



HIST 268-030

Crashes, Credit, & Con Men:

Capitalism in Early Nineteenth-Century America

Fall 2019

TR 9:30-10:45am

MDH 216

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.

I. Instructor Information

Prof. Dael Norwood
History Department
University of Delaware
he/him

Munroe Hall 232
(302) 831-8111
dnorwood@udel.edu

Office Hours: Tues. 4:00-5:30pm,
Weds. 9:00-10:30am, & by appointment (i.e. email me)

II. Course Description

Uncertain jobs, untested financial institutions, unparalleled wealth that's unequally distributed, and bitter arguments about it all – does 19th-century America sound familiar? In this class we'll investigate the origins of American capitalism, digging into historical scholarship and a wide range of primary sources to produce fresh research. Along the way, we'll address a variety of questions early Americans debated, including: How should money work in a democratic society? When do corporations need to be regulated? Should the government intervene when markets fail - and if so, how? This course is designed to introduce sophomore history majors to basic methods of research, reading, writing and public speaking. In addition to shared readings and discussions, each student will select a theme or topic related to the history of capitalism in the early republic and develop a research project that will be presented orally in seminar, as well as submitted in written form. No prior course work in economic history is required or assumed. This course satisfies the University's DLE requirement.

III. Learning Outcomes

Knowledge: In their homeworks, papers, and oral presentations, students will demonstrate an ability to explain the chronology, key events, and major debates in the history of early American capitalism.

Research: In their research project assignments, students will formulate a historical research question, locate relevant primary and secondary sources using library catalogs, online databases, & archival finding aids, and interpret these sources to develop a historical analysis of economic life in the early American republic.

Reading: In homeworks and papers, students will accurately identify and summarize the arguments and perspectives of primary and secondary sources, assess the quality and persuasiveness of evidence-based arguments, and evaluate multiple perspectives on a historical issue or problem related to economic life in the early US.

Citations and Academic Honesty: In the midterm exam, students will define plagiarism and outline the research, reading, and writing techniques that can be used to avoid it. In written work they will demonstrate competency in the use of Chicago-style citation format.

Writing: Students will craft written assignments that feature clear theses, proper citations, and the appropriate use of evidence in the service of argument. Further, by completing research project assignments, they will demonstrate their ability to productively address criticism through revision, and to reflect on the research process.

Public Speaking: Students will demonstrate an ability to communicate evidence-based arguments orally by participating actively in class discussion, and by giving engaging presentations on the results of their independent research.

Citizenship: In homeworks and a closing reflection paper, students will identify skills and competencies developed by “doing history,” and explain how they might be applied to future occupations (civic, employment, or both); they will also explain how historical perspective can inform present-day debates and issues.

IV. Learning Resources

Required Materials

There are two required books for this class:

- Cathy Birkenstein and Gerald Graff, *They Say / I Say: The Moves That Matter in Academic Writing*, 4th ed. (New York: W. W. Norton & Company, 2017)
- Jane Kamensky, *The Exchange Artist: A Tale of High-Flying Speculation and America's First Banking Collapse* (New York: Penguin, 2008)

These texts are available for sale at the [UD Bookstore](#) (\$34.75 used / \$46.35 new), and are on 2-hour reserve at [Morris Library](#).

Other, shorter readings will be made available as pdfs, linked to Canvas or Library web pages via the Course calendar.

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 course texts in a timely matter – at the bookstore, library, or on Canvas – let me know as soon as possible, and I will do what I can to assist you.

Technology

Canvas

Canvas, UD's online learning management system, will be used for all course activities and communication channels in this class. All assignments will be posted on the Canvas course site, and, likewise, all written work must be submitted through the Canvas course site. Information on how to use Canvas is available through the [Canvas Student Guide](#). Canvas is accessible via [MyUD](#) or directly at <http://www.udel.edu/canvas>.

Technology in the classroom

You are welcome to use your computer or tablet in class for course materials or to take notes. However, if you are using your computer, tablet, or phone for non-course-related purposes, you will be asked to put them/it away for the rest of class. Such behavior is distracting to you, to your fellow classmates, and to me.

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: 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://www1.udel.edu/stuguide/18-19/code.html#honesty>
- 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/>

V. Assessment

Final Grade Breakdown

The final course grade will be calculated using the following components:

Class Participation			15%
Homeworks			14%
Midterm Exam on Citations & Plagiarism			10%
Short Papers	Paper 1: Analyze a Scholarly Conversation	7%	14%
	Paper 2: Analyze a Historical Newspaper	7%	
Research Project	Idea Paper w/ bibliography	2%	45%
	Progress Report	1%	
	Outline & Annotated Bibliography	2%	
	Introduction & Historiography	2%	
	Full Draft	5%	
	Peer Review	2%	
	Revision Plan	1%	
	Presentation	5%	
	Final Paper	25%	
Course Reflection Paper			2%
		Total	100%
Extra Credit	up to		3%

Grading Scale

Students will be assigned the following letter grade based on the calculation coming from the course assessment section.

Grade	Interval		Grade	Interval
A	94.50 and over		C	72.50 to 76.49
A-	89.50 to 94.49		C-	69.50 to 72.49
B+	86.50 to 89.49		D+	66.50 to 69.49
B	82.50 to 86.49		D	62.50 to 66.49
B-	79.50 to 82.49		D-	59.50 to 62.49
C+	76.50 to 79.49		F	Below 59.5

Class Participation (15%)

Productive debates about history are impossible without a dependably shared body of knowledge, common engagement with the material, and mutual respect. For this reason, participation is weighted heavily in your final grade. Participation is measured not just by talking (although that you must do that), but by your sustained critical engagement with the readings, with the questions posed by fellow students, the professor, and guest instructors, and with the larger historical issues throughout the semester. You should come to each class session with the reading completed, and prepared to actively engage. If you find speaking in a class setting difficult, arrange to speak with me privately.

Homeworks (total: 14%)

At regular intervals during the semester, short homeworks will be assigned. These will be a mix of written assignments research activities, and presentations, and will be due in class and on Canvas, as specified in the course calendar. Each homework will be individually graded on a satisfactory / unsatisfactory basis; grades and comments will be communicated to you via Canvas. Each assignment is worth 2%.

Detailed instructions for each homework assignment will be distributed in advance, and made available on the Canvas course site.

The goal of these assignments is to provide opportunities for developing your knowledge of history, and practicing reading, research, writing, and presentation skills.

Midterm Exam (10%)

A short, in-class midterm exam covering citation practices and plagiarism standards will be given on Tuesday, Oct. 15, 2019. Details about exam format and content will be distributed in advance, and made available on the Canvas course site.

The purpose of this exam is to assess your understanding of academic honesty, best practices for ensuring rigorous work, and the use of Chicago-style citation formatting.

Short Papers (total: 14%)

Detailed prompts for each written assignment will be distributed in advance, and made available on the Canvas course site.

Paper 1: Capitalizing America: Analyzing A Scholarly Conversation (7%)

750-1,000 words (2-3pp., double-spaced)

Due: 5pm, Sunday, Sept. 8, 2019 on Canvas

Paper 2: Making Markets in Print: Close-Reading a Historical Newspaper (7%)

750-1,000 words (2-3pp., double-spaced)

Due: 5pm, Sunday, Sept. 29, 2019, on Canvas

The goal of these assignments is to provide you with an opportunity to develop your ability to analyze secondary and primary sources, respectively, and make evidence-based historical arguments

Research Project (total: 35%)

The most significant written work you will complete in this course is a 3,000-4,000 word (12-15pp.) research paper engaging some aspect of economic life in the early United States. You will develop the topic in consultation with me, and through a set of “research project” assignments, detailed below. Each research project assignment will be discussed in detail, in class, as deadlines approach.

- Idea Paper w/ Bibliography (2%), due Sun., Oct 13, 2019
- Progress Report (1%), due Sun., Oct 20, 2019
- Partial Draft – Introduction & Historiography (2%), due Sun. Oct 27, 2019
- Outline & Annotated Bibliography (2%), due Sun., Nov. 3, 2019
- Full Draft (5%), due Sun., Nov 10, 2019
- Peer Review (2%), due in-class, Tue., Nov 19, 2019
- Revision Plan (1%), due Sun., Nov 24, 2019
- Presentation (5%), due in class, Tues., Dec 3 or Thur., Dec 5, 2019
- Final Paper (25%), due Mon., Dec 9, 2019

The purpose of these assignments is to provide you with an opportunity – and the skills – to develop and revise an independent research project.

Course Reflection Paper (1%)

250-500 words (1-2pp.)

Due: 5pm, Thurs., Dec. 12, 2019, on Canvas

The goal of this assignment is to provide a formal opportunity to reflect on your work in the course and on the economic history of early America, as it relates to your own career aspirations, research interests, and areas of developing expertise.

Extra Credit Opportunities (up to 3%)

You will find a number of optional history-related events listed at the end of the Course Calendar (lectures, film screenings, workshops, etc). These will be updated as the semester continues. You can attend as many of these events as you like – but you can only earn a maximum of three points on your final grade but submitting a paper about these events for extra credit. Each extra credit submission will be worth one point.

To receive credit, within one week of attending, you must submit a 250-500 word (1-2pp.) paper on Canvas in which you (1) describe or summarize the event and (2) articulate the historical interpretation, argument, or thesis presented in the event, or by participants. I will not accept any extra credit papers after the last day of classes (December 5, 2019).

VI. Course calendar

NB: Reading and written assignments are due on the date listed. All written assignments are due on Canvas, and in hardcopy as noted.

Week	Date	Topic	Method	Readings	Assignments
1	Tue., Aug-27	Introduction to the Economic History of Early America			
	Thu., Aug-29			<ul style="list-style-type: none"> • W. Caleb McDaniel, "How to Read for History," August 1, 2008, http://wcm1.web.rice.edu/howto_read.html • Larson, <i>The Market Revolution in America</i> (New York, 2010), 12-38, 46-91 	
	Sun., Sep-1				Homework #1: Self-Introduction
2	Tue., Sep-3	Founding Finances	Identifying theses, arguments, & sources in scholarly work	<ul style="list-style-type: none"> • Woody Holton, "The Capitalist Constitution," in <i>American Capitalism: New Histories</i>, ed. Sven Beckert and Christine Desan (New York, 2018), 35-62 • Hannah Farber, "Millions for Credit: Peace with Algiers and the Establishment of America's Commercial Reputation Overseas, 1795-96," <i>Journal of the Early Republic</i> 34, no. 2 (2014): 187-217, https://delcat.on.worldcat.org/oclc/5578183915 • Cathy Birkenstein and Gerald Graff, <i>They Say / I Say: The Moves That Matter in Academic Writing</i>, 4th ed. (New York, 2017), Ch. 12 & Ch 14 	Homework #2: Article Review Worksheet (due in class, in hardcopy, & on Canvas)
	Thu., Sep-5	Money		<ul style="list-style-type: none"> • Primary Source Packet: Money • Sharon Ann Murphy, Other People's Money: How Banking Worked in the Early American Republic (Baltimore, MD, 2017), 8-37 	
	Sun., Sep-8				Paper 1: Analyzing Secondary Sources

Week	Date	Topic	Method	Readings	Assignments
3	Tue., Sep-10	Visit to Special Collections, I: Orientation	Conducting research in an archive	Meet at Morris Library, Rm 116A Session with Curtis Small, Senior Assistant Librarian, Special Collections READ BEFORE CLASS: Finding Aid: Brinton Family Papers	
	Thu., Sep-12	Visit to Special Collections, II: Group Work	Evaluating primary sources	Meet at Morris Library, Rm 116A	
	Sun., Sep-15				
4	Tue., Sep-17	Discussion of archives, library research	Archival research; using the library catalog	Meet at our NEW CLASSROOM: ALS 134	Homework #3: Archive Report (in class, & on Canvas)
	Thu., Sep-19	Reading the News	Research with historical newspapers; framing a research question	<ul style="list-style-type: none"> • Primary Source Packet: Newspapers • Charles G. Steffen, "Newspapers for Free: The Economies of Newspaper Circulation in the Early Republic," <i>Journal of the Early Republic</i> 23, no. 3 (October 1, 2003): 381–419, https://delcat.on.worldcat.org/oclc/4374272600 • Kathryn Olivarius, "Immunity, Capital, and Power in Antebellum New Orleans," <i>The American Historical Review</i> 124, no. 2 (April 1, 2019): 425–55, https://delcat.on.worldcat.org/oclc/8005395558 	
	Sun., Sep-22				Homework #4: Possible Research Topics/ Questions

Week	Date	Topic	Method	Readings	Assignments
5	Tue., Sep-24	What Makes ToCs Tick?	How to read books effectively for research		Homework #5: Book Show & Tell (due in class, in hardcopy)
	Thu., Sep-26	Financing Slavery		<ul style="list-style-type: none"> • Primary Source Packet: Government Documents • Edward E. Baptist, "Toxic Debt, Liar Loans, Collateralized and Securitized Human Beings, and the Panic of 1837." in <i>Capitalism Takes Command: The Social Transformation of Nineteenth-Century America</i>, ed. Michael Zakim and Gary J. Kornblith (Chicago, IL, 2012), 69–92. • 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, https://doi.org/10.1093/jahist/jaz344. 	
	Sun., Sep-29				Paper 2: Analyzing a Historical Newspaper
6	Tue., Oct-1	Visit to Morris Library	Conducting research in the Library	Meet at Morris Library, Rm 116A Session with Kaitlyn Tanis, History and Social Sciences Librarian	
	Thu., Oct-3	No Class - Independent Treasure Hunts!	Treasure Hunt		
	Sun., Oct-6				Homework #6: Treasure Hunt Report, due on Canvas by 5pm (Handout with prompts & database links)

Week	Date	Topic	Method	Readings	Assignments
7	Tue., Oct-8	Discussion of Treasure Hunt results		MEET AT OUR NEW CLASSROOM MDH 216	Homework #7: Treasure Hunt Presentations
	Thu., Oct-10	Citation standards, and research ideas	Taking notes, making footnotes, avoiding plagiarism	<ul style="list-style-type: none"> University of Delaware Student Code of Conduct: Academic Honesty, http://www1.udel.edu/stuguide/19-20/code.html#honesty Cara Stone, "Understanding Plagiarism," http://instr.iastate.libguides.com/c.php?g=49334&p=318092 Aimee Gee, "Research Guides: Citing Sources," https://guides.lib.udel.edu/citing/sources/home Chicago Manual of Style, Quick Citation Guide, https://www.chicagomanualofstyle.org/tools_citationguide.html	
	Sun., Oct-13				Research Project: Idea paper w/ bibliography
8	Tue., Oct-15	Midterm Exam			
	Thu., Oct-17	Accounting	Research with Account Books	<ul style="list-style-type: none"> Primary Source Packet: Account Books Caitlin Rosenthal, Accounting for Slavery: Masters and Management (Cambridge, Massachusetts, 2018), 85-120 Ellen Hartigan-O'Connor, "Abigail's Accounts: Economy and Affection in the Early Republic," <i>Journal of Women's History</i> 17, no. 3 (Fall 2005): 35-58, https://delcat.on.worldcat.org/oclc/366334772 	
	Sun., Oct-20				Research Project: Progress Report

Week	Date	Topic	Method	Readings	Assignments
9	Tue., Oct-22	NO CLASS - Individual Paper Conferences		<ul style="list-style-type: none"> Your research materials! Sign up for an individual appointment 	
	Thu., Oct-24	A Fraud's Rise		<ul style="list-style-type: none"> Jane Kamensky, <i>The Exchange Artist: A Tale of High-Flying Speculation and America's First Banking Collapse</i> (New York, 2008), 1-164 Birkstein & Graff, Part 1: "They Say" 	
	Sun., Oct-27				Research Project: Partial Draft – Introduction & Body Paragraphs
10	Tue., Oct-29	NO CLASS - Individual Paper Conferences		<ul style="list-style-type: none"> Your research materials! Sign up for an individual appointment 	
	Thu., Oct-31	A Fraud's Fall		<ul style="list-style-type: none"> Jane Kamensky, <i>The Exchange Artist</i>, 165-329 Birkstein & Graff, Part 2: "I Say" 	
	Sun., Nov-3				Research Project: Outline & Annotated Bibliography
11	Tue., Nov-5	Primary Source Workshop		<ul style="list-style-type: none"> Birkstein & Graff, Part 3: "Tying it All Together" 	<u>Bring to class:</u> One (1) of the Primary Sources you're using for your research -- in hardcopy (preferably one you are having difficulty with)
	Thu., Nov-7	Research Paper Draft Workshop		<ul style="list-style-type: none"> Sample Research Paper & Research Paper Rubric 	<u>Bring to class:</u> Your most important Secondary Source -- in hardcopy
	Sun., Nov-10				Research Project: Full Draft

Week	Date	Topic	Method	Readings	Assignments
12	Tue., Nov-12	NO CLASS - Individual Paper Conferences		<ul style="list-style-type: none"> Your research materials! Sign up for an individual appointment 	
	Thu., Nov-14	NO CLASS - Individual Paper Conferences		<ul style="list-style-type: none"> Your research materials! Sign up for an individual appointment 	
13	Tue., Nov-19	Careers in History	Presenting research orally	<ul style="list-style-type: none"> American Historical Association, <i>Careers for History Majors</i>, ed. Sarah Fenton and Julia Brookins (New York, 2019), https://www.historians.org/teaching-and-learning/why-study-history/careers-for-history-majors Karin Wulf, "Could Footnotes Be the Key to Winning the Disinformation Wars?," <i>Washington Post</i>, August 29, 2019 https://www.washingtonpost.com/outlook/2019/08/29/could-footnotes-be-key-winning-disinformation-wars/. 	<ul style="list-style-type: none"> Sign up for a presentation slot! Create and upload your slides in the shared Google Drive folder.
	Thu., Nov-21	Peer Review			Research Project: Peer review (due in class, & on Canvas) NB: if you did not hand in a Full Draft, you will not be assigned a paper for peer review; instead, for this assignment you should read the Sample Research Paper #2 and offer a Peer Review for that document
	Sun., Nov-24				Research Project: Revision Plan
14	Mon., Nov-25	to Fri., Nov-29	Thanksgiving break		
15	Tue., Dec-3		In-class presentations	Course eval slides	Research Project: In-class Presentations (UPLOAD TO SHARED FOLDER)
	Thu., Dec-5	Last Day of Class	In-class presentations		
	Mon., Dec-9				Research Project: Final Paper due 5pm, on Canvas

	Thurs., Dec-12				Course Reflection Paper, due 5pm, on Canvas
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Extra Credit Opportunities

NB: this list will be constantly updated as new lectures and events are announced

["A Century of Segregation: Race, Class and Disadvantage"](#)

Weds., Sept 11, 2019, noon-1pm, Morris Library, Rm 114

Prof. Leland Ware

Scholar in the Library Series

<https://library.udel.edu/events/events/?id=167>

[Annual James R. Soles Lecture on the Constitution and Citizenship](#)

Tues, Sept. 17, 2019, 3:30pm-6:00pm, Gore Recital Hall, Roselle Center for the Arts

Elaine Weiss, Journalist & Historian

https://events.udel.edu/event/ninth_annual_james_r_soles_lecture#.XWU0gpNKhBI

["Stealing a glance': Enslaved Viewers and Iconoclasts in the Plantation South"](#)

Wed. Sept 18, 5:30-7:00pm, Willard Hall 006

Prof. Jennifer Van Horn, Dept. of Art History, UD

Department of Art History Graduate Lecture Series

["Constitution Panel: Conversation on the Past, Present & Future of the Constitution & Delaware"](#)

Thurs., Sept. 19, 2019, 5:00-7:00pm, Trabant University Theater

"Featuring prominent faculty and policymakers in a riveting discussion on the policies of the past and the future. This event will hopefully ensure that students, faculty, staff, and community do not forget the lessons of history in solving the problems of today."

Sponsored by the History Club, UD History Department.

["Defending the Innocent & Redressing the Injurd'": Discovering the Rights Advocacy of Delaware's John Dickinson"](#)

Thursday, October 24, 2019, 12:30pm-1:30pm, 203 Munroe Hall

Prof. Jane Calvert, University of Kentucky

"Delaware's John Dickinson was America's first political celebrity and one of the leading founders of the country, but he has languished in obscurity for centuries, misunderstood and marginalized by historians. Dr. Calvert will speak about uncovering evidence of his radical advocacy of rights for subjugated populations in her work on the John Dickinson Writings Project."

Sponsored by the History Department

["Genes, Patents, and Race: The History of Science as a Bridge between Disciplines"](#)

Thursday, Nov. 7, 6:0 PM, Mitchell Hall Auditorium

Prof. Myles Jackson, Institute for Advanced Study

"The talk...will focus on how the history of science can contribute to the understanding of two controversial aspects of biomedical research: gene patenting and race and genomics. Jackson will look at how gene patenting has challenged the content and conduct of scientific research, if it poses a threat to knowledge sharing and if someone's race can be determined by her/his genome. If it can, what are the sociopolitical ramifications and what are they if it cannot?"

Registration required: <https://www.ceoe.udel.edu/news-events/events/mather-lecture-2019>

[Mary Ann Shadd Cary: Her Life & Legacy](#)

Monday, November 11, 2019, 6:30 PM to 8:00 PM, Mitchell Hall Auditorium

“Presented by Sharing Our Legacy Dance Theatre. Indulge in the history and legacy of Mary Ann Shadd Cary, a Delaware who became an educator, editor, and suffragist.”

[From Sisters to Citizens: The Struggle for the Franchise in Europe and the US](#)

Tuesday, November 12, 2019, 5:30 PM to 7:00 PM, Gore Hall 104

“This roundtable will focus on the paths to suffrage and women's suffrage in Europe and the United States. Panelists will compare and contrast these pathways and draw transnational connections, showing the fragility of the franchise through the centuries. Free and open to the public. Reception to follow in Gore Hall Rotunda.”

VII. Course Policies

Tardiness & Attendance

We're all adults. Let's be here on time, every time, for every meeting. If you must be late, don't disrupt your fellow students with your entrance; if you do, you will be asked to leave, and it will count as an absence. Excessive tardiness will also count as an absence.

You have two (2) "free" unexcused absences for the semester. These require no explanation or documentation (though you remain responsible for work missed). For each subsequent class that you miss without a valid excuse, you will lose one (1) point off your total course grade.

Per University of Delaware policy, absences will be excused for religious holidays and observances, military duty, and participation as a university representative in official athletic or extracurricular activities, as well as for illness and family emergencies.

If you plan to be absent for an excusable circumstance – if you know you'll be traveling to participate in a university-sponsored event, say – please inform me by e-mail during the first two weeks of the semester so we can make arrangements. For unplanned absences, contact me as soon convenient to make us aware of the circumstance, and to schedule the makeup; documentation may be required.

Communication (Course Site & E-mail)

A course website will be maintained on Canvas for this class; check it regularly for course materials and announcements.

Outside of class, I communicate primarily via email, so make sure you regularly check your University of Delaware e-mail account. During the regular semester, you can expect an e-mail response to any inquiries within 48 hours. That said, while I am happy to answer simple queries over e-mail, but will not discuss paper topics or grades in-depth – please see me in office hours, or make an appointment, for these more involved discussions.

Late Work

Late written work is not encouraged, but will be accepted for papers (NOT for homework assignments). However, you will lose a half a letter grade for every day that a paper is late (e.g. an A will become an A-, a B+ a B, etc.). That said, it is far, far better to turn in a late paper than to plagiarize in order to get a paper in on time.

Regrade Policy

I take my responsibility to make sure that students fully understand all assignments and grading procedures very seriously. If you feel that your assignment was not given an adequate grade, you may formally request a regrade.

The procedure for doing so is simple:

First, email me a one-paragraph formal request for a regrade, making an argument for reconsideration (Note: saying that you put in tremendous effort is not sufficient. We expect significant effort from all Blue Hens!). Next, I will then regrade the assignment according to the rubric.

Your new grade could be higher, or it could be lower: either way, once you submit your new copy to me, you cannot ask for your original grade back.

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 <http://www1.udel.edu/studentconduct/policyref.html> 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 to inform the university's Title IX Coordinator. The university needs to know information about such incidents in order to offer resources to victims and to ensure a safe campus environment for everyone. 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 how to reporting information, please refer to www.udel.edu/sexualmisconduct. At UD, we provide 24-hour crisis assistance and victim advocacy and counseling. Contact 302-831-1001, UD Helpline 24/7/365, to get in touch with a sexual offense support advocate.

For information on various places you can turn for help, more information on Sexual Misconduct policies, where to get help, and reporting information please refer to www.udel.edu/sexualmisconduct

Inclusion of Diverse Learning Needs

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. The DSS office is located at 240 Academy Street, Alison Hall Suite 130, Phone: 302-831-4643, fax: 302-831-3261, DSS website (www.udel.edu/DSS/). You may contact DSS at dssoffice@udel.edu

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:

Director, Institutional Equity & Title IX Coordinator- Susan L. Groff, Ed.D. groff@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: Director, Office of Disability Support Services, Anne L. Jannarone, M.Ed., Ed.S. - ajannaro@udel.edu Alison Hall, Suite 130, Newark, DE 19716 (302) 831-4643 OR contact the U.S. Department of Education - Office for Civil Rights (wdcrobcopl01.ed.gov/CFAPPS/OCR/contactus.cfm)

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 email (bluehenbounty@gmail.com).

Furthermore, if you are comfortable doing so, please notify the professor (me). This will enable me to provide any resources that I may possess.

VIII. Acknowledgments

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Any errors or limitations are my sole responsibility.

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