

IDS 2935: The American Idea

Quest 1: Justice and Power

I. General Information

Class Meetings

- Spring 2024
- 100% in person, no GTAs, 35 residential students
- Tuesday Periods 8–9, Thursday Period 9

Instructors

- President Ben Sasse, Professor William Inboden, Dr. James Hooks
- CSE E504
- MW, 10:00 AM–12:00 PM & by appointment
- president@ufl.edu; inbodenw@ufl.edu; jameshooks@ufl.edu
- Please consult Canvas for the role and schedule of each instructor

Course Description

The United States of America has been described as the first nation in the world founded on a creed—a set of beliefs and ideas—rather than the more customary national origins of ethnicity and territory (or “blood and soil”) prevalent in the eighteenth century. It is this unique national nativity that is sometimes regarded as a foundation of the concept of “American exceptionalism.”

This sense of creedalism continues to be a defining feature of the American identity, even if its particular features and meanings remain much debated—as they always have been. Thus the animating question for this course: what are the primary beliefs and ideas that shaped the United States at its birth, throughout its history, and into the twenty-first century?

Ideas are also inseparable from the people who hold them and advance them. Who are some of the most notable and influential Americans who have developed, even in some cases personified, these ideas? How do they relate, if at all, to the American character and identity over time, and now in our contemporary moment?

Using a combination of primary documents, core texts, and secondary readings, this multidisciplinary course will profile a series of ideas and the people who embodied them to trace the development of the United States itself. The primary documents will be drawn from the full spectrum of human expression, including filmed speeches, political tracts and essays, book chapters, articles, sermons, and literary excerpts from novels and poetry. The secondary sources will be drawn from a variety of disciplines, including writings of premier scholars in American history, literature, and political theory.

The course will consist of a combination of lectures, discussions, and student presentations. We will place particular emphasis on civil discourse – as both a foundational principle of healthy democracy and an important value and skill to cultivate in our own lives. Indeed, at its best, civil discourse itself is a part of “the American Idea.”

Quest and General Education Credit

- Quest 1
- Humanities
- Writing Requirement (WR) 2000 words

This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

Required Readings and Works

1. No textbook required. All readings and works are available in Canvas or will be provided in class. Bibliographic information is included in the weekly reading description.
2. Writing Manual: R. M. Ritter, *The New Oxford Style Manual*, 3rd ed. (Oxford University Press, 2016). ISBN: 978-0198767251.
3. Materials and Supplies Fees: n/a

II. Graded Work

Description of Graded Work

1. Active Participation and Attendance: 30%
 - i. 20% of the total course grade is based on discussion participation: an exemplar participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerately to other discussants. See participation rubric below. (R)
 - ii. 10% of the total course grade is based on attendance. On-time class attendance is required. You may have two unexcused absences without any penalty. Starting with the third unexcused absence, each unexcused absence reduces your attendance grade by 2/3: an A- becomes a B, and so on.
 - iii. Except for absence because of religious holiday observance, documentation is required for excused absences, per [UF attendance policy](#). If a student misses 10 or more classes (excused or not), they will miss material essential for successful completion of the course.
2. Self-Reflection Presentation: 20%
 - a. Each student must sign up to present on a Thursday class meeting. The student will be asked to observe a selection of American popular culture—such as a song, an exhibit, a movie, a tv show – that in some way highlights that week’s idea/theme in American life. Each presentation cannot exceed 6 minutes. See Canvas for details. (R)
3. Campus Event Report, due week 8: 10%
 - a. Students will be asked to attend public lecture on civics sponsored by the Hamilton Center for Classical and Civic Education or the Bob Graham Center for Public Service. Afterwards, they will write a 500-word summary and reflection on the event. See “Experiential Learning Component” in syllabus, below. An instructor will provide written feedback. See Canvas for details. (R)

4. Final paper (2,000 words), due week 15: 40%
 - a. Students will pick three of the figures covered in the syllabus (but not any two who are already paired with each other) and imagine that they were to meet for dinner one evening, in a year and locale of their choosing. The topic for their dinner discussion is “What does it mean to be an American?” The students will write the essay in the form of a transcript of their conversation. For full points, a clear thesis should be laid out early in the dialogue, comparing and contrasting the position of each thinker. Throughout the fictional conversation, an analytic argument should be sustained in the body of the essay. An instructor will provide written feedback on the thesis topic draft and completed paper. See Canvas and Writing Rubric for further details.
 - b. Draft due week 13. Final version due week 15.

Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Grading	A	94 – 100%		C	74 – 76%
	A-	90 – 93%		C-	70 – 73%
	B+	87 – 89%		D+	67 – 69%
	B	84 – 86%		D	64 – 66%
	B-	80 – 83%		D-	60 – 63%
	C+	77 – 79%		E	<60

Rubric(s)

Participation Rubric

	Excellent	Good	Average	Insufficient	Unsatisfactory
Knowledgeable: Shows evidence of having done the assigned work					
Thoughtful: Evaluates carefully issues raised in assigned work.					
Considerate: Takes the perspective of others into account and listens attentively.					

If a student is predisposed to an aversion of public speaking, they must approach an instructor directly, as soon as possible after the commencement of the course.

Writing Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include one or more ideas that are unclear or off-topic, providing inadequate discussion of ideas. Papers may not reference sufficient sources.
ORGANIZATION AND COHERENCE	Paragraphs (including those written in dialogue form) must exhibit at least some identifiable structure for topics, including a clear thesis.	Papers lack clearly identifiable organization, coherent sense of logic in associating ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Papers use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, papers provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Papers make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Overall, papers use a word choice appropriate to the context, genre, and discipline. Sentences display complexity and logical sentence structure. At a minimum, papers may occasionally use a less precise vocabulary, an uneven use of sentence structure, or inappropriate word choice or tone.	Papers rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Papers may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive, so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

1. The student must earn a grade of C or better in the course.
AND
2. The student must earn an S (satisfactory) evaluation on the writing requirements of the course.

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
<p>Week 1</p> <p>Jan 9 (Tuesday 3:00 - 4:55 pm)</p> <p>&</p> <p>Jan 11 (Thursday 3:00 - 3:50 pm)</p>	<ul style="list-style-type: none"> • Topic: <i>Wonder</i>: Jonathan Edwards • Summary: How does Edwards’s Christian faith shape his study of nature? What are the sources of Edwards’s insights into the world? How does he draw on observation, reason and Scripture (revelation)? • Required Readings/Works: <ol style="list-style-type: none"> 1. Jonathan Edwards, <i>A Jonathan Edwards Reader</i>, eds. John E. Smith, Harry S. Stout and Kenneth P. Minkema (New Haven, 2003), pp. 1–8, 14–15; 244–264 (‘The Spider Letter’; ‘Beauty of the World’; ‘The Nature of True Virtue’). 2. George Marsden, <i>Jonathan Edwards: A Life</i> (New Haven, 2003), pp. 1-10
<p>Week 2</p> <p>Jan 16 (Tuesday 3:00 - 4:55 pm)</p> <p>&</p> <p>Jan 18 (Thursday 3:00 - 3:50 pm)</p>	<ul style="list-style-type: none"> • Topic: <i>Liberty</i>: Roger Williams/Thomas Jefferson • Summary: What role does freedom of conscience play in a free society? What does <i>toleration</i> mean? Can you have genuine <i>liberty</i> without religious liberty? How unique is the Declaration of Independence in the annals of world history? • Required Readings/Works: <ol style="list-style-type: none"> 1. Roger Williams, ‘The Bloody Tenent, of Persecution, for Cause of Conscience’, in <i>The American Republic: Primary Sources</i>, ed. Bruce Frohnen (Indianapolis, 2002), pp. 42–47 2. Teresa Bejan, <i>Mere Civility: Disagreement and the Limits of Toleration</i> (Cambridge, MA, 2017), pp. 50–81 3. Pauline Maier, <i>American Scripture: Making the Declaration of Independence</i> (New York, 1997), pp. 189-208 4. <i>The Declaration of Independence</i>, in <i>The American Republic: Primary Sources</i>, ed. Bruce Frohnen (Indianapolis, 2002), pp. 189–191 5. Thomas Jefferson, ‘An Act for Establishing Religious Freedom, 1779’ & ‘Notes on the State of Virginia’, in <i>Jefferson: Political Writings</i>, eds. Joyce Appleby & Terence Ball (New York, 1999), pp. 390-396
<p>Week 3</p> <p>Jan 23 (Tuesday 3:00 - 4:55 pm)</p> <p>&</p> <p>Jan 25 (Thursday 3:00 - 3:50 pm)</p>	<ul style="list-style-type: none"> • Topic: <i>Democracy</i>: James Madison • Summary: How novel, even revolutionary, was the system of government that Madison and his fellow founders proposed? What is Madison’s view of human nature, and how does it relate to democracy? What were Madison’s fears about democracy’s vulnerabilities? How did he propose to address those vulnerabilities? What is the role of slavery in the American foundation and how does the Constitution address it? Why does every member of the American military and government official swear to uphold and defend the Constitution? • Required Readings/Works: <ol style="list-style-type: none"> 1. Wilfred McClay, <i>Land of Hope: An Invitation to the Great American Story</i> (New York, 2020), pp. 60–78

Week	Topics, Homework, and Assignments
	<ol style="list-style-type: none"> 2. Alexander Hamilton, John Jay and James Madison, <i>The Federalist</i>, Franklin Library edition (1984), pp. 67-76, 378-384 (nos. 10, 51) 3. The Constitution of the United States of America [12 pp.] 4. Jack Rakove, <i>James Madison and the Creation of the American Republic</i> (HarperCollins, 1990), pp.53-79
<p>Week 4</p> <p>Jan 30 (Tuesday 3:00 - 4:55 pm)</p> <p>&</p> <p>Feb 1 (Thursday 3:00 - 3:50 pm)</p>	<ul style="list-style-type: none"> • Topic: <i>Association:</i> Alexis de Tocqueville • Summary: What does Tocqueville find unique about America? What role does initiative and entrepreneurship play in his view of America? What does he see as the basis of community and national identity? • Required Readings/Works: <ol style="list-style-type: none"> 1. Alexis de Tocqueville, <i>Democracy in America</i>, trans. Harvey Mansfield and Delba Winthrop (Chicago, 2000), pp. 180-186, 278-288, 479-522, 617-635
<p>Week 5</p> <p>Feb 6 (Tuesday 3:00 - 4:55 pm)</p> <p>&</p> <p>Feb 8 (Thursday 3:00 - 3:50 pm)</p>	<ul style="list-style-type: none"> • Topic: <i>Independence:</i> George Washington/Alexander Hamilton • Summary: What did it mean for the United States to be <i>independent</i>? What were the main threats that Washington and Hamilton perceived to American independence following the Revolutionary War? What are the main admonitions and concerns in Washington’s Farewell Address? What were Hamilton’s priorities for American foreign policy and for the American economy? • Required Readings/Works: <ol style="list-style-type: none"> 1. McClay, <i>Land of Hope</i>, pp. 78–92 2. George Washington, ‘Farewell Address, 19 September 1796’ [8 pp.] 3. Hamilton <i>et al.</i>, <i>The Federalist</i>, pp. 511-521 (no. 70) 4. Walter Russell Mead, <i>Special Providence: American Foreign Policy and How it Changed the World</i> (New York, 2002), 99–112 5. Richard Brookhiser, <i>Founding Father: Rediscovering George Washington</i> (New York, 1996), 75-104
<p>Week 6</p> <p>Feb 13 (Tuesday 3:00 - 4:55 pm)</p> <p>&</p> <p>Feb 15 (Thursday 3:00 - 3:50 pm)</p>	<ul style="list-style-type: none"> • Topic: <i>Sin:</i> William Lloyd Garrison/Nathaniel Hawthorne • Summary: How would you compare the respective views of sin of Garrison and Hawthorne? Can a distinction be drawn between individual sin and collective sin? Is there a particularly ‘American’ view of sin in nineteenth-century literature and political life? How does a concept of sin shape the American character? • Required Readings/Works: <ol style="list-style-type: none"> 1. McClay, <i>Land of Hope</i>, pp. 127–138 2. Jill Lepore, <i>These Truths: A History of the United States</i> (New York, 2018), pp. 212–218 3. Nathaniel Hawthorne, <i>Selected Tales and Sketches</i>, ed. Michael J. Colacurcio (New York, 1987), pp. 183–199 (‘The Minister’s Black Veil’ [1836]) 4. William Lloyd Garrison, ‘On the Constitution and the Union’ (1832) [2 pp.] 5. William Lloyd Garrison, ‘Address to the Colonization Society’ (1829) [5 pp.]

Week	Topics, Homework, and Assignments
<p>Week 7</p> <p>Feb 20 (Tuesday 3:00 - 4:55 pm)</p> <p>&</p> <p>Feb 22 (Thursday 3:00 - 3:50 pm)</p>	<ul style="list-style-type: none"> • Topic: <i>Equality</i>: Abraham Lincoln/Frederick Douglass • Summary: Do Lincoln and Douglass have similar or differing views on human equality and the problem of slavery? How do each of them view the American Founding and the Declaration of Independence? How do Lincoln and Douglass each appeal to God? What is the relationship between liberty and equality? • Required Readings/Works: <ol style="list-style-type: none"> 1. Allen Guelzo, <i>Abraham Lincoln: Redeemer President</i> (Oxford, 2009), pp. 3–21 2. Abraham Lincoln, ‘Speech at Chicago, Illinois, 10 July 1858’, in Abraham Lincoln, <i>Speeches and Writings, 1832–1858</i>, ed. Don E. Fehrenbacher (New York, 1946), pp. 385-404 3. Abraham Lincoln, ‘Address at Gettysburg, November 19, 1863’, in Abraham Lincoln, <i>Speeches and Writings, 1859–1865</i>, ed. Roy P. Basler (New York, 1946), p. 734 4. Abraham Lincoln, ‘Second Inaugural Address’, in Lincoln, <i>Speeches and Writings, 1859–1865</i>, ed. Roy P. Basler (New York, 1946), pp. 792-793 5. Frederick Douglass, ‘What to the Slave is the Fourth of July?’, in <i>Princeton Readings in Political Thought</i>, ed. Mitchell Cohen (Princeton, 2018), pp. 411–426 6. David W. Blight, <i>Frederick Douglass: Prophet of Freedom</i> (New York, 2018), pp. xiii-xx • Assignment: Experiential Learning Assignment (Campus Lecture Report) due
<p>Week 8</p> <p>Feb 27 (Tuesday 3:00 - 4:55 pm)</p> <p>&</p> <p>Feb 29 (Thursday 3:00 - 3:50 pm)</p>	<ul style="list-style-type: none"> • Topic: <i>Faith</i>: Benjamin Breckinridge Warfield/Emily Dickinson • Summary: Why do Warfield place an emphasis on the authority and inspiration of the Bible? How do Warfield and Dickinson comparatively address faith and doubt? How did the Civil War shape Dickinson’s approach to faith and suffering? Does the broad diversity of Christian traditions in America strengthen or weaken its identity? • Required Readings/Works: <ol style="list-style-type: none"> 1. George Marsden, <i>Fundamentalism and American Culture</i> (New York, 1980), 109–118 2. B.B. Warfield, ‘The Emotional Life of our Lord’ in <i>The Person and Work of Christ</i> (Philadelphia, 1950), 93-145 3. Emily Dickinson, <i>The Selected Poems of Emily Dickinson</i> (New York, 2022), pp. 47-56 (XVII-XL), 64-65 (XII-XVI), 68-69 (XXIII-XXIV), 121-127 (I-XV) 4. Drew Gilpin Faust, <i>This Republic of Suffering: Death and the American Civil War</i> (New York, 2008), pp. 171–210

Week	Topics, Homework, and Assignments
<p>Week 9</p> <p>Mar 5 (Tuesday 3:00 - 4:55 pm)</p> <p>&</p> <p>Mar 7 (Thursday 3:00 - 3:50 pm)</p>	<ul style="list-style-type: none"> • Topic: <i>Rights</i>: Eleanor Roosevelt/WEB DuBois • Summary: How do Roosevelt and DuBois, respectively, promote an expanded view of human rights? How do their personal backgrounds shape their compassion for others? How does their identity as Americans influence their advocacy? • Required Readings/Works: <ol style="list-style-type: none"> 1. Mary Ann Glendon, <i>A World Made New: Eleanor Roosevelt and the Universal Declaration of Human Rights</i> (New York, 2001), pp. xv-xxi, 21-34, 235-241 2. W.E.B. DuBois, <i>The Souls of Black Folk</i> (New York, 1989), pp. vii-xxiv, "Of Mr. Booker T. Washington and Others," pp. 36-50
<p>Week 10</p>	<p>SPRING BREAK, NO CLASS</p>
<p>Week 11</p> <p>Mar 19 (Tuesday 3:00 - 4:55 pm)</p> <p>&</p> <p>Mar 21 (Thursday 3:00 - 3:50 pm)</p>	<ul style="list-style-type: none"> • Topic: <i>Irony</i>: Reinhold Niebuhr • Summary: How do the international crises of the 1930s and 1940s shape Niebuhr's view of America? What role does the doctrine of Original Sin play in Niebuhr's thought? What does Niebuhr mean by 'irony'? In what ways does he see America's virtues leading to destructive consequences? • Required Readings/Works: <ol style="list-style-type: none"> 1. William Inboden, 'The Prophetic Conflict: Reinhold Niebuhr, Christian Realism and World War II', <i>Diplomatic History</i> 38 (2014), 49–82 2. Reinhold Niebuhr, 'An End to Illusions', in Joseph Loconte, <i>The End of Illusions: Religious Leaders Confront Hitler's Gathering Storm</i> (Lanham, 2004), pp. 128-131 3. Reinhold Neibuhr, <i>The Irony of American History</i> (New York, 1952), pp.vii-ix, 1-23
<p>Week 12</p> <p>Mar 26 (Tuesday 3:00 - 4:55 pm)</p> <p>&</p> <p>Mar 28 (Thursday 3:00 - 3:50 pm)</p>	<ul style="list-style-type: none"> • Topic: <i>Courage</i>: Margaret Chase Smith/Whittaker Chambers • Summary: In what ways did Chambers and Smith each resist political pressures to take public stands that put their careers at risk? How did they see themselves as fulfilling their duty to America? From what sources did each derive their courage? • Required Readings/Works: <ol style="list-style-type: none"> 1. Whittaker Chambers, <i>Witness</i> (Washington, 1980), pp. 3-22 2. Allen Weinstein, <i>Perjury: The Hiss-Chambers Case</i> (New York, 1997), pp. xvii-xxv, 465-485 3. Margaret Chase Smith, 'A Declaration of Conscience, 1 June 1950' [3 pp.] 4. Eric Crouse, <i>An American Stand: Senator Margaret Chase Smith and the Communist Menace, 1948–1972</i> (Lanham, 2010), pp. 19–40

Week	Topics, Homework, and Assignments
<p>Week 13</p> <p>Apr 2 (Tuesday 3:00 - 4:55 pm)</p> <p>&</p> <p>Apr 4 (Thursday 3:00 - 3:50 pm)</p>	<ul style="list-style-type: none"> • Topic: <i>Promise</i>: Martin Luther King, Jr. • Summary: How does King anchor his vision for the future in America’s founding? On what grounds does he make his appeals to the conscience of white Americans? Was he hopeful or despondent about America’s future? • Required Readings/Works: <ol style="list-style-type: none"> 1. Martin Luther King, <i>Strength to Love</i> (Philadelphia, 1981), pp. 49-57, 77-86 2. Martin Luther King, Jr., ‘Letter from a Birmingham City Jail’ in <i>Princeton Readings in Political Thought</i>, ed. Cohen (Princeton, 2018), pp. 621–631 3. Jonathan Eig, <i>King: A Life</i> (New York, 2023), pp. 293-339 4. Martin Luther King, Jr., ‘I Have a Dream Speech, 4 April 1968’ (16 min, 39 s) • Assignment: First draft of Final Paper due
<p>Week 14</p> <p>Apr 9 (Tuesday 3:00 - 4:55 pm)</p> <p>&</p> <p>Apr 11 (Thursday 3:00 - 3:50 pm)</p>	<ul style="list-style-type: none"> • Topic: <i>Dissent</i>: Madalyn Murray O’Hair/Phyllis Schlafly • Summary: Can Schlafly and O’Hair both be plausibly categorized as ‘dissenters’? How did Schlafly and O’Hair each appeal to particular American traditions in their respective challenges to the status quo? What role does protection for dissent play in a free society? Should there be any limits on dissent? • Required Readings/Works: <ol style="list-style-type: none"> 1. Donald Critchlow, <i>Phyllis Schlafly and Grassroots Conservatism: A Woman’s Crusade</i> (Princeton, 2005), pp. 1-11, 109-136 2. Phyllis Schlafly, <i>A Choice Not an Echo</i> (Washington, 2014), 1-30, 89-97 3. Phyllis Schlafly, <i>The Phyllis Schlafly Report</i>, vol. 7., no. 1, Section 2 (February, 1972) 4. <i>Life</i>, June 19, 1964, 91-94 5. Madalyn Murray O’Hair, <i>Playboy Interview (excerpt)</i> 6. Ben Sasse, <i>The Anti-Madalyn Majority: Secular Left, Religious Right, and the Rise of Reagan’s America</i> (2004), iv-xi
<p>Week 15</p> <p>Apr 16 (Tuesday 3:00 - 4:55 pm)</p> <p>&</p> <p>Apr 18 (Thursday 3:00 - 3:50 pm)</p>	<ul style="list-style-type: none"> • Topic: <i>Vision</i>: Ronald Reagan/Condoleezza Rice • Summary: How does Reagan appeal to history in charting his vision for the future? Why does he believe Soviet communism will fail? From where does Rice derive her faith in democracy’s future? Do Reagan and Rice see American values as universal values? • Required Readings/Works: <ol style="list-style-type: none"> 1. William Inboden, <i>The Peacemaker: Ronald Reagan, the Cold War, and the World on the Brink</i> (New York, 2022), pp. 1-13, 475-479 2. Ronald Reagan, ‘Westminster Address, 8 June 1982’ (34 min 1 s) 3. Ronald Reagan, ‘Boys of Pointe du Hoc, 6 June 1984’ (14 min 25 s) 4. Ronald Reagan, ‘Farewell Address, 11 January 1989’ (21 min 39 s) 5. Condoleezza Rice, <i>Democracy: Stories from the Long Road to Freedom</i> (New York, 2017), pp.1-30, 431-438 • Assignment: Final Paper due

IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

Content: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).* Assessments: Class discussions, Self-Reflection Presentation, Campus Event Report, and Final Paper.

- Identify and explain the methodologies used across humanities disciplines to examine the history and intellectual traditions of America. (H)
- Identify and explain the philosophical, political, literary, and ethical issues that relate to American history. (Q1)

Critical Thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).* Assessments: Class discussions, Self-Reflection Presentation, Campus Event Report, and Final Paper.

- Critically assess and analyze an eclectic variety of sources that represent the complexity and tension within the ideas that form American identity and culture. (H)
- Attempt to understand a variety of diverse and conflicting viewpoints through a close reading of primary texts, while relating these historic figures to contemporary American experience. (Q1)

Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).* Assessments: Class discussions, Self-Reflection Presentation, Campus Event Report, and Final Paper.

- Clearly and effectively communicate by public speaking, discussion, and writing in such a way that demonstrates critical engagement with the texts and experiential learning activities (H & Q1)

Connection: *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.* Assessments: Class discussions, Self-Reflection Presentation, Campus Event Report, and Final Paper.

- Connect course content with their intellectual, personal, and professional lives at UF and beyond. (Q1)
- Reflect on their own and others' experience as Americans in classroom discussions, a reflective presentation, and a final analytical essay. (Q1)

V. Quest Learning Experiences

1. Details of Experiential Learning Component

In preparation for the Self-Reflection Presentation, students venture outside of a classroom setting to directly experience an expression of American culture that relates to the themes raised in this course. In order to encourage and accommodate a variety of viewpoints, students are granted freedom to analyze diverse cultural representations—from a work of art, museum exhibit, concert, drama, film, or song. Furthermore, in order to construct a Campus Event Report, students will be asked to attend a public

lecture sponsored by the Hamilton Center for Classical and Civic Education or the Bob Graham Center for Public Service. Students are then asked to submit a 500-word report on this experience.

2. Details of Self-Reflection Component

This component prominently features in the Self-Reflection Presentations, where students are encouraged to reflect upon their own contemporary place in light of the various themes, principles, and identities within American culture. Self-reflection also takes place in the Final Paper, as students are asked to personally place themselves in the mind of a variety of figures from different eras who have shaped the idea of America throughout history, while fairly and accurately representing their ideas in a reflective manner. Furthermore, self-reflection features in the Campus Event Report, where students are asked to reflect on how an event on the UF campus relates to the ideas presented in this course.

VI. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors

that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

The Writing Studio

The Writing Studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the Writing Studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

In-Class Recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without the permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.