

Syllabus

HIST 105-010: U.S. History to 1865

Fall 2020

Online, via Canvas & Zoom

Wednesdays, 12:20-1:10pm

Synchronous Zoom Session

<https://udel.zoom.us/j/97426001147>

(password: usa105)

3 Credits



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

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I. Instructor Information

<p><u>Instructor</u> Prof. Dael Norwood History Department University of Delaware he/him dnorwood@udel.edu</p> <p><u>Office hours:</u> Mondays, 1:30-3:00pm, Tuesdays, 2:00-4:00pm, or by appointment (book at my Appointment Page, or email to suggest a time)</p> <p>Zoom Meeting ID: 946 6049 4640 https://udel.zoom.us/j/94660494640 Password: officehrs</p>	<p><u>Teaching Assistant</u> Brynne Long History Department University of Delaware she/her sblong@udel.edu</p> <p><u>Office hours:</u> Wednesdays, 1:15-3:15pm, or by appointment</p> <p>Zoom Meeting ID: 957 5837 2433 https://udel.zoom.us/j/95758372433 Password: SBLOffice</p>
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What are office hours?

Office hours are an opportunity to chat informally with your instructors about any questions or concerns you might have about the class (assignments, readings, etc), and/or discuss your educational and career interests more generally. We're here to help!

(Also: if you attend office hours with Prof. Norwood, you will earn 20 points of extra credit).

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.

What a typical week in this course will look like:

Monday: Weekly module becomes available on Canvas. Includes all readings, lectures, and assignments.

Wednesday: Synchronous class meeting at 12:20-1:10pm (optional, but **strongly** recommended).

At this Zoom meeting we will discuss the primary source readings for this week, go over upcoming paper assignments, and/or review for upcoming exams. At least once during the semester this session will host one of the “Conversation” panels, with both Prof. Norwood and Prof. Anashanslin.

NOTE: these synchronous sessions will be recorded. By attending, you consent to be recorded, and have that recording shared with other members of the class during the current semester.

Saturday: The week’s assignments are due on Canvas. Includes discussion posts, SAGs, quizzes, papers, and exams, unless otherwise specified on the Course Calendar.

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.

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 homeworks, 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

All materials for this course are free and online.

The schedule of course lectures, readings, and assignments is detailed in the [Course Calendar](#). Links to all course readings and lecture videos will be embedded in the weekly module pages on the Canvas site.

The course textbook will be 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 selections from [The American Yawp Reader](#) or scanned pdfs of materials from other sources.

Lectures will be pre-recorded, posted on the course Canvas site, and embedded in the weekly module pages.

NOTE: Lectures for this course will be a collaborative effort between me (Prof. Norwood) and my colleague [Prof. Anishanslin](#). Some lectures will be by me alone, and some by Prof. Anishanslin; we will also conduct three live group conversations together. You are expected to familiarize yourself with *all* lectures assigned.

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

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 and Zoom in order to watch lectures, read assigned texts, complete written assignments, and participate in discussions.

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>.

Zoom

We will use Zoom, UD's video conferencing platform, for all meetings (office hours, individual meetings, group discussions, etc). [Information and training on how to use Zoom is available here](#); you can access zoom via [MyUD](#) or directly at <http://udel.zoom.us>

Synchronous Meetings:

Each Wednesday, I will lead a synchronous discussion from 12:20-1:10pm on Zoom. These meetings are optional, but strongly recommend you attend; you'll understand the course material much better, and improve your performances on assignments.

At these sessions we will discuss the primary source readings for this week, go over upcoming papers, and/or review for upcoming exams. At least once during the semester, this session will be a "Conversation" panel, where Profs. Norwood and Anashanslin will discuss a historiographical issue, and the audience will have the opportunity to ask questions live.

NOTE: these synchronous sessions will be recorded. By attending, you consent to be recorded, and have that recording shared with the class. (This does not mean you will be the focus of the recording, or that you need to have your camera on; just that you may be incidentally included in footage, as you would if a regular classroom meeting was recorded).

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, <https://www1.udel.edu/stuguide/20-21/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

Most assignments in this class will be graded complete/incomplete. If your work meets the specifications explained in the prompt and rubric, it will receive full points (i.e. an “A”). If the work does not meet the standard specified, you will receive no points. There will be no partial credit.

The exception is the exams. For exams (midterm and final), each question will be graded discretely (i.e. separately and individually), so that you will earn points for each satisfactory answer, rather than for the exam as a whole. The exams will be take-home, not proctored.

Generally speaking, assignments (discussion posts, papers, exams, etc) will be due on Saturdays. Exceptions to this pattern (the final exam, Paper 4) are noted in the Course Calendar. I will accept assignments late, if turned in within 5 days of the original due date, provided that this new submission comes before the first day of exam week, December 12, 2020.

My primary goal in using this approach to assessments is remove the mystery (and thus hopefully the anxiety) from grading.

Grade Breakdown

Assignment	Description	Points per opportunity	Total Points
Discussion Posts	Two posts to weekly group discussion thread (14x)	10	140
SAGs	Source Analysis Grids, weekly (14x)	10	140
Quizzes	Online quizzes on Canvas (6x)	20	120
Papers	Self-Introduction (1x)	20	200
	Native Perspectives Analysis Paper (1x)	80	
	Newspaper Analysis Paper (1x)	80	
	End-of-Semester Reflection (1x)	20	
Exams	Midterm (1x)	200	400
	Final (1x)	200	
		Total available points	1,000
Extra Credit			Up to 66 points
	Come to Prof. Norwood’s office hours	20	
	Write paper reviewing a history podcast	20	
	Write a paper reviewing a public history lecture	20	
	Early semester survey, 80% class participation rate	1	
	Mid-semester survey, 85% class participation rate	2	
	End-of-semester survey, 90% class participation rate	3	

Grading Scale

Note: total points earned will be divided by 100 to get a grade percentage, and converted to a letter grade per this table.

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

Discussion Posts (14x opportunities, 10pts each, total of 140pts)

2 posts to your group's weekly discussion thread. Each post c. 50-250 words. Due on Saturdays by midnight.

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 at the top of the discussion thread (the prompt will relate to that week's assigned materials). 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 the end of Saturday.

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 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.

Source Analysis Grid (14x opportunities, 10pts each, total of 140pts)

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

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. Then, save your completed form as a Word doc, and uploading 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.

Quizzes (6x opportunities, 20 points each, total of 120 points)

Online quiz. Available Mondays; due on Saturdays by midnight.

There will be six (6) online quizzes, offered on Canvas, scheduled as per the [Course Calendar](#). They will consist of multiple choice and true/false questions, drawn from material covered in assigned readings and lectures.

Quizzes will be posted on Mondays on the weeks assigned, and are due the following Saturday. You may take each quiz up to five (5) times; only your highest score will count for the grade.

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

Papers (4x opportunities, for a total of 200 points%)

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, December 12, 2020. (This revise & resubmit policy applies to papers only).

Detailed prompts and rubrics for each paper assignment will be posted on the Canvas course site for each paper assignment – see these for more information.

Paper 1: Self-Introduction (20 points)

Due: on Canvas, as a Word doc, by 11:59pm on Sat., Sept. 12.

Paper 2: Native Perspectives Analysis Paper (80 points)

Due: on Canvas, as a Word doc, by 11:59pm on Sat., Sept. 26.

Paper 3: Newspaper Analysis Paper (80 points)

Due: on Canvas, as a Word doc, by 11:59pm on Sat. Dec. 5.

Paper 4: End-of-Semester Reflection (20 points)

Due: on Canvas, as a Word doc, by 11:59pm on Fri., Dec. 18.

Exams (35%)

There will be a midterm and final exam. They will not be cumulative; the midterm will cover course content from weeks 1-6, and the final weeks 7-15. 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.

Midterm (200 points):

Take-home

Available on Canvas at 9:00am on Mon. Oct., 5;

Due on Canvas by 11:59pm, on Sat., Oct. 10.

Final (200 points)

Take-home

Available on Canvas at noon on Fri., Dec. 11;

Due on Canvas by 11:59pm, on Thurs., Dec. 17.

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 66 points)

You can complete these activities as many times as you like – but you can only earn a maximum of 60 points on your final grade. I will accept extra credit assignments (meetings or papers) until the first day of exam week, December 12, 2020.

Meet with me (20 points)

The task for this assignment is straightforward: meet with me (via Zoom) during my office hours, or schedule an appointment at another time (see [Instructor Information](#) to see how). The purpose of this meeting, like any meeting out of class with a professor, is to provide a forum for discussing questions or concerns you might have about the class (readings, assignments, etc), or your education and career interests more generally. You don't need to come with an agenda or prepared questions (though you are welcome to do so!); this is just a brief (15-20min) chat.

Review a podcast (20 points)

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://benfranklinworld.com/>. (You can choose any episode).

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?)

Review a public history lecture or event (20 points)

Historians do their work in public, and in conversation with non-historians – which means that there are lots of opportunities on and off-campus to engage with historical work through public lectures and events, especially in these Zoom-mania times. During the semester, I will compile and continually update a list of such events, at the end of the Course Calendar; you are welcome to suggest more for inclusion, both on and off-campus.

For this assignment, you will attend a history-related public lecture or panel discussion (if it's not already on the list run it by me first for pre-approval). Then, within one week of attending the lecture or event, submit a 250-500 word (1-2pp.) paper on Canvas in which you:

1. describe or summarize the event
2. articulate the historical interpretation, argument, or thesis presented in the event, or by 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?)

Early-, Mid-, and End-of-Semester Surveys (up to 4 points, for every member of the class)

At various times during the semester, I will ask the class to complete brief “check-in” surveys. These polls will be anonymous; their purpose is to help me to identify the class’s needs, as a whole, and adjust my teaching accordingly. If participation in the survey reaches a certain completion rate (this varies by poll), I will award every member of the class the corresponding extra points.

Early semester survey, 80% class participation rate	1pts
Mid-semester survey, 85% class participation rate	2pts
End-of-semester survey, 65% class participation rate	1pts

VI. Course calendar

Unless otherwise indicated, assignments are due on Canvas on Saturday by midnight of the week listed. Lectures are numbered within a given week if the order in which you watch them matters (for some weeks it does not).

	Topic:	Lectures:	Textbook readings:	Primary Source readings:	Assignments due:
Week 1 9/1 - 9/4	Introductions	1. Welcome to History 105! 2. Course Orientation 3. Definitions & Core Concepts		A. "Account of Dumping Tea in the Boston Gazette," 1773 ; B. "George R. T. Hewes, A Retrospect of the Boston Tea-party," 1834 ; C. "Destruction of Tea at Boston Harbor," 1846 ; D. [There is NO Doc D this week - Prof. N.]	Discussion posts SAG
Week 2 9/7 - 9/11	New Worlds for All	1. Creating an Atlantic World 2. The Columbian Exchange	Yawp, Ch. 1	A. "Native American Creation Stories" ; B. "Bartolomé de Las Casas Describes the Exploitation of Indigenous Peoples," 1542 ; C. "Alvar Nuñez Cabeza de Vaca Travels through North America," 1542 ; D. "Thomas Morton Reflects on Indians in New England," 1637	Discussion posts SAG Paper 1
Week 3 9/14 - 9/18	Early Colonial Projects	From Puritans to Po'Pay The Jamestown "Project" Conversation: When Does America Begin?	Yawp, Ch. 2	A. "Richard Hakluyt Makes the Case for English colonization," 1584 ; B. "Instructions from the Virginia Company of London to the First Settlers," 1606 ; C. "Richard Frethorne Begg His Parents for Support," 1623 ; D. "Metacom Relates Indian Complaints about the English Settlers," 1675 ;	Discussion posts SAG Quiz 1
Week 4 9/21 - 9/25	Native Reactions	Furs, and Mourning Wars Captives and Conversions	Yawp, Ch. 3	A. "A Gaspesian Man Defends His Way of Life," 1641 ; B. "Pierre Charlevoix Describes the Treatment of War Captives among the Iroquois," 1721 ; C. "Mary Rowlandson Narrates Her Captivity," 1675 ; D. "Eunice Williams Refuses	Discussion posts SAG Paper 2

				to Return with John Schuyler.” 1713;	
Week 5 9/28 - 10/2	Slaving Empires	The Transatlantic Slave Trade Rebels, Revolts, and a War Named After an Ear Voter registration deadlines NY - OCT 9 (postmarked) OCT 14 (delivered) DE - OCT 10	Yawp, Ch. 4, sections I-IV	A. "Olaudah Equiano Describes the Middle Passage," 1789; B. "Slave Ship 'L'Aurore,' A 3D Video"; (consider the ship the primary source, not the video) C. Richard Ligon's Map of Barbados, 1657; D. Selected Runaway Ads from the Pennsylvania Gazette, 1742-1749;	Discussion posts SAG Quiz 2
Week 6 10/5 - 10/9	Seven Years' War	1. What Did You Do at 22? 2. The War for <i>Pax Britannica</i> Voter registration deadlines NY - OCT 9 (postmarked) OCT 14 (delivered) DE - OCT 10 NJ - OCT 13 PA - OCT 19	Yawp, Ch. 4, sections V-VII	A. George Washington to Robert Dinwiddie, 18 July 1755; B. "Extracts from Gibson Clough's War Journal," 1759; C. "Pontiac Calls for War," 1763; D. "Alibamo Mingo, Choctaw leader, Reflects on the British and French," 1765;	Discussion posts SAG Midterm (take home) - due 10/10
Week 7 10/12 - 10/16	The American Revolution! Part 1: A Legend Rises	1. More Empire, More Problems 2. America's First Civil War Voter registration deadlines PA - OCT 19	Yawp, Ch. 5, sections I-IV	A. "Declaration of Independence," July 4, 1776; B. "Thomas Paine Calls for American Independence," 1776; C. "Abigail and John Adams Converse on Women's Rights," 1776; D. Boston King Recalls Fighting for the British and for his Freedom," 1798;	Discussion posts SAG
Week 8 10/19 - 10/23	The American Revolution! Part 2: The Reckoning	1. Diaspora and Depression 2. The Constitution! 3. Ratification!	Yawp, Ch. 5 sections V-VII	A. Loyalist Henry Barnes Petitions for Compensation, 1784; B. The Constitution of the United States, 1787; C. Excerpts from Delaware Ratification Documents, 1787; D. James Madison and Mercy Otis Warren on the Constitution, 1788;	Discussion posts SAG Quiz 3

Week 9 10/26 - 10/30	Capital of the New Republic	Yellow Fever in Philadelphia "A Republic if You Can Keep It" Conversation: When Does America Become a Democracy?	Yawp, Ch. 6	A. Mathew Carey, A Short Account of the Malignant Fever, Lately Prevalent in Philadelphia, 1793 ; B. Absalom Jones and Richard Allen, A Narrative of the Proceedings of the Black People during the Late Awful Calamity in Philadelphia, 1794 ; C. Elizabeth Willing Powel to George Washington, 17 November 1792 "; D. "Tour of Powel House," Open House TV, 2017	Discussion posts SAG
Week 10 11/2 - 11/6 ELECTION DAY, 11/3	Liberty, Run Amuck?	1. Empire of Liberty 2. The Revolutionary Haitian Origins of the Louisiana Purchase	Yawp, Ch. 7	A. "Remonstrance of the People of Louisiana Against the Political System Adopted by Congress for Them," 1804 ; B. "Thomas Jefferson Contemplates an American 'Empire for Liberty,'" 1809, 1812, and 1821 ; C. Haitian Declaration of Independence, 1804 ; D. "Tecumseh Calls for Pan-Indian Resistance," 1810 ;	Discussion posts SAG Quiz-4 (canceled)
Week 11 11/9 - 11/13	Empire of Cotton	The Cotton-Industrial Complex Factory Girls	Yawp, Ch. 8 & Ch. 11	A. "Sarah Bagley Describes Life as a Factory Operative," 1840, 1845 ; B. "Solomon Northup Describes a Slave Market," 1841 ; C. "George Fitzhugh Argues that Slavery is Better than Liberty and Equality," 1854 ; D. "Harriet Jacobs on Rape and Slavery," 1860 ;	Discussion posts SAG
Week 12 11/16 - 11/20	Democratic Reforms and Revival	1. Jacksonians ... and Democracy? 2. Jacksonians in Power 3. Cracking on Reform	Yawp, Ch. 9 & Ch. 10	A. "Samuel Morse Fears a Catholic Conspiracy," 1835 ; B. "Revivalist Charles G. Finney Emphasizes Human Choice in Salvation," 1836 ; C. "Black Philadelphians Defend their Voting Rights," 1838 ; D. "Sarah Grimké Calls for Women's Rights," 1838 ;	Discussion posts SAG Quiz 5
Week 13 11/23 - 11/27	Thanksgiving Break				

Week 14 11/30 - 12/4	The Sectional Crisis	<p>1. A Dose of Arsenic</p> <p>2. From Bleeding Kansas to Blood in Congress</p> <p>3. The Cornerstone of the Confederacy</p>	Yawp, Ch. 12 & Ch. 13	<p>A. "John O'Sullivan Declares America's Manifest Destiny." 1845;</p> <p>B. "Wyandotte Woman Describes Tensions Over Slavery." 1849;</p> <p>C. "Margaretta Mason and Lydia Maria Child Discuss John Brown." 1860;</p> <p>D. The 1860 Republican Party Platform;</p>	Discussion posts SAG Paper 3
Week 15 12/7 - 12/10	Civil War & Reconstruction	<p>1. The Civil War as a Social Revolution</p> <p>2. America's Second Civil War</p> <p>3. Conversation: When Does the Civil War End?</p>	Yawp, Ch. 14 & Ch. 15 The Lost Cause (video)	<p>A. "Alexander Stephens on Slavery & the Confederate Constitution." 1861;</p> <p>B. "Abraham Lincoln's Second Inaugural Address." 1865;</p> <p>C. "Charlotte Forten Teaches Freed Children in South Carolina." 1864;</p> <p>D. "Jourdon Anderson Writes His Former Master." 1865;</p>	Discussion posts SAG Quiz 6
Exam Week 12/12 - 12/18					Final Exam (take home) - due 12/17 Paper 4 - due 12/18

Public History Lectures & Events

I will update this list as I hear of new events. Suggestions welcome! (They don't have to be sponsored by a history department or society, or only at UD).

Wednesday, Sept. 9, 2020, 6:00 PM

Invisible Warriors: African American Women in World War II

Delaware Historical Society

[Registration via ZOOM Webinar is required.](#)

Educator and Historian Gregory S. Cooke hosts a screening and discussion of *Invisible Warriors: African American Women in World War II*.

https://us02web.zoom.us/webinar/register/WN_DLKRe7wZTCSozH1_xAnSGA

Thursday, Sept. 17, 2020 5:00pm - 7:00pm

The Second Annual Constitution Panel

History Club, University of Delaware

Online via Zoom, REGISTRATION REQUIRED

<https://www.history.udel.edu/undergraduate/history-club/constitution-panel>

Tuesday, Sept. 29, 2020 12:30 PM - 2:30 PM

Speaks-Warnock Symposium on Race and Racism at the University

Department of History, University of Delaware

Online via Zoom, REGISTRATION REQUIRED.

<https://www.history.udel.edu/news/Pages/Symposium.aspx>

Saturday, Oct. 17, 2020, 1:00 PM

Unequal Justice in Delaware Virtual Panel Discussion

Online via Zoom, Registration required:

<https://www.csd.udel.edu/news/Pages/UJI-Virtual-Panel.aspx>

Co-sponsored by the University of Delaware, Delaware Historical Society's Jane and Littleton Mitchell Center for African American Heritage, Delaware State University, and the Delaware Social Justice Remembrance Coalition

The abolition of slavery did not bring an end to anti-Black violence, nor did it foster equality in civil rights, and as a result, Black Delawareans have continued to fight for justice for more than 100 years. Between 1861 and 1903, three documented instances of fatal racial terror reshaped Delaware's landscape. These atrocities merit a reexamination of Delaware's Civil War history, its status as a Union state during Reconstruction, and its modern legacy of slavery and social justice. Join our distinguished panelists as they discuss their research on this important topic in Delaware history, and their interest in developing an educational public history venture in the coming months called the Unequal Justice in Delaware project.

Panelists include Dr. James Jones, Dr. Stephanie Lampkin, Savannah Shepherd, Dr. Yohuru Williams, Alonna Berry and will conclude with an announcement from Dr. David Young.

Saturday, Oct. 17, 2020, 2:00 PM - 3:30 PM

Historical Perspectives on Racism: Anti-Black Racism Past, Present & Future

A Saturday Symposium Series on Racism, The College of Arts & Sciences, University of Delaware
Online via Zoom. Registration required: <http://www.udel.edu/007791>

Join the College of Arts & Sciences for a Saturday Symposium program offering historical and contemporary perspectives on the important and timely issue of anti-Black racism. Speakers include Prof. Emerald Christopher-Byrd, Women and Gender Studies, Prof. Kathryn Benjamin Golden, (Africana Studies), and Prof. Alison Parker (History). Monet Lewis-Timmons (English) will moderate.

November 6, 2020, 11:00am-3:00 PM (individual panels at specific times)

“If I Had Known”: Education, Performance, Activism. A symposium in honor of the life and legacy of Alice Dunbar-Nelson”

UD, IHRC Public Humanities Symposium

[Online, Registration Required](#)

“If I Had Known is a virtual symposium dedicated to the multifaceted legacy of teacher, writer, poet, and activist, Alice Dunbar-Nelson (1875-1935). The University of Delaware Library currently houses Dunbar-Nelson’s personal papers, which stands as one of the most actively used collections among its holdings. A longtime Wilmington resident, active in the Mid-Atlantic, Dunbar-Nelson spent much of her adult life educating the youth and fighting for social justice and women’s rights.”

Sunday, November 15, 2020, 6:00-7:00pm

Ibram X. Kendi: How to be an Antiracist

YWCA of Delaware

Online via Zoom

<https://www.ywcade.org/homepage/events/ibram-x-kendi-november-15th/>

November 16 & 18, 2020, 4:00PM - 5:30PM

**“The Rise and Fall of Racial Desegregation in American Schools: An Overview of the Legal History”
UD School of Education**

Online, via Zoom; Registration Required: <https://www.education.udel.edu/legal-series/>

Speaker: Prof. David J. Blacker, UD

“This pair of online talks with David J. Blacker, Professor in the School of Education and the Department of Legal Studies at the University of Delaware, presents a brief overview of the legal history of racial desegregation in American schools with additional attention to Delaware. The main focus of the series will be on the relevant patterns of constitutional law and how they have evolved over the past century. This area of study is both morally challenging and conceptually intricate. The specific focus of the talks will be on the nature of the legal and ethical argumentation advanced by the US Supreme Court. The history of racial desegregation has been long and difficult, and it has no “Hollywood happy ending.” Yet, an understanding of our legal past is necessary if educators and policymakers are to chart a plausible course toward a more just and equitable education system.

Tuesday, November 17, 2020, 4:00PM

"Gendering Deafness: Dorothy Brett in Art and Technology"

Prof. Jaipreet Viridi

The Carter Series, Dept. of Women & Gender Studies, UD

[Registration is required for this lecture, which is free and open to the public.](#)

"In this lecture, Dr. Jaipreet Viridi positions painter Dorothy Eugéné Brett's technologies and artistic representations of sound to examine how her performative enactments of deafness enabled her to affirm her identity as a deaf woman. For nearly 60 years, Brett (1883–1977) made use of multiple hearing prostheses she collectively referred to as her "ear machines": trumpets, auricles, carbon acoustic devices, and vacuum tube hearing aids. She relied on these machines in crucial ways: as technologies of assimilation, as objects of power to affirm her class and gender roles, and tools for negotiating the often-contested boundaries between hearing and deafness. As deafness shaped Brett's physical and social environments, it also influenced her artistic style: many of her paintings embody her acoustemology, shaped by what she describes as a "different communication," containing elements of movement and rhythm aided by Brett's ear machines and her interpretations of sounds around her."

November 21, 2020, 2:00 PM

["OUR VOTE: Suffragist Saturday"](#)

College of Arts & Sciences, UD

Online, via Zoom; Registration Required:

https://udel.zoom.us/webinar/register/WN_IT9KNR3pQJ-CugkMZGSd-Q

Speakers: Anne Boylan, Margaret Stetz, Carol Scott, L. Rebecca Johnson Melvin, Mikayala Harden

"Join the College of Arts & Sciences for a Saturday Symposium to celebrate the 100th anniversary of women's right to vote! This interdisciplinary program will examine the courageous fight to win the right to vote in public elections. We'll look at the suffrage movement in Delaware and beyond, African American women and the vote, and the culture that surrounded the crusade."

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) 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. My office hours will be held via [Zoom](#) (phone or video chat); see the first page of this syllabus or details.

Late Work

Late work is not encouraged, but will be accepted, so long as I receive the work within 5 days of the original due date, and provided that this new submission comes before the first day of exam week, December 12, 2020.

That said: 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.

Assignment Grading Policy

Most assignments in this class will be graded complete/incomplete. If your work meets the specifications explained in the prompt and rubric, it will receive full points (i.e. an "A"). If the work does not meet the specified standards, you will receive no points for the assignment. There will be no partial credit.

Exams are the exception. For exams (midterm and final), each question will be graded discretely (i.e. separately and individually), so that you will earn points for each satisfactory answer, rather than for the exam as a whole. The exams will be take-home, not proctored.

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. (NOTE: 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.

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/ 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 Note: During Covid-19 response call ahead to schedule an appointment to come to office.

Non-Discrimination

The University of Delaware does not discriminate against any person on the basis of race, color, national origin, sex, gender identity or expression, sexual orientation, genetic information, marital status, disability, religion, age, veteran status or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions policies, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware also prohibits unlawful harassment including sexual harassment and sexual violence.

For inquiries or complaints related to non-discrimination policies, please contact:

Director, Institutional Equity & Title IX Coordinator- Susan L. Groff, Ed.D. groff@udel.edu, 305 Hullihen Hall Newark, DE 19716 (302) 831-8063

For complaints related to Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act, please contact: Director, Office of Disability Support Services, Anne L. Jannarone, M.Ed., Ed.S. - ajannaro@udel.edu Alison Hall, Suite 130, Newark, DE 19716 (302) 831-4643 OR contact the U.S. Department of Education - Office for Civil Rights (wdcrobcopl01.ed.gov/CFAPPS/OCR/contactus.cfm)

Basic Needs Security

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

Furthermore, if you are comfortable doing so, please notify the professor (me). This will enable me to provide any resources that I may possess.

VIII. Acknowledgments

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

Any errors or limitations are my sole responsibility.

IX. Copyright

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