



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](#)
- [II. Course Description](#)
- [III. Learning Outcomes](#)
- [IV. Learning Resources](#)
- [V. Assignments & Assessments](#)
- [VI. Course calendar](#)
- [VII. Course Policies](#)
- [VIII. Acknowledgments](#)
- [IX. Copyright](#)

Image source: *Wrapt in Its Folds Our Whole Country Shines Resplendent through Its Stars* (New York: Bloom & Smith, 1861), Paper envelope, 7.9 x 14.1 cm, Lincoln Envelopes, Brown University Digital Repository, <https://repository.library.brown.edu/studio/item/bdr:574755/>.

I. Instructor Information

Instructor of Record:

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

Munroe Hall 232

dnorwood@udel.edu

Office Hours: Tuesdays, 2-5pm & by appointment

Teaching Assistant:

Conor Murphy

murphyc@udel.edu

Munroe 128

Office Hours: Thursdays, 11am-1pm

II. Course Description

This course is an introductory survey of early American history, broadly construed. Through lectures, discussions, and readings, we will investigate the origins and history of the United States, from the colonial encounter through to the aftermath of the Civil War. We will pay special attention to the interaction between European, Native American and African peoples, and the roles they played in American struggles for freedom. Among the topics covered will be: the dynamics of pre-Columbian societies, the forces driving colonial expansion, and the culture of the Atlantic world; the struggle for power in the American Revolution and the new Constitutional order; the spread of slavery, democratic reform, and the rise of sectional tensions; and the politics of moral reform, emancipation, and white supremacist backlash. Throughout, students will build skills in historical analysis, make interpretive arguments about the past, and consider its meaning for the present.

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

III. Learning Outcomes

Knowledge: Students will demonstrate an understanding of the key persons, events, processes of United States history, from the period of first contact through to the aftermath of the Civil War, as well as the major significant interpretive questions that shape historians' study of U.S. history. Students will also describe how historical knowledge is created and critiqued.

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

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

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

Public Speaking: Students will participate actively in class discussions, engage constructively with in conversation with their peers on historical problems, and present the results of group work.

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

IV. Learning Resources

Required Materials

Materials for this course are free and online. The schedule of readings is detailed in the [Course Calendar](#); links to all materials are included.

The course textbook is:

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

Primary source readings will be made available as via the Canvas course site.

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

Technology

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; formal writing assignments, like papers and weekly homework response papers, 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 to History Resources, <https://guides.lib.udel.edu/c.php?g=85557&p=6136915>
- UD Library Guide to Primary Sources, <https://guides.lib.udel.edu/primarysources>
- 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. Assignments & Assessments

Grade Breakdown

Quizzes			15%
Homeworks			20%
	Self-Introduction	1.0%	
	Weekly Source Analysis Grids	8.0%	
	Weekly 50-word Response	10.0%	
	End-of-Semester Reflection	1.0%	
Papers			30%
	Paper 1, prewrite	2.5%	
	Paper 1, final draft	12.5%	
	Paper 2, prewrite	2.5%	
	Paper 2, final draft	12.5%	
Exams			35%
	Midterm	15.0%	
	Final	20.0%	
		Total	100%
Extra Credit			up to 3%

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

Quizzes (15%)

There will be four (4) pre-scheduled, in-class reading quizzes. They will consist of multiple choice, true/false questions. No makeups, but the quiz with the lowest score will be dropped from the final grade calculation.

The purpose of these quizzes is to assess your understanding of the readings, foster attentive analysis, and provide the basis for active discussion.

Written Homework (20%)

Homeworks will be graded satisfactory / unsatisfactory; any entries that do not address all components of the assignment, or are otherwise incomplete, will be marked unsatisfactory and receive no credit. Grades will be communicated by comments on each individual entry (returned in hardcopy for source grids, or on Canvas, for all other homeworks). The goal of these assignments is to motivate careful attention to course materials, create opportunities for synthesizing course work, provide fodder for discussion, and sharpen your writing skills. Homeworks will not be accepted late except in case of extenuating or emergency circumstances.

Self-Introduction (1%)

100-150 words

Due: 5pm, Friday, Feb. 15, on Canvas

Source Analysis Grid (8%)

1 completed grid ([blank grid sheets available here](#))

Due: in class, in hardcopy, as indicated by the Course Calendar

The task of this assignment is to fill out one "Source Analysis Grid" with details on the week's assigned primary source documents. Answer all of the form's prompts, to the best of your ability, as space allows. Grids will be collected at the end of class. The final grade for this assignment will be the total number of weeks of successfully completed submissions divided by the total number of opportunities (12 in total).

50-word Response (10%)

50 words

Due: every Friday, by 11:59pm, on Canvas

Each Monday, I will post a question pertaining to the week's readings, lectures, and in-class activities. Your task for this assignment is to answer the question posed by that weekly prompt in no more than fifty words. Submit your answer on Canvas by 11:59pm on Friday. The final grade for this assignment will be the total number of weeks of successfully completed submissions divided by the total number of opportunities (10 in total).

End-of-Semester Reflection (1%)

200-250 words

Due: 5pm, Friday, May 17, on Canvas

Papers (30%)

Detailed prompts for each paper assignment will be distributed in advance, and made available on the Canvas course site. Note that each paper has two components: a prewriting homework (due in class, graded complete/incomplete), and a final paper (due on Canvas, graded A-F).

Paper 1: Assessing Perspective in a Colonial Encounter (15%)

Prewrite (2.5%)

Due: Thur., Mar 7, in hardcopy, in class

Final (12.5%) 1,000-1,250 words (3-4pp., double-spaced)

Due: 5pm, Mon., Mar. 18, on Canvas

Paper 2: Assessing & Contextualizing American Nationalism (15%)

Prewrite (2.5%):

Due: Thur., Apr. 25, in hardcopy, in class

Final (12.5%)

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

Due: 5pm, Mon., May 6, 2018, on Canvas

Exams (35%)

There will be a midterm and final exam. They will not be cumulative; the midterm will cover course content from weeks 1-7, and the final weeks 9-14. Both tests will be a combination of historical IDs, short answers, and/or essay questions. A Study Guide, with details about exam format and content, will be made available on the Canvas course site in advance.

Midterm (15%): Tue., Mar 28, 9:30am-10:30am, PRN116

Final (20%): Wed., May 22, 10:30am-12:30am, PRN116

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

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.

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, May 20.

VI. Course calendar

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

Week	Date	Lecture Topic	Textbook & Primary Source Readings		Assessments
1	Tue., Feb-12			(Snow day)	
	Thu., Feb-14	Introduction	Yawp, Ch. 1	A. "Native Creation Stories" ; B. Holy Bible, King James Version, Genesis ch I and ch II ; C. "Journal of Christopher Columbus," 1492 ; D. "Bartolomé de Las Casas Describes the Exploitation of Indigenous Peoples," 1542 ;	
	Fri., Feb-15				Self- Introduction
2	Tue., Feb-19	New Worlds for All	Yawp, Ch. 2	A. "Richard Hakluyt Makes the Case for English colonization," 1584 ; B. Encyclopedia Virginia: "Instructions from the Virginia Company of London to the First Settlers," 1606 ; C. "John Winthrop Dreams of a City on a Hill," 1630 ; D. "A Gaspesian Indian Defends His Way of Life," 1641 ;	Source Analysis Grid
	Thu., Feb-21	Colonization Schemes			
	Fri., Feb-22				50-word response
3	Tue., Feb-26	Order & Power in Early English Colonies	Yawp, Ch. 3	A. "An indentured Servant's Letter Home," (1623), in Shi, For the Record, vol. 1 ; B. Barbados Assembly, "Excerpts from 'An Act for the Better Ordering and Governing of Negroes," (1661) in Schaller ; C. "Nathaniel Bacon on Bacon's Rebellion," (1676), in Foner, Voices of Freedom, vol. 1 ; D. Committee of the Massachusetts Bay General Court, "A Memorandum of Indian Children Put Forth into Service to the English," (1676), in Schaller, Reading American Horizons, vol. 1 ;	Source Analysis Grid
	Thu., Feb-28	Challenges to Empire			Quiz (in class)

	Fri., Mar-1				50-word response
Week	Date	Lecture Topic	Textbook & Primary Source Readings		Assessments
4	Tue., Mar-5	The Atlantic World: Slavery	Yawp, Ch 4, sec. I-IV	<p>A. Germantown Quaker Meeting, "Reasons Why We Are Against the Traffic of Men-body," 1688, in Schaller, <i>Reading American Horizons</i>, vol. 1;</p> <p>B. "Nathan Cole on George Whitfield in Middletown," in George Leon Walker, <i>Some Aspects of the Religious Life of New England</i> (NY, 1897), 89-92;</p> <p>C. Selected Runaway Advertisements from Pennsylvania Packet, 1742-1749;</p> <p>D. "Olaudah Equiano Describes the Middle Passage," 1789;</p>	Source Analysis Grid
	Thu., Mar-7	The Atlantic World: Culture			Paper 1 Prewrite (in class)
	Thu., Mar-8				50-word response
5	Tue., Mar-12	War for Empire in North America	Yawp, Ch 4, sec. V-VII	<p>A. George Washington to Robert Dinwiddie, 18 July 1755, <i>Founders Online</i>, National Archives;</p> <p>B. "Extracts from Gibson Clough's War Journal," 1759;</p> <p>C. "Pontiac Calls for War," 1763;</p> <p>D. "Alibamo Mingo, Choctaw leader, Reflects on the British and French," 1765;</p>	Source Analysis Grid
	Thu., Mar-14	No class		No class. Work on papers.	
	Fri., Mar-15				50-word response
6	Mon., Mar-18				Paper 1 (Canvas)
	Tue., Mar-19	The American Revolution	Yawp, Ch 5	<p>A. Declaration of Independence, July 4, 1776;</p> <p>B. Thomas Paine, Excerpts from <i>Common Sense</i>, 1776, in Foner, <i>Voices of Freedom</i>, vol. 1;</p> <p>C. Slave Petitions for Freedom, 1774, 1777 in <i>Collections of the Massachusetts Historical Society</i>;</p> <p>D. Adams Family Papers: An Electronic Archive, Massachusetts</p>	Source Analysis Grid

				Historical Society <ul style="list-style-type: none"> ○ Abigail Adams to John Adams, 18-20 June 1775; ○ Abigail Adams to John Adams, 31 March 1776; 	
	Thu., Mar-21	The American Revolution			Quiz (in class)
	Fri., Mar-22				50-word response
Week	Date	Lecture Topic	Textbook & Primary Source Readings		Assessments
7	Tue., Mar-26	Framing a New Republic	Yawp, Ch. 6, sec. I-V	A. The Constitution of the United States, 1787; B. James Madison, "Excerpts from 'Federalist No. 51,' " 1788, in Schaller, <i>Reading American Horizons</i>, vol. 1; C. Mercy Otis Warren, "Observations on the New Constitution..." 1788, in Schaller, <i>Reading American Horizons</i>, vol. 1; D. Excerpts from Delaware Ratification Documents, in <i>The Documentary History of the Ratification of the Constitution Digital Edition</i>, eds. John P. Kaminski, et al., (Charlottesville: University of Virginia Press, 2009), vol 3, pp. 107, 110, 112	Source Analysis Grid
	Thu., Mar-28	Midterm		MIDTERM EXAM, 9:30am-10:30am, PRN116	No 50-word response!
8	Mon., Apr-1	to Fri., Apr-5		Spring Break	
9	Tue., Apr-9	The New Republic in Practice	Yawp, Ch. 6, sec. VI-XI, & Ch. 7	A. George Washington, "Farewell Address," 1796; B. "Tecumseh Calls for Pan-Indian Resistance," 1810; C. James Bayard to Alexander Hamilton, 7 January 1801, <i>Founders Online</i>, National Archives ; D. "Thomas Jefferson Contemplates an American 'Empire for Liberty,' 1809, 1812, and 1821," in Peter J. Kastor, <i>America's Struggle with Empire</i>, 40-43;	Source Analysis Grid
	Thu., Apr-11	Building an Empire			
	Fri., Apr-12				50-word response
10	Tue., Apr-16	The Cotton-Industrial Complex	Yawp, Ch. 8 & Ch. 11, sec. I-III	A. "Harriet H. Robinson Remembers a Mill Workers' Strike," 1836; B. "Solomon Northup Describes a Slave Market," 1841; C. "George Fitzhugh Argues that Slavery is Better than Liberty and Equality," 1854; D. "Harriet Jacobs on Rape and Slavery," 1860;	Source Analysis Grid
	Thu.,	New Markets,			Quiz (in class)

	Apr-18	New Democracy			
	Fri., Apr-19				50-word response
Week	Date	Lecture Topic	Textbook & Primary Source Readings		Assessments
11	Tue., Apr-23	Democracy Unleashed	Yawp, Ch. 9 & Ch. 10	A. “Rhode Islanders Protest Property Restrictions on Voting,” 1834; B. “Revivalist Charles G. Finney Emphasizes Human Choice in Salvation,” 1836; C. “Black Philadelphians Defend their Voting Rights,” 1838; D. “Sarah Grimké Calls for Women’s Rights,” 1838;	Source Analysis Grid
	Thu., Apr-25	Revivals & Reforms			Paper 2 Prewrite (in class)
	Fri., Apr-26				50-word response
12	Tue., Apr-30	Manifest Destiny in Action	Yawp, Ch. 12 & Ch. 13	A. “John O’Sullivan Declares America’s Manifest Destiny,” 1845; B. Excerpts from James H. Hammond, “Speech on the Admission of Kansas,” U.S. Senate, March 5, 1858; C. “Margaretta Mason and Lydia Maria Child Discuss John Brown,” 1860; D. “Republican Party Platform,” 1860;	Source Analysis Grid
	Thu., May-2	Road to Disunion			
	Fri., May-3				50-word response
13	Mon., May-6				Paper 2 (Canvas)
	Tue., May-7	The Civil War	Yawp, Ch 14	A. “David Clopton, Alabama Secession Commissioner to Governor and Legislature of Delaware, January 1, 1861,” in <i>The War of the Rebellion: A Compilation of the Official Records of the Union and Confederate Armies.</i>, series IV, volume 1 (Washington, DC: Government Printing Office, 1900), 33–38; B. “Alexander Stephens on Slavery & the Confederate	Source Analysis Grid

				Constitution,” 1861; C. “General Benjamin F. Butler Reacts to Self-Emancipating Slaves,” 1861; D. “Abraham Lincoln’s Second Inaugural Address,” 1865;	
	Thu., May-9	The Civil War			Quiz (in class)
	Fri., May-10				50-word response
Week	Date	Lecture Topic	Textbook & Primary Source Readings		Assessments
14	Tue., May-14	Reconstruction	Yawp, Ch. 15	A. “Charlotte Forten Teaches Freed Children in South Carolina,” 1864 B. “Jourdon Anderson Writes His Former Master,” 1865 C. “Mississippi Black Code,” 1865 D. “Frederick Douglass on Remembering the Civil War,” 1877	Source Analysis Grid
	Thu., May-16	Conclusions			
	Fri., May-17				End-of-Semester Reflection
	Wed., May.,22			FINAL EXAM, 10:30am-12:30am, PRN 116	

Extra Credit Opportunities (will be continually updated)

Thursday, February 21, 4:00 -5:00pm @ Special Collections Gallery, 2nd Floor, Morris Library, Timothy Murray, Curator’s talk: “Walt Whitman in His Time and Ours,” <https://library.udel.edu/events/events/?id=116>

Tuesday, February 26, 3:00pm @ Clayton Hall, “A Conversation with Vice President Joe Biden and Presidential Historian Jon Meacham,” Event page: <https://www.facebook.com/events/260367511295260/>; Livestream: <https://sites.udel.edu/udlive/>

Tuesday, March 5, 2019, 7:00 PM to 9:00 PM @ Gore Hall, rm 217, Dr. Tami Blumenfield, Furman University, “The Cultural Politics of Heritage in China and the Southeastern U.S.: Whose Heritage Counts and Who Decides”

Monday, March 11, 5:30pm-7:00pm @ Memorial Hall, Rm 127, Mabel O. Wilson, Paul R. Jones Annual Lecture, “Notes on a Virginia Statehouse: Architecture and Race in Jefferson’s America,” https://events.udel.edu/event/paul_r_jones_annual_lecture_dr_mabel_o_wilson

Thursday, March 21, 2019, 7:00pm @Memorial Hall, Rm 127

Wendy Warren, Princeton University, "The Carceral Colony: Understanding Early American Prisons"
Reception to follow lecture (no rsvp required)

Monday, March 25, 2019, 4:30pm-6:00pm @ Memorial Hall, Rm 127
Bess Williamson, Art Institute of Chicago, "Accessible America: Design & The Politics of Disability Rights in the 20th Century"

Thursday, May 2, 2019, 5:00pm @ Gore 116
Nicole R. Fleetwood, Rutgers University, "Aesthetics of Unfreedom: Textures, Textiles, and Carcerality," [TEXTILES Material Culture Lab Spring Seminar Keynote](#)

Thursday, May 9, 2019, 4:30pm @ Gore 116
Joy Lisi Rankin, "A History of Computing Citizenship," [Hagley Program in the History of Capitalism](#)

VII. Course Policies

Tardiness & Attendance

Attendance will not be taken in this course, and it will not form part of your course grade, except insofar as missing class time will be detrimental to your ability to complete assignments.

But: 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.

If you miss an in-class quiz or exam, you can schedule a makeup if the absence was for an excusable circumstance. Per University of Delaware policy, absences are 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, family emergencies, and other personal crises.

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

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 (Tues 2-5pm, Munroe 232) 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 understand fully the assignments and grading procedures very seriously. If you feel that your assignment was not given an adequate grade, you may request a regrade.

The procedure for doing so is simple:

1. E-mail me a one-paragraph formal request for a regrade, making an argument for reconsideration. If the assignment was graded by a TA, include their full comments and remarks as an attachment to your e-mail. (Note: saying that you put in tremendous effort is not sufficient. We expect significant effort from all Blue Hens!)
2. 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

I gratefully acknowledge that this syllabus has been improved through the advice and study of course materials created by Sharon Block (UC Irvine), Ronit Y. Stahl (UC Berkeley), Anne Boylan (University of Delaware), Jessica Lepler (University of New Hampshire), Catherine McNeur (Portland State University), Hannah Farber (Columbia University), Diane M. Sommerville (Binghamton University), Robert Parkinson (Binghamton University), Douglas Bradburn (The Fred W. Smith National Library for the Study of George Washington at Mount Vernon), David J. Hacker (University of Minnesota), Andrew Fagal (Princeton University), Sean Wilentz (Princeton University), Stephen Ortiz (Binghamton University), and Joanne Freeman (Yale University).

Any errors or limitations are my sole responsibility.

IX. Copyright

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