

!!!VOTING INFORMATION!!!

Because some things are more important than money: to register to vote, request a ballot or polling place information, or monitor your state's changes to election rules because of COVID-19 go to <https://udel.turbovote.org> OR <https://www.lwv.org/elections/vote411>

Syllabus

HIST 400: MONEY IN AMERICA

History Capstone Seminar
Sections: 010, 080 (honors)

Fall 2020

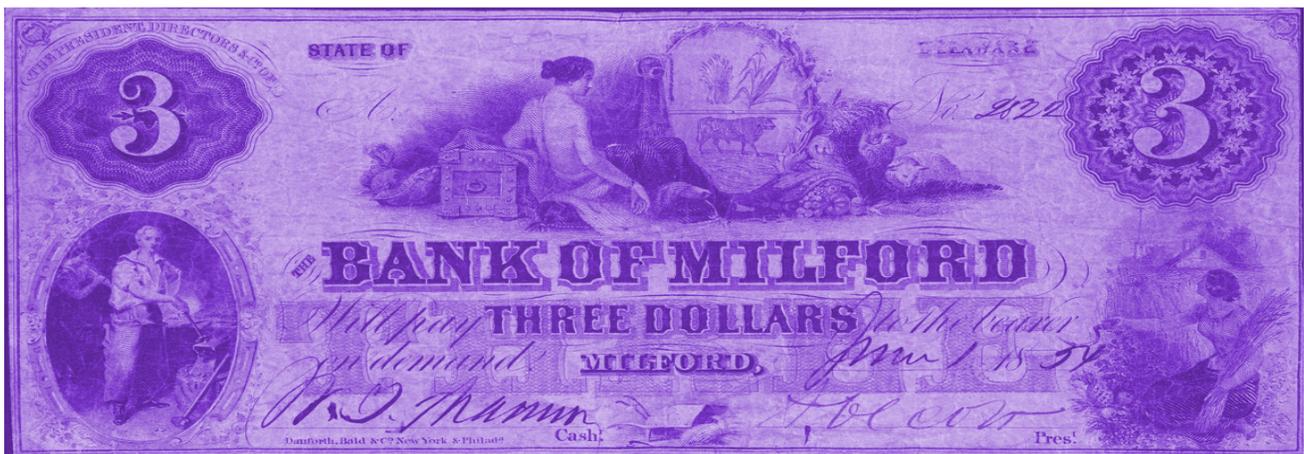
Online, via Canvas & Zoom

MW 3:35 – 4:50pm

<https://udel.zoom.us/j/92052699953>

(password: cashmoney)

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

Prof. Dael Norwood
History Department
University of Delaware

he/him
E-mail dnorwood@udel.edu

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?

- Mondays, 1:30-3:00pm
- Tuesdays, 2:00-4:00pm
- or by appointment (email me to suggest a time)

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

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

II. Course Description

This course will guide you through developing and writing a capstone historical research paper. In the process, you will gain knowledge and expertise in the history of American capitalism. We will use the topic of money to study American political, cultural, and economic life, from the colonial period to the twenty-first century. If money, as Ralph Waldo Emerson had it, “is another kind of blood,” how has it circulated in the American body politic, and to what effect? And if, as the Wu Tang Clan explained, “Cash Rules Everything Around Me,” what is the nature of that social order – and how has money’s availability, form, and conception changed the structure of American society and government?

This class is not a comprehensive survey of monetary history or financial technicalities, and assumes no prior knowledge of economic history. Rather, it is an investigation into the ways that money, in its myriad forms, can inform and enhance our understanding of American history.

This class’s structure is designed to support writing a 10-15 page (min. 3,000 word) “capstone” research paper on a money-related topic of your choice. A “capstone” paper is intended to be an embodiment of all the knowledge and training you have acquired during your undergraduate education in history. The field of opportunity is wide: you might write an interdisciplinary study about a specific kind of money; an exposé of the transnational networks revealed by a coin’s circulation; a political history of a piece of currency legislation; the business history of a bank; a project about theories of social justice underwriting a local currency issue; or a paper about the gender relations created by shop ledgers.

We will read and discuss work about the history of money in America, as well as practical guides to reading and writing. Our classroom – virtual this semester on account of the pandemic – will be a forum for presenting your work, and critiquing others’ projects. Each of you will play a vital role in the development of each other’s work.

By the end of this course, you will have honed your research and writing skills, developed strong techniques for responsibly critiquing peer work, and produced a historical research paper about money that you can use as a writing sample as you pursue your future endeavours.

What a typical week in this course will look like:

Mondays: Discussion of assigned readings – most often a mix of scholarly journal articles or book chapters, and primary sources.

Wednesdays: Workshops on methods, primary sources, or student papers; occasionally, student presentations or guest lectures.

Saturdays: Written assignments due on Canvas by midnight, unless otherwise specified.

III. Learning Outcomes

Knowledge: Students will demonstrate an understanding of the key events, debates, and processes in the history of money in America.

Analysis: Students will accurately describe primary sources, interpret them critically, and use them as evidence to evaluate a historical issue or problem. Students will accurately identify and summarize key arguments in secondary sources, and use them to frame historical questions and analyze primary sources. Students will analyze peer work, offering both substantive criticisms and constructive suggestions for improvement.

Research: Students will formulate a historical research question, locate relevant primary and secondary sources, and interpret these sources to craft an original historical analysis on a topic related to the history of money in America.

Writing: Students will craft a research paper that offers a substantively original and clearly-stated thesis, well-structured arguments, sufficient and appropriate well-chosen evidence, engagement with relevant historiography, and proper Chicago-style citations. They will write a draft of this paper, and then revise it, productively addressing peer and instructor criticisms, and reflect on the research process.

Public Speaking: Students will communicate evidence-based arguments orally by participating actively in class discussion, and by giving presentations on the results of their independent research.

Citations and Academic Honesty: Students will define plagiarism and outline the research, reading, and writing techniques that can be used to avoid it; they will also demonstrate competency in the use of Chicago-style citation format.

Citizenship: Students will identify skills and competencies developed by “doing history,” and explain how they might be applied to future occupations (civic, employment, or both); they will also explain how historical perspective can inform present-day debates and issue

IV. Learning Resources

Required Materials

This course has one required book, which will be a common reading:

Jeffrey Sklansky, *Sovereign of the Market: The Money Question in Early America* (Chicago, IL: University of Chicago Press, 2017).

Other materials – book chapters, journal articles, primary sources –will be linked in the course calendar and/or provided as PDFs via the Canvas site.

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 to access readings and complete assignments, and to use Zoom to watch lectures 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>

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. Assignments & Assessments

Assignments in this class will be graded complete/incomplete. If your work meets the specifications explained in the assignment 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.

Generally speaking, assignments will be due on Saturdays. Exceptions to this pattern (e.g. the final paper) are noted in the Course Calendar.

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

Grade Breakdown

Assignment	Due Date	Points
Beginning-of-Semester Reflection	Sep-5	5
Self-Introduction Post & Reply	Sept-5	5
Pick a Fun Topic Paper	Sep-12	15
Newspaper Analysis Paper	Sep-19	50
Follow the Footnotes Paper	Sep-26	50
Project Proposal #1	Oct-3	80
Research Memo #1	Oct-10	30
Project Proposal #2	Oct-7	100
Research Memo #2	Oct-31	30
Research Memo #3	Oct-7	30
Academic Honesty & Citation Formatting Quiz	Nov-21	50
Work in Progress Paper	Nov-7 OR Nov 14	75
Peer Feedback on Work in Progress Paper	Nov-11 OR Nov-18	20
Full Draft	Nov-28 OR Dec-5	150
Peer Feedback on Full Draft	Nov-30 OR Dec-7	20
Draft presentation	(per your sign-up)	10
Final Paper	Dec-14	250
End-of-Semester Reflection	Dec-16	10
Lead Discussion on an assigned reading	(per your sign-up)	10
Individual Meeting #1	(per your sign-up)	5
Individual Meeting #2	(per your sign-up)	5
	Total points	1000

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

VI. Course calendar

NB: unless otherwise indicated, assignments are due on Canvas on Saturday by midnight of the week listed.

Week 1

Wed., Sep. 2, 2020

Introductions!

Read:

- James Surowiecki, "[A Brief History of Money.](#)" *IEEE Spectrum* 49, no. 6 (June 2012): 44–79;
- Katherine Pickering Antonova, "[The Research Essay.](#)" in *The Essential Guide to Writing History Essays* (New York: Oxford University Press, 2020), 268–97;

Sat., Sep. 5, 2020

Beginning-of-Semester Reflection due

Self-Introduction Post & Reply due

Week 2

Mon., Sep. 7, 2020

Theoretical Approaches

- Jeffrey Sklansky, *Sovereign of the Market: The Money Question in Early America, American Beginnings, 1500-1900* (Chicago, IL: University of Chicago Press, 2017), 1-20;
- Viviana A. Zelizer, [The Social Meaning of Money: Pin Money, Paychecks, Poor Relief, and Other Currencies](#) (Princeton, NJ: Princeton University Press, 1997), 1-35;
- Christine Desan, "[The Constitutional Approach to Money: Monetary Design and the Production of the Modern World.](#)" in *Money Talks: Explaining How Money Really Works*, ed. Nina Bandelj, Frederick F. Wherry, and Viviana A. Zelizer (Princeton University Press, 2017), 109–30

Wed., Sep. 9, 2020

Origin Stories / Finding a Topic, Developing a Question

Reading:

- Thomas Bayne and Paul Noth, *Once Upon a Dime* (Federal Reserve Bank of New York, 2018), <https://www.newyorkfed.org/medialibrary/media/outreach-and-education/comic-books/NewYorkFed-OnceUponADime-WebFullColor.pdf>.
- Adam Smith "[Ch. IV: Of The Origin and Use of Money.](#)" *An Inquiry into the Nature and Causes of the Wealth of Nations*, ed. Edwin Cannan, 2 vols. (London: Methuen; Liberty Fund, 1904), 24-41;
- Jill Lepore, "[How to Write a Paper for This Class.](#)" *Historically Speaking* 11, no. 1 (2010).

Sat., Sep. 12, 2020

Pick a Fun Topic Paper due

Sign up to meet w/ Prof. Norwood outside of class

Week 3

Mon., Sep. 14, 2020

Local, Imperial, and Global Money

Read:

- Farley Grubb, "[Money and Prices in Colonial America](#)," in *Handbook of the History of Money and Currency*, ed. Stefano Battilossi, Youssef Cassis, and Kazuhiko Yago (Singapore: Springer, 2020), 431–54;
- Alejandra Irigoin, "[Rise and Demise of the Global Silver Standard](#)," in *Handbook of the History of Money and Currency*, ed. Stefano Battilossi, Youssef Cassis, and Kazuhiko Yago (Singapore: Springer, 2020), 383–410;
- Sklansky, *Sovereign of the Market*, 21-90

Wed., Sep. 16, 2020

Analyzing a Primary Source

Read:

- [The Maryland Journal and Baltimore Advertiser, November 3, 1786](#), from *America's Historical Newspapers*, <https://library.udel.edu/databases/ean/>
- *Colonial Currency from Delaware (20 Shillings)*, paper, 1758, Minnesota Historical Society, <https://collections.mnhs.org/cms/display?irn=10346639>.
- Zachary Schrag, "How to Read a Primary Source," *HistoryProfessor.Org* (blog), June 16, 2011, <https://historyprofessor.org/research/how-to-read-a-primary-source/>.
- Zachary Schrag, "Examples of Critical Reading," *HistoryProfessor.Org* (blog), June 16, 2011, <https://historyprofessor.org/research/examples-of-critical-reading/>.

Sat., Sep. 19, 2020

Newspaper Analysis Paper due

Sign up for Group A or Group B draft paper deadlines

Week 4

Mon., Sep. 21, 2020

Nation-Making Money

Read:

- Benjamin H. Irvin, "Benjamin Franklin's 'Enriching Virtues,'" *Commonplace: The Journal of Early American Life* 6, no. 3 (April 2006), <http://commonplace.online/article/benjamin-franklins-enriching-virtues/>.
- Robert Garson, "[Counting Money: The US Dollar and American Nationhood, 1781–1820](#)," *Journal of American Studies* 35, no. 1 (April 2001): 21–46;
- Eric Helleiner, "[Historicizing Territorial Currencies: Monetary Space and the Nation-State in North America](#)," *Political Geography* 18, no. 3 (March 1, 1999): 309–39;
- Robert Morris, "Robert Morris to The President of Congress (John Hanson)," in *The Papers of Robert Morris, 1781-1784*, ed. E. James Ferguson, vol. 4, 9 vols. (Pittsburgh: University of Pittsburgh Press, 1973), 25–40, <https://digital.library.pitt.edu/islandora/object/pitt%3A31735060481938/viewer#page/66/mode/2up>.

- Wed., Sep. 23, 2020 Search Strategies
Read:
- Michelle Niemann et al., “Effective Searching,” *Learning Historical Research: A Primer* (blog), accessed August 25, 2020, <http://www.williamcronon.net/researching/searching.htm>
 - Zachary Schrag, “How to Research a History Paper,” *HistoryProfessor.Org* (blog), June 16, 2011, <https://historyprofessor.org/research/how-to-research-a-history-paper/>.
 - Kaitlyn Tanis, “Primary Sources,” UD LibGuide, <https://guides.lib.udel.edu/primarysources>

Sat., Sep. 26, 2020 Follow the Footnotes Paper due

Week 5

- Mon., Sep. 28, 2020 Bank Wars
- Sklansky, *Sovereign of the Market*, 93-165;
 - Stephen Mihm, “The Fog of War: Jackson, Biddle and the Destruction of the Bank of the United States,” in *A Companion to the Era of Andrew Jackson*, ed. Sean Patrick Adams (New York: Blackwell Pub, 2013), 348–75;
 - Andrew Jackson, “Veto Message [Of The Re-Authorization of Bank of the United States], July 10, 1832,” in *The American Presidency Project*, accessed August 25, 2020, <https://www.presidency.ucsb.edu/documents/veto-message-the-re-authorization-bank-the-united-states>.

- Wed., Sep. 30, 2020 Framing a Research Question
Read:
- Zachary Schrag, “How to Narrow a Research Topic,” *HistoryProfessor.Org* (blog), May 31, 2017, <https://historyprofessor.org/research/how-to-narrow-a-research-topic/>.
 - William Cronon, Po-Yi Hung, and Abigail Popp, “How to Frame a Researchable Question,” *Learning Historical Research: A Primer* (blog), accessed August 25, 2020, <http://www.williamcronon.net/researching/questions.htm>.

Sat., Oct. 3, 2020 Project Proposal #1 due

Week 6

- Mon., Oct. 5, 2020 Scrutinizing Money
Read:
- Joshua R. Greenberg, “Dollars and Senses,” in *Bank Notes and Shinplasters : The Rage for Paper Money in the Early Republic* (Philadelphia, PA: University of Pennsylvania Press, 2020), 77–105;
 - Shane White, “Freedom’s First Con: African Americans and Changing Notes in Antebellum New York City,” *Journal of the Early Republic* 34, no. 3 (2014): 385–409
 - Henry C. Foote, *Universal Counterfeit and Altered Bank Note Detector, at Sight ... Complete in Seven Rules ...*, 4th ed. ... (New York, 1852), <https://catalog.hathitrust.org/Record/008896595>.

- Wed., Oct. 7, 2020 Guest Zoom! Dr. Jesse Kraft, Asst. Curator, American Numismatic Society
Read / Listen:
- Cathy DeShano, William Cronon, and Emma Schroeder, “The Pleasures of Note-Taking,” *Learning Historical Research* (blog), accessed August 25, 2020, <http://www.williamcronon.net/researching/notetaking.htm>.
 - Jesse Kraft and Andrew Reinhard, “Foreign Currency before the Coinage Act of 1857,” *The Planchet*, <http://numismatics.org/planchet/01-01/>.

Sat., Oct. 10, 2020 Research Memo #1 due

Week 7

- Mon., Oct. 12, 2020 Green, Gold, or Silver?
Read:
- Michael O’Malley, “[Specie and Species: Race and the Money Question in Nineteenth-Century America](#),” *The American Historical Review* 99, no. 2 (1994): 369–95;
 - Bruce G. Carruthers and Sarah Babb, “[The Color of Money and the Nature of Value: Greenbacks and Gold in Postbellum America](#),” *American Journal of Sociology* 101, no. 6 (1996): 1556–91;
 - Greenback Party of Delaware, Albert H. Weld, and Thomas O. Cooper, *To the Voters and Taxpayers of Delaware / Platform of the National Greenback Party of Delaware* (S.l., 1878), <https://catalog.hathitrust.org/Record/101826621>.
 - [Report and Accompanying Documents of the United States Monetary Commission Organized under Joint Resolution of August 15, 1876, S.rpt. 703, 44th Cong., 2nd. Sess. \(March 2, 1877\), Volume 2, excerpts.](#)

- Wed., Oct. 14, 2020 Contributing to a Historiographical Conversation
Read:
- Samuel DeCanio, “[Populism, Paranoia, and the Politics of Free Silver](#),” *Studies in American Political Development* 25, no. 01 (April 2011): 1–26;
 - Brian Hamilton, Liese Dart, and William Cronon, “Positioning Your Argument,” *Learning Historical Research* (blog), accessed August 25, 2020, <http://www.williamcronon.net/researching/positioning.htm>.

Sat., Oct. 17, 2020 Project Proposal #2 due
Sign up for an Individual Meeting with Prof. Norwood

Week 8

Mon., Oct. 19, 2020 Individual Meetings
Wed., Oct. 21, 2020 Individual Meetings
Sat., Oct. 24, 2020 Research Memo #2 due

Week 9

Mon., Oct. 26, 2020 Consolidated, Cooperative, or Complementary Money?

Read:

- Sklansky, *Sovereign of the Market*, 169-258
- [“Eureka! Key to the Solution of the Industrial Problem of the Age,” *National Economist*](#), 2, no. 15 (December 28, 1889), 225-229

Wed., Oct. 28, 2020 Peer Review, Genre, and Giving Constructive Feedback

Read:

- Wayne C. Booth et al., [“Acknowledgments and Responses,”](#) in *The Craft of Research* (Chicago, IL: University of Chicago Press, 2016), 141-152;
- Zachary Schrag, “How to Write a Review,” *HistoryProfessor.Org* (blog), June 17, 2011, <https://historyprofessor.org/reading/how-to-write-a-review/>;
- Emily Callaci, [“On Acknowledgments,”](#) *The American Historical Review* 125, no. 1 (February 1, 2020): 126–31

Sat., Oct. 31, 2020 Research Memo #3 due

Week 10:

Mon., Nov. 2, 2020 The Fed

Read:

- John Kenneth Galbraith, [“The Impeccable System,”](#) in *Money: Whence It Came, Where It Went*, new edition (Princeton, NJ: Princeton University Press, [1975] 2017), 135–55;
- Sarah Binder and Mark Spindel, [“Monetary Politics: Origins of the Federal Reserve,”](#) *Studies in American Political Development* 27, no. 1 (April 2013): 1–13;
- Federal Reserve Bank of New York, *The Story of the Federal Reserve System*, 2018, <https://www.newyorkfed.org/medialibrary/media/outreach-and-education/comic-books/NewYorkFed-StoryoftheFederalReserveSystem-WebColor.pdf>.

Wed., Nov. 4, 2020 Using Evidence, Citing Sources

Read:

- United States. Congress, “Full Employment and Balanced Growth Act (Humphrey-Hawkins Act),” Pub. L. No. 92 Stat. 1887 (1978), <https://fraser.stlouisfed.org/title/1034>.
- [The Federal Reserve System: Purposes and Functions, 1939 and 2016, excerpts](#);
- Raphael Bostic, “A Moral and Economic Imperative to End Racism,” *Federal Reserve Bank of Atlanta* (blog), June 12, 2020, <https://www.frbatlanta.org/about/feature/2020/06/12/bostic-a-moral-and-economic-imperative-to-end-racism>.
- Zachary Schrag, “How to Write an Essay,” *HistoryProfessor.Org* (blog), June 16, 2011, <https://historyprofessor.org/organization/how-to-write-an-essay/>.
- “Citation Quick Guide,” *Turabian: A Manual for Writers*, <https://www-chicagomanualofstyle-org.udel.idm.oclc.org/turabian/citation-guide.html>.
- “Citing Sources: Chicago & Turabian Style,” UD LibGuide, <https://guides.lib.udel.edu/citingsources/chicago>

Sat., Nov. 7, 2020 Work-in-Progress, Group A, due

Week 11

Mon., Nov. 9, 2020

The Great and Local Depression

Read:

- Sarah Elvins, "[Making Money in Hard Times: Scrip and Grassroots Efforts to Solve the Great Depression](#)," in *Shopping for Change*, ed. Louis Hyman and Joseph Tohill (Ithaca, NY: Cornell University Press, 2018), 75–84;
- Oregon State Library, "Depression-Era Scrip," accessed August 21, 2020, https://digital.osl.state.or.us/islandora/object/osl%3Aor_scrip.
- Anthony Laudato, "Hard Currency: One Washington City Prints Its Own Money on Wood," *CBS Sunday Morning*, July 19, 2020, <https://www.cbsnews.com/news/hard-currency-one-washington-city-prints-its-own-money-on-wood/>.
- "[Exhibit 1 to Ordinance 910: The Tenino COVID-19 Recovery Grant Program](#)," 2020

Wed., Nov. 11, 2020

Group A, W-i-P Workshop

Peer Feedback on Group A W-i-P, due in class

Read:

- Peer papers, as assigned
- Zachary Schrag, "Topic Sentences," *HistoryProfessor.Org* (blog), June 16, 2011, <https://historyprofessor.org/organization/topic-sentences/>.

Sat., Nov. 14, 2020

Work-in-Progress, Group B, due

Week 12

Mon., Nov. 16, 2020

The Politics of Academic Honesty & Citations

Read:

- Charlie Tyson, "How Rumors Spread via Sloppy Citation Practices," *Inside Higher Ed*, August 6, 2014, <https://www.insidehighered.com/news/2014/08/06/how-rumors-spread-sloppy-citation-practices>.
- Victor Ray, "The Racial Politics of Citation," *Inside Higher Ed*, April 27, 2018, <https://www.insidehighered.com/advice/2018/04/27/racial-exclusions-scholarly-citations-opinion>.
- Karin Wulf, "Could Footnotes Be the Key to Winning the Disinformation Wars?," *Washington Post*, August 29, 2019, sec. Made by History, <https://www.washingtonpost.com/outlook/2019/08/29/could-footnotes-be-key-winning-disinformation-wars/>.
- Caleb McDaniel, "The Dangers of a Fake Tubman Quote," *W. Caleb McDaniel – Home* (blog), accessed August 25, 2020, <http://wcaleb.org/blog/fake-tubman-quote>.

Wed., Nov. 18, 2020

Group B, W-i-P Workshop

Peer Feedback on Group B W-i-P, due in class

Read:

- William Cronon, Jacquelyn Gill, and Stephen Laubach, "Arguments and Narrative," *Learning Historical Research* (blog), accessed August 25, 2020, <http://www.williamcronon.net/researching/arguing.htm>.

Sat., Nov. 21, 2020

Academic Honesty & Citation Formatting Quiz due

Week 13: THANKSGIVING BREAK -- NO CLASS

Mon., Nov. 23, 2020 - Fri., Nov. 27, 2020
Sat., Nov. 28, 2020 Full Draft, Group A, due

Week 14: Workshopping Full Drafts - GROUP A

No reading other than peer drafts.

Mon., Nov. 30, 2020 Draft presentations
Peer Feedback on Group A papers, due by class time
Read:

- Genya Erling, Trish O’Kane, and William Cronon, “Drafting, Revising, Editing, Writing,” *Learning Historical Research* (blog), accessed August 25, 2020, <http://www.williamcronon.net/researching/writing.htm>.

Wed., Dec. 2, 2020 Draft presentations
Sat., Dec. 5, 2020 Full Draft, Group B, due

Week 15: Workshopping Full Drafts - GROUP B

No reading other than peer drafts.

Mon., Dec. 7, 2020 Draft presentations
Peer Feedback on Group B papers, due by class time
Wed., Dec. 9, 2020 Draft presentations

Exam Week

Mon., Dec. 14, 2020 Final Research Paper due
Wed., Dec. 16, 2020 End-of-Semester Reflection due

VII. Course Policies

Attendance

Attendance will not be taken in this course, and it will not form part of your course grade. However, you will find it very difficult to succeed in this class without attending class, so please do make every effort to do so.

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.

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 Cindy Ott (University of Delaware), Owen White (University of Delaware), Aaron Chin (University of New Hampshire), Christine Desan (Harvard University), Joshua R. Greenberg (*Commonplace: The Journal of Early American Life*), and Stephen Mihm (University of Georgia).

Any errors or limitations are my sole responsibility.

IX. Copyright

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