
Course Information

<i>Course Number/Section</i>	HIST 3377 001
<i>Course Title</i>	American Intellectual History 1865 to the Present
<i>Term</i>	Spring 2013
<i>Days & Times</i>	TR 10:00-11:15
<i>Location</i>	SLC 1.202B

Professor Contact Information

<i>Professor</i>	Daniel Wickberg
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<i>Office Location</i>	JO 5.428
<i>Office Hours</i>	T 1:00-2:00, R 9:00-9:30

Course Pre-requisites, Co-requisites, and/or Other Restrictions

First-year students require faculty permission

Course Description

This course is an advanced survey of U.S. intellectual and cultural history from the Civil War to the present. As a survey, it is dedicated to introducing students to the main contours of American thought and some of the canonical thinkers and documents of American intellectual history. Its larger purpose, however, is to get students to examine what the practice of intellectual history entails, how to think about ideas historically. This will be accomplished through the reading of primary and secondary sources. The purpose of this course is synthetic and analytical. It asks students to confront modes of thought both familiar and unfamiliar, and to use their imaginations to construct a larger picture of the role of idea in the American past. Students will learn how to think historically about ideas and the documents in which those ideas are contained. The emphasis of the course will be on intellectual rigor in the interpretation of primary texts.

Some of the main substantive themes we will be exploring in the course of the semester include: the conflict between religion and science in the wake of Darwin; the role and meaning of scientific thinking in American culture; the rise of social science; the aesthetic and anthropological meanings of the culture concept; the meaning of modernity and modernism; philosophical pragmatism and its implications; racial and gender ideologies; the problem of freedom and determinism; moral, epistemological and cultural relativisms; multiculturalism.

Student Learning Objectives/Outcomes

Students will demonstrate knowledge of modern American intellectual traditions, thinkers, and schools of thought and the ways in which they have changed over time by connecting ideas from multiple texts written over a period of 135 years.

Students will demonstrate ability to interpret texts through close reading and putting texts into historical context.

Required Textbooks and Materials

Required Texts

David Hollinger and Charles Capper, The American Intellectual Tradition, Volume II 1865 to the Present, 6th Edition. Please note: you must use the 6th edition to include all relevant readings. All scheduled assigned readings will come from this volume unless otherwise noted.

Daniel Borus, Twentieth-Century Multiplicity: American Thought and Culture 1900-1920

David Hoeverler, The Postmodernist Turn: American Thought and Culture in the 1970s

Edward J. Larson, Summer for the Gods: The Scopes Trial and America's Continuing Debate Over Science and Religion

Assignments & Academic Calendar

All readings are to be completed for the assigned dates below.

Week I

T January 15 Introduction. No reading.

R January 17 Charles Peirce, "The Fixation of Belief" (1877)

Week II

T January 22 Asa Gray, from "Review of Darwin's The Origin of Species" (1860)
Charles Augustus Briggs, Selection from Biblical Study (1883)

R January 24 William Graham Sumner, "Sociology"(1881)
Lester Frank Ward, "Mind as a Social Factor"(1884)
Thorstein Veblen, Selection from Theory of the Leisure Class (1899)

Week III

T January 29 Elizabeth Cady Stanton, "The Solitude of Self" (1892)
Charlotte Perkins Gilman, Selection from Women and Economics (1898)

R January 31 Daniel Borus, Twentieth-Century Multiplicity, pp.1-72

Week IV

T February 5 William James, "What Pragmatism Means" (1907)
Oliver Wendell Holmes, Jr., "Natural Law" (1918)
Henry Adams, "The Dynamo and the Virgin" (1907)

R February 7 Daniel Borus, Twentieth-Century Multiplicity, pp. 73-170
G. Santayana, "The Genteel Tradition in American Philosophy" (1913)
H.L. Mencken, "Puritanism as a Literary Force" (1917)

Week V

T Feb. 12 William James, "The Will to Believe" (1897)
Josiah Royce, "The Problem of Job" (1898)

R Feb. 14 **Paper #1 (Book Review) Due.** No Reading

Week VI

T Feb. 19 Frederick Jackson Turner, "The Significance of the Frontier in American History" (1893)
Woodrow Wilson, "The Ideals of America" (1902)

R Feb. 21 Daniel Borus, Twentieth-Century Multiplicity, 171-274

Week VII

T Feb. 26 John Dewey, "Philosophy and Democracy" (1918)
Jane Addams, "The Subjective Necessity of Social Settlements" (1892)

R Feb. 28 W.E.B. DuBois, Selection from The Souls of Black Folk (1903)
Randolph Bourne, "Trans-National America" (1916)
Margaret Mead, Selection from Coming of Age in Samoa (1928)

Week VIII

T March 5 Walter Lippmann, Selection from Drift and Mastery (1914)

Randolph Bourne, "Twilight of Idols" (1917)

R March 7 Joseph Wood Krutch, Selection from The Modern Temper (1929)
John Crowe Ransom, "Reconstructed But Unregenerate" (1930)

SPRING BREAK

Week IX

T March 19 Henry Luce, Selection from "The American Century" (1941)
Henry Wallace, Selection from The Century of the Common Man (1943)
Gunnar Myrdal, Selection from An American Dilemma (1944)

R March 21 Whittaker Chambers, Selection from Witness (1952)
Peter Drucker, "Innovation—The New Conservatism?" (1959)
Milton Friedman, Selection from Capitalism and Freedom (1962)
Ayn Rand, "Man's Rights" (1963)

Week X

T March 26 Hannah Arendt, "Ideology and Terror" (1953)
Daniel Bell, "The End of Ideology in the West" (1960)
Reinhold Neibuhr, Selection from The Children of Light and the Children
Of Darkness (1944)
George F. Kennan, Selection from American Diplomacy (1951)

R March 28 Clement Greenberg, "Avant-Garde and Kitsch" (1939)
Lionel Trilling "On the Teaching of Modern Literature" (1961)
Susan Sontag, "Against Interpretation" (1964)

Week XI

T April 2 John Courtney Murray, Selection from We Hold These Truths (1960)
Wilfred Cantwell Smith, "Christianity's Third Great Challenge" (1960)
Harold John Ockenga, "Resurgent Evangelical Leadership" (1960)

R April 4 J. Robert Oppenheimer, "The Sciences and Man's Community" (1954)
Thomas Kuhn, Selection from The Structure of Scientific Revolutions

Week XII

T April 9 James Baldwin, "Many Thousands Gone" (1951)
Harold Cruse, "Revolutionary Nationalism & the Afro-American" (1962)
Martin Luther King, Jr., "Letter from a Birmingham Jail" (1963)

R April 11 C. Wright Mills, "Letter to the New Left" (1960)
Herbert Marcuse, Selection from One-Dimensional Man (1964)
Betty Friedan, Selection from The Feminine Mystique (1963)

Week XIII

T April 16 David Hoeveler, The Postmodernist Turn, 1-53

R April 18 **Paper #2 Due.** No Class Meeting.

Week XIV

T April 23 David Hoeveler, The Postmodernist Turn, pp. 100-183

R April 25 Richard Rorty, "Science as Solidarity" (1986)
Catharine MacKinnon, Selection from Feminism Unmodified (1987)
Henry Louis Gates, Jr., Selection from Loose Canons (1990)

Week XV

T April 30 Joan Scott, Selection from "The Evidence of Experience" (1991)
Samuel Huntington, "The Clash of Civilizations" (1993)
Sam Harris, Selection from The End of Faith (2004)

R May 2 Conclusion: No Reading

Grading Policy

ASSIGNMENTS: Grades will be determined by an evaluation of in-class participation, two papers, and six 1-2-page source responses. The first paper, due February 14, will be a short (3 pages) book review of Edward Larson's Summer for the Gods. The second

paper, due April 18, will be a longer (8 pages) research paper, utilizing library resources as well as class readings. More details will be provided about the specific requirements for these papers. The source responses can be written in response to any of the primary text readings (i.e. the articles and essays excerpted in the Hollinger and Capper volume). You are required to do six of them in the course of the semester, half of which must be completed by February 28, and can do no more than one per class meeting, so you should plan the dates in advance. The **source response** should consist of a **brief summary of the article, its argument and perspective, followed by a specific question that the essay raises for you and an attempt to suggest possible answers to your question.** Your question might be one of interpretation (e.g. “what does X author mean by Y concept?”), audience (e.g. “who was this essay written for and what expectations does the author have about his/her readers?”), historical contexts (e.g. “what events, peoples, policies, or institutions prompted the writing of this essay?”), influence (e.g. “How is this essay related to some earlier writings we have read?”), authorial assumptions, or purposes. The source responses should be typed double-spaced, and between 300 and 500 words in length. They must be turned in on the day that reading is designated in the schedule. Grades will be assigned on the following basis:

Paper I	20%
Paper II	25%
Source Responses	30%
Class Participation	25%

Determination of class participation grades will be made by considering the following elements: attendance, frequency of participation, quality of thought evident in comments, evidence of having read and understood required texts, and ability to draw connections between ideas and texts in an historical way. The assessment will be largely qualitative; if you are concerned about how you are doing, feel free to come see me.

Course Policies

All course work must be completed in order to pass the course.

Late Work

Papers are due at the beginning of class on due dates, and will be considered late if submitted partway through the class meeting. All late papers will be graded down 1/3 letter grade per calendar date late. If you need an extension, you must ask in advance, and not on the day the paper is due. Extensions due to scheduling and other considerations will be allowed if the request is reasonable and timely. **There will be no extensions for source responses.** If you have not completed the six responses at the end of the semester, you will fail the class.

Class Attendance

There will be two class meetings per week, both to take the form of lecture/discussion of readings. Students will be expected to complete all readings and be prepared to discuss them by the due dates. Attendance and participation are mandatory. Failure to attend class on a regular basis will result in failure of the course. Excused absences are for the following documented reasons: religious holidays, illness, and family emergencies. Example of unexcused absences include: work was due in another class, you scheduled conflicting meeting times, your job required you to work during class time. If you are registered for this class, I assume that you have made the class meeting time available in your schedule. More than two unexcused absences will result in a drop of one full letter grade for the class participation component of the grade; more than four unexcused absences will result in a drop of two full letter grades for class participation; more than eight unexcused absences will result in failure of the course. Persistent lateness will also result in lowered grades. It is your responsibility to be in class at the beginning of the meeting.

Citizenship

Respect for your fellow students is a requisite for all serious education. Please treat all members of the class with respect. Rude comments, ridiculing the comments of others, or characterizing the views of others with derogatory terms are examples of unacceptable behavior. You are free to disagree with fellow students and the instructor (and are encouraged to do so), but do so in the spirit of intellectual exchange; I encourage all students not to take disagreement with their ideas personally. If I challenge your view or question you, I do so in order to help you develop your thinking, and not as a way to demonstrate that you are wrong. Turn off all cell phones and other devices while in class. No laptops will be allowed unless you receive specific permission from the instructor, in which case you will be required to sit at the front of the class. While in class please give the class your full attention; do not have side conversations with other students, pass notes, or work on material for other classes. You should always feel free to raise questions or ask for clarification about issues that you are unclear about. Plagiarism and scholastic dishonesty are serious issues; any student found engaging in academic dishonesty will be dealt with according to university policy. It is your responsibility to know what plagiarism is; ignorance is not a defense. I aim to create a comfortable environment for all students to pursue ideas rigorously and in a challenging way. If you have questions about the class or problems with the material you should feel free to come by my office hours and/or make an appointment to see me.

Nothing in this syllabus will be held to conflict with university policies. If you have concerns about those policies and how they apply, please consult the university regulations available on the UTD website.