!!!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.

I. Instructor Information
II. Course Description
III. Learning Outcomes
IV. Learning Resources
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VI. Course calendar
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I. Instructor Information

Prof. Dael Norwood  he/him
History Department  E-mail dnorwood@udel.edu
University of Delaware

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 issues.

IV. Learning Resources

**Required Materials**

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


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/
- 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

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

| 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interval</th>
<th>Grade</th>
<th>Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94.50 and over</td>
<td>C</td>
<td>72.50 to 76.49</td>
</tr>
<tr>
<td>A-</td>
<td>89.50 to 94.49</td>
<td>C-</td>
<td>69.50 to 72.49</td>
</tr>
<tr>
<td>B+</td>
<td>86.50 to 89.49</td>
<td>D+</td>
<td>66.50 to 69.49</td>
</tr>
<tr>
<td>B</td>
<td>82.50 to 86.49</td>
<td>D</td>
<td>62.50 to 66.49</td>
</tr>
<tr>
<td>B-</td>
<td>79.50 to 82.49</td>
<td>D-</td>
<td>59.50 to 62.49</td>
</tr>
<tr>
<td>C+</td>
<td>76.50 to 79.49</td>
<td>F</td>
<td>Below 59.5</td>
</tr>
</tbody>
</table>
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;

**Sat., Sep. 5, 2020**
Beginning-of-Semester Reflection due
Self-Introduction Post & Reply due

**Week 2**

**Mon., Sep. 7, 2020**
Theoretical Approaches

**Wed., Sep. 9, 2020**
Origin Stories / Finding a Topic, Developing a Question
Reading:

**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:

- 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/](https://library.udel.edu/databases/ean/)

**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:

Search Strategies

Read:

- Kaitlyn Tanis, “Primary Sources,” UD LibGuide, [https://guides.lib.udel.edu/primarysources](https://guides.lib.udel.edu/primarysources)

Follow the Footnotes Paper due

**Week 5**

Mon., Sep. 28, 2020  Bank Wars

- Sklansky, *Sovereign of the Market*, 93-165;

Wed., Sep. 30, 2020  Framing a Research Question

Read:


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

**Week 6**

Mon., Oct. 5, 2020  Scrutinizing Money

Read:

- 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](https://catalog.hathitrust.org/Record/008896595)
Read / Listen:

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

Week 7
Mon., Oct. 12, 2020  Green, Gold, or Silver?
Read:

Wed., Oct. 14, 2020  Contributing to a Historiographical Conversation
Read:

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

Read:

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

Week 10:
Mon., Nov. 2, 2020  The Fed
Read:

Wed., Nov. 4, 2020  Using Evidence, Citing Sources
Read:
- “Citing Sources: Chicago & Turabian Style,” UD LibGuide, [https://guides.lib.udel.edu/citingsources/chicago](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:  
- Oregon State Library, “Depression-Era Scrip,” accessed August 21, 2020, [https://digital.osl.state.or.us/islandora/object/osl%3Aor_scrip](https://digital.osl.state.or.us/islandora/object/osl%3Aor_scrip).  
- “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  

Sat., Nov. 14, 2020  
Work-in-Progress, Group B, due

**Week 12**

Mon., Nov. 16, 2020  
The Politics of Academic Honesty & Citations  
Read:  

Wed., Nov. 18, 2020  
Group B, W-i-P Workshop  
Peer Feedback on Group B W-i-P, due in class  
Read:  

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:

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**

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](http://www.udel.edu/oei). You can report any concerns to the University’s Office of Equity & Inclusion, at 305 Hullihen Hall, (302) 831-8063 or you can report anonymously through UD Police (302) 831-2222 or the EthicsPoint Compliance Hotline at [www1.udel.edu/compliance](http://www1.udel.edu/compliance). You can also report any violation of UD policy on harassment, discrimination, or abuse of any person at this site: [sites.udel.edu/sexualmisconduct/how-to-report/](http://sites.udel.edu/sexualmisconduct/how-to-report/)

Faculty Statement on Disclosures of Instances of Sexual Misconduct

If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am obligated to inform the university’s Title IX Coordinator. The university needs to know information about such incidents in order to offer resources to victims and to ensure a safe campus environment for everyone. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to me in class, in a paper assignment, or in office hours, I promise to protect your privacy--I will not disclose the incident to anyone but the Title IX Coordinator. For more information on Sexual Misconduct policies, where to get help, and how to reporting information, please refer to [www.udel.edu/sexualmisconduct](http://www.udel.edu/sexualmisconduct). At UD, we provide 24-hour crisis assistance and victim advocacy and counseling. Contact 302-831-1001, UD Helpline 24/7/365, to get in touch with a sexual offense support advocate.

For information on various places you can turn for help, more information on Sexual Misconduct policies, where to get help, and reporting information please refer to [www.udel.edu/sexualmisconduct](http://www.udel.edu/sexualmisconduct)

Inclusion of Diverse Learning Needs

Any student who thinks he/she may need an accommodation based on a disability should contact the Office of Disability Support Services (DSS) office as soon as possible. The DSS office is located at 240 Academy Street, Alison Hall Suite 130, Phone: 302-831-4643, fax: 302-831-3261, DSS website ([www.udel.edu/DSS/](http://www.udel.edu/DSS/)). You may contact DSS at [dssoffice@udel.edu](mailto:dssoffice@udel.edu) 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 (wdcrocolp01.ed.gov/CFAPPS/OCR/contactus.cfm)

Basic Needs Security

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

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

I gratefully acknowledge that this syllabus has been improved through the advice 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

This course is licensed under the Creative Commons Attribution-NonCommercial 4.0 International License. You are free to share and adapt the work for non-commercial purposes, provided proper attribution is given. For details, please see: http://creativecommons.org/licenses/by-nc/4.0/