IDS 2935: What Is America For?

Quest 1: The Examined Life

I. General Information

Class Meetings:

- Spring 2025
- 100% In-Person, No GTAs, 35 Residential
- MAT 0115
- M,W,F Period 8 (3–3:50pm)
- 3 Credits

Instructor:

- Dr. Aaron Alexander Zubia
- azubia@ufl.edu
- CSE E576

- *Office Hours:* Tuesdays and Thursdays, 3–4pm, and by appointment

Course Description:

The modern philosopher David Hume argued that "man, born in a family, is compelled to maintain society, from necessity, from natural inclination, and from habit." We are all born into a particular political society. Good citizenship demands that we pursue the good of that political society. To do that, we must understand what that society is meant to achieve. In this class, we will explore this essential question: what is America for?

We will reflect on how we, as rational and political animals, share and pass on a particular way of life. We will ask how we can rightly claim that there is one American way of life and one way to live it out when we live in a pluralistic society. We will ask whether American identity and purpose have changed—or remained the same—over time. We will take a multidisciplinary approach to these questions, incorporating elements of philosophy, religion, history, political science, and literature. We will consider the roles of religion and culture, urbanism and ruralism, and tradition and progress as we grapple with this essential question of national purpose.

Quest and General Education Credit:

- Quest 1
- Humanities

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 book is required for purchase in this course.
2. All other required readings will be made available as PDFs on Canvas.
3. Materials and Supplies Fees: N/A

Course Objectives:

- Students will be able to identify different foundational American political texts and explain how they have contributed to conceptions of American identity and purpose.
- Students will be able to identify, and explain the circumstances, of different stages in American political development, from the colonial period to the present.
- Students will be able to explain beliefs about American identity and purpose derived from different philosophical perspectives, including conservatism, liberalism, and progressivism.
- Students will analyze the question, "What is America For?", through engagement with speeches, sermons, memoirs, short stories and treatises, written by different authors, with different perspectives, in different time periods.
- Students will grapple with the question of American identity and purpose, drawing from their own experiences and assigned texts, and must think for themselves as they reflect on this important subject.
- Students will communicate in class discussion and in written exams their understanding of arguments contained assigned course texts.
- Students will practice the art of civil discourse by respectfully engaging with authors and fellow students with whom they disagree on moral, religious, cultural, and political matters.
- Students will practice persuading others, through well–reasoned discourse and writing, what America is for and why.
- Students will reflect on fundamental human questions—particularly on moral, social, and political matters—that will help one live an examined life, whether one pursues a career in law, journalism, medicine, divinity, engineering, business, or any number of other careers.

II. Graded Work

Quizzes (35%)

The last period of each week (Week 1 – 14) at the beginning of class, the professor will give students a **quiz** on the week's readings. Each quiz will consist of five multiple choice questions worth two points each. Quizzes are worth a total of 140 points for the semester.

Exams (25%)

There will be two in-class **exams** (March 3, April 18) in which students will answer two of three short essay questions provided by the professor. Each short essay, which will be handwritten, should consist of 4–5 paragraphs. Each exam is worth 50 points each (25 points per short essay). Exams are worth a total of 100 points for the semester. Please see the essay grading rubric below for more information.

Final Essay (12.5%)

Each student will submit their **final essay** on April 28. In this essay, the student will defend a thesis approved by the professor in a meeting during office hours by April 11. The essay should be double-spaced, in Times New Roman 12 pt. font, with 1-inch margins on all sides. It should include a cover page with the student's name, the title of the essay, the date of submission, the name of the professor, and the name of the class. The essay must be between 1,000 and 1,500 words. The final essay is worth 50 points. Please see the essay grading rubric below for more information.

Experiential Learning (12.5%)

Students must attend a lecture given on campus and write a two-page self-reflection paper. Students should reach out to the professor, first, to confirm that the lecture is fitting for this assignment. The paper should be double-spaced, in Times New Roman 12 pt. font, with 1-inch margins on all sides. Students should type their name, the date, the name of the class, and the name of the assignment on the top left corner of the page, single-spaced. The self-reflection paper should provide 1) a detailed explanation of the event, its purpose, and its content, and 2) a thoughtful analysis of how the event relates to course material and 3) reflection on how the event and course material have contributed to your personal intellectual journey. The self-reflection paper is worth 50 points (12.5% of the total grade).

Attendance and Participation (15%)

Each student is expected to be present and active in class. Each student should come to class prepared to discuss the assigned readings. Participation is worth 60 points (15% of the total grade.) Please see the participation grading rubric below for more information. Students who are uncomfortable speaking in class should reach out to the professor as soon as possible.

Attendance Policy: For all planned absences, students must inform the professor as early as possible prior to class. For unplanned absences, due to accidents or emergencies, the student should contact the professor as soon as conditions permit. For information on what qualifies as an acceptable reason for missing class, please

see Attendance Policies < University of Florida (ufl.edu). Students who have excessive absences will receive a warning from the professor and may receive a failing grade.

III. Annotated Weekly Schedule

Week 1: **Foundational Texts: Colonial Era**

Description: We will discuss foundational charters explaining the purposes of the Massachusetts and Connecticut colonies. And we will analyze an early American sermon that considers the nature and purpose of the human person.

January 13: Mayflower Compact (1620), in *The American Republic: Primary Sources*, ed. Bruce Frohnen (Indianapolis, 2002), p. 11.

January 15: John Winthrop, "A Modell of Christian Charity" (1630), in *American Sermons*, ed. Michael Warner (New York, 1999), pp. 28–43.

January 17: Cotton Mather, "A Man of Reason," in *American Sermons*, pp. 227–245.

Week 2: **Foundational Texts: Declaration of Independence**

Description: We will continue to ponder the nature of the human person and the role of religion and reason in the pursuit of virtue. We will do so by analyzing sections of Franklin's *Autobiography*. We will also consider the place of rights–protections in a good society.

January 22: Benjamin Franklin, 'On the Improvement of Self and Society' and 'On George Whitefield' from 'The Autobiography,' in *Benjamin Franklin: Writings* (New York, 1987), pp. 643–70

January 24: Connecticut Fundamental Orders (1639), Massachusetts Body of Liberties (1641), The Virginia Bill of Rights (1776) and the Declaration of Independence (1776), in *The American Republic*, pp. 12–14, 15–22, 157–58; 189–191.

Week 3: **Foundational Texts: The Constitution**

Description: We will weigh the importance of the Preamble of the Constitution against the Bill of Rights. The Bill of Rights, ten amendments added by the first U.S. Congress, did not appear in the original text of the Constitution. Is the purpose of government the protection of rights or the promotion of happiness?

January 27: James Madison, *Federalist* Nos. 10 and 63, in *The Federalist* (Indianapolis, 2001), pp. 42–49, 325–332

January 29: Thomas Jefferson, 'Letter to James Madison, December 20, 1787,' in *Thomas Jefferson: Writings* (New York, 1984), pp. 914–18

James Madison, 'Letter to Thomas Jefferson, October 17, 1788,' in *James Madison: Writings* (New York, 1999), pp. 418–23

'Centinel,' 'Letter I,' in *The American Republic*, pp. 309–313

January 31: The Constitution of the United States of America, Preamble and the Bill of Rights, in *The American Republic*, pp. 234, 349–50

George Washington, 'Inaugural Address,' in *National Archives* (archives.gov) (3 pages)

Week 4: Competing Narratives

Description: Was the United States founded in 1620, 1776, or 1787? And what do these potential founding dates tell us about the purpose of the American experiment in self–government and the role of the states in that project? This week will include a literary analysis of Hawthorne's short story, "The May–Pole of Merry Mount."

February 3: Alexis de Tocqueville, 'On the Point of Departure and Its Importance for the Future of the Anglo–Americans,' in *Democracy in America* (New York, 2004), pp. 31–51

February 5: Nathaniel Hawthorne, 'The May–Pole of Merry Mount,' in *What So Proudly We Hail: The American Soul in Story, Speech, and Song*, eds. Amy A. Kass, Leon R. Kass, and Diana Schaub (Wilmington, DE, 2018), pp. 145–154

February 7: James Madison, 'To Thomas Jefferson, October 24, 1787,' in *James Madison: Writings*, pp. 142–157.

'Madison. Friday June 8th' in *The Records of the Federal Convention of 1787*, ed. Max Farrand, Volume 1 (New Haven, 1966), pp. 164–169

The Alien and Sedition Acts (1798), Virginia Resolutions (1798), and Kentucky Resolutions (1798) in *The American Republic*, pp. 396–402.

Week 5: The Individual and the State at the Dawn of the Civil War

Description: Southern political actors wanted to protect their interests against the actions of Northern states. They portrayed the protection of states' (or minority) rights as a matter of justice. Northerners, meanwhile, perceived Union as a means by which to unleash the freedom of the individual.

February 10: John C. Calhoun, 'The Fort Hill Address: On the Relations of the States and Federal Government,' in *Union and Liberty: The Political Philosophy of John C. Calhoun* (Indianapolis, 1992), pp. 367–400.

February 12: Calhoun, 'Speech on the Introduction of His Resolutions on the Slave Question,' in *Union and Liberty*, pp. 511–521.

February 14: Abraham Lincoln, 'Speech at New Haven, Connecticut,' in *Abraham Lincoln: Speeches and Writings, 1859–1865* (New York, 1989), pp. 132–150.

Week 6: America's Refounding?

Description: Did Abraham Lincoln refound America according to its original ideal or did he do something more radical? Lincoln's speeches, with their references to the natural equality attested to in the Declaration of Independence, inspired the use of equal rights language to promote reform. This week, we will also analyze a poem by Herman Melville, depicting unity after war.

February 17: Lincoln, 'Address at Gettysburg, Pennsylvania, November 19, 1863,' in *Abraham Lincoln: Speeches and Writings, 1859–1865*, p. 536.

Lincoln, 'Second Inaugural Address, March 4, 1865,' in *Abraham Lincoln: Speeches and Writings, 1859–1865*, pp. 686–687.

February 19: Herman Melville, 'Lee in the Capitol,' in *What So Proudly We Hail*, pp. 622–628

February 21: Frederick Douglass, 'What to the Slave is the Fourth of July', in *Princeton Readings in Political Thought*, ed. Mitchell Cohene (Princeton, 2018), 411–426.

Elizabeth Cady Stanton, 'Declaration of Sentiments and Resolutions,' in American Political Thought, ed. Michael S. Cummings (Los Angeles, 2015), pp. 248–251.

Week 7: Who Is Our Brother's Keeper?

Description: With the North's victory in the Civil War, there was a rise in wealth accumulation eventually leading to inequality and urban blight. Who, in this case, is responsible for helping the least among us? Should it be women, leading the temperance movement, wealthy individuals, guided by the principle of noblesse oblige, or the government, led by the knowledge class?

February 24: Orestes Brownson, 'The Woman Question,' in *The Works of Orestes A. Brownson*, vol. 17, ed. Henry F. Brownson (Detroit, 1885), pp. 381–417

February 26: Jane Addams, 'Women's Conscience and Social Amelioration,' in *The Jane Addams Reader*, ed. Jean Bethke Elshtain (New York, 2002), pp. 252–63

February 28: Andrew Carnegie, 'Wealth,' in *American Political Thought*, ed. Cummings, pp. 359–367.

Lester Ward, 'Plutocracy and Paternalism,' in *Lester Ward and the Welfare State* (New York, 1967), 178–186.

Week 8: **Classical Liberalism and Progressivism**

Description: In the early twentieth century, Americans took for granted that the United States, the land of the free, promoted the ideal of individual betterment, especially in material terms. Was it best to achieve this aim through individual initiative or government action?

March 3: **In–class exam**

March 5: Herbert Croly, *The Promise of American Life* (excerpt), in *American Political Thought*, ed. Cummings, pp. 449–458.

March 7: Herbert Hoover, 'Campaign Speech, New York, October 22, 1928,' in *The Two Faces of Liberalism: How the Hoover–Roosevelt Debate Shapes the 21st Century*, ed. Gordon Lloyd (Salem, MA, 2006), pp. 35–38

Herbert Hoover, 'Campaign Speech, St. Louis, November 2, 1928,' in *The Two Faces of Liberalism*, pp. 39–47

Franklin D. Roosevelt, 'Presidential Nomination Address, Democratic National Convention, July 2, 1932,' in *The Two Faces of Liberalism*, pp. 95–104

Week 9: **The Role of Tradition in American Life**

Description: FDR suggested that the breaking of tradition is part of the American way of life, but even breaking traditions is a tradition of sorts. What is tradition supposed to accomplish and what is its role in American society? This week we will engage in literary analysis of two short stories pertaining to American holiday traditions.

March 10: Eugene Genovese, *The Southern Tradition* (Cambridge, 1994), pp. 12–40

Russell Kirk, 'The Problem of Tradition,' in *A Program for Conservatives* (Chicago, 1954), pp. 294–312

March 12: Tocqueville, 'On the Philosophic Method of the Americans,' in *Democracy in America*, pp. 483–89

March 14: O. Henry, 'Two Thanksgiving Day Gentlemen,' in *The Trimmed Lamp* (Garden City, NY, 1926), pp. 50–59

Ring Lardner, 'Old Folks' Christmas,' in *The Best Short Stories of Ring Lardner* (New York, 1957), pp. 138–148

Week 10: **Family, Education, and Place**

Description: Whatever America is for, surely there are traditions to promote the achievement of society's purpose. Is the goal of education to free people from manual labor, from family and neighborhood, to become part of the knowledge class? Or is the goal of education passing on tradition, instilling the value of work, and exhibiting loyalty to family and neighborhood?

March 24: Booker T. Washington, 'Democracy and Education,' in *What So Proudly We Hail*, pp. 516–524.

W.E.B. Du Bois, 'The Talented Tenth,' in *The Souls of Black Folk* (New York, 2014), pp. 203–223.

March 26: Wendell Berry, 'Economy and Pleasure,' in *The World–Ending Fire: The Essential Wendell Berry* (Berkeley, 2017), pp. 268–281.

March 28: Willa Cather, 'The Best Years,' in *Willa Cather: Stories, Poems, and Other Writings* (New York, 1992), pp. 728–757

Week 11: The Rural and Urban Divide

Description: Does commitment to America's purpose entail a commitment to city or country values? Does it require that we "think big" or "think little?"

March 31: Wendell Berry, 'Nature as Measure,' in *The World–Ending Fire: The Essential Wendell Berry*, pp. 59–64.

Wendell Berry, 'Rugged Individualism,' in *The World–Ending Fire: The Essential Wendell Berry*, pp. 265–267.

Wendell Berry, 'Think Little,' in *The World–Ending Fire: The Essential Wendell Berry*, pp. 48–58.

April 2: Joseph Pearce, *Small Is Still Beautiful: Economics as if Families Mattered* (ISI Books, 2006), pp. xiii–xix, 73–87, 133–149.

Trevor Latimer, *Small Isn't Beautiful: The Case Against Localism* (Brookings Institution Press, 2023), pp. ix–xii, 86–112.

April 4: **Experiential Learning Round 1 (Poems/Speeches)**

Week 12: Religion and Pluralism in American Life

Description: When there are so many people, from so many backgrounds, inhabiting the United States, how can we say there is one religion, one way of life, one common good, one thing America is for, while at the same time protecting minority rights?

April 7: Richard Rorty, 'Religion as Conversation–Stopper,' *Common Knowledge*, 1 (1994), pp. 1–6.

April 9: Robert Bellah, 'Civil Religion in America,' in *The Robert Bellah Reader,* pp. 225–245.

April 11: **Experiential Learning Round 2 (Inaugural Addresses)**

Week 13: American Culture and the Search for Identity

Description: What Tocqueville described as American "restlessness" combined with the "death of God" and existential meaninglessness in the twentieth century. Is the search for meaning and identity something that is private or something that must be accounted for in our shared public political lives?

April 14: Michael Novak, *Will it Liberate? Questions about Liberation Theology* (excerpt), in *American Political Thinking: Readings from the Origins to the 21st Century*, ed. Robert Isaak (Orlando, 1994), pp. 639–652.

Willmoore Kendall, 'Conservatism and the Open Society,' in *The Conservative Affirmation* (Washington, D.C., 1963), pp. 100–120.

April 16: C. Wright Mills, 'Letter to the New Left,' in *The Politics of Truth: Selected Writings of C. Wright Mills* (New York, 2008), pp. 255–65.

Richard Rorty, 'A Cultural Left,' in *The Achieving our Country: Leftist Thought in Twentieth–Century America* (Cambridge, 1998), pp. 73–107.

April 18: **In–class exam**

Week 14: The Path Forward

Description: The answer to the question, "What is America For?" can help us determine whether America is on the right or wrong path, whether remains true to its founding mission and identity or not, how and in what way America can be conserved.

April 21: Patrick Deneen, 'Can America be Conserved?' in *Conserving America?* (South Bend, IN, 2016), pp. 1–12.

April 23: Robert Bellah, 'Citizenship, Diversity, and the Search for the Common Good,' in *The Robert Bellah Reader,* pp. 303–318.

Patrick Deneen, 'Can America be Conserved?' in *Conserving America?* (South Bend, IN, 2016), pp. 1–12.

Analytical Paper Due on April 28

IV. Grading Scale and Rubrics

Grading Scale

For information on UF's grading policies for assigning grade points, see here.

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

Grading Rubrics

Participation Rubric

A (90–100%)	Typically comes to class with pre–prepared questions about the readings. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion.
B (80–89%)	Does not always come to class with pre–prepared questions about the reading. Waits passively for others to raise interesting issues. Some in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
C (70–79%)	Attends regularly but typically is an infrequent or unwilling participant in discussion. Is only adequately prepared for discussion.
D (60–69%)	Fails to attend class regularly and is inadequately prepared for discussion. Is an unwilling participant in discussion.
E (<60%)	Attends class infrequently and is wholly unprepared for discussion. Refuses to participate in discussion.

Examination Rubric: Essays and Short Answers

	Completeness	Analysis	Evidence	Writing
A (90–100%)	Shows a thorough understanding of the question. Addresses all aspects of the question completely.	Analyses, evaluates, compares and/or contrasts issues and events with depth.	Incorporates pertinent and detailed information from both class discussions and assigned readings.	Presents all information clearly and concisely, in an organized manner.
B (80–89%)	Presents a general understanding of the question. Completely addresses most aspects of the question or address all aspects incompletely.	Analyses or evaluates issues and events, but not in any depth.	Includes relevant facts, examples and details but does not support all aspects of the task evenly.	Presents information fairly and evenly and may have minor organization problems.
C (70–79%)	Shows a limited understanding of the question. Does not address most aspects of the question.	Lacks analysis or evaluation of the issues and events beyond stating accurate, relevant facts.	Includes relevant facts, examples and details, but omits concrete examples, includes inaccurate information and/or does not support all aspects of the task.	Lacks focus, somewhat interfering with comprehension.
D (60–69%)	Fails fully to answer the specific central question.	Lacks analysis or evaluation of the issues and events beyond stating vague, irrelevant, and/or inaccurate facts.	Does not incorporate information from pertinent class discussion and/or assigned readings.	Organizational problems prevent comprehension.
E (<60%)	Does not answer the specific central question.	Lacks analysis or evaluation of the issues and events.	Does not adduce any evidence.	Incomprehensible organization and prose.

Writing Rubric

	Thesis and Argumentation	Use of Sources	Organization	Grammar, mechanics and style
A (90–100%)	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.	No errors.
B (80–89%)	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.	A few errors.
C (70–79%)	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak, missing important details or making logical leaps with little support.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.	Some errors.
D (60–69%)	Thesis is vague and/or confused. Demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.	Primary and/or secondary texts are almost wholly absent.	Poor, hard–to–follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.	Many errors.
E (<60%)	There is neither a thesis nor any argument.	Primary and/or secondary texts are wholly absent.	The paper is wholly disorganized, lacking an introduction, conclusion or any logical coherence.	Scores of errors.

V. Student Learning Outcomes (SLOs):

At the end of this course, students will be expected to have achieved the Quest the General Education student learning outcomes for Humanities (H).

Humanities (H) Humanities courses must afford students the ability to think critically through the mastering of subjects concerned with human culture, especially literature, history, art, music, and philosophy, and must include selections from the Western canon.

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Content: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).*

- Students will be able to identify different foundational American political texts and explain how they have contributed to conceptions of American identity and purpose. **Assessment**: quizzes, exams, analytical paper
- Students will be able to identify, and explain the circumstances, of different stages in American political development, from the colonial period to the present. **Assessment**: exams, analytical paper, experiential learning component
- Students will be able to explain beliefs about American identity and purpose derived from different philosophical perspectives, including conservatism, liberalism, and progressivism. **Assessment**: quizzes, exams, analytical paper, experiential learning component

Critical Thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*

- Students will analyze the question, "What is America For?", through engagement with speeches, sermons, memoirs, short stories and treatises, written by different authors, with different perspectives, in different time periods. **Assessment**: exams, analytical paper, experiential learning component
- Students will grapple with the question of American identity and purpose, drawing from their own experiences and assigned texts, and must think for themselves as they reflect on this important subject. **Assessment**: exams, analytical paper

Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*

- Students will communicate in class discussion and in written exams their understanding of arguments contained assigned course texts. **Assessment**: class participation, exams
- Students will practice the art of civil discourse by respectfully engaging with authors and fellow students with whom they disagree on moral, religious, cultural, and political matters. **Assessment**: class participation
- Students will practice persuading others, through well–reasoned discourse and writing, what America is for and why. **Assessment**: class participation, exams, analytical paper

Connection: *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- Students will reflect on fundamental human questions—particularly on moral, social, and political matters—that will help one live an examined life, whether one pursues a career in law, journalism, medicine, divinity, engineering, business, or any number of other careers. **Assessment**: experiential learning component, analytical paper, exams, class participation.

VI. Quest Learning Experiences

1. Details of Experiential Learning Component

For the experiential learning assignment, students will be able to read and, in some cases, listen to inaugural addresses of U.S. presidents and launch into the ideas, words, and images that capture American identity. The students will be able to make connections between these speeches, their respective historical contexts, founding documents, and our own contemporary understanding of America's origins and purposes.

2. Details of Self–Reflection Component

The final analytical paper will allow students to reflect on the question that motivates this course. Each student will have his or her thesis for the final paper approved by the professor. This will help the student incorporate course texts into their reflection. The experiential learning assignment will also require students to reflect on the application of core ideas about American origins and ends in different contexts throughout history. This will help students 1) better interpret the moral and political positions of various key figures and movements in American society, and 2) shape their own views on the central principles of American life.

VII. Required Policies and Helpful Guidelines

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 here.

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. 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 here. 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 this link. Summaries of course evaluation results are available to students at GatorEvals Public Data.