

## AMH 2020

### United States History since 1877

**Professor:** William Robert Billups  
**Contact:** [wbillups@ufl.edu](mailto:wbillups@ufl.edu); (352) 273-3364  
**Office:** 224 [Keene-Flint Hall](#)

**Lecture Time:** MW Period 6 (12:50p-1:40p)  
**Lecture Location:** [MCCC0100](#)

**Office Hours:** Monday 10:00a-11:00a,  
 Tuesday 1:15p-2:30p, or by appointment.



#### Teaching Assistants

Heather Gonyeau, [hgonyeau@ufl.edu](mailto:hgonyeau@ufl.edu)  
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#### Discussion Section Times & Locations

F Period 3 (9:35a – 10:25a) [TUR2354](#)  
 F Period 3 (9:35a – 10:25a) [MAT 0011](#)  
 F Period 4 (10:40a – 11:30a) [MAT0018](#)  
 F Period 5 (11:45a – 12:35p) [AND0021](#)  
 F Period 5 (11:45a – 12:35p) [MAT0013](#)  
 F Period 5 (11:45a – 12:35p) [AND0032](#)  
 F Period 6 (12:50p – 1:40p) [TUR2328](#)  
 F Period 6 (12:50p – 1:40p) [MAT0116](#)



#### Course Description

In this course, students will trace the history of the United States from the end of the Reconstruction era to the contemporary era. Topics will include but are not limited to the rise of Industrialization, the United States' emergence as an actor on the world stage, Constitutional amendments and their impact, the Progressive era, World War I, the Great Depression and New Deal, World War II, the Civil Rights era, the Cold War, and the United States since 1989.

**Attributes:** General Education – Diversity, General Education – Social Science

**Grading Scheme:** Letter Grade

#### Course Objectives

Students will think critically about modern United States history through lectures, discussions, readings, and assignments. The course will introduce key themes, terms, and methodologies of the social and behavioral sciences. Students will learn to identify, analyze, and explain social institutions, social structures, and social processes, and how they change over time. Students will be asked to engage in problem-solving techniques using qualitative methods, and readings will model these types of social science analysis. Finally, students will learn to engage diversity as an analytical concept by evaluating Americans' historical divisions, cultural values, and identities.

By completing this course, students will learn how to:

1. Explain how the Civil War and Reconstruction set the stage for the development of the modern United States.
2. Analyze competing forms of US nationalism that developed during the late-nineteenth and early-twentieth centuries.
3. Explain the development of class, ethnic, gender, racial, and religious tensions in the United States after 1877.
4. Consider the ways in which US involvement in the Spanish-American War, World War One, and World War Two reshaped US foreign policy and civil society.
5. Explain the origins of the Cold War, its implications for US international relations, and its influenced American political culture.
6. Describe the origins, significance, and lasting influences of the civil rights movement.
7. Explain how the Vietnam War and the growing national embrace of multiculturalism changed American nationalism during after the 1960s.
8. Describe how the rise of New Right conservatism changed American life.
9. Apply historical methods to primary sources dating from the 1870s to the present.
10. Evaluate the merits of scholarly work by historians and social scientists.

### **Required Readings**

Students need not purchase textbooks for this course. Our textbook is *The American Yawp* (free at <http://www.americanyawp.com/>), and all other required readings are available via Canvas.

### **Methods of Evaluation**

This course has four methods of evaluation: 1) discussion section attendance and participation, 2) exams, 3) a primary source essay, and 4) a mini-book review. For more detailed explanations and instructions for each, login to Canvas, select “Files,” and click the folder labeled “Assessment.”

**Discussion Section Attendance (10%).** While it is not feasible to take attendance during lecture, your TA will maintain attendance records for all discussion sections. Students are permitted **one** unexcused absence without penalty, though they are still required to complete all discussion section homework. After the first unexcused absence, each subsequent unexcused absence will result in a one-point deduction from your overall course grade. Every two late arrivals to a discussion section counts as one unexcused absence. Students will not be penalized for university-excused absences; see <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

**Discussion Section Homework and Participation (15%).** It is imperative that you come prepared to participate in our conversations about the American past. For this reason, participation is assessed based on section homework and meaningful contributions to class discussion. Homework assignments will be announced on Monday and must be submitted through Canvas by 9:30a on Friday. This grade will be assessed by your TA.

**Midterm Exam (20%).** This timed, closed-book exam will draw from the course’s lectures, discussions, and readings. A study guide will be posted to Canvas, and we will discuss the specifics of the exam closer to time. The exam is on Wed., Oct. 2, at 12:50p.

**Final Exam (30%).** This exam will draw from the course’s lectures, discussions, and readings. A study guide will be posted to Canvas, and we will discuss the specifics of the exam closer to time. The final exam is on Friday, Dec. 13, from 7:30a – 9:30a.

**World War Two Essay (10%).** Analysis of primary sources (marked with a [P] on the syllabus) is a crucial skill for historians and qualitative social scientists. You are to write an essay that in which you use primary sources to develop your own argument about US involvement in World War Two. This essay is due on Friday, Oct. 18, at 9:30a.

**Mini-Book Review (15%).** The ability to evaluate scholars’ writing and use of evidence is a crucial skill for historians, social scientists, and readers of nonfiction more generally. You are to write a review of Chapter 4 of Nancy MacLean’s *Freedom Is Not Enough*. In that review, you will use skills that you learned in the course to judge the strengths and weaknesses of the chapter. This essay is due on Friday, Nov. 1, at 9:30a.

**Instructions for Submitting Written Assignments.** All written assignments must be submitted as Word documents (.doc or .docx) through the “Assignments” portal in Canvas by the specified deadlines. Do NOT send assignments as PDF files.

**Extensions & Make-Up Exams.** 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>

**Late Submissions.** Unless an extension is granted on the basis of university policy, essays will incur a 10-point penalty for every day they are late, and section homework tasks will receive a grade of zero (F) if submitted after their deadlines.

### Assessment Schedule & Grading Weight

Assessment	Date (If Applicable)	Percentage of Overall Grade
Mid-Term Exam	Exam on Oct. 2	20
World War Two Essay	Paper due Oct. 18	10
Mini-Book Review	Paper due Nov. 1	15
Final Exam	Exam on Dec. 10	30
Discussion Section Participation & Homework	Not applicable	15
Discussion Section Attendance	Not applicable	10

### Grading Scale (Based on the [University of Florida Grading Policy](#))

Percent	Grade	Grade Points
93-100	A	4.00
90-92	A-	3.67
87-89	B+	3.33
83-86	B	3.00

80-82	B-	2.67
77-79	C+	2.33
73-76	C	2.00
70-72	C-	1.67
67-69	D+	1.33
63-66	D	1.00
60-62	D-	0.67
0-59	E	0.00

*A minimum grade of C is required for general education credit.*

### **Canvas**

Class announcements will be made through Canvas' notification features, and all papers **must** be turned in through the Canvas "Assignments" portal. All class handouts, lecture slides, assignment rubrics, and a copy of this syllabus will be stored on our Canvas site under "Files." If you are having trouble accessing our Canvas site, please notify the professor or your TA.

### **Technology in the Classroom**

To respect a wide range of learning styles, I will permit the use tablets and laptops in class so long as they do not distract you or your fellow students. However, abuses of this technology policy will be taken seriously. Students disrupting the lecture may be asked to leave, and anyone caught using tablets or laptops for purposes unrelated to the course during a discussion section will receive an unexcused absence and a failing participation grade for that meeting. No computers or laptops are allowed on exam days, and students who repeatedly violate the technology policy will be barred from bringing laptops and tablets to class.

### **General Education: Objectives for Social and Behavioral Sciences and Diversity**

This course satisfies the [Social and Behavioral Science General Education Credit](#) at the University of Florida. Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures and processes. This course emphasizes the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes and human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

This course also satisfies the [Diversity General Education Credit](#) at the University of Florida. Diversity courses provide instruction in the values, attitudes and norms that create cultural differences within the United States. This course will encourage you to recognize how social roles and status affect different groups and impact US society. This course will guide you to analyze and to evaluate your own cultural norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups.

## General Education: Student Learning Outcomes for Social and Behavioral Sciences and Diversity

Category	Definition	Course Student Learning Outcome (SLO)
<b>CONTENT</b>	Knowledge of the concepts, principles, terminology and methodologies used within the historical discipline.	Students will describe the factual details of the substantive historical episodes under study.
<b>COMMUNICATION</b>	Communication is the development and expression of ideas in written and oral forms.	Students will demonstrate competency in civic literacy. Students will demonstrate an understanding of the primary ideas, values, and perceptions that have shaped American history.
<b>CRITICAL THINKING</b>	Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	Students will identify and analyze foundational developments that shaped American history since 1877 using critical thinking skills.

### Academic Honesty and the University of Florida Honor Code:

In your assignments, failure to cite properly ideas, words, phrases, or arguments that originated from others constitutes plagiarism, a form of intellectual dishonesty that is inconsistent with the University of Florida Honor Code. Generative AI is an unauthorized form of aid on assignments. You are welcome to use university resources, such as the Writing Studio, instead. On all work submitted for credit by students at the University of Florida, the following pledge is implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." For more on the Honor Code, see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>.

### Accommodations for Students with Disabilities:

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.

**Student Course Evaluations:**

Students are expected to provide professional and respectful feedback on the quality of instruction in AMH 2020 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/publicresults/>.

**Resources Outside the Classroom**

You are welcome to come to regular office hours or to schedule an individual appointment with your professor or TA. I also encourage you to take advantage of these writing resources:

**Writing Studio.** All students are encouraged to take advantage of the academic support provided by the University of Florida Writing Studio (2215 Tarlington Hall). For more on the Writing Studio, see <https://writing.ufl.edu/writing-studio/>.

**GatorWell Health Promotion Services.** For help with organization, time management, or navigating academic stress, consider scheduling an appointment with a GatorWell Wellness Coach. See <https://gatorwell.ufsa.ufl.edu/services/wellness-coaching/>.

**UNC Chapel Hill Writing Center Guides.** The Writing Center at the University of North Carolina at Chapel Hill has compiled a set of online resources that includes useful guides on outlining, drafting, citation, and other elements of the writing process. See <https://writingcenter.unc.edu/tips-and-tools/>.



**Course Schedule (May Be Subject to Change Due to Severe Weather, Etc.)**

***Part 1: From the Age of Capital to the Age of Reform, 1877–1920***

Week 1 – Introduction to the Course

1. **Friday, August 23: NO TA DISCUSSION SECTIONS.**
  - a. NO READINGS

Week 2 – Introduction to course; Reconstruction

2. Monday, August 26: Introduction to course; Begin lecture on Reconstruction
  - a. READING:
    - i. The AMH 2020 Syllabus.
3. Wednesday, August 28: Lecture on Reconstruction
  - a. READINGS:
    - i. “Reconstruction,” Chapter 15, *American Yawp*.
    - ii. [P] Frederick Douglass, “On Remembering the Civil War” (1878), <https://www.americanyawp.com/reader/reconstruction/frederick-douglass-on-remembering-the-civil-war-1877/>.
    - iii. [P] General Reynolds Describes Lawlessness in Texas (1868), <https://www.americanyawp.com/reader/reconstruction/general-reynolds-describes-lawlessness-in-texas-1868/>
4. Friday, August 30: **TA discussion session #1**
  - a. Come prepared to discuss all August 28 readings.

Week 3 – From Reconstruction to Jim Crow

5. **Monday, September 2: No class (Labor Day)**
6. Wednesday, September 4: From Reconstruction to Jim Crow
  - a. READINGS:
    - i. Glenda Gilmore, *Gender and Jim Crow* (1996), 1–29.
    - ii. [P] Booker T. Washington, Address to the Atlanta Exposition (1895), <https://iowaculture.gov/history/education/educator-resources/primary-source-sets/reconstruction-and-its-impact/booker-t.>
    - iii. [P] Henry Grady, Excerpt from speech on the New South (1886), <https://www.americanyawp.com/reader/18-industrial-america/henry-grady-on-the-new-south-1886/>.
7. Friday, September 6: **TA discussion session #2**
  - a. Come prepared to discuss all September 4 readings.

Week 4 – Capital and Labor in the Gilded Age

8. Monday, September 9: Industrialization and the Gilded Age
  - a. READINGS:
    - i. Jackson Lears, Chapter 2, “The Mysterious Power of Money,” Chapter Two of *Rebirth of a Nation* (2007), 51–91.
    - ii. [P] Andrew Carnegie, “Wealth” (1889), in Michael P. Johnson, *Reading the American Past: Selected Historical Documents* (2012), 52–55.

9. Wednesday, September 11: Labor and The Age of Strikes
- a. READINGS:
    - i. [P] Jacob A. Riis, “The Working Girls of New York,” Chapter 20 of *How the Other Half Lives* (1890), 234–42.
    - ii. [P] Walter Wyckoff, “Among the Revolutionaries” (1898), in Michael P. Johnson, *Reading the American Past: Selected Historical Documents* (2012), 71–75.
10. Friday, September 13: **TA discussion session #3**
- a. Come prepared to discuss all September 9 and September 11 readings.

Week 5 – American Empire on the March

11. Monday, September 16: The West and the Mythology of the Frontier
- a. READINGS:
    - i. [P] Chief Joseph, “Speech to a White Audience” (1879), in Michael P. Johnson, *Reading the American Past: Selected Historical Documents* (2012), 33–36.
    - ii. [P] Frederick Jackson Turner, “The Significance of the Frontier to American History” (1893), [https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/the-significance-of-the-frontier-in-american-history-\(1893\)](https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/the-significance-of-the-frontier-in-american-history-(1893)).
12. Wednesday, September 18: Imperialism
- a. READINGS:
    - i. [P] Emilio Aguinaldo, “Case Against the United States” (1899), in Michael P. Johnson, *Reading the American Past: Selected Historical Documents* (2012), 96–99.
    - ii. Gary Gerstle, “Chapter 1,” *American Crucible* (2001), 14–43.
13. Friday, September 20: **TA discussion section #4**
- a. Come prepared to discuss all September 16 and September 18 readings.

Week 6 –The Age of Reform

14. Monday, September 23: The Populist Movement
- a. READINGS:
    - i. [P] Mary E. Lease, “Women in the Farmers’ Alliance” (1891) in Michael P. Johnson, *Reading the American Past: Selected Historical Documents* (2012), 79–82.
    - ii. [P] William Jennings Bryan, “Cross of Gold” (1896).
    - iii. Richard Hofstadter, *Age of Reform* (1955), 3–12, 23–59.
15. Wednesday, September 25: Suffragettes and the Progressive Era
- a. READINGS:
    - i. [P] “First Vice Attack Made on Chinatown,” *New York Times*, Oct. 24, 1910.
    - ii. [P] “Child Beggars in Chicago,” *New York Times*, Oct. 27, 1901.
    - iii. [P] Carrie Chapman Catt, “The Crisis” (1916), 48–53.
16. Friday, September 27: **TA discussion section #5**
- a. Come prepared to discuss all September 23 and September 25 readings



## Week 7 – World War One and Mid-Term Exam

17. Monday, September 30: World War One and the End of the Progressive Era
  - a. READINGS:
    - i. “World War One and Its Aftermath,” Chapter 21, *American Yawp*.
    - ii. [P] W. E. B. DuBois to President Woodrow Wilson (1918).
18. Wednesday, October 2: **Mid-Term Exam**
  - a. NO READINGS
19. Friday, October 4: **NO TA DISCUSSION SECTIONS.**

***Part II: The Rise of the New Deal Order in America***

## Week 8 – Migrations and Political Realignment

20. Monday, October 7: The Harlem Renaissance and the Early Great Migration
  - a. READINGS:
    - i. [P] Alaine Locke, Forward to *The New Negro: An Interpretation* (1925), ix-xi.
    - ii. [P] Charles S. Johnson, “The New Frontage on American Life,” in *The New Negro: An Interpretation* (1925), 278–288.
21. Wednesday, October 9: Prohibition and the Roaring 20s
  - a. READING:
    - i. Lisa McGirr, *The War on Alcohol* (2015), 157–88.
22. Friday, October 11: **TA discussion section #6**
  - a. Come prepared to discuss all October 7 and October 9 readings.

## Week 9 – Franklin Roosevelt and the Age of Depression and War

23. Monday, October 14: Great Depression and New Deal
  - a. READINGS:
    - i. Gary Gerstle, “Chapter 4,” *American Crucible*, 128–39.
    - ii. [P] Franklin D. Roosevelt, “On the Works Relief Program,” April 28, 1935, <http://docs.fdrlibrary.marist.edu/042835.html>
24. Wednesday, October 16: World War Two
  - a. READING:
    - i. Gary Gerstle, “Chapter 5,” *American Crucible*, 187–237.
    - ii. [P] Interview with Aya Uenishi Medrud (2017), [https://www.youtube.com/watch?v=Mp\\_8DffxHvE&list=PL\\_txUBUpMcH4K6lCo6nMAsG0zzDep-DBk&index=19](https://www.youtube.com/watch?v=Mp_8DffxHvE&list=PL_txUBUpMcH4K6lCo6nMAsG0zzDep-DBk&index=19).
    - iii. [P] Franklin D. Roosevelt, Annual Message to Congress (1941).
    - iv. [P] John L. Tateishi, Testimony before the Subcommittee on Administrative Law and Government Relations (1980), 89–90.
    - v. [P] Executive Order 9066 (1942).
    - vi. [P] “Double Victory: Victory over Hitlerism Abroad, Victory over Racism at Home,” *Pittsburgh Courier*, Feb. 7, 1942.
25. Friday, October 18: **TA discussion section #7**
  - a. ASSIGNMENT DUE AT 9:30AM EDT: WORLD WAR TWO ESSAY
  - b. Come prepared to discuss all October 14 and October 16 readings.

## Week 10 – The Cold War, Civil Rights, and 1950s America

## 26. Monday, October 21: The Cold War

## a. READING:

- i. “The Cold War,” Chapter 25, *American Yawp*.

## 27. Wednesday, October 23: The Civil Rights Movement and Its Contexts

## a. READINGS:

- i. Mary Dudziak, *Cold War Civil Rights* (2001), 79–114.
- ii. [P] President’s Committee on Civil Rights, *To Secure These Rights* (1947), 3–20, 139–141, 146–148.

- iii. [P] Little Rock Rally Photograph (1959), <https://www.americanyawp.com/reader/26-the-affluent-society/1959-little-rock-rally/>

28. Friday, October 25: **TA discussion section #8**

- i. Come prepared to discuss all October 23 readings.

## Week 11 – The Civil Rights Movement and Its Legacies

## 29. Monday, October 28: From Civil Rights to Black Power and Related Movements

## a. READINGS:

- i. [P] Fannie Lou Hamer, Testimony before the Credentials Committee, (1964), <https://americanradioworks.publicradio.org/features/sayitplain/flhamer.html>.
- ii. [P] Student Nonviolent Coordinating Committee, “The Basis of Black Power” (1966), in *“Takin’ It to the Streets”: a Sixties Reader*, eds. Alexander Bloom and Wini Breines (2011), 120–125.
- iii. [P] Amy Uyematsu, “The Emergence of Yellow Power” (1969), in *“Takin’ It to the Streets”: a Sixties Reader*, eds. Alexander Bloom and Wini Breines (2011), 146–148.

## 30. Wednesday, October 30: From Civil Rights to Women’s Rights

## a. READINGS:

- i. Nancy McLean, *Freedom is Not Enough: The Opening of the American Workplace* (Harvard, 2006), 1–10, 117–154.
- ii. [P] Alice Rossi, “Job Discrimination and What Women Can Do About It” (1970), in *“Takin’ It to the Streets”: a Sixties Reader*, eds. Alexander Bloom and Wini Breines (2011), 399–404.
- iii. [P] Debby D’Amico, “To My White Working-Class Sisters” (1970), in *“Takin’ It to the Streets”: a Sixties Reader*, eds. Alexander Bloom and Wini Breines (2011), 438–441.
- iv. [P] Frances Beal, “Double Jeopardy: To Be Black and Female” (1969), in *“Takin’ It to the Streets”: a Sixties Reader*, eds. Alexander Bloom and Wini Breines (2011), 442–445.
- v. [P] Francisca Flores, “Conference of Mexican Women: Un Remolino” (1971), in *“Takin’ It to the Streets”: a Sixties Reader*, eds. Alexander Bloom and Wini Breines (2011), 453–455.

31. Friday, November 1: **TA discussion section #9**

- a. Come prepared to discuss all October 28 and October 30 readings.
- b. ASSIGNMENT DUE AT 9:30AM EDT: MINI-BOOK REVIEW

**Part III: The Age of Fracture**

## Week 13 – Unravelling the New Deal Order

32. Monday, November 4: The Vietnam War and its Discontents
- a. READING:
    - i. Gary Gerstle, “Chapter 8,” *American Crucible*, 311–27.
    - ii. [P] Martin Luther King, Jr., “Declaration of Independence from the War in Vietnam” (1967).
33. Wednesday, November 6: The Unraveling of the New Deal Political Order
- a. READING:
    - i. “The Unraveling,” Chapter 28, *American Yawp*.
    - ii. [P] Jimmy Carter, Crisis of Confidence Speech (July 15, 1979), <https://www.youtube.com/watch?v=kakFDUeoJKM>
34. Friday, November 8: **TA discussion section #10**
- a. Come prepared to discuss all November 4 and November 6 readings.

## Week 13 – The Cold War in the Age of Reagan

- 35. Monday, November 11: No Class (University-Scheduled Holiday)**
36. Wednesday, November 13: The Cold War in the Age of Reagan
- a. READINGS:
    - i. Odd Arne Westad, *The Global Cold War* (2005), 331–363.
    - ii. [P] Ronald Reagan, “Address to the Nation about Central America,” May 9, 1984, <https://www.youtube.com/watch?v=IKPC7uAAQIQ>.
37. Friday, November 15: **TA discussion section #11**
- a. Come prepared to discuss all November 13 readings.

## Week 14 – America’s “Soft” Multiculturalism in the 1990s and 2000s

38. Monday, November 18: Globalization and Change in Bill Clinton’s America
- READING: Kevin M. Kruse and Julian Zelizer, *Fault Lines*, 203–222.
39. Wednesday, November 20: 9/11 and America in the Bush Years
- a. READINGS:
    - i. [P] FBI, *Terrorism Report: 2002–2005*, 1–30, 47–55.
40. Friday, November 22: **TA discussion section #12**
- a. Come prepared to discuss all November 18 and November 20 readings.

**Week 15 – No Class (Thanksgiving Break, November 25–29)**

## Week 16 – Course Conclusion

41. Monday, December 2: From Barack Obama to Donald Trump
- a. NO READINGS.
42. Wednesday, December 4: Concluding lecture; Review for Final Exam
- a. NO READINGS.
43. **No TA discussion section on Friday, December 6 (Reading Day)**

**FINAL EXAM: Friday, December 13, at 7:30am.**