

# Syllabus

HIST 105-010:

U.S. History to 1865

**NOTE: As of March 23, 2020, this syllabus has been updated with modified due dates, policies, and assignments, to accommodate the shift to online learning because of the coronavirus pandemic.**

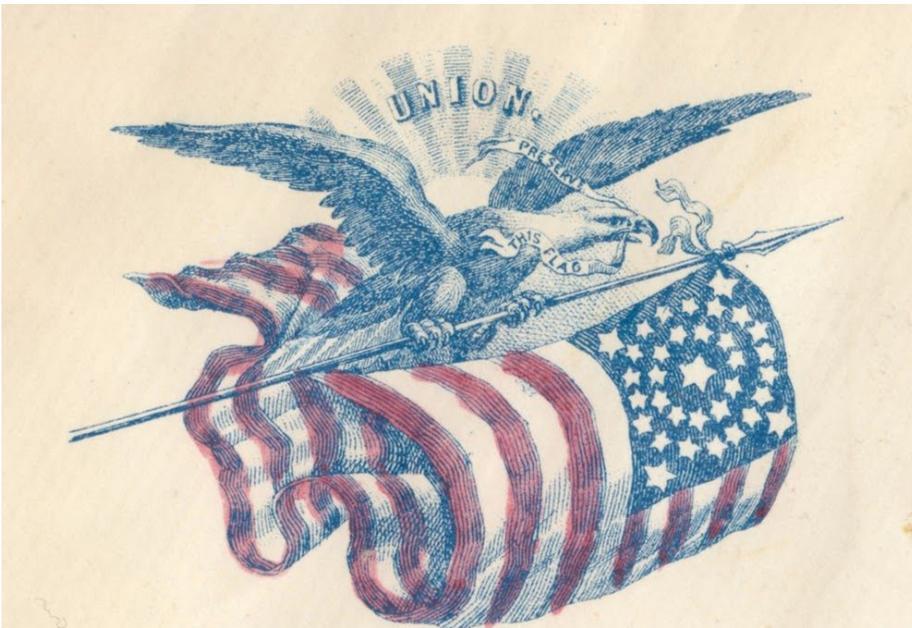
Spring 2020

MWF, 10:10-11:00am

Gore Hall Rm 205

Online, via Canvas

3 Credits



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

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## 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

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

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

### 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.

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

## 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 linked on 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 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 lectures, readings, and assignments (papers, SAGS, discussions, etc) will be posted on 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>.

#### Zoom

I will be using Zoom, UD's video conferencing platform, for all meetings (office hours, individual meetings etc). Information and training on how to use Zoom is at <https://sites.udel.edu/ats/conferencing/zoom/>; you can access zoom via [MyUD](#) or directly at <http://udel.zoom.us>

### 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/>

## V. Assignments & Assessments

### Grade Breakdown

<b>Participation</b>	Online Discussion		10%
<b>Quizzes</b>			10%
<b>Homeworks</b>			13%
	Self-Introduction	1.5%	
	Weekly Source Analysis Grids (SAGs)	10.0%	
	End-of-Semester Reflection	1.5%	
<b>Papers</b>			30%
	Paper 1, prewrite	2.5%	
	Paper 1, final draft	12.5%	
	Paper 2, prewrite	2.5%	
	Paper 2, final draft	12.5%	
<b>Exams</b>			35%
	Midterm	15.0%	
	Final	20.0%	
Extra points added to balance assignments cancelled by coronavirus			2%
		<b>Total</b>	<b>100%</b>
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

## Participation / Online Discussion Posts (10%)

Your participation grade will be determined by your participation in discussion groups on Canvas.

Each week, your task is to create at least two (2) short posts in your group discussion board on Canvas. Your first post should be a response to the prompt posed that week; the prompt will appear at the top of the discussion thread. For your second post, you should reply to one of your peer's posts with a question or a comment that engages substantively with their post. Aim to get both of your posts in by Fridays at 11:59pm.

This assignment will be graded complete/incomplete. A "complete" means you've (1) addressed the prompt substantively in at least one post and (2) replied substantively to at least one of your peer's posts. The final participation grade for this assignment will be the total number of weeks of successfully completed submissions divided by the total number of opportunities.

The goal of this assignment is to deepen our collective understanding of the material through inquiry and discussion.

Note: because this is an updated policy, implemented in the wake of the coronavirus outbreak, every student in the course has a perfect "complete" grade for all pre-Spring break weeks of class. In other words, you start Week 8 with a perfect participation grade ("complete" for Weeks 1-5), and seven remaining opportunities (Weeks 8-14).

The purpose of grading participation is to encourage you to gain fluency in analytic discussion, and to provide you with opportunities to engage more deeply with the assigned material.

## Quizzes (10%)

There will be four (4) online quizzes, offered on Canvas, scheduled as per the Course Calendar. They will consist of multiple choice and true/false questions. They will be posted on Mondays on the weeks assigned. You may take each quiz up to five (5) times; only your highest score will count for the grade. Though quizzes are assigned at particular times in the semester, to accompany the material we've covered, they are not due at any particular time; you can complete them at any time before the last day of class (May 18, 2020).

The goal of these quizzes is to ensure you have a basic understanding of the events covered in class, and foster attentive reading.

## Written Homework (15%)

Homeworks will be graded satisfactory / unsatisfactory. Submissions that do not address all components of the assignment, or are otherwise incomplete, will be marked unsatisfactory and receive no credit. Homeworks will not be accepted late except in case of extenuating or emergency circumstances.

The goal of these homework assignments is to motivate careful attention to course materials, create opportunities for synthesizing course work, and provide fodder for in-class discussion.

### Self-Introduction (1.5%)

250-500 words (1-2pp.), due Friday, Feb. 14, on Canvas

### Source Analysis Grid (10%)

1 completed grid ([blank grid sheet pdf](#)), due on Canvas

For this assignment, 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. 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). SAGs will be accepted for all weeks of the class up until the last day of class, May 18, 2020.

### End-of-Semester Reflection (1.5%)

250-500 words (1-2pp.), due Tues., May 26, on Canvas

## Papers (30%)

Historians answer questions. You will use your analysis of primary source materials to answer two historical questions.

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 a Colonial Encounter (15%)

*Prewrite (2.5%)*

Due: Fri., Feb. 28, in hardcopy, in class

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

Due: Fri., Mar. 6, on Canvas

### Paper 2: Contextualizing American Nationalism (15%)

*Prewrite (2.5%):*

Due: Sun., May 3, on Canvas

*Final (12.5%)*

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

Due: Sun., May 17, 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. Both will be take-home exams.

<i>Midterm</i> (15%):	Take-home, available on Canvas at 9:00am on Mon. Apr. 13; due on Canvas by 11:59pm, on Sun., Apr. 19.
<i>Final</i> (20%):	Take-home, available on Canvas at 9:00am on Wed. May. 20; due on Canvas by 11:59pm, on Fri., May 23.

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

## Extra Credit Opportunities (up to 3%)

Historians don't just teach classes and write books – they also make podcasts! You can earn up to three extra points on your overall course grade by listening to a podcast episode and writing about it.

There are lots of history podcasts out there, but for this assignment you must choose an episode from either the New Books in History Network <https://newbooksnetwork.com/category/history/> OR Ben Franklin's World: <https://benfranklinsworld.com/>. (You can choose any topic, provided the episode is from one of these).

Then, submit a 250-500 word (1-2pp.) paper on Canvas in which you

1. describe or summarize the podcast episode;
2. articulate the historical interpretation, argument, or thesis presented by the participants;
3. assess that historical interpretation or argument (were you convinced? why or why not?)
4. identify one question you have about the topic (what more would you like to know?)

You can listen to as many of these podcasts as you like – but you can only submit three extra credit papers, for a maximum of three points on your final grade.

I will not accept any extra credit papers after the last day of classes, May 18.

## VI. Course calendar

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

Week	Date	Topic	Textbook Rdg	Primary Source Rdgs	Assignment
1	Mon., Feb-10	Introductions	<a href="#">Yawp, Ch. 1</a>	A. <a href="#">"Native Creation Stories"</a> ; B. <a href="#">Holy Bible, King James Version, Genesis ch I and ch II</a> ; C. <a href="#">"Thomas Morton Reflects on Indians in New England" 1637</a> ; D. <a href="#">"Bartolomé de Las Casas Describes the Exploitation of Indigenous Peoples." 1542</a> ;	
	Wed., Feb-12				SAG (due Weds., in class)
	Fri., Feb-14				Self-introduction (due Fri., on Canvas)
2	Mon., Feb-17	New Worlds for All	<a href="#">Yawp, Ch. 2</a>	A. <a href="#">"Richard Hakluyt Makes the Case for English colonization," 1584</a> ; B. <a href="#">Encyclopedia Virginia: "Instructions from the Virginia Company of London to the First Settlers," 1606</a> ; C. <a href="#">"John Winthrop Dreams of a City on a Hill," 1630</a> ; D. <a href="#">"A Gaspesian Indian Defends His Way of Life," 1641</a> ;	
	Wed., Feb-19				SAG (due Weds., in class)
	Fri., Feb-21				
3	Mon., Feb-24	Early Colonial Projects	<a href="#">Yawp, Ch. 3</a>	A. <a href="#">"An indentured Servant's Letter Home," 1623</a> ; B. <a href="#">Barbados Assembly, "Excerpts from 'An Act for the Better Ordering and Governing of Negroes," 1661</a> ; C. <a href="#">"Nathaniel Bacon on Bacon's Rebellion," 1676</a> ; D. <a href="#">Committee of the Massachusetts Bay General Court, "A Memorandum of Indian Children Put Forth into Service to the English," 1676</a> ;	Quiz 1 (on Canvas, available Mon., due the following Sun.)
	Wed., Feb-26				SAG (due Weds., in class)
	Fri., Feb-28	P1 Writing Workshop		<a href="#">Thomas Yong, "Relation of Captain Thomas Yong, 1634," in Narratives of Early Pennsylvania, West New Jersey and Delaware, 1630-1707, ed. Albert Cook Myers, Original Narratives of Early American History (New York, 1912), 37-49.</a>	P1 Prewrite (due Fri., in class, in hardcopy)

Week	Date	Topic	Textbook Rdg	Primary Source Rdgs	Assignment
4	Mon., Mar-2	The Atlantic World	<a href="#">Yawp, Ch 4, sec. I-IV</a>	<ul style="list-style-type: none"> <li>A. <a href="#">Germantown Quaker Meeting, "Reasons Why We Are Against the Traffic of Men-body," 1688;</a></li> <li>B. <a href="#">"Nathan Cole on George Whitfield in Middletown," 1740;</a></li> <li>C. <a href="#">Selected Runaway Advertisements from Pennsylvania Packet, 1742-1749;</a></li> <li>D. <a href="#">"Olaudah Equiano Describes the Middle Passage," 1789;</a></li> </ul>	
	Wed., Mar-4				SAG (due Weds., in class)
	Fri., Mar-6				P1 due (on Canvas)
5	Mon., Mar-9	War for Empire in North America	<a href="#">Yawp, Ch 4, sec. V-VII</a>	<ul style="list-style-type: none"> <li>A. <a href="#">George Washington to Robert Dinwiddie, 18 July 1755;</a></li> <li>B. <a href="#">"Extracts from Gibson Clough's War Journal," 1759;</a></li> <li>C. <a href="#">"Pontiac Calls for War," 1763;</a></li> <li>D. <a href="#">"Alibamo Mingo, Choctaw leader, Reflects on the British and French," 1765;</a></li> </ul>	
	Wed., Mar-11				SAG (due Weds., in class)
	Fri., Mar-13				
6	Mon., Mar-16	Spring Break, pt. 1			
	Fri., Mar-20				
7	Mon., Mar-23	Spring Break, pt. 2			
	Fri., Mar-27				
8	Mon., Mar-30	The American Revolution	<a href="#">Yawp, Ch. 5</a>	<ul style="list-style-type: none"> <li>A. <a href="#">Declaration of Independence, July 4, 1776;</a></li> <li>B. <a href="#">"Thomas Paine Calls for American Independence," 1776;</a></li> <li>C. <a href="#">"Boston King Recalls Fighting for the British and for his Freedom," 1798;</a></li> <li>D. <a href="#">"Abigail and John Adams Converse on Women's Rights," 1776;</a></li> </ul>	Quiz 2 (available Mon., due before the end of the semester)
	Wed., Apr-1				SAG due on Canvas
	Fri., Apr-3				Discussion posts due
9	Mon., Apr-6	Framing a New Republic	<a href="#">Yawp, Ch. 6</a>	<ul style="list-style-type: none"> <li>A. <a href="#">The Constitution of the United States, 1787;</a></li> <li>B. <a href="#">James Madison, "Excerpts from 'Federalist No. 51,'" 1788;</a></li> <li>C. <a href="#">Mercy Otis Warren, "Observations on the New Constitution...," 1788;</a></li> <li>D. <a href="#">Excerpts from Delaware Ratification Documents, 1787;</a></li> </ul>	

	Wed., Apr-8				SAG due on Canvas
	Fri., Apr-10			Take-Home Midterm Study Guide available	Discussion posts due
Week	Date	Topic	Textbook Rdg	Primary Source Rdgs	Assignment
10	Mon., Apr-13	The New Nation in Practice	Yawp, <a href="#">Ch. 7</a>	A. <a href="#">George Washington, "Farewell Address," 1796;</a> B. <a href="#">"Tecumseh Calls for Pan-Indian Resistance," 1810;</a> C. [YELLOW FEVER DOCUMENTS TBD] D. [YELLOW FEVER DOCUMENTS TBD]	<b>Take-home Midterm Exam, available on Canvas (avail. Mon., due the following Sun.)</b>
	Wed., Apr-15				SAG due on Canvas
	Fri., Apr-17				Discussion posts due
	Sun., Apr-19				Midterm Exam due
11	Mon., Apr-20	Slavery, Cotton, and Industry	Yawp, <a href="#">Ch. 8</a> & <a href="#">Ch. 11</a>	A. <a href="#">"Harriet H. Robinson Remembers a Mill Workers' Strike," 1836;</a> B. <a href="#">"Solomon Northup Describes a Slave Market," 1841;</a> C. <a href="#">"George Fitzhugh Argues that Slavery is Better than Liberty and Equality," 1854;</a> D. <a href="#">"Harriet Jacobs on Rape and Slavery," 1860;</a>	Quiz 3 (available Mon., due before the end of the semester)
	Wed., Apr-22				SAG due on Canvas
	Fri., Apr-24				Discussion posts due
12	Mon., Apr-27	Democratic Reforms & Revivals	Yawp, <a href="#">Ch. 9</a> & <a href="#">Ch. 10</a>	A. <a href="#">"Rhode Islanders Protest Property Restrictions on Voting," 1834;</a> B. <a href="#">"Revivalist Charles G. Finney Emphasizes Human Choice in Salvation," 1836;</a> C. <a href="#">"Black Philadelphians Defend their Voting Rights," 1838;</a> D. <a href="#">"Sarah Grimké Calls for Women's Rights," 1838;</a>	
	Wed., Apr-29				SAG due on Canvas
	Fri., May-1				Discussion posts due
	Sun., May-3				P2 Prewrite due on Canvas
13	Mon., May-4	The Sectional Crisis	Yawp, <a href="#">Ch. 12</a> & <a href="#">Ch. 13</a>	A. <a href="#">"John O'Sullivan Declares America's Manifest Destiny," 1845;</a> B. <a href="#">"Wyandotte Woman Describes Tensions Over Slavery," 1849;</a> C. <a href="#">"Margarretta Mason and Lydia Maria Child Discuss John Brown," 1860;</a>	
	Wed., May-6				SAG due on Canvas
	Fri., May-8				Discussion posts due

Week	Date	Topic	Textbook Rdg	Primary Source Rdgs	Assignment
14	Mon., May-11	The Civil War & Reconstruction	<a href="#">Yawp, Ch 14</a> , & <a href="#">Ch. 15</a>	A. <a href="#">“Alexander Stephens on Slavery &amp; the Confederate Constitution,” 1861</a> ; B. <a href="#">“Abraham Lincoln’s Second Inaugural Address,” 1865</a> ; C. <a href="#">“Charlotte Forten Teaches Freed Children in South Carolina,” 1864</a> D. <a href="#">“Jourdon Anderson Writes His Former Master,” 1865</a>	Quiz 4 (available Mon., due before the end of the semester)
	Wed., May-13				SAG due on Canvas
	Fri., May-15				Discussion posts due
	Sun., May-17				P2 Final due on Canvas
15	Mon., May-18	Conclusions		Final Exam Study Guide available	
	Tue., May-19	Reading Day			
	Wed., May-20	Exam Period Begins			Take-home Final Exam available
	Fri., May-23				Take-home Final Exam due on Canvas
	Tue., May-26				End of Semester Reflection due on Canvas

## VII. Course Policies

### Attendance

Attendance will not be taken in this course, and it will not form part of your course grade.

### Communication (Course Site, Email, Zoom)

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

You can reach me via email ([dnorwood@udel.edu](mailto:dnorwood@udel.edu)) at any time. I aim to respond to all inquiries within 24 hours.

While I am happy to answer simple queries over email, I prefer to discuss more complex matters like papers topics or grades in office hours. During the quarantine, I am holding my office hours via [Zoom](#) (phone or video chat) on [Mondays 3-5pm](#) and [Tuesdays 10am-noon](#). To join the Zoom meeting, click the link during the scheduled times. If those times don't work for you email me to schedule a different time to meet.

### Late Work

Late work is not encouraged, but will be accepted – provided I receive it by the last day of class (May 18, 2020).

If you're having difficulty completing an assignment, or think you won't be able to get it in by the due date, let me know so we can work together to figure out a solution. And, needless to say, it is far, far better to turn in a late homework, paper, or exam than 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 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](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/](http://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](http://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](http://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/](http://www.udel.edu/DSS/)). You may contact DSS at [dssoffice@udel.edu](mailto: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](mailto: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](mailto: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](http://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](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.

## VIII. Acknowledgments

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Any errors or limitations are my sole responsibility.

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