

21S-HIST317 Consumer Capitalism and Its Critics

 Edit

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

Spring 2021

Tue & Thu 2:00-3:15

Zoom URL for class meetings:

<https://udel.zoom.us/j/99805800238>
(<https://udel.zoom.us/j/99805800238>)



If you joined the class late, click [HERE](#).


If you would like a PDF version of this syllabus, click [here](#) . Please note: the syllabus may be updated over the course of the semester, but this PDF will not.

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1. Course Description

Getting and spending, we lay waste our powers -- Wordsworth

I can get no remedy against this consumption of the purse;

Borrowing only lingers and lingers it out, but the disease is incurable. -- Shakespeare

Today we are awash in an ocean of consumer goods, and the language of buying and selling informs nearly all aspects of our society, from education to elections, from healthcare to the allocation of natural resources. In this course we will explore the origins and development of this contemporary phenomenon, with readings, lectures, and discussions designed to introduce you to the historical and theoretical foundations

underpinning today's world. Our work will take us across a wide range of topics--from department stores to advertising agencies to suburban kitchens--as a way to understand more abstract concepts like commodification, cultural capital, and globalization. We will also consider the variety of ways that scholars, critics, and ordinary people have felt and thought about the expanding world of goods and desires.

The overarching aims of the course, then, are to introduce you to key concepts and thinkers in study of capitalism, to put the development of capitalism since the nineteenth century in historical perspective, and to understand how American capitalism has changed over time. In this, the course will be concerned with capitalism not just as an economic system but as a social and cultural system as well. We will seek to understand the qualitative experience of capitalism. This is not a course in quantitative data analysis.

Knowing that each of you already brings a wealth of opinions, insights, and experiences to this subject, I look forward to your creative engagement with this material. To do well in this course you will have to do more than merely complete the assignments. You will have to think about them--form opinions, make connections, and, especially, ask questions.

The course will be conducted entirely online.

2. Learning Outcomes

After successful completion of this course, you will be able to:

- read and analyze a wide range of historical sources
- explain how American capitalism changed from the late nineteenth century to the twenty-first
- understand and discuss arguments both in support of and critical of American capitalism
- articulate ways that race, class, and gender have affected how different populations have experienced capitalism differently

3. Learning Resources and Required Materials

The course will revolve around this Canvas site, which has links to the assigned readings, videos, etc. All assignments will be posted through the Canvas course site unless otherwise directed. If you need instruction or pro-tips on using Canvas, see the [Canvas Student Guide \(https://community.canvaslms.com/docs/DOC-10701\)](https://community.canvaslms.com/docs/DOC-10701).

In addition, there is one book you will be required to read:

- Michael Sandel, *What Money Can't Buy: The Moral Limits of Markets* (2012)

This book has been ordered at the UD Bookstore, but you can, of course, get the book anywhere you like. You should *not* rely on Kindle books, however. When you write your papers, you will need to cite from the texts, and Kindle books generally do not have page numbers or else the "page" numbers they have often do not correlate to the printed versions.

An additional resource

If you are someone who has difficulty writing papers, you may wish to take advantage of the great help that the [Writing Center \(https://www.writingcenter.udel.edu/\)](https://www.writingcenter.udel.edu/) can offer.

And if you already write well, they can offer assistance to help you write even better.

4. Zoom

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

The link for our meetings appears at the top of this page. 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**. As you probably know, Zoom is a web-based application that can be used from a computer, tablet, or phone. From a computer, click the class web link and be sure to install the small program that will download to your computer. You only need to install the program once. From a mobile device, download the free Zoom app and type in the class meeting ID number. Learn more info about [Zoom at UD \(http://udel.edu/zoom\)](http://udel.edu/zoom).

Coming to class on Zoom may not feel like coming to class in person, but there are important similarities and connections. One of them is that self-presentation and community matter.

In order to promote the feeling that we are a class of real people, not avatars or abstractions, you are **asked to have your computer's webcam turned on** during class. People want to see your face, and you want to see their faces too. It's part of building relationships, and those relationships are fundamental to the learning environment. That is, there are real and compelling reasons to have your camera on:

- * It helps build community and a more constructive learning environment
- * It helps me, your instructor, know if you, the students, are understanding what's going on
- * And really, it's a cold, lonely world if everyone has their cameras off all the time

With that in mind, here are some points of Zoom etiquette that will help you get more out of the class:

- 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! Take your studies seriously. If you want to get the most from this course, you will want to pay attention and not succumb to the temptations of multitasking!
- 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.
- If you *must* go to the bathroom or something during class, turn off your camera temporarily.
- In this class, you are encouraged to ask questions and participate! If you have a question or comment, you should either (a) unmute and say, "Excuse me, I have a question....," (b) raise your "hand" using the appropriate button on the Zoom tool bar.
- If 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**. I recognize this may be an imposition for some people, and I'm happy to work with you to make accommodations.

5. Assignments, Requirements, Assessment

Attendance and Participation (10%)

This portion of the grade will be based on the following factors:

- Showing up to class
- Showing up prepared
- Asking questions, being involved
- Participating in live discussions
- Completion of the [syllabus quiz](#)
- Written Replies to others' Reflective Comments (explanation below)

Short Response Papers (50%)

Six times during the semester you will be asked to submit a Short Response Paper on Canvas on a pre-assigned topic. Unless otherwise noted, these papers are **due Thursdays, 2pm**. The papers should be 500-750 words long, which is the equivalent of 2-3 double-spaced pages. Each one will be worth 10% of your final course grade. The lowest paper grade will be dropped.

Papers should be submitted in one of these file formats: .doc, .docx, or .pdf. Links to Google Docs will not be accepted.

Papers should be double-spaced, using 12pt font. At the top of each paper, please put your name, date, and the course number.

Reflective Comments (20%)

On weeks when there is no Short Response Paper due, you will be asked to reflect on the reading/lectures for the week with a short comment and/or question(s). The minimum length for the Reflective Comments is 100-200 words each. There are six of these assignments on the syllabus.

To receive full credit, you must post a Comment on five of them. You will get extra credit if you complete all six.

These comments are **due on Fridays at 2pm**.

You are also asked to **post a Reply** of at least 2-4 sentences to at least one other person's Reflective Comment. These Replies are **due on Sundays by 9pm**.

You may be thinking: *What should I write for a Reply?* Effective Replies can vary a lot in form, but what they all share is *engagement* with the post they're commenting on. Often a Reply begins with a sentence summarizing *in your own words* what you understand the thrust of the other person's post to be. ("As I read it, the overall argument of your post is...")

Sometimes you may agree with what the writer wrote, and you may then urge them to amplify it--i.e., build on it, expand it, reinforce it with different evidence ("This is an interesting argument; I would like to know more of your thoughts on..."). Or you may disagree with someone else's ideas or analysis, and you may wish to—politely—push or challenge that person ("I don't agree with you that ____ because ____").

NOTE: Good Replies are based not just on your opinion but are grounded in **evidence**. That evidence might be drawn from the course reading the post is based on, or another source (e.g., "As we discussed in lecture..."), but it's not based only on feelings.

In your comments, you should at all time maintain a polite and constructive tone. Even if you strenuously disagree with what someone else wrote, it is expected that you will treat everyone in the class with respect and courtesy.

It is also expected that you will comment on papers by different members of your Discussion Group, not always the same people.

The Reflective Comments will be graded individually, but the Replies will not. Rather, Replies will be factored into your participation grade at the end of the semester.

Final Exam (20%)

The final paper for this class is scheduled for: [DATE AND TIME TBA].

The exam will be based primarily on the lectures, and secondarily on the readings.

The exam will be open-book and open-note. The format of the exam is as follows: near the end of the semester, you will get three essay questions, and on the day and time of the exam ONE of those questions will be posted to Canvas. All three questions will be concerned with how American consumer capitalism and its critics have changed over time.

6.Course Calendar

Date/Topic	Reading/Listening/Viewing	Assignment
Part I: The Foundations of Consumer Capitalism		
Introduction Feb 16 Welcome Feb 18 Putting consumption in historical perspective	Overview of reading for Thursday Frank Trentmann, <i>Empire of Things: How We Became a World of Consumers, from the Fifteenth Century to the Twenty-First</i> (2016), 1-18.	
Capitalism and Its Critics in the Late Nineteenth Century Feb 23 What is capitalism? Feb 25 Capitalism in the (first) Gilded Age	Overview Adam Smith, <i>The Wealth of Nations</i> (1776): selections Karl Marx, <i>The Communist Manifesto</i> (1848): selections Edward Bellamy, <i>Looking Backward, 2000-1887</i> (1888): chap. 1	TUE, 2pm: Syllabus Quiz THU, 2pm: Short Response Paper 1
Consumer Culture in the	Overview	FRI, 2pm:

<p>Gilded Age</p> <p>Mar 2 The dawn of mass marketing</p> <p>Mar 4 New products, new habits, new desires</p>	<p>Susan Strasser, <i>Satisfaction Guaranteed: The Making of the American Mass Market</i> (1989), chap. 1 (25 pp.)</p> <p>William R. Leach, "Transformations in a Culture of Consumption: Women and Department Stores, 1890-1925," <i>Journal of American History</i> 71 (Sep. 1984), pp. 319-342 (23pp)</p>	<p>Reflective Comment</p> <p>SUN, 9pm:</p> <p>Reply to someone else's Reflective Comment</p>
<p>Advertising and Its Discontents</p> <p>Mar 9 Fanning the flames of desire: advertising, religion, and psychology</p> <p>Mar 11 Critiques of consumer culture in the Great Depression</p>	<p>Overview</p> <p>Edward Bernays, <i>Biography of an Idea: Memoirs of a Public Relations Counsel</i> (1965), ch. 28 (28pp)</p> <p>James Rorty, <i>Our Master's Voice: Advertising</i> (1934), ch. 9 (15pp)</p> <p>Arthur Kallet and Frederick Schlink, <i>100,000,000 Guinea Pigs: Dangers in Everyday Foods, Drugs, and Cosmetics</i> (1933), excerpts</p>	<p>THU, 2pm:</p> <p>Short Response Paper 2</p>
<p>Part II: Consumer Capitalism in Ascendance</p>		
<p>Capitalism in Crisis</p> <p>Mar 16 The Great Depression and the crisis of capitalism</p> <p>Mar 18 Debating freedom and "free enterprise"</p>	<p>Overview</p> <p>Lizabeth Cohen, "The New Deal State and the Making of Citizen Consumers," in <i>Getting and Spending: European and American Consumer Societies in the Twentieth Century</i>, ed. S. Strasser, C. McGovern, M. Judt (1998), 111-26</p> <p><i>Your Town: A Story of America</i> (1940), a film made by the National Association of Manufacturers (11 min.)</p> <p><i>The Great Swindle</i> (1948), a film produced by the United Electrical, Radio, and Machine Workers of America (32 min.)</p>	<p>FRI, 2pm:</p> <p>Reflective Comment</p> <p>SUN, 9pm:</p> <p>Reply to someone else's Reflective Comment</p>
<p>The Consumers' Republic</p>	<p>Overview</p> <p>Lizabeth Cohen, <i>A Consumers' Republic</i> (Knopf, 2003), chap. 3 (53 pp.)</p>	<p>THU, 2pm:</p> <p>Short Response Paper 3</p>

<p>Mar 23 The consumers' republic, 1945-70</p> <p>Mar 25 Whither the "free market"?</p>	<p>Friedrich Hayek, <i>The Road to Serfdom (in Cartoons)</i>, <i>Look</i> magazine, published by General Motors, 1945</p> <p>(https://fee.org/articles/the-essence-of-the-road-to-serfdom-in-cartoons/)</p> <p>Karl Polanyi, <i>The Great Transformation</i>, chap. 6 (8 pp.)</p>	
<p>From Shoppers to Revolutionaries</p> <p>Mar 30 NO CLASS</p> <p>Apr 1 What consumer capitalism meant for women</p>	<p>Overview</p> <p>Betty Friedan, "The Sexual Sell" from <i>The Feminine Mystique</i> (1963), in <i>The Consumer Society Reader</i>, ed. Juliet Schor and Douglas Holt (20pp)</p>	<p>(%24CANVAS_OBJECT_REFERENCE%24/assignments/gb8afa85b1c11be17be0dd261621466c0)</p> <p>FRI, 2pm:</p> <p>Reflective Comment</p> <p>SUN, 9pm:</p> <p>Reply to someone else's Reflective Comment</p>
<p>The Age of Dissent</p> <p>Apr 6 Dissent (1950s-60s)</p> <p>Apr 8 Commodifying dissent</p>	<p>Overview</p> <p>"A Gallery of <i>Mad Magazine's</i> Rollicking Fake Advertisements from the 1960s," Open Culture, openculture.com, Feb 20, 2015</p> <p>Students for a Democratic Society, <i>The Port Huron Statement</i> (1962) (excerpt, 6pp)</p> <p>Thomas Frank, <i>The Conquest of Cool: Business Culture, Counterculture, and the Rise of Hip Consumerism</i> (University of Chicago Press, 1997), ch. 7 (35pp)</p>	<p>THU, 2pm:</p> <p>Short Response Paper 4</p>
<p>Consumption, Citizenship, Identity</p> <p>Apr 13 Consumption and citizenship: The rise of African American consumerism</p> <p>Apr 15 Self-fashioning, or What <i>good</i> is consumer culture?</p>	<p>Overview</p> <p>Robert E. Weems, "The Revolution Will Be Marketed: American Corporations and Black Consumers During the 1960s," <i>Radical History Review</i> 1994, no. 59 (Spring 1994): 94–107 (13pp)</p> <p>James Twitchell, "Two Cheers for Materialism" (1999), in <i>The Consumer Society Reader</i> (10pp)</p> <p>Elizabeth Wilson, "Feminism and Fashion" (1985), in <i>The Consumer Society Reader</i> (15pp)</p>	<p>FRI, 2pm:</p> <p>Reflective Comment</p> <p>SUN, 9pm:</p> <p>Reply to someone else's Reflective Comment</p>

Part III: Age of Extremes

<p>Reagan and the Rise of Neoliberalism</p> <p>Apr 20 The politics of "freedom"</p> <p>Apr 22 Neoliberalism since the 1980s</p>	<p>Overview</p> <p>Daniel Rodgers, <i>Age of Fracture</i> (2012), ch 1</p> <p>David Harvey, <i>A Brief History of Neoliberalism</i> (2005), intro & ch 2</p> <p>(https://www.pewresearch.org/fact-tank/2018/03/27/americans-complicated-feelings-about-social-media-in-an-era-of-privacy-concerns/)</p>	<p>THU, 2pm:</p> <p>Short Response Paper 5</p> <p>(%24CANVAS_OBJECT_REFERENCE%24/assignments/g2f88768e3f9256d8673dc081ccd89eab)</p>
<p>American Capitalism at the Millennium</p> <p>Apr 27 The power of artificial persons</p> <p>Apr 29 Intellectual property</p>	<p>Overview</p> <p><i>The Corporation</i> (2003), directed by Mark Achbar and Jennifer Abbott</p> <p>Paul Goldstein, <i>Copyright's Highway: From the Printing Press to the Cloud</i> (2019), ch. 6 (22pp)</p>	<p>FRI, 2pm:</p> <p>Reflective Comment</p> <p>SUN, 9pm:</p> <p>Reply to someone else's Reflective Comment</p>
<p>Everything for Sale</p> <p>May 4 Advertising and the objectification of women</p> <p>May 6 The gospel of markets</p>	<p>Overview</p> <p>Michael J. Sandel, <i>What Money Can't Buy: The Moral Limits of Markets</i> (2012): Intro, chap. 2, 3, 5</p>	<p>THU, 2pm:</p> <p>Short Response Paper 6</p>
<p>Where Do We Go from Here?</p> <p>May 11 The environmental limits of consumer capitalism</p> <p>May 13 The rise of surveillance capitalism</p>	<p>Overview</p> <p>Max Liboiron, "How Plastic Is a Function of Colonialism," <i>Teen Vogue</i>, Dec 21 2018</p> <p><i>Pyramids of Waste: The Lightbulb Conspiracy</i> (2010) (52 min.)</p> <p>Alan Durning, "An Environmentalist's Perspective on Consumer Society" (1997), in <i>Consumer Society in American History: A Reader</i>, ed. Lawrence Glickman (3 pp)</p>	<p>FRI, 2pm:</p> <p>Reflective Comment</p> <p>SUN, 9pm:</p> <p>Reply to someone else's Reflective Comment</p>

	<p>John Elkington, Julia Hailes, and Joel Makower, "The Green Consumer" (1988), in <i>Consumer Society in American History</i> (5pp)</p> <p>A brief online interview with theorist Shoshana Zuboff</p> <p>Shoshana Zuboff, "The Coup We Are Not Talking About," <i>New York Times</i>, Jan 29, 2021</p>	
<p>Conclusion May 18 Wrap-up</p>	<p>Overview</p> <p>Find and be prepared to present to the class two articles on some aspect of consumer capitalism discussed this semester</p>	<p>Bring in two documents on contemporary issues related to consumer capitalism</p>

For your reference: the [official UD academic calendar \(http://www1.udel.edu/registrar/cal/\)](http://www1.udel.edu/registrar/cal/).

7. Policies

Attendance

It is expected you will attend class, with your webcam on, as detailed in the Zoom section above. More than 4 unexcused absences will affect your Attendance and Participation grade. If you have more than 8 unexcused absences, you will not be allowed to pass the course.

Attendance will be taken, sometimes at the start of class, sometimes at the end.

Students who do not have their webcams on will not be counted as present, unless by prior arrangement with the instructor.

If you or someone in your immediate family gets sick or you have other unforeseen circumstances that force you to miss class, **please let me know by email, preferably in advance.**

Absences on religious holidays listed in university calendars are recognized as an excused absence. Nevertheless, students are urged to remind the instructor of their intention to be absent on a particular upcoming holiday. Absences on religious holidays not listed in university calendars, as well as absences due to athletic participation or other extracurricular activities in which students are official representatives of the university, shall be recognized as excused absences when the student informs the instructor in writing during the first two weeks of the semester of these planned absences for the semester.

Recording

I will be recording the class meetings on Zoom in order to make them available for students who are forced to miss class for illness or other reasons. If this poses a problem for you, please email me. I would be happy to discuss this policy.

Communication

I will communicate with you either through Zoom or directly through email. You will be responsible for reading such communications in a timely manner.

I'm also more than happy to meet with students face to face. Please let me know if you wish to set up a Zoom meeting.

Late Papers

At the discretion of the instructor, papers that come in after the deadline will be marked down one full letter grade within the first 24 hours and one third of a letter grade every day after that. Papers more than a week late will not be accepted.

Grading Scale

The grading scale is as follows:

Grade	Interval
A	94.00 and over
A-	90.00 to 93.99
B+	87.00 to 89.99
B	83.00 to 86.99
B-	80.00 to 82.99
C+	77.00 to 79.99
C	73.00 to 76.99
C-	70.00 to 72.99
D+	67.00 to 69.99
D	63.00 to 66.99
D-	60.00 to 62.99
F	Below 60.00

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

UD Policies

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 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>). 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 by federal law to inform the university's Title IX Coordinator. The university needs to know information about such incidents to, not only offer resources, but to ensure a safe campus environment. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to me in class, in a paper assignment, or in office hours, I promise to protect your privacy--I will not disclose the incident to anyone but the Title IX Coordinator.

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

Accommodations for Students with Disabilities

Any students who thinks they may need an accommodation based on a disability should contact the Office of Disability Support Services (DSS) office as soon as possible. Students who have documentation of their need for accommodation should register via the SAM platform: andes.accessiblelearning.com/UDEL/ (<https://andes.accessiblelearning.com/UDEL/>). Reach DSS in the following ways: Phone: 302-831-4643, fax: 302-831-3261, [DSS website \(https://sites.udel.edu/dss/\)](https://sites.udel.edu/dss/). Email: 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>), 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>), Alison Hall, Suite 130, Newark, DE 19716 (302) 831-4643 OR contact the [U.S. Department of Education - Office for Civil Rights. \(http://wdcrocolp01.ed.gov/CFAPPS/OCR/contactus.cfm\)](http://wdcrocolp01.ed.gov/CFAPPS/OCR/contactus.cfm)

Course Summary:

Date	Details	
Thu Feb 25, 2021	 Short Response Paper 1 (https://udel.instructure.com/courses/1564565/assignments/8766619)	due by 2pm
Fri Mar 5, 2021	 Reflective Comment 1 (https://udel.instructure.com/courses/1564565/assignments/8766766)	due by 2pm
Thu Mar 11, 2021	 Short Response Paper 2 (https://udel.instructure.com/courses/1564565/assignments/8766773)	due by 2pm
Fri Mar 19, 2021	 Reflective Comment 2 (https://udel.instructure.com/courses/1564565/assignments/8766769)	due by 2pm
Thu Mar 25, 2021	 Short Response Paper 3 (https://udel.instructure.com/courses/1564565/assignments/8766965)	due by 2pm
Fri Apr 2, 2021	 Reflective Comment 3 (https://udel.instructure.com/courses/1564565/assignments/8766956)	due by 2pm

Date	Details
Thu Apr 8, 2021	 Short Response Paper 4 (https://udel.instructure.com/courses/1564565/assignments/8766966) due by 2pm
Fri Apr 16, 2021	 Reflective Comment 4 (https://udel.instructure.com/courses/1564565/assignments/8766957) due by 2pm
Thu Apr 22, 2021	 Short Response Paper 5 (https://udel.instructure.com/courses/1564565/assignments/8766958) due by 2pm
Fri Apr 30, 2021	 Reflective Comment 5 (https://udel.instructure.com/courses/1564565/assignments/8766959) due by 2pm
Thu May 6, 2021	 Short Response Paper 6 (https://udel.instructure.com/courses/1564565/assignments/8766969) due by 2pm
Fri May 14, 2021	 Reflective Comment 6 (https://udel.instructure.com/courses/1564565/assignments/8766959) due by 2pm
Wed May 19, 2021	 Attendance and Participation (https://udel.instructure.com/courses/1564565/assignments/8763206) due by 11:59pm
	 Final Exam (https://udel.instructure.com/courses/1564565/assignments/8766786) due by 11:59pm