria for completion), you have the option of revising and resubmitting the paper, 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.
- Late work will be penalized, but accepted (see the [Late Work](#) policy, below). **You can request an extension** (again, see the [Late Work](#) policy.) It is far, far better to turn in a late paper than to plagiarize in order to get a paper in on time.

6. Course Calendar

NB: Unless otherwise specified, all Source Analysis Grid assignments are due on Canvas on Wednesdays by midnight; all other written assignments (response posts, papers, exams) are due on Canvas on Saturdays by midnight.

Week	Date	Topic	Readings	Assignments
1	Tue., Aug-31	Origin Stories	<p><u>Secondary Sources</u></p> <ul style="list-style-type: none"> Alan Greenspan and Adrian Wooldridge, "Introduction," in <i>Capitalism in America: A History</i> (New York, 2018), 1–28 Matthew Desmond, "American Capitalism Is Brutal. You Can Trace That to the Plantation," <i>The New York Times Magazine</i>, August 14, 2019 <p><u>Primary Sources</u></p> <ul style="list-style-type: none"> Adam Smith, <i>An Inquiry into the Nature and Causes of the Wealth of Nations</i> (Dublin; London: Whitestone; W. Strahan and T. Cadell, 1776), excerpts Karl Marx, <i>Capital: A Critique of Political Economy</i> (New York: Modern Library, 1906; orig. 1867), excerpts 	SAG (Weds) Response Post (Sat)
	Thu., Sep-2			
2	Tue., Sep-7	Making Atlantic Commodities	<p><u>Secondary Sources</u></p> <ul style="list-style-type: none"> Sidney W. Mintz, "Production," in <i>Sweetness and Power: The Place of Sugar in Modern History</i> (New York, 1985), 19–73 Stephanie E. Smallwood, "Turning African Captives into Atlantic Commodities," in <i>Saltwater Slavery: A Middle Passage from Africa to American Diaspora</i> (Cambridge, MA: Harvard University Press, 2007), 33–65 <p><u>Primary Sources</u></p> <ul style="list-style-type: none"> Richard Ligon, <i>A True & Exact History of the Island of Barbados</i> (London: Printed for Humphrey Moseley ..., 1657), excerpts Olaudah Equiano, <i>The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African</i> (London, 1789), 70–88 	SAG (Weds) Response Post (Sat)
	Thu., Sep-9			
3	Tue., Sep-14	The Political Economy of Revolution	<p><u>Secondary Sources</u></p> <ul style="list-style-type: none"> Jordan E. Taylor, "Enquire of the Printer," <i>The Slave Trade and Early American Newspaper Advertising</i> (blog), accessed April 19, 2021, https://storymaps.arcgis.com/stories/7d6dc8d7a24d34a08f1605e64c292e. Peter Andreas, "The Smuggling Road to Revolution," in <i>Smuggler Nation: How Illicit Trade Made America</i> (New York, 2013), 29–44 	SAG (Weds) Response Post (Sat)

			<u>Primary Sources</u> <ul style="list-style-type: none"> Benjamin Franklin, <i>The Examination of Doctor Benjamin Franklin Relative to the Repeal of the American Stamp Act</i> ... (1767), excerpts <i>The Pennsylvania Gazette, September 13, 1770</i> (skim the whole thing, but read the advertisements on pp. 1, 3, & 4 closely) 	
	Thu., Sep-16			
4	Tue., Sep-21	Money & Banking in the New Republic	<u>Secondary Sources</u> <ul style="list-style-type: none"> Robert Garson, “Counting Money: The US Dollar and American Nationhood, 1781–1820,” <i>Journal of American Studies</i> 35, no. 1 (April 2001): 21–46. Sharon Ann Murphy, “How Banks Worked: The Early Republic,” in <i>Other People’s Money: How Banking Worked in the Early American Republic</i> (Baltimore, MD: Johns Hopkins University Press, 2017), 38–70. <u>Primary Sources</u> <ul style="list-style-type: none"> Alexander Hamilton, “Report on a National Bank (December 13, 1790),” in <i>American State Papers: Finance</i>, ed. Walter Lowrie and Matthew St. Clair Clarke, (Washington, DC: Gales and Seaton, 1832), 1:67–76 American Currencies Primary Source Packet (choose one of the included currencies for your SAG entry) 	SAG (Weds) Response Post (Sat)
	Thu., Sep-23			
5	Tue., Sep-28	Cotton, Slavery & Industry	<u>Secondary Sources</u> <ul style="list-style-type: none"> Sven Beckert, “Slavery Takes Command,” in <i>Empire of Cotton: A Global History</i> (New York, 2014), 98–135; 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>Primary Sources</u> <ul style="list-style-type: none"> Solomon Northup, <i>Twelve Years a Slave</i>, ed. David Wilson (Chapel Hill, 2011), selections Harriet H. Robinson, <i>Loom and Spindle, or, Life among the Early Mill Girls</i> (New York, 1898), selections Selections from the <i>Voice of Industry</i>, 1845 	SAG (Weds) P1 due (Sat)
	Thu., Sep-30			
6	Tue., Oct-5	Was the Civil War a Crisis of	<u>Secondary Sources</u>	SAG (Weds) Response Post (Sat)

		Capitalism?	<ul style="list-style-type: none"> W. E. B. Du Bois, “The General Strike,” <i>Black Reconstruction in America</i>, Reprint of 1935 ed (Millwood, N.Y.: Kraus-Thomson Organization Ltd., 1976), 55-83 John D. Majewski, Modernizing a Slave Economy: The Economic Vision of the Confederate Nation (Chapel Hill, NC, 2009), 140-162 Sven Beckert, Monied Metropolis (New York, 2001), 111-125 <p><u>Primary Sources</u></p> <ul style="list-style-type: none"> Karl Marx, Dispatches for the New York Tribune: Selected Journalism of Karl Marx (New York: Penguin Classics, 2008), 266-276, 280-291 George Fitzhugh, “Southern Thought – Its New and Important Manifestations,” <i>Debow’s Review</i> 23, no. 4 (October 1857): 337–49 Jourdon Anderson to Colonel P.H. Anderson, <i>The Freedmen’s Book</i>, ed. Lydia Maria Child (Boston, 1866), 265-267 	
	Thu., Oct-7			
7	Tue., Oct-12	Big Business & Its Discontents	<p><u>Secondary Sources</u></p> <ul style="list-style-type: none"> Alfred D. Chandler, “The Coming of Mass Production and Modern Management,” in <i>The Industrial Revolution in America</i>, ed. Gary John Kornblith, Problems in American Civilization (Boston, MA: Houghton Mifflin, 1998), 141-150 Erik Loomis, “The Eight-Hour-Day Strikes,” in <i>A History of America in Ten Strikes</i> (New York, 2018), 49–69 <p><u>Primary Sources</u></p> <ul style="list-style-type: none"> William C. Oates, George Ticknor Curtis, and T. V. Powderly, “The Homestead Strike,” <i>The North American Review</i> 155, no. 430 (1892): 355–75 [NB: each author’s article should be a separate SAG entry] 	SAG (Weds) Response Post (Sat)
	Thu., Oct-14			
8	Tue., Oct-19	Meat Markets	<p><u>Secondary Sources</u></p> <ul style="list-style-type: none"> William Cronon, Nature’s Metropolis: Chicago and the Great West (New York: W. W. Norton & Company, 1991), 97-147 Joshua Specht, Red Meat Republic: A Hoof-to-Table History of How Beef Changed America (Princeton, NJ: Princeton University Press, 2019), 174-217 <p><u>Primary Sources</u></p> <ul style="list-style-type: none"> None this week. 	NO SAG OR RESPONSE POSTS DUE
	Thu., Oct-21			Midterm Exam (Sat)
9	Tue., Oct-26	Creditability	<u>Secondary Sources</u>	SAG (Weds)

			<ul style="list-style-type: none"> Josh Lauer, “‘You Are Judged by Your Credit’: Teaching and Targeting the Consumer,” in <i>Creditworthy: A History of Consumer Surveillance and Financial Identity in America</i>, (New York, 2017), 126–55. Charles C. Alexander, “Kleagles and Cash: The Ku Klux Klan As a Business Organization, 1915-1930,” <i>Business History Review</i> 39, no. 3 (1965): 348–67 <p><u>Primary Sources</u></p> <ul style="list-style-type: none"> The Credit World 10, no. 10 (June 1922), selections Selections from the Ku Klux Klan Collection, General Files & General Correspondence, Delaware Realm, 1920s-1930s, Pennsylvania State Police Files, Pennsylvania State Archives 	Response Post (Sat)
	Thu., Oct-28			
10	Tue., Nov-2	The Great Depression & The New Deal	<p><u>Secondary Sources</u></p> <ul style="list-style-type: none"> Eric Rauchway, Why the New Deal Matters (New Haven: Yale University Press, 2021), 1-9, 105-132 Kim Phillips-Fein, Invisible Hands: The Businessmen’s Crusade Against the New Deal (New York, 2010), ix-25 <p><u>Primary Sources</u></p> <ul style="list-style-type: none"> Franklin D. Roosevelt, “Radio Address From Albany, New York: ‘The “Forgotten Man” Speech,’” in <i>The American Presidency Project</i>, ed. Gerhard Peters and John T. Woolley, accessed August 24, 2019, https://www.presidency.ucsb.edu/node/288092. (Audio of the speech here: http://www.fdrlibrary.marist.edu/archives/collections/utterancesfdr.html) “American Liberty League Vigorously Opposes the New Deal, 1936” in Regina Lee Blaszczyk and Philip B. Scranton, eds., <i>Major Problems in American Business History: Documents and Essays</i> (Boston, MA: Cengage Learning, 2005) 	SAG (Weds) Response Post (Sat)
	Thu., Nov-4			
11	Tue., Nov-9	Postwar Prosperity?	<p><u>Secondary Sources</u></p> <ul style="list-style-type: none"> Taylor Alexandra Currie, “Du Pont Turns 150: Corporate Culture as Public Culture,” <i>Enterprise & Society</i> 20, no. 2 (June 2019): 445–74 Louis Hyman, Temp: How American Work, American Business, and the American Dream Became Temporary (2018), 142-160 <p><u>Primary Sources</u></p> <ul style="list-style-type: none"> Du Pont Source Packet 	NO SAG OR RESPONSE POSTS DUE
	Thu., Nov-11	Writing Workshop		P2 Prewrite, due by class time

12	Tue., Nov-16	Uncontainable Containers	No new assigned readings for outside of class; continue working on your papers by analyzing the Du Pont Source Packet .	NO SAG OR RESPONSE POSTS DUE
	Thu., Nov-18	Black Friday as a Historical Problem		P2 due (Sat)
13	Tue., Nov-23	Thanksgiving	NO CLASS	
	Thu., Nov-25			
14	Tue., Nov-30	The Neoliberal Turn	<u>Secondary Sources</u> <ul style="list-style-type: none"> Nick Serpe and Gabriel Winant, "The Rise of Healthcare in Steel City," <i>Dissent Magazine</i>, March 18, 2021 (PDF) (HTML) Bethany E. Moreton, "The Soul of Neoliberalism," <i>Social Text</i> 25, no. 3 (92) (September 1, 2007): 103–23. <u>Primary Sources</u> <ul style="list-style-type: none"> Milton Friedman, "A Friedman Doctrine: The Social Responsibility of Business Is to Increase Its Profits," <i>The New York Times</i>, September 13, 1970 Bill Saporito, "A Week Aboard the Wal-Mart Express," <i>Fortune</i> 126, no. 4 (August 24, 1992): 77–82. 	SAG (Weds) Response Post (Sat)
	Thu., Dec-2			P2 Revised Final due (Sat) - Second Writing & Honors Sections ONLY
15	Tue., Dec-7	What is Capitalism in America, Now?	<u>Secondary Sources</u> <ul style="list-style-type: none"> Emily Guendelsberger, On the Clock: What Low-Wage Work Did to Me and How It Drives America Insane (New York, 2019), excerpts Miriam Posner, "The Software That Shapes Workers' Lives," <i>The New Yorker</i>, March 12, 2019, (PDF) (HTML) Aashish Mehta and Christopher Newfield, "A Socialist Alternative to Human Capital Theory?," <i>Los Angeles Review of Books</i>, November 19, 2021, https://lareviewofbooks.org/article/a-socialist-alternative-to-human-capital-theory/ <u>Primary Sources</u>	SAG (Weds) Response Post (Sat)

			<ul style="list-style-type: none"> • Amazon.com: <ul style="list-style-type: none"> ○ “Leadership principles,” https://www.aboutamazon.com/about-us/leadership-principles ○ “Our Principles,” https://www.aboutamazon.com/about-us/our-positions • University of Delaware: <ul style="list-style-type: none"> ○ “Mission Statement,” University of Delaware, https://www.udel.edu/about/ ○ “Career Outcomes,” University of Delaware, https://www.udel.edu/apply/career-outcomes/ 	
	Thu., Dec-9			
Exam Week			Final exam available: Monday, Dec-13, 10am	
			Final Exam due: Thursday, Dec-16, Midnight.	
			End-of-Semester Reflection due: Saturday, Dec-18, Midnight	

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 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

I gratefully acknowledge that this syllabus has been improved through the advice of and/or study of course materials originally created by Rose Muravchick (University of Delaware), Denva Gallant (University of Delaware), Honor Sachs (University of Colorado Boulder), Seth Rockman (Brown University), Edward Baptist (Cornell University), Louis Hyman (Cornell University), Rachel T. Van (Cal Poly Pomona), Caitlin Rosenthal (UC Berkeley), Colleen Dunlavy (University of Wisconsin-Madison), Dan Bouk (Colgate University), Daromir Rudnycky (University of Victoria), Ryan A. Quintana (Wellesley College), Jonathan Levy (University of Chicago), and Anne Blaschke (College of the Holy Cross).

Any errors or limitations are my sole responsibility.

9. Copyright

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