

Cover Sheet: Request 15735

AMH 3XXX – Diversity in American History

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Steven G Noll nolls@ufl.edu
Created	1/26/2021 2:36:25 PM
Updated	4/2/2021 12:39:27 PM
Description of request	<p>In this course, we will examine the diversity of the American people and its changes over time from first European contact to the present. In a course that spans over five hundred years, thousands of miles, and millions of lives, we have to be selective in our topics. Thus, although we will move chronologically through these time periods, we will concentrate on some particular themes and topics:</p> <ul style="list-style-type: none"> • The interaction between different ethnic groups in American history • How race and the changing notions of how it is determined helped shape the contours of American history • The understated importance of disability in American history • The changing gender roles in American history • Immigration patterns and their relationship to American history

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - History 16280000	Jessica Harland-Jacobs		1/26/2021
No document changes					
College	Recycled	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	<p>The College Curriculum Committee recycles this request, with the following changes needed:</p> <ul style="list-style-type: none"> • Course title should match proposal title. • Telegraph Course Description. • Remove week 16. Suggestion: remove mention of dates. • Course Objectives need to be objective and measurable, please rewrite. Example: Replace “Knowledge and Understanding” with “Summarize” or “Analyze”. Remove General Objectives. • Grading scale [A-E] is missing. • Address how excused absence factors in to class participation. 	2/19/2021
No document changes					
Department	Approved	CLAS - History 16280000	Jessica Harland-Jacobs		3/2/2021
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		4/2/2021
No document changes					

Step	Status	Group	User	Comment	Updated
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			4/2/2021
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 15735

Info

Request: AMH 3XXX – Diversity in American History

Description of request: In this course, we will examine the diversity of the American people and its changes over time from first European contact to the present. In a course that spans over five hundred years, thousands of miles, and millions of lives, we have to be selective in our topics. Thus, although we will move chronologically through these time periods, we will concentrate on some particular themes and topics:

- The interaction between different ethnic groups in American history
- How race and the changing notions of how it is determined helped shape the contours of American history
- The understated importance of disability in American history
- The changing gender roles in American history
- Immigration patterns and their relationship to American history

Submitter: Steven G Noll nolls@ufl.edu

Created: 5/4/2021 9:48:52 PM

Form version: 11

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:

AMH

Course Level

Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:

3

Course Number

Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:

XXX

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:

Intermediate

- 1000 level = Introductory undergraduate

- 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate
- 4000/5000= Joint undergraduate/graduate
- 4000/6000= Joint undergraduate/graduate

**Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)*

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
Diversity in American History

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Diversity in American History

Degree Type

Select the type of degree program for which this course is intended.

Response:
Baccalaureate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Fall

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
2022

Rotating Topic?

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:

No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:

3

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:

Examines the diversity of the American people and its changes over time from first European contact to the present. Focuses on the interaction between different ethnic groups in American history and how the the changing notions of race have helped shape the contours of that history.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

Response:

3 credits in AFH, AMH, ASH, EUH, HIS, LAH, or WOH

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example,

"MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.

- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH

Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:

None

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:

This course emphasizes the diversity of cultures and historical experiences of Americans from the beginnings of European contact to the present. Throughout the semester, we will focus primarily on the perspectives of people who have come to be labeled as Americans and how that image of the melting pot fits into visions of American society. The course is fundamentally comparative in examining the diverse histories of particular groups in America as they sought to simultaneously control their own destinies and acculturate into the broader fabric of American life. It looks at racial, gender, and disability formation in the United States in order to understand how these groups have attempted to maintain separate identities while also participating in that melting pot that creates a supposedly unified American culture. Students will be asked to reflect critically on how the historical experiences of diverse American peoples carry implications for the contemporary world, and how their own lives relate to that unified but diverse American culture.

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:

Specific Objectives

- Summarize how diverse and particular groups of Americans fit within the social and political structures of the United States
- Identify and evaluate the social status, opportunities, and constraints of diverse racial and ethnic groups in American history in comparative context.
- Analyze the historical, theoretical, and ethnohistorical methodologies used by historians to study the diverse groups in the American past.
- Summarize, describe, and analyze the multiple and contrasting perspectives and biases that have shaped and continue to shape the discipline of history

Course Textbook(s) and/or Other Assigned Reading

*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:

The Making of African America. Ira Berlin. (2010)

A Disability History of the United States. Kim Nielsen (2012).

Why You Can't Teach United States History without American Indians. Susan Sleeper-Smith et al (2015).

Born for Liberty (reprint edition) Sara Evans (1997).

Working Towards Whiteness: How America's Immigrants became White. David Roediger (2005).

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:

Weekly Syllabus & Readings-

It is important that you keep up on the readings, as they will provide the basic knowledge for class lectures and discussions

Week One-

? Many Americas- An introduction to the history of diversity in America

Week Two-

? Original Americans- 500 Nations- We will look at Native Americans on the eve of contact with Europeans

Readings: Disability- Intro & Chapter One

Born- Intro & Chapter One

Indians- Intro & Chapters One & Two

Week Three-

? Colonial America- Red, White, & Black- We will examine the interactions between Europeans, Native Americans, and African slaves brought to the New World during the colonial period

Readings: Making- Prologue & Chapter One

Disability- Chapter Two

Born- Chapter Two

Indians- Chapter Three

Week Four-

? Revolutionary America- Are All Men Created Equal? How did the American Revolution and the development of a new nation affect diverse peoples?

Readings: Making- Chapter Two

Disability- Chapter Three

Born- Chapter Three

Indians- Chapter Four

Week Five-

? Antebellum America- Reform & Magnolias- How did slavery and reform movements affect diverse populations?

Paper One Due- due at beginning of class- Thursday September 19th

Readings: Making- Chapter Three

Disability- Chapter Four

Born- Chapter Four

Indians- Chapters Five, Six, and Eight

Week Six-

? Many Civil Wars & Reconstructing What? Examining the Civil War through the lens of race and disability & how did the nation come back together after 4 brutal years of war (or did it?)

Readings: Born- Chapter Five

Indians- Chapter Nine

Week Seven-

?

A Gilded Age for Whom? How does industrialization and an increasingly powerful business elite affect diverse populations?

Readings: Disability- Chapter Five

Working- Chapter One

Indians- Chapters Ten & Eleven

Born- Chapter Six

Week Eight-

? Where have we come so far?

Quiz 1 in class

Reading Journal One- due at beginning of class-

Week Nine-

? The Progressive Impulse & the Great War- Does progressivism mean a "Square Deal" for all?

Readings: Making- Chapter Four

Disability- Chapter Six

Born- Chapter Seven

Working- Chapter Two

Week Ten-

? Closing the Door- Saving the State- The Booming 20s and the Great Depression- differing effects on diverse populations

Readings: Disability- Chapter Seven

Born- Chapters Eight & Nine

Working- Chapters Three, Four, and Five

Indians- Chapter Twelve

Week Eleven-

? The Good War and Good Times- World War II and the post-war high tide of liberalism- what did they mean for diversity?

Readings: Born- Chapters Ten and Eleven

Working- Chapters Six and Seven

Week Twelve-

? Revolution- The 1960s and the rights revolution(s) open up new doors for all (and present new problems)

Readings: Disability- Chapter Eight

Born- Chapters Twelve and Thirteen

Indians- Chapters Thirteen and Fourteen

Week Thirteen-

? Moving towards a quilt of Diversity- The issues of diversity in the modern world

Paper Two Due- due at beginning of class-

Readings: Making- Chapter Five

Born- Chapter Fourteen

Indians- Chapters Eighteen and Nineteen

Week Fourteen-

? Whither American diversity in the Future? Are we headed to a fractured or an inclusive society?

Readings: Making- Epilogue

Disability- Epilogue

Working- Afterword

Indians- Chapter Seventeen

Week Fifteen- Wrap-up: American Diversity in the Age of Trump and Beyond

No Readings

Quiz 2-

Reading Journal Two- due at beginning of class-

FINAL PAPER: During exam period (final paper turn-in)

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:

Grades will be assigned according to the following scale.

A 93-100

A- 90-92

B+ 87-89

C+ 77-79

D+ 68-69

F <64

B 83-86

C 73-76

D 66-67

B- 80-82

C- 70-72

D- 64-65

Your grade for this course will be determined in the following manner:

Reading Journals 20% (2 of them at 10% apiece)

Short Papers 20% (2 of them at 10% apiece)
Quizzes

20% (2 of them at 10% apiece)
Class Participation

20%
Final Paper 20%

**Improvement made over the semester will be taken into consideration in assessing final grades.

Participation- Class attendance is an important component of your learning experience. Since students are adults, a mandatory attendance policy will not be in effect for this course. But it is important to understand that you cannot achieve a good grade in this course without coming to class. The success of this course depends on interaction between me as professor and you as student- therefore preparation and attendance are important for a positive learning experience. Since much of the course is based on in-class discussions and 20% of your final grade is based upon class participation, it is certainly in your best interest to go to class. Class participation is a difficult concept to assess. First, one needs to come to class. Secondly, one needs to come to class prepared- having done the reading & ready to discuss it. Thirdly, one needs to actively engage with the material & the discussion (this does not mean that quiet shy students will be penalized or that students who talk a lot will automatically get a higher participation grade). Students need to show interest, excitement, & involvement in the class to get a high participation grade. Excused absences will not count against participation grades- students will be given opportunities to make up the work they missed.

Rubric for Assessing Student Participation

Exemplary A (90%- 100%) Proficient B (80%-90%) Developing C (70%-80%) Unacceptable D/E (<70%)

Student initiates

Student initiates Student does

Student does
Frequency of contributions at

contributions in not initiate not initiate or
participation least once in each

at least half of

contributions & participate in

class session.

class sessions. needs instructor to class discussions.
to solicit input.

Comments always

Comments often

Comments

Comments are
Quality of

insightful &

insightful &

sometimes insightful

uninformed &
Comments constructive. Uses

constructive.

& constructive.

lack

appropriate terms.

Occasionally too

Uses in-

appropriate

Thoughtful balance

general or not

appropriate

terminology.

between general &

relevant to

terminology.

Comments are
specific comments.

discussion.

Often not relevant

vague & usually

to discussion.

off discussion

topic.

Student listens

Student is often

Student is often
attentively when

Does not listen

attentive when

inattentive & needs to others,
Listening

others present

others present

reminder to focus

regularly talks
Skills

materials &

ideas & materials,

on class.

while others
perspectives, as

as indicated by

Occasionally makes speak or does
indicated by

comments that

disruptive comments not pay
comments that

reflect & build on

while others are

attention while
reflect & build on

others' remarks.

speaking.

they speak,
others' remarks.

detracts from

discussion.

Reading Journals and other assignments

You will turn in reading journals twice during the semester. In those journals, you will summarize & comment on the readings you have done for the course. The two short papers (2-4 pages) will focus on the use of the Internet as a research tool. You will be evaluating websites for their content, validity, objectivity, and ease of use. You will be getting specific information about these assignments as the semester progresses. The quizzes are designed to keep you up to speed on class material- They will be composed of multiple choice questions and identifications. The final paper will be a critical reading of a book dealing with the topics discussed in class. You may choose one book from a list that will be given out early in the semester.

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Steven Noll

Attendance & Make-up

Please confirm that you have read and understand the University of Florida Attendance policy. A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• *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>.

Response:
Yes

Accommodations

Please confirm that you have read and understand the University of Florida Accommodations policy. A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• *Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.*

Response:
Yes

UF Grading Policies for assigning Grade Points

Please confirm that you have read and understand the University of Florida Grading policies. Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

- <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Response:

Yes

Course Evaluation Policy

Course Evaluation Policy

Please confirm that you have read and understand the University of Florida Course Evaluation Policy.

A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

- 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/public-results/>. 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/>.

Response:

Yes