

# 20F-HIST600: Approaches to History

 [Edit](#)

**Prof. David Suisman** (preferred pronouns  
*he/him/his*)

Fall 2020

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(<mailto:dsuisman@udel.edu>)

Tue 2-5pm

Office hours: Wed 2-4pm (Email me to schedule an  
appointment)

Zoom URL for class meetings:

<https://udel.zoom.us/j/98801360733>

(<https://udel.zoom.us/j/98801360733>)



[\(https://www.bruegel2018.at/en/the-tower-of-babel/\)](https://www.bruegel2018.at/en/the-tower-of-babel/)

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# 1. Course Description

This course will introduce first-year graduate students to major issues and debates in the historical profession. Ranging from microhistory to world history, our readings (books and articles) will permit us to enter into a wide range of discussions essential to understanding the methodologies and questions driving the historical discipline in recent decades. In some cases our lens will be tightly focused on a specific place or time; in others, it will be broadened to encompass the entire world. Some of the works engage with old questions in new ways; others pose new questions or experiment with new forms or methods. As we go, we will consider central concepts in the historical profession including *evidence*, *scale*, *periodization*, *causation*, and *change over time*. The aim here is not so much to marshal a “best of” collection of works as it is to bring together a body of important texts “good to think with” as an introduction to the work that academic historians do in the twenty-first century.

The course is divided to two parts. The first, "Getting Our Bearings," focuses more foundational issues and works in the field. The second, "Breaking New Ground," emphasizes innovative work published in the last few years (along with a couple of slightly older exceptions).

The course will be conducted entirely online.

## 2. Resources and Materials

Below you will find a list of the books we will be reading, in the order that we will be reading them. As I communicated to you earlier, all (or nearly all) of them are available through the library as e-books but you are encouraged to acquire physical copies if it practically and financially feasible for you to do so.

Many weeks, the books are paired with one or several articles to read as well. These will be accessible through the Canvas site or the website of the UD Library.

The books:

- Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History* (Boston: Beacon Press, 1995).
- Sarah C. Maza, *Thinking About History* (Chicago: University of Chicago Press, 2017).
- Peter Novick, *That Noble Dream: The “Objectivity Question” and the American Historical Profession* (New York: Cambridge University Press, 1988).
- Natalie Zemon Davis, *The Return of Martin Guerre* (Cambridge, Mass.: Harvard University Press, 1983).
- Daniel Smail, *On Deep History and the Brain* (Berkeley: University of California Press, 2008).
- Linda. Gordon, *The Great Arizona Orphan Abduction* (Cambridge, Mass.: Harvard University Press, 2001).
- Michel Foucault, *Discipline and Punish: The Birth of the Prison* (New York: Vintage, 1979).

- William Cronon, *Nature's Metropolis: Chicago and the Great West* (New York: W. W. Norton & Company, 1992).
- Daniel K. Richter, *Facing East from Indian Country: A Native History of Early America* (Cambridge, Mass.: Harvard University Press, 2003).
- Michael A. Gomez, *African Dominion: A New History of Empire in Early and Medieval West Africa* (Princeton, New Jersey: Princeton University Press, 2018).
- Daniel Immerwahr, *How to Hide an Empire: A History of the Greater United States* (New York: Farrar, Straus and Giroux, 2019).
- William M. Reddy, *The Navigation of Feeling: A Framework for the History of Emotions* (New York: Cambridge University Press, 2001).
- Tera W. Hunter, *Bound in Wedlock: Slave and Free Black Marriage in the Nineteenth Century* (Cambridge, Mass.: The Belknap Press of Harvard University Press, 2017).
- Caitlin Rosenthal, *Accounting for Slavery: Masters and Management* (Cambridge, Mass.: Harvard University Press, 2018).
- Bathsheba Demuth, *Floating Coast: An Environmental History of the Bering Strait* (New York: W.W. Norton & Company, 2019).

### 3. Zoom

Class meetings will take place over [Zoom \(http://udel.edu/zoom\)](http://udel.edu/zoom).

Here's the link (<https://udel.zoom.us/j/93975180807>) for our meetings:

<https://udel.zoom.us/j/98801360733> (<https://udel.zoom.us/j/98801360733>). The meeting ID is: 988 0136 0733. You will probably **be required to sign-in to Zoom with your [udel.edu](http://udel.edu) (http://udel.edu/) email address and password to access the meetings.**

A few points of Zoom etiquette that will help you get more out of the class:

- Generally, it's a good idea to leave your camera on and your mic muted.
- Turn off other things that make sounds (email, your cell phone, electronic reminders, etc.). They're distracting and annoying to others who hear them when you are not muted!
- Don't wander off or do other things during class. While you're on camera is not the time to groom your cat or respond to rearrange your bookshelf. Doing so is a distraction to your classmates.
- It's fine to turn off your camera during breaks or if you have to run to the bathroom.
- If for some reason, you can't use your computer's web camera—e.g., your computer doesn't have one, or using the video camera slows down your internet connection—**please email me and let me know.**

### 4. Requirements

It is expected you will come to seminar each week having done the **reading** and prepared to discuss it. This means having thought about the argument, evidence, conclusions, and implications of each text. And because this is a seminar, it is expected that everyone will participate actively.

Three times during the semester, you will work with another student to write **discussion questions** for class. It is intended that this be a collaborative process. You should plan on meeting over Zoom (or another platform) to discuss the readings and posting 6-8 questions to the Google Doc **by 8pm on Monday night**. Generally, these questions should be designed to make connections between readings, highlight important themes, and foster discussion. At least one or a couple of them should put the assigned book in conversation with the assigned article(s) when applicable.

Here's the [sign-up sheet](#)

([https://docs.google.com/document/d/1HanLk22Lh\\_IOTPQXDsFpXg2Bz\\_BtC8TQu-LCbotLTU/edit?usp=sharing](https://docs.google.com/document/d/1HanLk22Lh_IOTPQXDsFpXg2Bz_BtC8TQu-LCbotLTU/edit?usp=sharing)). Please do not sign up until after class on Sep 1.

Two times during the semester you will write a **book review** on a book of your choice (from the syllabus). One review is due in the first half of the semester (no later than **Oct 13**). The other is due in the latter half (no later than **Dec 8**). The book reviews should be in the range of 1000-1500 words, double-spaced. Because academic book reviewing is a particular art, you are encouraged to consult the following to familiarize yourself with the genre:

<https://www.insidehighered.com/advice/2015/03/27/essay-writing-academic-book-reviews>

(<https://www.insidehighered.com/advice/2015/03/27/essay-writing-academic-book-reviews>)

<https://blog.oup.com/2015/08/how-write-book-review/> (<https://blog.oup.com/2015/08/how-write-book-review/>)

<https://www.historians.org/publications-and-directories/perspectives-on-history/february-2001/the-art-of-reviewing> (<https://www.historians.org/publications-and-directories/perspectives-on-history/february-2001/the-art-of-reviewing>)

Your work for the course culminates with a **historiographic essay** of 4000-6000 words which takes measure of the methodological or theoretical contours of a subfield or topic of your choosing. Although the appropriate number of texts for this paper will depend on the subject itself, it is expected that your paper would engage with a minimum of 5-7 substantial works. The papers are **due Tue Dec 15 at noon**. Please submit your topics and prospective book list to me for approval not later than **Nov 10**.

A good historiographic essay will introduce its reader to the major methods and approaches pertinent to a given subject and unpack their significance, noting the particular contributions, insights and, where appropriate, lacunae of different works. The paper is more than a "lit review," however; it is a scholarly essay with an argument. It should also consider directions for future work.

Because historiographic essays are, like book reviews, a peculiar genre, you are strongly encouraged to familiarize yourself with what such an essay looks like. Here are two examples. The first is the [preface to Eric Foner's monumental 1994 book \*Reconstruction\*](#). The second is an essay on the history of

consumption by Jean-Christophe Agnew, "[Coming Up for Air: Consumer Culture in Historical Perspective.](#)"

All written work should be submitted through Canvas > Assignments.

## Final Grade Breakdown

The final course grade will be calculated using the following components:

Class Participation	40%
Book Reviews (2)	15% each
Historiographic Essay	30%

## 5. Brown Bag Lunches

In addition to our regular class meetings, we will also meet for a series of informal brown-bag lunches, during which you will have an opportunity to meet some other faculty members in our department and to hear about their work and their careers. The brown-bag lunches will be on **Fridays, 12:30-1:30 pm**, via Zoom. Attendance is required except for teaching assistants who have schedule conflicts at that time.

Sep 11 Sonia Robles

Sep 18 Cheryl Hicks

Sep 25 Ken Cohen

Oct 2 Jai Virdi

Oct 9 Alison Parker

Oct 16 Zara Anishanslin

## 6. Course Calendar

### Part I: Getting Our Bearings

**Sep 1 — Introduction, Pt I**

Trouillot, *Silencing the Past*

Maza, *Thinking about History* -- Chap. 1-5 only

Recommended:

- E. H. Carr, *What Is History?* (New York: Knopf, 1962).
- Marc Bloch, *The Historian's Craft* (New York: Knopf, 1953).
- R. G. Collingwood, *The Idea of History*, ed. Jan van der Dussen, Rev. ed. (Oxford: Oxford University Press, 1994).
- Harvey R. Neptune, "Savaging Civilization: Michel-Rolph Trouillot and the Anthropology of the West," *Cultural Dynamics* 26, no. 2 (2014): 219–234.

## Sep 8 — Introduction, Pt II

Paul Edwards, "How to Read a Book" - Available [here](#)

Novick, *That Noble Dream*

Recommended:

- Bonnie G. Smith, *The Gender of History: Men, Women, and Historical Practice* (Cambridge, Mass.: Harvard University Press, 1998).
- Robert Townsend, *History's Babel: Scholarship, Professionalization, and the Historical Enterprise in the United States, 1880-1940* (Chicago: University of Chicago Press, 2013).

## [Discussion questions](#)

([https://docs.google.com/document/d/1dLThjwehgBh0SzuuSmL8MBC72oVAE5ZEP3G\\_jl2axjw/edit?usp=sharing](https://docs.google.com/document/d/1dLThjwehgBh0SzuuSmL8MBC72oVAE5ZEP3G_jl2axjw/edit?usp=sharing))

## Sep 15 — Scale

Davis, *The Return of Martin Guerre*

Robert Finlay, "The Refashioning of Martine Guerre," *American Historical Review* 93 (1988): 553-71. - Available [here \(https://www-jstor-org.udel.idm.oclc.org/stable/1868102\)](https://www-jstor-org.udel.idm.oclc.org/stable/1868102)

Natalie Zemon Davis, "On the Lame," *American Historical Review* 93 (1988): 572-603. - Available [here \(https://www-jstor-org.udel.idm.oclc.org/stable/1868103\)](https://www-jstor-org.udel.idm.oclc.org/stable/1868103)

Smail, *On Deep History and the Brain* — Read only: Introduction, chapters 2 and 3, and pp. 200-02

Recommended:

- Film: *The Return of Martin Guerre*, dir. Daniel Vigne. -- Available via [Kanopy \(https://udel.kanopy.com/\)](https://udel.kanopy.com/)

- o Jill Lepore, "Historians Who Love Too Much: Reflections on Microhistory and Biography," *Journal of American History* 88, no. 1 (2001): 129–44.
- o Sebouh David Aslanian, Joyce Chaplin, Ann McGrath, and Kristin Mann, "AHR Conversation How Size Matters: The Question of Scale in History," *American Historical Review* 118, no. 5 (December 2013): 1431–72.
- o Julia Adeney Thomas, "History and Biology in the Anthropocene: Problems of Scale, Problems of Value," *American Historical Review* 119, no. 5 (December 2014): 1587–1607.

[Discussion questions \(https://docs.google.com/document/d/17dTN6b0XHBLNx0VbagMNwT0-0muj3CkGiolovuQDdLo/edit?usp=sharing\)](https://docs.google.com/document/d/17dTN6b0XHBLNx0VbagMNwT0-0muj3CkGiolovuQDdLo/edit?usp=sharing)

## Sep 22 — Identity, Ideology, Intersectionality

Barbara J. Fields, "Ideology and Race in American History," in *Region, Race, and Reconstruction: Essays in Honor of C. Vann Woodward*, ed. J. Morgan Kousser and James M. McPherson (New York: Oxford University Press, 1982), 143–77. - Available [here](#)

Gordon, *The Great Arizona Orphan Abduction*

Recommended:

- o Barbara Jeanne Fields, "Categories of Analysis? Not in My Book," *Viewpoints*, American Council of Learned Societies Occasional Paper No. 10 (1989), <http://archives.acls.org/op/op10fields.htm> (<http://archives.acls.org/op/op10fields.htm>).
- o Joan W. Scott, "Gender: A Useful Category of Historical Analysis," *American Historical Review* 91, no. 5 (December 1986): 1053–75.
- o Rogers Brubaker and Frederick Cooper, "Beyond 'Identity,'" *Theory and Society* 29, no. 1 (2000): 1–47.

## Discussion questions

<https://docs.google.com/document/d/18l80XenzXyUo4547eGOoAKtFYH8m3vXVKNHGntgG6-w/edit?usp=sharing>

## Sep 29 — Postmodernism

Foucault, *Discipline and Punish*

Recommended:

- o Jeffrey Weeks, "Foucault for Historians," *History Workshop*, no. 14 (1982): 106–19.
- o Allan Megill, "The Reception of Foucault by Historians," *Journal of the History of Ideas* 48, no. 1 (1987): 117–41.

- o C. Fred Alford, “What Would It Matter If Everything Foucault Said about Prison Were Wrong? ‘Discipline and Punish’ after Twenty Years,” *Theory and Society* 29, no. 1 (2000): 125–46.

[Discussion questions \(https://docs.google.com/document/d/1PLtfZSyQPS\\_7KUgrGz0C9FnNF5pdz-Xc2bOFbDzLD8Y/edit?usp=sharing\)](https://docs.google.com/document/d/1PLtfZSyQPS_7KUgrGz0C9FnNF5pdz-Xc2bOFbDzLD8Y/edit?usp=sharing)

## Oct 6 — Historicizing the Natural and Built Environment

Cronon, *Nature’s Metropolis*

Sverker Sörlin, “The Contemporaneity of Environmental History: Negotiating Scholarship, Useful History, and the New Human Condition,” *Journal of Contemporary History* 46, no. 3 (2011): 610–630. - Available [here \(https://www-jstor-org.udel.idm.oclc.org/stable/41305349\)](https://www-jstor-org.udel.idm.oclc.org/stable/41305349)

Recommended:

- o Ted Steinberg, “Down to Earth: Nature, Agency, and Power in History,” *American Historical Review* 107, no. 3 (2002): 798–820.
- o Kristin Asdal, “The Problematic Nature of Nature: The Post-Constructivist Challenge to Environmental History,” *History and Theory* 42, no. 4 (December 2003): 60–74.
- o Mark Carey et al., “Climate Change and Environmental History,” *Environmental History* 19, no. 2 (2014): 281–364.

[Discussion questions](https://docs.google.com/document/d/1cNqsbWD1d_kuvSIJP6GV8LxDIt162HCTIC0SfjNAyjM/edit?usp=sharing)

[\(https://docs.google.com/document/d/1cNqsbWD1d\\_kuvSIJP6GV8LxDIt162HCTIC0SfjNAyjM/edit?usp=sharing\)](https://docs.google.com/document/d/1cNqsbWD1d_kuvSIJP6GV8LxDIt162HCTIC0SfjNAyjM/edit?usp=sharing)

## Part II: Breaking New Ground

### Oct 13 — The Other as Object and Subject

Edward Said, *Orientalism* (New York: Pantheon Books, 1978): excerpt — Available [here](#)

Richter, *Facing East from Indian Country*

Recommended:

- o Richard White, *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815* (Cambridge: Cambridge University Press, 1991).
- o Dipesh Chakrabarty, *Provincializing Europe: Postcolonial Thought and Historical Difference* (Princeton: Princeton University Press, 2000).



- Sadiq al-Azm, "Orientalism and Orientalism in Reverse," *Khamsin* 8 (1980): 5-26.  
<https://libcom.org/library/orientalism-orientalism-reverse-sadik-jalal-al-%E2%80%999azm>  
(<https://libcom.org/library/orientalism-orientalism-reverse-sadik-jalal-al-%E2%80%999azm>)
- Bernard Lewis, "The Question of Orientalism," *The New York Review of Books*, June 24, 1982.
- M. Richardson, "Enough Said: Reflections on Orientalism," *Anthropology Today* 6, no. 4 (1990): 16-19.

### [Discussion questions](#)

(<https://docs.google.com/document/d/1qFHISOP33hCPcyDT5y7b9208XG3mxVtBzR7cMPqbkwE/edit?usp=sharing>)

## Oct 20 — Empire

Gomez, *African Dominion: A New History of Empire in Early and Medieval West Africa*

"Review Roundtable"; reviews of *African Dominion* by Ghislane Lydon, Ousmane Kane, Shamil Jeppie, and Paolo Fernando de Moraes Farias; and "Michael A. Gomez Responds"—in *American Historical Review* 124, no. 2 (April 2019): 581-94. - Available [here \(https://academic-oup-com.udel.idm.oclc.org/ahr/issue/124/2\)](https://academic-oup-com.udel.idm.oclc.org/ahr/issue/124/2)

Recommended:

- Partha Chatterjee, "Empires, Nations, Peoples: The Imperial Prerogative and Colonial Exceptions," *Thesis Eleven* 139 (April 2017): 84-96.
- J. H. Elliott, *Empires of the Atlantic World: Britain and Spain in America 1492-1830* (New Haven: Yale University Press, 2020).
- Jane Burbank and Frederick Cooper, *Empires in World History: Power and the Politics of Difference* (Princeton: Princeton University Press, 2011).

### [Discussion questions](#)

([https://docs.google.com/document/d/1R6m\\_3eZrhOy\\_mbwR2o2bCpYZP733ycVTpbGlrG23yes/edit?usp=sharing](https://docs.google.com/document/d/1R6m_3eZrhOy_mbwR2o2bCpYZP733ycVTpbGlrG23yes/edit?usp=sharing))

## Oct 27 — America in the World

Immerwahr, *How to Hide an Empire*

Paul Kramer, "How Not to Write the History of U.S. Empire," *Diplomatic History* 42, no. 5 (2018): 911-931. - Available [here \(https://academic-oup-com.udel.idm.oclc.org/dh/article/42/5/911/5091298\)](https://academic-oup-com.udel.idm.oclc.org/dh/article/42/5/911/5091298)

Daniel Immerwahr, "Writing the History of the Greater United States: A Reply to Paul Kramer," *Diplomatic History* 43, no. 2 (2019): 397-403. - Available [here \(https://academic-oup-com.udel.idm.oclc.org/dh/article/43/2/397/5292579\)](https://academic-oup-com.udel.idm.oclc.org/dh/article/43/2/397/5292579)

**Recommended:**

- Paul A. Kramer, “Power and Connection: Imperial Histories of the United States in the World,” *American Historical Review* 116, no. 5 (2011): 1348–91.
- Thomas Bender, ed., *Rethinking American History in a Global Age* (Berkeley: University of California Press, 2002).
- William Appleman. Williams, *The Contours of American History* (Cleveland: World Publishing, 1961).

**Discussion questions**

<https://docs.google.com/document/d/16Gf5taab4Ma15Cwph7ygmwlc7GLm8bdHLW1k0yCCEJ4/edit?usp=sharing>

**Nov 3 — No class (Election Day)****Nov 10 — The Culture of Politics**

Reddy, *The Navigation of Feeling*

Nicole Eustace, “Emotion and Political Change,” in *Doing Emotions History*, ed. Susan J. Matt and Peter N. Stearns (University of Illinois Press, 2014), 163–83. - Available [here \(https://www-jstor-org.udel.idm.oclc.org/stable/10.5406/j.ctt3fh5m1.11\)](https://www-jstor-org.udel.idm.oclc.org/stable/10.5406/j.ctt3fh5m1.11)

**Recommended:**

- Sarah Knott, *Sensibility and the American Revolution* (Chapel Hill: University of North Carolina Press, 2009).
- Monique Scheer, “Are Emotions a Kind of Practice (and Is That What Makes Them Have a History)? A Bourdieuan Approach to Understanding Emotion,” *History and Theory* 51, no. 2 (May 2012): 193–220.
- Jan Plamper, “The History of Emotions: An Interview with William Reddy, Barbara Rosenwein, and Peter Stearns,” *History and Theory* 49, no. 2 (2010): 237–265.
- Nicole Eustace et al., “AHR Conversation: The Historical Study of Emotions,” *American Historical Review* 117, no. 5 (December 2012): 1487–1531.
- Frank Bösch and Norman Domeier, “Cultural History of Politics: Concepts and Debates,” *European Review of History* 15, no. 6 (December 2008): 577–86.

**Discussion questions** (<https://docs.google.com/document/d/1MszTB5vlqQKCpgtvYtciNpu-mlcL7MAM4jXiGm8k5nM/edit?usp=sharing>)

**Nov 17 —The Politics of Culture**

Hunter, *Bound in Wedlock*

Rebecca L. Davis, "Love, Marriage, and Civil Rights in African American History," in *Reviews in American History*, 48, no. 2 (June 2020): 277-82. - Available [here \(https://muse-jhu-edu.udel.idm.oclc.org/article/757176\)](https://muse-jhu-edu.udel.idm.oclc.org/article/757176)

## Recommended:

- Herbert G. Gutman, *The Black Family in Slavery and Freedom, 1750-1925* (New York: Vintage Books, 1977).
- Michele Mitchell, *Righteous Propagation: African Americans and the Politics of Racial Destiny After Reconstruction* (Chapel Hill: University of North Carolina Press, 2004).
- Nancy F. Cott, *Public Vows: A History of Marriage and the Nation* (Cambridge, Mass.: Harvard University Press, 2002).

[Discussion questions \(https://docs.google.com/document/d/14IMX-3HT7bhuiixeJoqV7mx7Isuh3E2IXxAWJW\\_eYuA/edit?usp=sharing\)](https://docs.google.com/document/d/14IMX-3HT7bhuiixeJoqV7mx7Isuh3E2IXxAWJW_eYuA/edit?usp=sharing)

Nov 24 — No class (Thanksgiving break)

**Dec 1 — Capitalism**

Rosenthal, *Accounting for Slavery*

Peter Kolchin, "Slavery, Commodification, and Capitalism," *Reviews in American History* 44, no. 2 (June 22, 2016): 217–26. - Available [here \(https://muse-jhu-edu.udel.idm.oclc.org/article/621495\)](https://muse-jhu-edu.udel.idm.oclc.org/article/621495)

## Recommended:

- "Interchange: The History of Capitalism," *Journal of American History* 101, no. 2 (September 2014): 503–36.
- Seth Rockman, "What Makes the History of Capitalism Newsworthy?," *Journal of the Early Republic* 34, no. 3 (August 2014): 439–66.
- Sven Beckert and Seth Rockman, eds., "Introduction," in *Slavery's Capitalism: A New History of American Economic Development* (Philadelphia: University of Pennsylvania Press, 2016), 1–27.

[Discussion questions](https://docs.google.com/document/d/1DmMU8_a1z7LUHqCAhwTLyADirdxnJrrj003AaOM_Cs/edit?usp=sharing)

[https://docs.google.com/document/d/1DmMU8\\_a1z7LUHqCAhwTLyADirdxnJrrj003AaOM\\_Cs/edit?usp=sharing](https://docs.google.com/document/d/1DmMU8_a1z7LUHqCAhwTLyADirdxnJrrj003AaOM_Cs/edit?usp=sharing)

**Dec 8 — Looking Forward**

Demuth, *Floating Coast*

*With a visit from the author Bathsheba Demuth*

[Discussion questions \(https://docs.google.com/document/d/1aw86bvtFDxSDou\\_E7JPHIQ-g3ecvau4SGt68JsSVGic/edit?usp=sharing\)](https://docs.google.com/document/d/1aw86bvtFDxSDou_E7JPHIQ-g3ecvau4SGt68JsSVGic/edit?usp=sharing)

## 7. Policies

### Academic Integrity

Plagiarism is the act of presenting someone else's work as your own. It is a form of dishonesty--a form of cheating, in fact--and will not be tolerated under any circumstances. Plagiarism is not limited to using another person's exact words; using someone else's ideas without attribution is also a form of plagiarism. The amount you plagiarize doesn't matter: cheating is cheating. The good news about plagiarism is that it is easily avoided by clearly citing your sources. If you do, you can safely avoid even the hint of improper usage of someone else's work. If you are found to have plagiarized on any assignment, you will not be permitted to pass the course. If you have any questions about plagiarism, do not hesitate to ask.

You should also familiarize yourself with UD policies regarding academic dishonesty. Students are expected to do their own work and neither give nor receive unauthorized assistance. Complete details of the university's academic integrity policies and procedures can be found at

[sites.udel.edu/studentconduct/sgup/](https://sites.udel.edu/studentconduct/sgup/) (<https://sites.udel.edu/studentconduct/sgup/>) Office of Student Conduct, 218 Hullahen Hall, (302) 831-2117. E-mail: [student-conduct@udel.edu](mailto:student-conduct@udel.edu) (<mailto:student-conduct@udel.edu>)

### Harassment and Discrimination

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

[sites.udel.edu/sexualmisconduct/how-to-report/](https://sites.udel.edu/sexualmisconduct/how-to-report/) ([http://sites.udel.edu/sexualmisconduct/how-to-report/](https://sites.udel.edu/sexualmisconduct/how-to-report/))

### Faculty Statement on Disclosures of Instances of Sexual Misconduct

If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am obligated by federal law to inform the university's Title IX Coordinator. The university needs to know information about such incidents to, not only offer resources, but to ensure a safe campus environment. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to me in class, in a paper assignment, or in office hours, I promise to protect your privacy--I will not disclose the incident to anyone but the Title IX Coordinator.

For more information on Sexual Misconduct policies, where to get help, and reporting information, please refer to [www.udel.edu/sexualmisconduct](http://www.udel.edu/sexualmisconduct) (<http://www.udel.edu/sexualmisconduct>). At UD, we provide 24/7/365 crisis assistance and victim advocacy and counseling. Contact 302-831-1001 to get in touch with a sexual offense support advocate, as well as confidential and anonymous counseling services for other concerns.

## Accommodations for Students with Disabilities

Any student who thinks he/she may need an accommodation based on a disability should contact the Office of Disability Support Services (DSS) office as soon as possible. Students who have documentation of their need for accommodation should register via the SAM platform:

[andes.accessiblelearning.com/UDEL/](https://andes.accessiblelearning.com/UDEL/) (<https://andes.accessiblelearning.com/UDEL/>). Reach DSS in the following ways: Phone: 302-831-4643, fax: 302-831-3261, [DSS website \(https://sites.udel.edu/dss/\)](https://sites.udel.edu/dss/). Email: [dssoffice@udel.edu](mailto:dssoffice@udel.edu) (<mailto:dssoffice@udel.edu>) or visit at 240 Academy Street, Alison Hall Suite 130. 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: Office of Equity & Inclusion- [oei@udel.edu](mailto:oei@udel.edu) (<mailto:oei@udel.edu>), 305 Hullahen Hall Newark, DE 19716 (302) 831-8063

For complaints related to Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act, please contact: Office of Disability Support Services, [dssoffice@udel.edu](mailto:dssoffice@udel.edu) (<mailto:dssoffice@udel.edu>), Alison Hall, Suite 130, Newark, DE 19716 (302) 831-4643 OR contact the [U.S. Department of Education - Office for Civil Rights](http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm). (<http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm>)

# Course Summary:

Date	Details
	 <a href="https://udel.instructure.com/courses/1537652/assignments/8278436">Book Review 1</a> ( <a href="https://udel.instructure.com/courses/1537652/assignments/8278436">https://udel.instructure.com/courses/1537652/assignments/8278436</a> )
	 <a href="https://udel.instructure.com/courses/1537652/assignments/8278437">Book Review 2</a> ( <a href="https://udel.instructure.com/courses/1537652/assignments/8278437">https://udel.instructure.com/courses/1537652/assignments/8278437</a> )
	 <a href="https://udel.instructure.com/courses/1537652/assignments/8278441">Historiographic Essay</a> ( <a href="https://udel.instructure.com/courses/1537652/assignments/8278441">https://udel.instructure.com/courses/1537652/assignments/8278441</a> )