

# Syllabus

HIST 611-012:

Seminar in American History

*The Political Economy of Nineteenth-Century American Capitalism*

Spring 2020

Wednesdays, 2:30pm-5:30pm

~~Gore Hall Rm 317~~ Online via Zoom

[Zoom Meeting #927-841-891](https://udel.zoom.us/j/927-841-891)

(password sent via email)

3 Credits

## I. Instructor Information

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

Munroe Hall 232  
E-mail [dnorwood@udel.edu](mailto:dnorwood@udel.edu)

### Office Hours

Held via Zoom (phone or video chat)

Mondays 3-5pm: <https://udel.zoom.us/j/206501050>

Tuesdays 10am-noon:

<https://udel.zoom.us/j/256373852>

(to join the meeting, click the link during the scheduled times, or call the number at the link)

Also available by appointment; email me to schedule

## II. Course Description

How has the relationship between the state and the economy in America changed over time? When can we start to describe the United States as capitalist – and why? In this graduate readings seminar we will investigate this question by examining the political economy of the United States during the long nineteenth century, and track how the rapid growth of democratic and capitalist institutions were related to new ideas about the economy, government, and society. We will read and discuss a selection of secondary works, both classic works and newer selections, aiming for a broad survey of topics and methodologies. We will also conduct a series of primary source workshops, hands-on introductions to research with specific genres of historical documents, from account books to corporate reports. Topics will include: credit and debt, party formation, slave and free labor regimes, the effects of gender in markets, and the rise of the corporate form.

### Seminar Agenda: What a Typical Week Will Look Like

2:30-2:40pm: everyone logs into Zoom (link to meeting at top of page [and here](#)); short intro

2:40-4:15pm: open discussion of main readings

4:15-4:30pm: short break

4:30-5:00pm: oral presentations on supplemental footnote books OR primary source workshop

5:00-5:30pm Q&A with presenters, and final thoughts on topic(s) and readings

### III. Learning Resources

#### Required Materials

The books that constitute the main readings each week are available for purchase at the campus bookstore and have been placed on reserve at Morris Library. 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 strongly recommend that you acquire your own copy if at all possible; any edition or copy will serve.

The shorter works required for each week – journal articles and book chapters – will be made available online via the shared Google Drive folder for the course; these items are marked **(O)** in the course calendar, below. **(Note:** supplementary works have not been put on reserve – if you have difficulty gaining access to texts, please see me).

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.

- Edling, Max M. *A Hercules in the Cradle: War, Money, and the American State, 1783-1867*. American Beginnings, 1500-1900. Chicago, IL: University of Chicago Press, 2014.
- Hartigan-O'Connor, Ellen. *The Ties That Buy: Women and Commerce in Revolutionary America*. Philadelphia, PA: University of Pennsylvania Press, 2011.
- Karuka, Manu. *Empire's Tracks: Indigenous Nations, Chinese Workers, and the Transcontinental Railroad*. Oakland, CA: University of California Press, 2019.
- Larson, John Lauritz. *Internal Improvement: National Public Works and the Promise of Popular Government in the Early United States*. Chapel Hill, NC: University of North Carolina Press, 2001.
- Lepler, Jessica M. *The Many Panics of 1837: People, Politics, and the Creation of a Transatlantic Financial Crisis*. New York: Cambridge University Press, 2013.
- Levy, Jonathan. *Freaks of Fortune: The Emerging World of Capitalism and Risk in America*. Cambridge, MA: Harvard University Press, 2012.
- Lew-Williams, Beth. *The Chinese Must Go: Violence, Exclusion, and the Making of the Alien in America*. Cambridge, MA: Harvard University Press, 2018.
- Matson, Cathy D., and Peter S. Onuf. *A Union of Interests: Political and Economic Thought in Revolutionary America*. American Political Thought. Lawrence, KS: University Press of Kansas, 1990.
- McCurry, Stephanie. *Confederate Reckoning: Power and Politics in the Civil War South*. Cambridge, MA: Harvard University Press, 2012.
- Rosenthal, Caitlin. *Accounting for Slavery: Masters and Management*. Cambridge, Massachusetts: Harvard University Press, 2018.
- Sklansky, Jeffrey. *Sovereign of the Market: The Money Question in Early America*. American Beginnings, 1500-1900. Chicago, IL: University of Chicago Press, 2017.

## 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](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/>

## IV. Assessment

Class participants are required to complete all assigned readings and participate actively, critically, and constructively in our conversations.

All written work for this class should be word-processed, use Chicago Style for scholarly apparatus (footnotes, bibliography), and **submitted electronically via the class's Google Drive folder.**

### Grading Breakdown

Participation	20%
Conference Abstract (2 parts, 5% each)	10%
One-page Summary Papers (4 @ 5% each)	20%
Final Reflections Paper	2%
Supplemental Footnote papers (4 @ 10% each)	40%
Oral Presentations (2 @ 4% each )	8%
Total	100%

### Grading Scale

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

## Rubric for Written Assignments

When grading, only the words on the page will be evaluated – external variables like improvement or effort will not be. The effort you put into an assignment will most certainly be evident in the paper you produce. Pluses and minuses represent shades of difference.

- A range papers -** have a clear, engaging and interesting argument, show extraordinary analytical effort or skill, deploy evidence insightfully and in-depth, make almost no factual errors, are comprehensive, thought-provoking, and written in a clear, sophisticated style;
- B range papers -** exhibit a clear but perhaps vague, uninteresting, or inconsistently argued argument, show good analytical skills, have no more than a few insignificant factual errors, include well-chosen but sometimes undigested evidence, and are solidly written, and thorough;
- C range papers -** do not mount a clear and convincing argument, fully analyze the subject, make few consequential factual errors, fail to present sufficient evidence to support all claims, or are written in an unclear, simplistic, or technically flawed style
- D range papers -** are purely descriptive, lacking a clear argument and displaying a rambling or unfocused structure, draw on little evidence, make factual errors, are incomplete, or do not show sustained awareness of the basic conventions of academic writing
- F papers -** have failed to address the questions or objectives of the assignment, or fail to meet basic standards for analysis, use of evidence, or quality of expression in writing, or fall significantly short of the assigned length.

## General Guidelines for written work

- Use a reasonable font, and double-space your writing. Paper length requirements in this class are denoted primarily in word counts; margins & etc. are up to you. But be kind to tired historians' eyes: Times New Roman would be agreeable; Comic Sans is a casus belli.
- Always title your paper, and include your name at the top of the first sheet. Please include page numbers.
- Proofread your writing for typographical, grammatical, and punctuation errors. If your papers are consistently riddled with such errors, they will affect your grade.
- Late work will be penalized: you will lose a letter grade for every two days an assignment is late. HOWEVER, it is far, far better to turn in a late paper than to plagiarize in order to get a paper in on time.
- **Submitting work: All written work must be word-processed, and submitted electronically via the class's Google Drive folder**

## Assignment Prompts & Explanations

### Primary Source Workshops

We will spend some of our class time on most weeks examining some of the different genres of source material used to investigate the history of American political economy. Before these primary source workshops, examples of the materials under discussion will be made available online via the course Google Drive folder. While there is no formal writing assignment associated with these workshops, you should spend enough time before class to become familiar with the materials, and come prepared to share your observations and questions.

### Participation (20%)

Our course will only be as good as the level of participation of its members. For this reason, participation is graded and 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 and the professor, and with the larger historical issues throughout the term. Please make every effort to attend all of our meetings.

In addition to participating in class discussions, at least once during the semester I'd like you to meet with me during office hours to discuss your research and career interests; email me to schedule an appointment

### Conference Paper Abstract (10%)

Pt 1: Draft abstract, with attached bibliography and original CFP (5%)

Due by NOON, via Google Drive folder, by March 31, 2020

Pt 2: Revised abstract with original CFP (5%)

Due, via Google Drive folder, by May 18, 2020

Conference abstracts are by necessity a speculative genre. They are written to propose an endeavor rather than to fulfill it – to attract investment rather than pay it out. They are also written *on spec*: to answer the criteria proposed by a specific opportunity, usually a CFP (Call for Papers or Call for Proposals). They are a form common across fields, disciplines, professions, and industries; any group that convenes in conferences to discuss topics of mutual interest relies on abstracts to help organize those meetings.

There are two components to this assignment. For Part 1 you will draft an abstract for a conference paper having *something* to do with the sources, methods, or questions of political economy, broadly construed. Your abstract should be written to answer a particular real and upcoming CFP, but which conference is up to you. Submit your draft abstract together with a bibliography and the original CFP via the class Google Drive folder by March 21, 2020. On Wed., March 25, 2020 we will workshop these draft abstracts in class. Your final, revised abstract, submitted together with the original CFP, is due by the last day of classes, May 18, 2020.

A successful abstract:

- presents a clear question or problem
- outlines the stakes of the question
- details the methods and sources the presentation/paper will use to address the question
- previews or summarizes the findings
- and explains how the presentation or paper will speak directly to the Call For Papers (CFP)

For a diverse group of abstracts, see [BHC 2020 Annual Meeting Program \(click “view abstract” to see individual papers\)](#)

### One-Page Summary Papers of Common Book (20%)

4 papers, 1-2 pp. (c. 500 words), worth 5% each

In four of the weeks that you do not have a longer supplemental footnote paper reading due, you will write a one-page, single-spaced summary of the main book's primary arguments and interpretations, the author's methodology, and the book's historiographical significance. (NB: this summary should not encompass the additional article/chapter for that week, if there is one).

On the second page of this paper, you will include a list of 3-4 questions and/or issues arising from your reading of the book that you would like the seminar to discuss. Please include a bibliographical reference on the top of the front page.

### Final Reflections Paper

1 paper, 4 pages (c. 1,000 words), worth 2%

Due, via Google Drive folder, Monday, May 25, 2020

This paper is a formal opportunity to reflect on the course and on the field of the history of political economy and/or the history of capitalism with regard to your own research interests and area of developing expertise. It will entail no more than 4 pages of writing.

Supplemental Footnotes *From Papers* (10% each, total 20%)

each paper: c.1,750-2000 words

A critical skill required to master any discipline is learning how to follow the conversation. In history, as in many other academic and professional fields, much of this conversation takes place tersely in the “scholarly apparatus,” i.e. the footnotes or endnotes. For this assignment you will follow a footnote from the week’s main text to another scholarly work, summarize that work, and then analyze how the two different texts are in conversation with each other. **The expectation for this assignment is that you will “follow” a footnote to a scholarly journal article.** (If you prefer to follow it to an ebook, that’s perfectly acceptable – but not required).

A successful paper will accomplish four tasks:

1. relate to your readers an informative and concise description of the footnote book’s main arguments and interpretations, the exposition (how those arguments are constructed), the author’s methodology, and the footnote book’s historiographical significance (approx. 1,000-1,250 words)
2. write your impressions of the footnote book’s strengths, weaknesses, and overall persuasiveness (approx. 1 page, or 250 words)
3. explain how the footnoted book functions within the main book’s argument (approx. ½ page, or 125 words)
4. compare the footnote work and the main book in terms of their arguments, methodology, and interpretive perspectives (approx. 1 page, or 250 words)

Please include the bibliographical details for each book at the top of your papers. Note: these bibliographic details should include a clear indication to both the location in the text where you found your chosen reference, as well as the source you located, e.g.:

Cathy D. Matson and Peter S. Onuf, *A Union of Interests: Political and Economic Thought in Revolutionary America* (Lawrence, KS: University Press of Kansas, 1990) as cited in Gautham Rao, *National Duties: Custom Houses and the Making of the American State* (Chicago, IL: University of Chicago Press, 2016), 205n15

Supplemental Footnotes To Papers (10% each, total 20%)

each paper: c.1,750-2000 words

This assignment is the same as the above, but with twist: instead of working backwards, you will find a scholarly book that cites the week's main reading in its footnotes – in effect moving forward in the scholarly conversation from the week's main book to find out how that book has been used by scholars after its publication – and write a paper analyzing that upstream book and the scholarly conversation it has fostered with the main text.

The goals of the assignment remain the same (with appropriate keyword substitutes): you should summarize the arguments of the book you found, analyze its strengths and weaknesses, explain how the week's main book functions in the argument, and compare the interpretations of the found book to the week's main book. We will discuss research methodologies for following the scholarly conversation upstream in class.

**The expectation for this assignment is that you will “follow” forward to a scholarly journal article.** (If you prefer to follow it to an ebook, that's perfectly acceptable – but not required).

Supplemental Footnote **Article** Oral Presentation (8%)

2 presentations, 7-10 minutes, worth 4% each

Twice during the semester, when you have submitted a Supplemental Footnote Paper, you will be called upon to do a short (short!) summary presentation on your findings, explaining the found **article** and its relation to the assigned readings and topic, including critiques. Be concise: presentations will be timed. You can present on any one of the four footnote papers you submit; but you must sign up to present in advance.

## V. Course Calendar

Week 1	Wed., Feb-12	Introductions, Definitions	<ul style="list-style-type: none"> <li>Stefan Link and Noam Maggor, "The United States as a Developing Nation: Revisiting the Peculiarities of American History," <i>Past &amp; Present</i> 246, no. 1 (February 2020): 269–306, <a href="https://delcat.on.worldcat.org/oclc/8192143320">https://delcat.on.worldcat.org/oclc/8192143320</a></li> <li>Hannah Farber, "Sailing on Paper: The Embellished Bill of Lading in the Material Atlantic, 1720–1864," <i>Early American Studies: An Interdisciplinary Journal</i> 17, no. 1 (Winter 2019): 37–83, <a href="https://delcat.on.worldcat.org/oclc/7968574016">https://delcat.on.worldcat.org/oclc/7968574016</a></li> </ul>
Week 2	Wed., Feb-19	Republican Interests	<ul style="list-style-type: none"> <li>Cathy D. Matson and Peter S. Onuf, <i>A Union of Interests: Political and Economic Thought in Revolutionary America</i>, (Lawrence, KS: University Press of Kansas, 1990).</li> <li>Woody Holton, "The Capitalist Constitution," in <i>American Capitalism: New Histories</i>, ed. Sven Beckert and Christine Desan (New York, 2018), 35–62. (O)</li> </ul> <p><i>Primary Source Workshop: Political Pamphlets</i></p>
Week 3	Wed., Feb-26	Sinews of the State	<ul style="list-style-type: none"> <li>Max M. Edling, <i>A Hercules in the Cradle: War, Money, and the American State, 1783-1867</i> (Chicago, 2014).</li> <li>Gautham Rao, <i>National Duties: Custom Houses and the Making of the American State</i> (Chicago, 2016), selections (O)</li> </ul> <p><i>Primary Source Workshop: <a href="#">Customhouse Records</a></i></p>
Week 4	Wed., Mar-4	Womens' Work	<ul style="list-style-type: none"> <li>Ellen Hartigan-O'Connor, <i>The Ties That Buy: Women and Commerce in Revolutionary America</i> (Philadelphia, PA, 2011)</li> <li>Rachel Tamar Van, "<a href="#">The 'Woman Pigeon': Gendered Bonds and Barriers in the Anglo-American Commercial Community in Canton and Macao, 1800-1849.</a>" <i>Pacific Historical Review</i> 83, no. 4 (November 2014): 561–91</li> </ul> <p><i>Primary Source Workshop: Private Correspondence</i></p>
Week 5	Wed., Mar-11	The Almighty Dollar	<ul style="list-style-type: none"> <li>Jeffrey Sklansky, <i>Sovereign of the Market: The Money Question in Early America</i> (Chicago, IL, 2017).</li> <li>Shane White, "<a href="#">Freedom's First Con: African Americans and Changing Notes in Antebellum New York City.</a>" <i>Journal of the Early Republic</i> 34, no. 3 (2014): 385–409.</li> </ul> <p><i>Primary Source Workshop: Coins, Banknotes, Counterfeit Detector</i></p>
Week 6	Wed., Mar-18	SPRING BREAK	<ul style="list-style-type: none"> <li>No class, on account of pandemic</li> </ul>

Week	7	Wed., Mar-25	SPRING BREAK, cont'd	<ul style="list-style-type: none"> <li>No class, on account of pandemic</li> </ul>
Week	8	Tues., Mar-31		Conference abstracts due to shared Google folder by NOON
		Wed., Apr-1	Internal Improvements	<ul style="list-style-type: none"> <li>John Lauritz Larson, <i>Internal Improvement: National Public Works and the Promise of Popular Government in the Early United States</i> (Chapel Hill, NC, 2001).</li> <li>Brian Phillips Murphy, "If We Must Have War or a Canal, I Am in Favor of the Canal," in <i>Building the Empire State: Political Economy in the Early Republic</i> (Philadelphia, PA, 2015), 159–206. (O)</li> <li>Your colleagues' conference abstracts</li> </ul> <p><i>In-Class Workshop: Conference Abstracts</i></p>
Week	9	Wed., Apr-8	Panic!	<ul style="list-style-type: none"> <li>Jessica M. Lepler, <i>The Many Panics of 1837: People, Politics, and the Creation of a Transatlantic Financial Crisis</i> (New York, 2013).</li> <li>Andrew H. Browning, <i>The Panic of 1819: The First Great Depression</i> (Columbia, MO, 2019), 127-182 (O)</li> </ul> <p><i>Primary Source Workshop: Cookbooks</i></p>
Week	10	Wed., Apr-15	Slavery's Capital	<ul style="list-style-type: none"> <li>Caitlin Rosenthal, <i>Accounting for Slavery: Masters and Management</i> (Cambridge, Massachusetts, 2018).</li> <li>Stephanie McCurry, "Plunder of Black Life," <i>TLS: Times Literary Supplement</i>, May 19, 2017 (O)</li> </ul> <p><i>Primary Source Workshop: Account Books</i></p>
Week	11	Wed., Apr-22	Civil War Politics	<ul style="list-style-type: none"> <li>Stephanie McCurry, <i>Confederate Reckoning: Power and Politics in the Civil War South</i> (Cambridge, MA, 2012).</li> <li>Sven Beckert, <i>The Monied Metropolis: New York City and the Consolidation of the American Bourgeoisie, 1850-1896</i> (New York, 2001), 111-144 (O)</li> </ul> <p><i>No Primary Source Workshop</i></p>
Week	12	Wed., Apr-29	Continental Empire	<ul style="list-style-type: none"> <li>Manu Karuka, <i>Empire's Tracks: Indigenous Nations, Chinese Workers, and the Transcontinental Railroad</i> (Oakland, CA, 2019)</li> <li>Emma Teitelman, "<a href="#">The Properties of Capitalism: Industrial Enclosures in the South and the West after the American Civil War</a>," <i>Journal of American History</i> 106, no. 4 (March 1, 2020): 879–900.</li> </ul> <p><i>No Primary Source Workshop</i></p>

Week	13	Wed., May-6	Bounded Belonging	<ul style="list-style-type: none"> <li>• Beth Lew-Williams, <i>The Chinese Must Go: Violence, Exclusion, and the Making of the Alien in America</i> (Cambridge, MA, 2018).</li> <li>• Erika Lee, "<a href="#">America First, Immigrants Last: American Xenophobia Then and Now.</a>" <i>The Journal of the Gilded Age and Progressive Era</i> 19, no. 1 (January 2020): 1–16.</li> </ul> <p><i>Primary Source Workshop: Legislative Testimony</i></p>
Week	14	Wed., May-13	Risk	<ul style="list-style-type: none"> <li>• Jonathan Levy, <i>Freaks of Fortune: The Emerging World of Capitalism and Risk in America</i> (Cambridge, MA, 2012).</li> <li>• Peter Knight, <i>Reading the Market: Genres of Financial Capitalism in Gilded Age America</i> (Baltimore, 2016), 101-143 (O)</li> </ul> <p><i>Primary Source Workshop: Annual Reports to Stockholders (ARS)</i></p>

## VI. Course Policies

### Tardiness & Attendance

We're all adults. Let's be here on time, every time, for every meeting.

Regular attendance at our online meetings is expected unless there are serious extenuating circumstances.

### 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 (Shared Folder & E-mail)

Outside of class, I communicate primarily via e-mail, 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, I 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. 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.

## 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/](https://sites.udel.edu/studentconduct/sgup/) Office of Student Conduct, 218 Hullihen Hall, (302) 831-2117. E-mail: [student-conduct@udel.edu](mailto: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](http://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](http://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/](https://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 report information, please refer to [sites.udel.edu/sexualmisconduct/how-to-report/](https://sites.udel.edu/sexualmisconduct/how-to-report/). 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](http://www.udel.edu/sexualmisconduct)

## 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/](https://andes.accessiblelearning.com/UDEL/). Reach DSS in the following ways: Visit at 240 Academy Street, Alison Hall Suite 130, Phone: 302-831-4643, fax: 302-831-3261, DSS website. Email: [dssoffice@udel.edu](mailto:dssoffice@udel.edu)

## 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](mailto: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.

## VII. Acknowledgments

I would like to express my grateful appreciation to Jessica Choppin Roney (Temple University), Nic Wood (University of Virginia), Heather Welland (Binghamton University), Diane Sommerville (Binghamton University), Stephen Ortiz (Binghamton University) for suggestions on readings, assignments, and structure for this course. This syllabus has also benefited from the study of materials created by Owen White (University of Delaware), Christine Heyrman (University of Delaware), Stephen Ortiz (Binghamton University), Benjamin Waterhouse (University of North Carolina), Seth Rockman (Brown University), Sean Wilentz (Princeton University), Daniel T. Rodgers (Princeton University), Hendrik Hartog (Princeton University), and Linda Colley (Princeton University).

Any and all errors or limitations are my sole responsibility.

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