
Course Information

Course Number/Section HIST 3377 001
Course Title American Intellectual History 1865 to the Present
Term Spring 2020
Days & Times TR 4:00-5:15
Location E-learning Blackboard Collaborate

Professor Contact Information

Professor Daniel Wickberg
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Office Location
Office Hours By appointment. Mechanism for office hours is not yet established and will be forthcoming.

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 ideas 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; 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 150 years.

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

Required Textbooks and Materials

The following texts should be available at both the UTD Bookstore and Off-Campus Books. I have arranged to have copies of all of them placed on 2-hour reserve at the UTD Library. There are no additional digital/electronic sources and readings required beyond these texts. Papers will be based on course materials, and not require additional research.

Required Texts

Hollinger and Capper, American Intellectual Tradition, 7th ed. vol. 2
978-0190262334: Please note that all readings come from the 7th edition. While many of the readings are available in earlier editions, only the 7th edition contains all the assigned readings.

James Baldwin, Notes of a Native Son

Andrew Hartman, A War for the Soul of America: A History of the Culture Wars

Jennifer Ratner-Rosenhagen, The Ideas that Made America: A Brief History

Ellen Carol DuBois and Richard Candida Smith, eds., Elizabeth Cady Stanton: The Feminist as Thinker

Thomas Kuhn, Structure of Scientific Revolutions

REVISED: If you have not yet obtained the Kuhn or Baldwin texts, they can be found in online versions. This is the link for a PDF of Kuhn:

<http://www.columbia.edu/cu/tract/projects/complexity-theory/kuhn-the-structure-of-scienc.pdf>

Here is a link to Baldwin:

https://openlibrary.org/books/OL24215545M/Notes_of_a_native_son.

Unfortunately, Hartman's A War for the Soul of America is not available in an e-book or online version, but you can obtain it through the University of Chicago Press

<https://www.press.uchicago.edu/ucp/books/book/chicago/W/bo37161499.html>

Assignments & Academic Calendar

REVISED: The reading schedule has been changed in the following way, due to cancellation of classes for week X: Instead of spending 3 class meetings reading the entirety of Kuhn's Structure of Scientific Revolutions, we will be reading selected chapters for our meeting on March 31. All other readings remain the same.

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

Week I

T January 14 Introduction. No reading.

R January 16 Charles Peirce, "The Fixation of Belief" (1877)

Week II

T January 21 Asa Gray, from "Review of Darwin's The Origin of Species" (1860)
Charles Augustus Briggs, Selection from Biblical Study (1883)

R January 23 William Graham Sumner, "Sociology" (1881)
Lester Frank Ward, "Mind as a Social Factor" (1884)

Week III

T January 28 Charlotte Perkins Gilman, Selection from Women and Economics (1898)
Frederick Jackson Turner, "The Significance of the Frontier in American History" (1893)

R January 30 Elizabeth Cady Stanton, "The Solitude of Self" (1892)
Richard Candida Smith, "Stanton on Self and Community" in Dubois and Smith, eds., Elizabeth Cady Stanton: The Feminist as Thinker, pp. 66-81

Week IV

T February 4 Dubois and Smith, eds., Elizabeth Cady Stanton, pp. 1-16, 50-65, 82-110

R February 6 Dubois and Smith, eds., Elizabeth Cady Stanton, pp. 206-218, 235-263, 296-320

Week V

T Feb. 11 W.E.B. DuBois, Selection from The Souls of Black Folk (1903)

Jane Addams, "The Subjective Necessity of Social Settlements" (1892)

.R Feb. 13 **Paper #1 (Book Review) Due.** No Reading

Week VI

T Feb. 18 William James, "The Will to Believe" (1897)
William James, "What Pragmatism Means" (1907)

R Feb. 20 Randolph Bourne, "Trans-National America" (1916)
Madison Grant, Selection from The Passing of the Great Race (1916)

Week VII

T Feb. 25 John Dewey, "Philosophy and Democracy" (1918)
Randolph Bourne, "Twilight of Idols" (1917)

R Feb. 27 Walter Lippmann, Selection from Drift and Mastery (1914)
Joseph Wood Krutch, Selection from The Modern Temper (1929)

Week VIII

T March 3 John Crowe Ransom, "Reconstructed But Unregenerate" (1930)
Ruth Benedict, Selection from Patterns of Culture (1934)

R March 5 Reinhold Niebuhr, Selection from The Children of Light and the Children
Of Darkness (1944)
Hannah Arendt, "Ideology and Terror" (1953)

Week IX

T March 10 Clement Greenberg, "Avant-Garde and Kitsch" (1939)
James Baldwin, "Everyone's Protest Novel" (1949)

R March 12 Milton Friedman, Selection from Capitalism and Freedom (1962)

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Ayn Rand, "Man's Rights" (1963)

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SPRING BREAK

Week X

CANCELLED

T March 24

R March 26

Week XI

T March 31 **Thomas Kuhn, The Structure of Scientific Revolutions, chaps. 1, 2, 6, and 13, pp. 1-22, 52-65, 159-172**

R April 2 Wilfred Cantwell Smith, "Christianity's Third Great Challenge" (1960)
Harold John Ockenga, "Resurgent Evangelical Leadership" (1960)

Week XII

T April 7 Lionel Trilling "On the Teaching of Modern Literature" (1961)
Susan Sontag, "Against Interpretation" (1964)

R April 9 Martin Luther King, Jr., "Love Your Enemies" (1957)
Selection from The Autobiography of Malcolm X (1965)

Week XIII

T April 14 Betty Friedan, Selection from The Feminine Mystique (1963)
Judith Butler, Selection from Gender Trouble (1990)

R April 16 Andrew Hartman, A War for the Soul of America, pp. 1-70

Week XIV

T April 21 Hartman, A War for the Soul of America, pp. 71-133

R April 23 Hartman, A War for the Soul of America, pp. 134-199

Week XV

T April 28 Hartman, A War for the Soul of America, pp. 200-290

R April 30 Conclusion: No Reading
Paper #2 Due.

Grading Policy

ASSIGNMENTS: Grades will be determined by an evaluation of **in-class participation (see below)**, two papers, and three 1-2-page source responses (**already completed**). The first paper, due February 13, will be a short (4-5 pages) book review of Jennifer Ratner-Rosenhagen's The Ideas that Made America. The second paper, due April 30, will be a longer (8 pages) paper, based on an analysis of James Baldwin's essays in Notes of a Native Son. More details will be provided about the specific requirements for these papers. **REVISED: No more source responses will be required for the rest of the semester. Instead, I am asking you to provide short questions on the readings prior to scheduled class meeting times. See below under class participation.** Grades will be assigned on the following basis:

Paper I	20%
Paper II	30%
Source Responses (already completed)	15%
Class Participation	35%

Class participation revised: In light of our inability to have face-to-face meetings, and as a way of facilitating our on-line meetings, I will evaluate class participation for the remainder of the semester through your submission of questions prior to each class meeting. At least one hour prior to our scheduled meeting time (i.e. by 3:00 pm on Tuesdays and Thursdays) you must submit a question that is raised for you by the reading for that day's class. You should submit those questions through email. I will use those questions as the basis for our on-line discussion using Blackboard Moderator. Your questions do not need to be complicated or involve lengthy exposition of ideas; they are designed primarily to provide you with a way to help understand the readings. They can be questions about context, author's intention, meaning of concepts, audience and reception, or relationship to other readings we have done.

Course Policies

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

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Late Work Revised

Final Papers are due on April 30 by midnight and submitted through E-learning. Extensions due to scheduling and other considerations will be allowed if the request is reasonable and timely.

Class Attendance Revised

There will be two on-line class meetings per week through Blackboard, 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. Because some students may have scheduling conflicts due to home responsibilities, I will be recording the meeting sessions, and you should be able to view class meetings after the fact asynchronously, and synchronous participation in discussion will not be the basis of participation evaluation. I highly recommend participating in live class meetings, but these are not mandatory if you have excused absence. You may be excused if you contact me and let me know that you are unable to make the time we are meeting. I will be emailing you with instructions on how to join class meetings through Blackboard. I have not used this feature in the past, so I am working on figuring out the best way to proceed, and the way to encourage participation. Bear with me, as we work this out together.

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. 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 email me and set up an appointment. I will be holding virtual office hours on Thursday mornings from 10 to noon. I will provide you with instructions on how to access that meeting.

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.

<https://go.utdallas.edu/syllabus-policies>