



HIST 337-010
Topics in American History
Capitalism in America, 1492-Present

Fall 2019
Tuesdays & Thursdays, 2:00pm-3:15pm
Gore Hall Rm 217
3 Credits

I. Instructor Information

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

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

II. Course Description

America and capitalism grew up together. This course offers a broad overview of that mutual development and transformation, charting the history of U.S. capitalism from its origins in the colonial outposts of the early Atlantic world to today's precarious position as a leading power in the global economy. Capitalism is more than just an economic system rooted in the accumulation of capital, the commodification labor, and market exchange; it's a system of values and institutions, a way of living and organizing society. Our concern in this course will be in exploring how capitalist systems have been created and contested in American political and social life across five centuries – and how that history shapes our present moment. Topics will range from the consequences of slavery to the rise of the multinational corporation; from the impact of wage labor on gender relations to the effects of the business cycle on styles of business organizations; and from arguments over trade and immigration – how the U.S. should relate to the world, economically – to debates over the proper role of government in supporting development. No prior course work in economics is required or assumed.

Class Agenda: What a Typical Week Will Look Like

Tuesdays: All readings due; brief lecture on the week's topic; primary source workshop
Thursdays: SAGs due at beginning of class; discussion of assigned reading; writing workshops
Fridays: Weekly 50-word response post due by 11:59pm
Sundays: Papers and take-home exams due, as assigned

III. Learning Outcomes

Foundational Knowledge:

By completing course readings and attending class meetings, students will develop an ability to explain the chronology, key events, and major debates in the history of early American capitalism, and demonstrate this knowledge in assigned homeworks, papers, and exams.

Critical Reading:

In homeworks and papers, students will demonstrate an ability to read primary sources critically, identify perspective and audience, and place them, accurately, in historical context. Through completing these assignments students will also exhibit an ability to read secondary (scholarly) sources critically, identifying key arguments and evidence, and assessing the strengths and weaknesses of their arguments

Effective Writing:

In all their written work for this course, students will demonstrate an ability to make well-structured and evidence-based arguments featuring clear, concise theses, and making appropriate use of sources.

IV. Learning Resources

Required Materials

No materials are required for purchase in this class. Links to all course materials are included in the Course Calendar, on the schedule of readings. Some materials will be shared via links to the UD Library Catalog, others will be linked directly to pdfs on the Canvas course site.

If you have any trouble obtaining access to the course texts in a timely manner, please let me know as soon as possible, and I will do what I can to assist you.

You should come to every class with copies of the readings (hardcopy or digital) in an appropriate legible format (i.e. **not** on your phone).

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: Primary Sources, <https://guides.lib.udel.edu/primarysources>
- UD Library Guide to History Resources, <https://guides.lib.udel.edu/history>
- Chicago-style Quick Citation Guide, https://www.chicagomanualofstyle.org/tools_citationguide.html
- University of Delaware Student Code of Conduct: Academic Honesty, <http://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. Learning Assessment

Grade Breakdown

Participation			15.00%
Homeworks	Self-Introduction	2.50%	35.00%
	Weekly <u>S</u> ource <u>A</u> nalysis <u>G</u> rids (SAGs)	12.00%	
	Weekly 50-word Response Posts	12.00%	
	Follow the Footnote: Primary Source	3.00%	
	Follow the Footnote: Secondary Source	3.00%	
	End-of-Semester Reflection	2.50%	
Papers	Paper 1, prewrite	2.50%	25.00%
	Paper 1, final draft	10.00%	
	Paper 2, prewrite	2.50%	
	Paper 2, final draft	10.00%	
Exams	Midterm	10.00%	25.00%
	Final	15.00%	
		Total	100.00%
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 (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 (35%)

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 and analyzing sources, 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%)

100-250 words

Due: 5pm, Sunday, Sept. 1, 2019, on Canvas

Source Analysis Grid (12%)

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

Due: in class, in hardcopy, every Thursday

The task of this assignment is to fill out one "Source Analysis Grid" with details on all the week's assigned readings, primary and secondary. 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.

The purpose of this assignment is to provide you with an opportunity to closely analyze sources, and provide fodder for in-class discussions.

50-word Response (12% total)

50 words

Due: by 11:59pm, every Friday, 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.

The purpose of this assignment is to provide you with an opportunity to closely analyze course materials (primary and secondary), and prepare you for in-class discussions.

Follow the Footnote: Primary Source (3%)

500-750 words (1-2pp., double-spaced)

Due: anytime between the first day of class and the end of Fall Break (Mon., Oct 14, 2019), on Canvas

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 the first of the footnote homework assignments, your task is to choose a key footnote from one of the secondary sources we have read in class thus far, and then locate, read, and contextualize the use of the primary source that it referenced.

A primary source is a text or artifact created by someone living at the time under consideration, which could be used by a scholar as evidence for an interpretation of the past. For example: a diary of a sailor working on a whaling ship in 1853 would be a primary source about whaling, seafaring, etc.

Communicate your findings in a short written report of no more than 500 words (1-2 double-spaced pages), explaining the key features of the source and how it functions within the original author’s argument. Your report should include clear citations (footnotes or endnotes) to both the location in the original text where you found your chosen reference, as well as the source you finally located. The goal of this assignment is to gain familiarity with library research, and demonstrate an ability to accurately and critically contextualize a component of another historian’s argument.

Follow the Footnote: Secondary Source (3%)

500-750 words (1-2pp., double-spaced)

Due: anytime between Oct 15, 2019 and the last day of classes (Thur., Dec 5, 2019), on Canvas

For this second footnote paper, choose a key footnote from one of the scholarly texts we have read in class thus far, and locate, read, and contextualize a secondary source (or sources) that it references.

A secondary source is a text created by a scholar that makes an argument about a process, event, or structure in the past. For example: a diary of a sailor working on a whaling ship in 1853 would be a primary source about whaling, seafaring, etc.; while a 1995 journal article examining how a whaling ship’s 1853 voyage reveals something about early Americans’ economic goals would be a secondary source.

Communicate your findings in a short written report of no more than 500 words, explaining the key features of the source and how it functions within the original author’s argument. Your report should include clear citations to both the location in the original text where you found your chosen reference, as well as the secondary source you located and are describing. The goal of this assignment is to gain familiarity with library research, and demonstrate an ability to accurately and critically contextualize another scholar’s argument.

End-of-Semester Reflection (2.5%)

200-250 words

Due: 5pm, Fri., Dec. 13, 2019, on Canvas

Papers (25%)

Detailed prompts for each paper assignment, including rubrics, 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: Analyzing the Role of Slavery in Capitalism's Origins (12.5%)

Prewrite (2.5%)

Due: Thur., Sept 12, 2019, in hardcopy, in class, & on Canvas

Final (10%) 1,000-1,250 words (3-4pp., double-spaced)

Due: 5pm, Sun., Sep. 22, 2019, on Canvas

Paper 2: Assessing DuPont in Delaware (12.5%)

Prewrite (2.5%)

Due: Thur., Nov. 14, 2019, in hardcopy, in class, & on Canvas

Final (10%)

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

Due: 5pm, Sun., Nov. 24, 2019, on Canvas

Exams (25%)

There will be a midterm and final exam. They are cumulative: the midterm will cover course content from weeks 1-6, and the final will cover material from the whole of the course (final is worth more in the grading scheme to reflect this). Both exams will be a combination of historical IDs, short answers, and/or essay questions, and both exams will be take-home in format. Further details and rubrics will be made available on the Canvas in advance, as well as discussed in class.

Midterm (10%): Due Sun., Oct 7, 2019 via Canvas

Final (15%): Due Thurs., Dec 12, 2019 via Canvas

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%)

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 (December 5, 2019).

VI. Course Calendar

NB: SAGs (due Thurs, in class) and Weekly 50-word responses (due by 5pm on Fridays) are not listed here

Week	Date	Topic	Readings	Assessments
1	Tue., Aug-27	Capitalism & America: Origin Stories		
	Thu., Aug-29		<ul style="list-style-type: none"> Alan Greenspan and Adrian Wooldridge, "Introduction," in Capitalism in America: A History (New York, 2018), 1–28 Matthew Desmond, "American Capitalism Is Brutal. You Can Trace That to the Plantation," <i>The New York Times Magazine</i>, August 14, 2019, sec. 1619 Project, https://www.nytimes.com/interactive/2019/08/14/magazine/slavery-capitalism.html <p>Primary Sources</p> <ul style="list-style-type: none"> Adam Smith & Karl Marx Packet 	
	Sun., Sep-1			Self-Introduction, due on Canvas by 5pm
2	Tue., Sep-3	Making Atlantic Commodities	<ul style="list-style-type: none"> Caitlin Rosenthal, "Hierarchies of Life and Death," in Accounting for Slavery: Masters and Management (Cambridge, Massachusetts, 2018), 9–48 Sidney W. Mintz, "Production," in Sweetness and Power: The Place of Sugar in Modern History (New York, 1985), 19–73 Stephanie E. Smallwood, "Turning African Captives into Atlantic Commodities," in Saltwater Slavery: A Middle Passage from Africa to American Diaspora (2007), 33–65 <p>Primary Sources</p> <ul style="list-style-type: none"> Richard Ligon, A True & Exact History of the Island of Barbados, History of the Island of Barbados (London: Printed for Humphrey Moseley 1657), excerpts Olaudah Equiano, The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African (London, 1789), 70-88 (also available at: https://catalog.hathitrust.org/Record/101686770) 	
	Thu., Sep-5			

Week	Date	Topic	Readings	Assessments
3	Tue., Sep-10	Commercial Roots of Revolution	<ul style="list-style-type: none"> Peter Andreas, “The Smuggling Road to Revolution,” in <i>Smuggler Nation: How Illicit Trade Made America</i> (New York, 2013), 29–44 T. H. Breen, “‘Baubles of Britain’: The American and Consumer Revolutions of the Eighteenth Century.” <i>Past & Present</i>, no. 119 (May 1, 1988): 73–104, https://delcat.on.worldcat.org/oclc/5549145113 <p>Primary Sources</p> <ul style="list-style-type: none"> Benjamin Franklin, The Examination of Doctor Benjamin Franklin Relative to the Repeal of the American Stamp Act (1767), excerpts. The Pennsylvania Gazette, September 13, 1770 [read the advertisements] 	
	Thu., Sep-12			PW P1, due in class
4	Tue., Sep-17	Post-Colonial American Political Economy	<ul style="list-style-type: none"> Richard Eugene Sylla, “Financial Foundations: Public Credit, the National Bank, and Securities Markets,” in <i>Founding Choices: American Economic Policy in the 1790s</i>, ed. Douglas A. Irwin and Richard Eugene Sylla, (Chicago, IL: 2011), 59-88. Woody Holton, “The Capitalist Constitution,” in <i>American Capitalism: New Histories</i>, ed. Sven Beckert and Christine Desan (New York, 2018), 35–62 <p>Primary Sources</p> <ul style="list-style-type: none"> Alexander Hamilton, “First Report on the Public Credit” (1790), “Report on a National Bank” (1790), and “Report on Manufactures” (1791) in Louis Hyman and Edward E. Baptist, <i>American Capitalism: A Reader</i> (Simon & Schuster, 2014) 	

Week	Date	Topic	Readings	Assessments
4	Thu., Sep-19			
	Sun., Sep-22			P1 due, 5pm, on Canvas
5	Tue., Sep-24	Cotton, Slavery, & Industry	<ul style="list-style-type: none"> Stephanie E. Jones-Rogers, <i>They Were Her Property: White Women as Slave Owners in the American South</i> (New Haven, CT, 2019), 81–100 Sven Beckert, “Slavery Takes Command.” in <i>Empire of Cotton: A Global History</i> (New York, 2014), 98–135; Erik Loomis, “Lowell Mill Girls and the Development of American Capitalism.” in <i>A History of America in Ten Strikes</i> (New York, 2018), 11–28 <p><u>Primary Sources</u></p> <ul style="list-style-type: none"> Harriet H. Robinson, Loom and Spindle, or, Life among the Early Mill Girls. (New York, 1898), selections Solomon Northup, Twelve Years a Slave. ed. David Wilson (Chapel Hill, 2011), selections 	
	Thu., Sep-26			
6	Tue., Oct-1	Capital, Credit, PANIC!	<ul style="list-style-type: none"> John Lauritz Larson, The Market Revolution in America: Liberty, Ambition, and the Eclipse of the Common Good (New York: Cambridge University Press, 2010), 46–97 <p><u>Primary Sources</u></p> <ul style="list-style-type: none"> Lydia Maria Child, The American Frugal Housewife (New York: Samuel S. & William Wood, 1838), excerpts Philip Hone, The Diary of Philip Hone, 1828-1851 (New York, Dodd, Mead and Company, 1889), 248-258 William Leggett, “Thoughts on the Causes of the Present Discontents.” in Leggett, <i>Democratick Editorials: Essays in Jacksonian Political Economy</i>, ed. Lawrence H. White (Indianapolis, IN, 1984), 96-101 	SAGs due on TUESDAY
	Thu., Oct-3	No Class		TAKE HOME MIDTERM
	Sun., Oct-7			MIDTERM DUE ON CANVAS 5pm

Week	Date	Topic	Readings	Assessments
7	Tue., Oct-8	Was the Civil War a Crisis of Capitalism?	<ul style="list-style-type: none"> Erik Loomis, "Slaves on Strike." in <i>A History of America in Ten Strikes</i> (New York, 2018), 29–48 John D. Majewski, Modernizing a Slave Economy: The Economic Vision of the Confederate Nation, Civil War America (Chapel Hill, NC, 2009), 1-21 Sven Beckert, Monied Metropolis (New York, 2001), 111-125 <p>Primary Sources</p> <ul style="list-style-type: none"> Karl Marx, Dispatches for the New York Tribune: Selected Journalism of Karl Marx (New York: Penguin Classics, 2008), 266-276, 280-291 George Fitzhugh, "Southern Thought – Its New and Important Manifestations." <i>Debow's Review</i> 23, no. 4 (October 1857): 337–49 "Jourdon Anderson Writes His Former Master." 1865 	
	Thu., Oct-10			
	Fri., Oct-11	Fall Break (no classes)		
8	Tue., Oct-15	Big Business, & Its Discontents	<ul style="list-style-type: none"> Alfred D. Chandler, "The Coming of Mass Production and Modern Management." in <i>The Industrial Revolution in America</i>, ed. Gary John Kornblith, Problems in American Civilization (Boston, MA: Houghton Mifflin, 1998),141-150 Erik Loomis, "The Eight-Hour-Day Strikes." in <i>A History of America in Ten Strikes</i> (New York, 2018), 49–69 <p>Primary Sources</p> <ul style="list-style-type: none"> William C. Oates, George Ticknor Curtis, and T. V. Powderly, "The Homestead Strike." <i>The North American Review</i> 155, no. 430 (1892): 355–75 New York Times, July 7, 1892, selections 	
	Thu., Oct-17			

Week	Date	Topic	Readings	Assessments
9	Tue., Oct-22	Global American Capitalism	<ul style="list-style-type: none"> • Mona Domosh, "The Geographies of Commercial Empire." in <i>American Commodities in an Age of Empire</i> (New York: Routledge, 2006), 21–54 • Peter Andreas, "Tariff Evaders and Enforcers." in <i>Smuggler Nation: How Illicit Trade Made America</i> (New York: Oxford University Press, 2013), 177–90 <p>Primary Sources</p> <ul style="list-style-type: none"> • Trade Cards, Singer Manufacturing Company, 1892 • W.W.R., "Women as Inspectors." <i>Washington Post</i>, November 4, 1888 • "Smuggling in the United States: Its Extent, Its Perils, and Its Penalties." <i>Frank Leslie's Popular Monthly</i>, July 1878 	
	Thu., Oct-24			
10	Tue., Oct-29	Getting Credit	<ul style="list-style-type: none"> • Louis Hyman, "Everyone Paid Cash for the Model T." in <i>Borrow: The American Way of Debt</i> (New York: Vintage, 2012), 41–59. • Josh Lauer, "You Are Judged by Your Credit: Teaching and Targeting the Consumer." in <i>Creditworthy: A History of Consumer Surveillance and Financial Identity in America</i>, Columbia (New York, 2017), 126–55. <p>Primary Sources</p> <ul style="list-style-type: none"> • The Credit World 10, no. 10 (June 1922), selections • General Motors Acceptance Corporation, Annual Report to Shareholders, 1927 • "Uncle Henry Proposes to Sell More Cars by Installment Plan." <i>Los Angeles Times</i>, April 8, 1923, 2 	
	Thu., Oct-31			

Week	Date	Topic	Readings	Assessments
11	Tue., Nov-5	The Great Depression & The New Deal	<ul style="list-style-type: none"> Jefferson Cowie and Nick Salvatore, "The Long Exception: Rethinking the Place of the New Deal in American History," <i>International Labor and Working-Class History</i> 74, no. 1 (2008): 3–32, https://delcat.on.worldcat.org/oclc/5790972438 Kim Phillips-Fein, <i>Invisible Hands: The Businessmen's Crusade Against the New Deal</i> (New York, 2010), ix-25 <p>Primary Sources</p> <ul style="list-style-type: none"> Franklin D. Roosevelt, "Radio Address From Albany, New York: 'The "Forgotten Man" Speech,'" in <i>The American Presidency Project</i>, ed. Gerhard Peters and John T. Woolley, accessed August 24, 2019, https://www.presidency.ucsb.edu/node/288092. (Audio of the speech here: http://www.fdrlibrary.marist.edu/archives/collections/utterancesfdr.html) "A Wall Street Broker Remembers 1929," and "American Liberty League Vigorously Opposes the New Deal, 1936" in Regina Lee Blaszczyk and Philip B. Scranton, eds., <i>Major Problems in American Business History: Documents and Essays</i> (Boston, MA: Cengage Learning, 2005) 	
	Thu., Nov-7			
12	Tue., Nov-12	Postwar Prosperity?	<ul style="list-style-type: none"> Taylor Alexandra Currie, "Du Pont Turns 150: Corporate Culture as Public Culture." <i>Enterprise & Society</i> 20, no. 2 (June 2019): 445–74, Louis Hyman, Temp: How American Work, American Business, and the American Dream Became Temporary (2018), 142-160 <p>Primary Sources</p> <ul style="list-style-type: none"> Du Pont Primary Source Packet — via Canvas(zip file w/ pdfs_ Du Pont Primary Source Packet – via Google Drive (must login w/ udel email address) 	
	Thu., Nov-14	Writing Workshop		PW P2, due in class NO SAG DUE

Week	Date	Topic	Readings	Assessments
13	Tue., Nov-19	A Temporary Nation and a Wal-Mart World	<ul style="list-style-type: none"> Bethany Moreton, <i>To Serve God and Wal-Mart: The Making of Christian Free Enterprise</i>, (Cambridge, Mass., 2010), 67-84, 125-144 Louis Hyman, <i>Temp: How American Work, American Business, and the American Dream Became Temporary</i> (2018), 255-290 <p>Primary Sources</p> <ul style="list-style-type: none"> None (work on your papers!) 	BRING PW P2 to class
	Thu., Nov-21			
	Sun., Nov-24			P2 due, 9pm Canvas
14	Mon., Nov-25	Thanksgiving break		
	Fri., Nov-29			
15	Tue., Dec-3	What is Capitalism in America, Now?	<ul style="list-style-type: none"> Adam Tooze, <i>Crashed: How a Decade of Financial Crises Changed the World</i> (New York, 2018), 1-22, 600-616 Emily Guendelsberger, <i>On the Clock: What Low-Wage Work Did to Me and How It Drives America Insane</i> (New York, 2019), 15-57, 90-105 Business Roundtable, "Business Roundtable Redefines the Purpose of a Corporation to Promote 'An Economy That Serves All Americans,'" August 19, 2019, https://www.businessroundtable.org/business-roundtable-redefines-the-purpose-of-a-corporation-to-promote-an-economy-that-serves-all-americans. 	
	Thu., Dec-5	Last Day of Class		
	Fri., Dec-6	Reading Period		
	Thurs., Dec-12	Final Exam due by midnight, on Canvas		
	Fri., Dec-13			End-of-Semester Reflection due, on Canvas, by 5pm

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.

"Dressed in Dreams: Book Release Party"

Wednesday, September 25, 5:30-7:30pm, 116 Gore Hall

Prof. Tanisha C. Ford's, University of Delaware.

Africana Studies Brown Bag Lecture Series

<https://www.africanastudies.udel.edu/about-afra/events>

"Commemorating 400 Years of Black Presence in the United States"

Thursday, October 3, 5:00-7:00pm, Trabant Center Theater

Dr. Claudrenda N. Harold, University of Virginia

Africana Studies Brown Bag Lecture Series

<https://www.africanastudies.udel.edu/about-afra/events>

"Presumed Criminal: Black Youth and the Justice System in Postwar New York"

Monday, October 14, 5:30-7:30pm in 116 Gore Hall

Prof. Carl Suddler, Emory University

Africana Studies Brown Bag Lecture Series

<https://www.africanastudies.udel.edu/about-afra/events>

" '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.

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 (wdcrocolp01.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 of and/or study of course materials originally created by Rose Muravchick (University of Delaware), Denva Gallant (University of Delaware), Honor Sachs (University of Colorado Boulder), Seth Rockman (Brown University), Edward Baptist (Cornell University), Louis Hyman (Cornell University), Rachel T. Van (Cal Poly Pomona), Caitlin Rosenthal (UC Berkeley), Colleen Dunlavy (University of Wisconsin-Madison), Dan Bouk (Colgate University), Daromir Rudnyckij (University of Victoria), Ryan A. Quintana (Wellesley College), Jonathan Levy (University of Chicago), and Anne Blaschke (College of the Holy Cross). Any errors or limitations are my sole responsibility.

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