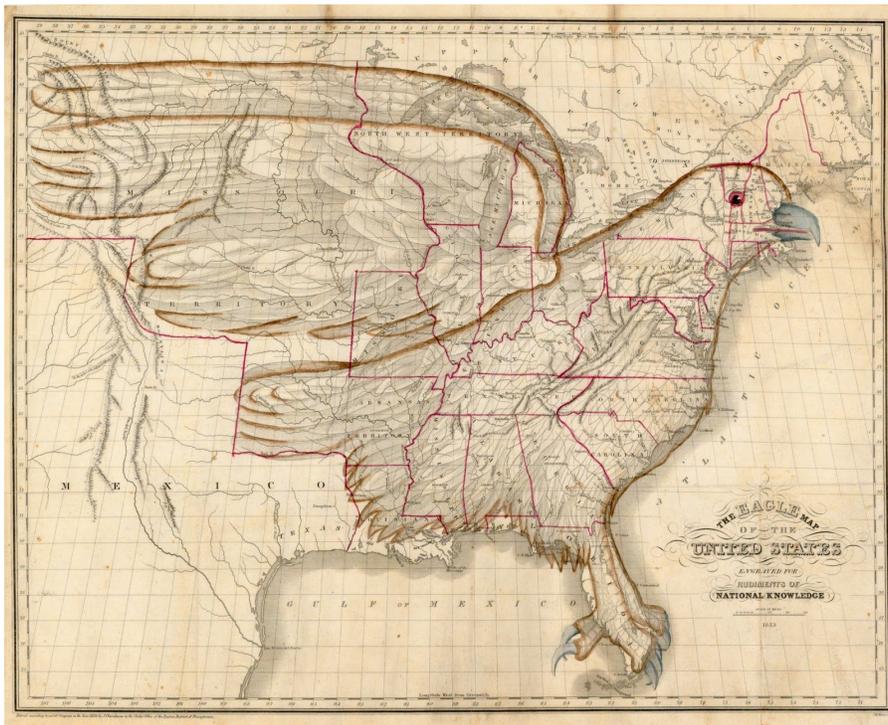


Syllabus  
**HIST 308**  
**The United States in the Antebellum Period**



Spring 2021  
Online, via Canvas & Zoom  
Tuesdays & Thursdays, 11:00 AM to 12:15 PM  
Zoom Meeting Room:  
<https://udel.zoom.us/j/91714136759>  
(password: 06291852)  
3 Credits

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

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**Image:** Joseph Churchman and I. W. Moore, "The Eagle Map of the United States," *Rudiments of National Knowledge: Presented to the Youth of the United States, and to Enquiring Foreigners* (Philadelphia: Published by E.L. Carey & A. Hart, 1833), David Rumsey Map Collection, <https://www.davidrumsey.com/luna/servlet/detail/RUMSEY~8~1~997~50111>

# 1. Instructor Information

**Prof. Dael Norwood**  
he/him  
[dnorwood@udel.edu](mailto:dnorwood@udel.edu)

**Office Hours:**  
Weds, 2-5pm, via Zoom  
[Book an appointment](#)

## Office Hours

*What are office hours?*

- An opportunity to chat with me about any questions or concerns you might have about the class (assignments, readings, etc), and/or your educational and career interests more generally. I'm here to help!

*When are your office hours?*

- I hold regular office hours Tuesdays 2-5pm, but add extra hours for weeks when papers are coming due, after exams, etc.
- To attend, [book an appointment using my Google Calendar](#)
  - (If none of the listed times listed work for your schedule, email me to suggest a time that would)

*Where, during this absurd, tragic, and neverending pandemic, are you holding office hours?*

- Online, via Zoom! Of course.  
Meeting ID: 946 6049 4640  
<https://udel.zoom.us/j/94660494640>  
Password: officehrs

## About Your Professor:

I am a historian of nineteenth-century America specializing in the global dimensions of U.S. politics and economics. My particular area of specialty is on the political economy of commerce: how the ideas and practices of international exchange have affected Americans' relations with other powers, as well as their dealings with each other. I'm now finishing my first book, entitled *Trading in Freedom: How Trade with China Defined Early America* (forthcoming December 2021, University of Chicago Press). It examines how the flourishing commerce between the United States and China intertwined with the struggles over sovereignty, citizenship and race that defined the first century of the American state. My other work includes studies of the role of commerce in shaping the Constitution, the historiography of political economy in the early republic, the history of indentured servitude, and the origins of "the businessman" as a potent political and cultural identity in America.

At UD I teach courses on the history of America in the world, capitalism, U.S. foreign relations, race and inequality, and American political economy. I'm also an active member of the UD Antiracism Initiative, where since early 2020 I have recruited and directed research teams investigating the history and legacies of dispossession, slavery, and race in Delaware, generally, and the University of Delaware specifically. (On that: we are always looking to recruit new researchers - contact me if interested).

During the pandemic, I've been enjoying tv procedurals (currently, *The Mentalist* and *Lupin*), posting inscrutable pics of things I find on walks to Instagram, and writing GOTV postcards.

## 2. Course Description

In this course, we examine the social and political transformation of America from the end of the War of 1812 to the eve of the Civil War. We'll pay particular attention to the presidency of Andrew Jackson, changes in institutions and culture related to expansion, and conflicts leading to disunion.

What a typical week in this course will look like:

- Tuesday: Synchronous class meeting at 11:00am-12:15, via Zoom.  
This meeting will include a brief (20-30min) lecture about the week's main events, people, and themes. Then, as a class, we will discuss one of the primary source readings for this week in depth, and go over upcoming assignments.
- Wednesday: Weekly Source Analysis Grid (SAG) assignment due on Canvas.
- Thursday: Synchronous class meeting at 11:00am-12:15, via Zoom.  
Come to this session prepared by having read all the materials assigned. During this session, our main activity will be a close analysis and discussion of assigned readings; there may be additional lecturing, as necessary.
- Friday: Weekly Response Post due on Canvas.
- Saturday: Papers or Exams due on Canvas, as assigned.

**NOTE: all Zoom sessions will be recorded.** By attending, you consent to being recorded, and to having that recording shared with other members of the class during the current semester.

### 3. Learning Outcomes

Knowledge: Students will demonstrate an understanding of the key persons, events, processes, and major debates of antebellum United States history.

Reading Primary Sources: Students will demonstrate an ability to read primary sources accurately and critically, identifying perspective, audience, and core ideas, and placing them in historical context.

Reading Historiography: Students will demonstrate an ability to read historiography (aka writing about history, aka secondary sources, aka historical scholarship) accurately and critically, identifying key arguments and evidence, and assessing the strengths and weaknesses of arguments.

Writing: Students will demonstrate an ability to make well-structured and evidence-based arguments featuring clear, concise theses and an appropriate use of sources as evidence.

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

### 4. Learning Resources

#### Readings

There are no materials required for purchase for this course. All materials for this course – book chapters, journal articles, primary sources – will be linked in the Course Calendar, and provided as links or PDFs via the Canvas site in the weekly modules. If you have any trouble obtaining the course materials in a timely manner, or in acquiring them in a form accessible to you, please let me know as soon as possible, and I will do what I can to assist you.

#### Optional recommendations

If you are interested in reading more beyond what is assigned, the following texts are great places to start:

- Daniel Walker Howe, *What Hath God Wrought: The Transformation of America, 1815-1848* (Oxford: Oxford University Press, 2009).
- Bruce Levine, *Half Slave and Half Free: The Roots of Civil War*, Revised (New York: Hill and Wang, 2005).
- Claudio Saunt, *Unworthy Republic: The Dispossession of Native Americans and the Road to Indian Territory* (New York: W. W. Norton & Company, 2020).
- Sean Wilentz, *The Rise of American Democracy: Jefferson to Lincoln* (New York: W. W. Norton & Company, 2005).

I am always happy to make suggestions about specific topics, too.

#### Lectures

Lectures will be delivered during synchronous Zoom meetings. Recordings of these sessions, along with lecture slides, will be posted on the course Canvas site.

## Technology

For a guide to technology required for classes at UD, see the [UD Tech Checklist](#). For this course, you will require the ability to connect to Canvas to access readings and complete assignments, and to use Zoom to watch lectures and participate in discussions.

### Zoom

Zoom is a web-based application that can be used from a computer, tablet, or phone. From a computer, click the class web link and be sure to install the small program that will download to your computer. You only need to install the program once. From a mobile device, download the free Zoom app and type in the class meeting ID number. A microphone and camera are recommended for online meetings. Information on how to test your computer's audio and video can be found on [Zoom's website](#). Learn more info about [Zoom at UD](#).

In this class, Zoom will be used for video conferencing for each of our class meetings. The specific link and password for use in this class can be found at the top of this syllabus.

### 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. **Please make check it regularly, and set up notifications so that you receive course announcements.** UD IT offers a page with [Help for Students](#) on how to use Canvas; if this is your first time with the software, then I strongly recommend examining the [Canvas Student Guide](#). Canvas is accessible via [MyUD](#) or directly at <http://www.udel.edu/canvas>.

## 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://www.udel.edu/stuguide/19-20/code.html>
- 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/>

## 5. Learning Assessment

### Grade Breakdown & Grading Scale

Course Component	Total Points		Grade	Interval
Source Analysis Grids (SAGs) 12 opportunities @ 15 points each	180		A	94.0 and above
Response Posts 12 opportunities @ 15 points each	180		A-	90.0 to <94.0
<u>Reflection Papers</u>			B+	87.0 to <90.0
Self-Intro	20		B	84.0 to <87.0
End-of-Semester	20		B-	80.0 to <84.0
<u>Analytic Papers</u>			C+	77.0 to <80.0
Paper #1: Analyze an Antebellum Newspaper	150		C	74.0 to <77.0
Paper #2: Analyze a Scholarly Article	150		C-	70.0 to <74.0
<u>Exams</u>			D+	67.0 to <70.0
Midterm Exam	150		D	64.0 to <67.0
Final Exam	150		D-	61.0 to <64.0
			F	< 61.0
Total	1000			
Extra Credit (up to 66 points)				

### General Guidelines for Written Work

- Use a reasonable font, and double-space your writing. Be kind to a tired historian's eyes: Times New Roman would be agreeable; Comic Sans is a casus belli.
- Proofread your writing for typographical, grammatical, and punctuation errors. If your papers are consistently riddled with such errors, they will affect your grade.
- Submission: All written work must be word-processed, and submitted electronically on Canvas via the appropriate assignment page.
- Late work will be penalized, but accepted (see the [Late Work](#) policy, below). **You can request an extension** (again, see the [Late Work](#) policy.) It is far, far better to turn in a late paper than to plagiarize in order to get a paper in on time.

## Source Analysis Grids (SAGS)

1 completed grid, submitted on Canvas as a Word Doc. Due on Wednesdays by midnight.

For this assignment, fill out one “Source Analysis Grid” with details on the week’s assigned readings, both primary and secondary. Answer all of the form’s prompts to the best of your ability. Then, save your completed form as a Word doc, and upload it to the SAG assignment page for that week.

The goal of this assignment is to motivate careful attention to course materials, train you in how to analyze primary source documents, create opportunities for synthesizing course work, and provide fodder for discussion.

Completed SAGs will also form the basis for group discussions in class on Thursdays.

## Response Posts

One post to your group’s weekly response thread. Each post c. 50-250 words. Due on Fridays by midnight.

Each week, your task is to draft a short response to the week’s materials (readings, lectures, class discussions) on your group’s discussion board on Canvas. This assignment will be graded complete/incomplete. A “complete” means you’ve addressed the prompt completely, and substantively.

The goal of this assignment is to deepen our collective understanding of the material through inquiry, to provide opportunities to improve your fluency in analytic discussion.

## Reflection Papers

These short papers will be graded complete/incomplete. If your paper meets the standard set by the prompt and rubric, you will earn full points; if it does not, you will earn zero points. If you receive zero points, you have the option of revising and resubmitting the paper, for full credit – provided I receive it by the first day of exam week.

### Self-Introduction & Reflection (20 points)

Due: on Canvas, as a Word doc, by 11:59pm on Sat., Feb. 27

### End-of-Semester Reflection (20 points)

Due: on Canvas, as a Word doc, by 11:59pm on Tues., May 25

The purpose of these assignments is to provide you with an opportunity to reflect on your knowledge of antebellum American history and analytic skills in context of your wider educational program.

## Analytic Papers

These papers will be graded A-F. Detailed prompts and rubrics for each assignment will be posted on Canvas at least two weeks before the paper is due, and we will discuss each assignment in detail, in class.

If you receive a grade of D or lower, you can revise and resubmit, for full credit – provided you meet with me to discuss your plans for resubmission, and submit your revised paper by the first day of exam week.

### Paper #1: Analyze an Antebellum Newspaper (150 points)

Due: on Canvas, as a Word doc, by 11:59pm on Sat., Mar. 13

### Paper #2: Analyze Historical Scholarship (150 points)

Due: on Canvas, as a Word doc, by 11:59pm on Sat., May 1

The purpose of these assignments is to provide you with an opportunity to practice analyzing primary and secondary sources, in the service of a formal argument.

## Exams

There are two, non-cumulative exams in this course. The midterm will cover course content from weeks 1-6, and the final content from weeks 7-14. Exams will be take-home, and feature a combination of historical IDs, short answers, and/or essay questions. We will go over details about exam format and content in class, before each exam.

### Midterm (150 points)

Available on Canvas at 9:00am on Mon., Mar 29

Due on Canvas by 11:59pm, on Sat., Apr., 3

### Final (150 points)

Available on Canvas at noon on Mon., May 17

Due on Canvas by 11:59pm, on Sat., May 22

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

## Extra Credit Opportunities (max of 66 points)

You can complete these activities as many times as you like – but you can only earn a maximum of 66 points on your final grade. I will accept extra credit assignments (meetings or papers) until the first day of exam week. Extra credit will be graded pass/fail. See specific assignment prompts on Canvas for details on each.

- Meet with me during office hours (20 points)
- Write about encountering History in the world (20 points)
- Review a podcast (20 points)
- Review a public history lecture or event (20 points)
- Participate in Early-, Mid-, and End-of-Semester Surveys (up to 6 points, for every member of the class)

## 6. Course Calendar

Week 1	Introductions	Readings	Assessments
Zoom Mtgs	Tue., Feb. 16, Thu., Feb. 18	<u>Primary</u> A. Joseph Churchman, <i>Rudiments of National Knowledge: Presented to the Youth of the United States, and to Enquiring Foreigners</i> (Philadelphia: Published by E.L. Carey & A. Hart, 1833), selections.	SAG (due Weds)
			Response Post (due Fri)
		<u>Secondary</u> A. W. Caleb McDaniel, “How to Read for History,” August 1, 2008, <a href="http://wcm1.web.rice.edu/howtoread.html">http://wcm1.web.rice.edu/howtoread.html</a>	
Week 2	Three Crises	Readings	Assessments
Zoom Mtgs	Tue., Feb. 23, Thu., Feb. 25	<u>Primary</u> A. Thomas Jefferson to John Holmes, April 22, 1820, <i>Founders Online</i> , <a href="http://founders.archives.gov/documents/Jefferson/98-01-02-1234">http://founders.archives.gov/documents/Jefferson/98-01-02-1234</a> B. Henry Clay, “On Protection to Home Industry: Speech in the House of Representatives, April 26, 1820,” selections; C. James Monroe, “Monroe Doctrine: December 2, 1823,” <i>Avalon Project</i> , <a href="https://avalon.law.yale.edu/19th_century/monroe.asp">https://avalon.law.yale.edu/19th_century/monroe.asp</a> .	SAG (due Weds)
			Response Post (due Fri)
			Self-Intro Paper (due Sat)
		<u>Secondary</u> A. Robert Pierce Forbes, “The Missouri Controversy and Sectionalism,” in <i>Congress and the Emergence of Sectionalism: From the Missouri Compromise to the Age of Jackson</i> , ed. Paul Finkelman and Donald R. Kennon, Perspectives on the History of Congress, 1801-1877 (Athens, Ohio: Ohio University Press, 2008), 75–106;	
Week 3	Cotton Becomes King	Readings	Assessment
Zoom Mtgs	Tue., Mar. 2, Thu., Mar. 4	<u>Primary</u> A. Harriet H. Robinson, <i>Loom and Spindle, or, Life among the Early Mill Girls</i> , (New York, 1898), selections; B. Solomon Northup, <i>Twelve Years a Slave</i> , ed. David Wilson (Chapel Hill, 2011), selections;	SAG (due Weds)
			Response Post (due Fri)
		<u>Secondary</u> A. Sven Beckert, “Slavery Takes Command,” in <i>Empire of Cotton: A Global History</i> (New York: Knopf, 2014), 98–135.	

Week 4	<b>Radical, Democratic Conspiracies</b>	<b>Readings</b>	<b>Assessments</b>
Zoom Mtgs	Tue., Mar. 9 Thu., Mar. 11	<u>Primary</u> A. Martin Van Buren to Thomas Ritchie, Washington, January 13, 1827, <i>Papers of Martin Van Buren</i> , <a href="http://www.vanburenpapers.org/document-mvbo0528">http://www.vanburenpapers.org/document-mvbo0528</a> ; B. “Anti-Masonic Declaration of Independence (July 4, 1828),” in <i>Speech of Solomon Southwick, at the Opening of the New-York Anti-Masonic State Convention, at the Capitol, in Albany, February 19th, 1829</i> (Albany N.Y.: Printed by B.D. Packard & Co., 1829), 14–16; C. David Walker, <i>Appeal to the Coloured Citizens of the World</i> (Boston: D. Walker, 1830), 1-21;	SAG (due Weds)  Response Post (due Fri)  Paper #1 (due Sat.)
		<u>Secondary</u> A. Sean Wilentz, “Radical Democracies,” in <i>The Rise of American Democracy: Jefferson to Lincoln</i> (New York: W. W. Norton & Company, 2005), 330-358; B. Ronald P. Formisano and Kathleen Smith Kutolowski, “Antimasonry and Masonry: The Genesis of Protest, 1826-1827,” <i>American Quarterly</i> 29, no. 2 (1977): 139–65, <a href="https://doi.org/10.2307/2712356">https://doi.org/10.2307/2712356</a> .	
Week 5	<b>Dispossessions &amp; Deportations</b>	<b>Readings</b>	<b>Assessments</b>
Zoom Mtgs	Tue., Mar. 16, Thu., Mar. 18	<u>Primary</u> A. “An Act to provide for an exchange of lands with the Indians residing in any of the states or territories, and for their removal west of the river Mississippi,” <i>Statutes at Large</i> , 21st Congress (May 28, 1830), ch. 48, 411-412 B. “Address to the People of the United States, by the General Council of the Cherokee Nation, July 1830,” in E. C. Tracy, <i>Memoir of the Life of Jeremiah Evarts</i> (Boston: Crocker and Brewster, 1845), 442–48; C. “July 30, 1841,” in John Quincy Adams, <i>Memoirs of John Quincy Adams, Comprising Portions of His Diary from 1795 to 1848</i> , ed. Charles Francis Adams (Philadelphia: J.B. Lippincott & Co, 1874), 10:491-492;	SAG (due Weds)  Response Post (due Fri)
		<u>Secondary</u> A. Claudio Saunt, “Financing Dispossession: Stocks, Bonds, and the Deportation of Native Peoples in the Antebellum United States,” <i>Journal of American History</i> 106, no. 2 (September 1, 2019): 315–37, <a href="https://doi.org/10.1093/jahist/jaz344">https://doi.org/10.1093/jahist/jaz344</a> .	

Week 6	<i>Abominable Tariffs, Banks, and Whigs</i>	Readings	Assessments	
Zoom Mtgs	Tue., Mar. 23, Thu., Mar. 25	<u>Primary</u> A. Andrew Jackson, “President Jackson’s Veto Message Regarding the Bank of the United States, July 10, 1832,” in <i>The Avalon Project</i> , <a href="http://avalon.law.yale.edu/19th_century/ajveto01.asp">http://avalon.law.yale.edu/19th_century/ajveto01.asp</a> B. Calvin Colton, “VI: Democracy,” in <i>The Junius Tracts</i> (New York: Greeley & McElrath, 1844), 82-91;	SAG (due Weds)	
			Response Post (due Fri)	
			<u>Secondary</u> A. Daniel Walker Howe, “Andrew Jackson and His Age,” in <i>What Hath God Wrought: The Transformation of America, 1815-1848</i> (New York: Oxford University Press, 2009), 328–66.	
Week 7	TBD	Readings	Assessments	
NO SYNC MEETINGS	Tue., Mar. 30, Thu., Apr. 1	<u>Primary</u> TBD	SAG (due Weds)	
ON ZOOM THIS WEEK			Response Post (due Fri)	
			<u>Secondary</u> TBD	Midterm Exam (due Sat.)
Week 8	<i>Perfecting the World</i>	Readings	Assessments	
Zoom Mtgs	Tue., Apr. 6	<u>Primary</u> A. Charles Grandison Finney, “Revival in Rochester, 1830,” in <i>Memoirs of Rev. Charles G. Finney</i> (New York: A. S. Barnes & Company, 1876), 284–301 B. Selected “Matrimonial Correspondence,” from <i>The Water-Cure Journal</i> , 1855-1857; C. Sojourner Truth, “Ain’t I A Woman” Speech, as published as [Marius R. Robinson] “Women’s Rights Convention,” <i>The Anti-Slavery Bugle</i> (New-Lisbon, Ohio), Saturday, June 21, 1851;	SAG (due Weds)	
	Thu., Apr. 8		Response Post (due Fri)	
			<u>Secondary</u> A. Manisha Sinha, “Interracial Immediatism,” in <i>The Slave’s Cause: A History of Abolition</i> (New Haven, CT: Yale University Press, 2016), 195–227.	

<b>Week 9</b>	<b><i>Filibustering the World</i></b>	<b>Readings</b>	<b>Assessments</b>
Zoom Mtgs	Tue., Apr. 13	<u>Primary</u> A. Albert C. Ramsey, trans., <i>The Other Side: Or, Notes for the History of the War between Mexico and the United States</i> , Apuntes Para La Historia de La Guerra Entre México y Los Estados-Unidos.English. (New York, London: J. Wiley, 1850), selections; B. Jane Grey Cannon Swisshelm, <i>Half a Century</i> (Chicago: Jansen, McClurg & company, 1880), 91-97; C. “The Great War Meeting at Tammany Hall: Tremendous Gathering of the People – Shall the Whole of Mexico be Annexed?” <i>New York Herald</i> , January 30, 1848, p.1;	SAG (due Weds)
	Thu., Apr. 15		Response Post (due Fri)
		<u>Secondary</u> A. Amy S. Greenberg, <i>Manifest Manhood and the Antebellum American Empire</i> (New York: Cambridge University Press, 2005), 1-17	
<b>Week 10</b>	<b><i>Unkept Ceasefires</i></b>	<b>Readings</b>	<b>Assessments</b>
Zoom Mtgs	Tue., Apr. 20	<u>Primary</u> A. Speeches on the Compromise of 1850 by Henry Clay and John C. Calhoun, in Benton, ed., <i>Abridgment of the Debates of Congress from 1789 to 1856, from Gales and Seaton’s Annals of Congress</i> (1857), 16:386-392, 403-414 B. Two Broad sides (24” by 20”) posters, relating to the kidnapping of Anthony Burns, 1854 C. Thomas W. Strong, <i>Perilous Escape of Eliza and Child</i> (Scene from <i>Uncle Tom’s Cabin</i> ), 1853, Lithograph, 1853, <a href="http://n2t.net/ark:/65665/ng49ca746b5-0095-704b-e053-15f76fa0b4fa">http://n2t.net/ark:/65665/ng49ca746b5-0095-704b-e053-15f76fa0b4fa</a> .	SAG (due Weds)
	Thu., Apr. 22		Response Post (due Fri)
		<u>Secondary</u> A. Joanne B. Freeman, “Fighting for the Union: The Compromise of 1850 and the Benton-Foote Scuffle,” in <i>The Field of Blood: Violence in Congress and the Road to Civil War</i> (New York: Farrar, Straus and Giroux, 2018), 142–76.	

<b>Week 11</b>	<b><i>Immigrants &amp; Nativists</i></b>	<b>Readings</b>	<b>Assessments</b>
Zoom Mtgs	Tue., Apr. 27, Thu., Apr. 29	<u>Primary</u> A. Emigrants guide? B. Samuel Finley Breese Morse, <i>Foreign Conspiracy against the Liberties of the United States</i> (New York: Leavitt, Lord & Co., 1835), selections; C. Charles Knight, <i>The British Mechanic's and Labourer's Hand Book, and True Guide to the United States: With Ample Notices Respecting Various Trades and Professions</i> . (London: C. Knight, 1840), selections; D. <i>The Know Nothing Almanac and True Americans' Manual, for 1855</i> (New York, 1854), 16-21, 30, 34-36, <a href="https://digital.library.villanova.edu/Item/vudl:15134">https://digital.library.villanova.edu/Item/vudl:15134</a>	SAG (due Weds)
			Response Post (due Fri) Paper #2 (due Sat.)
		<u>Secondary</u> A. Tyler Anbinder, “ ‘Americans Must Rule America’: The Ideology of the Know Nothing Party,” in <i>Nativism and Slavery: The Northern Know Nothings and the Politics of the 1850's</i> (New York: Oxford University Press, 1992), 103–27	
<b>Week 12</b>	<b><i>The Rise of the Republican Party</i></b>	<b>Readings</b>	<b>Assessments</b>
Zoom Mtgs	Tue., May. 4	<u>Primary</u> A. Republican Party Platforms, <a href="#">1856</a> and <a href="#">1860</a> ; B. Frederick Douglass, “What to the Slave Is the Fourth of July?,” in <i>My Bondage and My Freedom</i> (New York: Miller, Orton & Mulligan, 1855), 441–45; C. James Henry Hammond, “Speech on the Admission of Kansas..., March 4, 1856 (Mudsill Speech),” in <i>Selections from the Letters and Speeches of the Hon. James H. Hammond, of South Carolina</i> . (New York, NY, 1866), 301–22;	SAG (due Weds)
	Thu., May. 6		Response Post (due Fri)
		<u>Secondary</u> A. Eric Foner, “The Republican Critique of the South,” in <i>Free Soil, Free Labor, Free Men: The Ideology of the Republican Party before the Civil War</i> (New York: Oxford University Press, 1970), 40–72.	

<b>Week 13</b>	<b><i>Collapse of the Republic?</i></b>	<b>Readings</b>	<b>Assessments</b>
Zoom Mtgs	Tue., May. 11	<u>Primary</u>	SAG (due Weds)
	Thu., May. 13	<p>A. Frontpage of <i>The Liberator</i> (Boston, MA), June 13, 1856;</p> <p>B. George Fitzhugh, “Southern Thought – Its New and Important Manifestations,” <i>Debow’s Review, Agricultural, Commercial, Industrial Progress and Resources</i> 23, no. 4 (October 1857): 337–49;</p> <p>C. Lydia Maria Child, M. F. C. Mason, and Henry Alexander Wise, <i>Correspondence between Lydia Maria Child and Gov. Wise and Mrs. Mason, of Virginia</i> (Boston: The American Anti-Slavery Society, 1860), selections;</p>	Response Post (due Fri)
		<u>Secondary</u>	
		<p>A. Joanne B. Freeman, “Republicans Meet the Slave Power: Charles Sumner and Beyond (1855-1861),” in <i>The Field of Blood: Violence in Congress and the Road to Civil War</i> (New York: Farrar, Straus and Giroux, 2018), 208–64.</p>	
<b>Week 14</b>	<b><i>Conclusions, and Other Lost Causes</i></b>	<b>Readings</b>	<b>Assessments</b>
Zoom Mtg	Tue., May. 18	<i>No required readings</i>	Final Exam (due Sat.)
<b>FINALS</b>	<b>WEEK</b>		<b>End-of-Semester Reflection (due TUESDAY, May 25)</b>

## 7. Course Policies

### Course specific policies

#### Courtesy

We will be discussing contentious issues throughout the semester, and practicing the very difficult art of offering – and accepting – constructive criticism. While different opinions are expected, I will demand that you show courtesy, respect, and generosity to your fellow seminar colleagues, at all times.

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

A course website will be maintained on Canvas for this class. Check it – and your UD email – regularly for course materials and announcements. Our meetings will take place via Zoom.

During the regular semester, you can expect an email response to any inquiries within 24 hours. That said, while I am happy to answer simple queries over email, I will not discuss paper topics or grades in-depth. Please see me in office hours (Weds., 2-5pm, [book an appointment](#)) for these more involved discussions.

#### Attendance

Attendance will not form a formal part of your grade in this class. However, it will be difficult for you to succeed in the course without regular attendance –so my expectation is that you will attend unless there are significant extenuating circumstances. Per [University of Delaware attendance policy](#), absences will be excused for religious holidays and observances, military duty, and participation as a university representative in official extracurricular activities, as well as for illness, family emergencies, or other personal crises.

If you are going to be absent, or have missed a class, I expect an email explaining why.

## Late Work

Late work is not encouraged, but will be accepted with a penalty of one half-letter grade for every day that it is overdue (e.g. an “A” paper turned in a day late will become an “A -”; a “B” turned in three days late will become a “C,” and so on). If I have previously agreed to an extension on the deadline, that penalty is waived – provided the assignment is turned in by the new agreed-upon deadline.

To request an extension, email me, using the following template:

Dear Professor Norwood:

I would like to request an extension on [Assignment Name]. I propose [Date/Time] as a new deadline, and promise to have the work submitted by that time.

Sincerely,  
[Your Name]

I will then reply with a confirmation or denial of your request.

Note in the above that you do not need to provide any personal details. If you are in a situation where you need my help, then don't hesitate to ask – I am happy to assist – but I don't need you to spill your guts for a few extra days of deadline. **Needless to say, it is far, far better to turn in an assignment late 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 correctly assessed, you can submit it for a regrade.

To request a regrade, email me a one-paragraph formal request that makes a clear, evidence-based argument for reconsideration. If the assignment was graded by a TA, include their full comments and remarks as an attachment to your e-mail. **Nota bene: saying that you put in tremendous effort is not sufficient. We expect significant effort from all Blue Hens!** I will then regrade the assignment according to the rubric, and apprise you of the results.

# UD Policies

## Academic Integrity

Please familiarize yourself with UD policies regarding academic dishonesty. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment, to re-submit the same assignment for different classes, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance. Complete details of the university's academic integrity policies and procedures can be found at [sites.udel.edu/studentconduct/sgup/](https://sites.udel.edu/studentconduct/sgup/) Office of Student Conduct, 218 Hullihen Hall, (302) 831-2117. E-mail: [student-conduct@udel.edu](mailto:student-conduct@udel.edu)

## Harassment and Discrimination

The University of Delaware works to promote an academic and work environment that is free from all forms of discrimination, including harassment. As a member of the community, your rights, resource and responsibilities are reflected in the non-discrimination and sexual misconduct policies. Please familiarize yourself with these policies at [www.udel.edu/oei](http://www.udel.edu/oei). You can report any concerns to the University's Office of Equity & Inclusion, at 305 Hullihen Hall, (302) 831-8063 or you can report anonymously through UD Police (302) 831-2222 or the EthicsPoint Compliance Hotline at [www1.udel.edu/compliance](http://www1.udel.edu/compliance). You can also report any violation of UD policy on harassment, discrimination, or abuse of any person at this site: [sites.udel.edu/sexualmisconduct/how-to-report/](https://sites.udel.edu/sexualmisconduct/how-to-report/)

## Faculty Statement on Disclosures of Instances of Sexual Misconduct

If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am obligated by federal law to inform the university's Title IX Coordinator. The university needs to know information about such incidents to, not only offer resources, but to ensure a safe campus environment. 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 reporting information, please refer to [www.udel.edu/sexualmisconduct](http://www.udel.edu/sexualmisconduct). At UD, we provide 24/7/365 crisis assistance and victim advocacy and counseling. Contact 302-831-1001 to get in touch with a sexual offense support advocate, as well as confidential and anonymous counseling services for other concerns.

## Accommodations for Students with Disabilities

Any student who thinks he/she may need an accommodation based on a disability should contact the Office of Disability Support Services (DSS) office as soon as possible. Students who have documentation of their need for accommodation should register via the SAM platform: [andes.accessiblelearning.com/UDEL/](https://andes.accessiblelearning.com/UDEL/). Reach DSS in the following ways: Phone: 302-831-4643, fax: 302-831-3261, [DSS website](#). Email: [dssoffice@udel.edu](mailto:dssoffice@udel.edu) or visit at 240 Academy Street, Alison Hall Suite 130. During COVID-19, Disability Support Services staff are available remotely. Please call 302-831-4643 during business hours (8-5 M-F) or email [dssoffice@udel.edu](mailto:dssoffice@udel.edu) for assistance.

## 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: Office of Equity & Inclusion-[oei@udel.edu](mailto:oei@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: Office of Disability Support Services, [dssoffice@udel.edu](mailto:dssoffice@udel.edu), Alison Hall, Suite 130, Newark, DE 19716 (302) 831-4643 OR contact the [U.S. Department of Education - Office for Civil Rights](#)

## Basic Needs Security

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Office of the Dean of Students (302-831-8939) for support and direction to accessible resources. The campus food pantry, Blue Hen Bounty, is open for walk-ins throughout the semester at 276 South College Ave, M-Th 9am-1:30pm, and W 4-5pm. You can also reach out via e-mail ([bluehenbounty@gmail.com](mailto:bluehenbounty@gmail.com)).

## 8. Acknowledgments

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Any errors or limitations are my sole responsibility.

## 9. Copyright

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