

The Making of the American Mind
16th Century – Present
History 109
Fall 2020 * blended/online/4 credits
PENULTIMATE—as of AUG 25th

Professor Ratner-Rosenhagen
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Section: 305
Office Hours: M & W 5-6 p.m., and by appt.
Credits: 4

Teaching Assistants:

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This course will examine American thought in historical perspective. It will begin with the first sustained contacts between European explorers and Native Americans in the late 16th century, and will trace American intellectual life up to today. Students will discover the excitement of accessing the American past by way of ideas. And they will learn how Americans throughout history have understood themselves, their America, and their world.

Current political ideas, economic debates, and moral controversies all have histories. *Is government the source of or solution to our problems? Is there an invisible hand directing the market or rather the finger of the 1% tipping the scales? Is health care a right or a choice?* Concerns animating these questions in contemporary American life—including those about racial equity and racism, individual liberty and social obligation, and what it means to be an American—have been debated, in some form or another,

time and again, for centuries. The course will put current intellectual preoccupations into longer historical perspective, showing how generations of Americans struggled with and through these moral, political, and social problems.

We will read the works of a number of influential thinkers and writers, as well as explore a variety of key intellectual and social movements that shaped the cultural worlds of people living in the parts of the American continent that would eventually become the United States. Some of the themes we will examine include: the contestation over religious beliefs among the earliest explorers and settlers, the rise of Enlightenment ideas and their influence on the making of a new nation, the emergence of cultural and intellectual institutions in the early republic; revivalism, reform, and religious transformation; the effects of the market revolution, industrialization, and mass immigration on American thought; the influence of scientific discoveries and theories; ideologies that lead to and/or result from the Civil War, WWI, WWII, etc...; ideas as an arena in the struggle for political power; and the persistent contestations over the meaning and scope of American national identity.

In our class discussions we will take a dynamic approach to the study of ideas. We will examine ideas, as well as the modes of their production, dissemination, and appropriation. Our aim will be to place our readings in their intellectual, cultural, and political contexts in an effort to understand the relationship between ideas and social conditions. The texts selected cover a wide range of voices from our past. The authors will not be treated as constituting a singular American tradition, but rather, as participants in ongoing conversations about important issues in American life. As a single reading list cannot do justice to the richness of this history, I welcome and encourage you to incorporate other thinkers, ideas, traditions, and concepts into our class discussions.

In all, this course hopes to expose students to the rewards of studying American history from the vantage point of its major ideas, thinkers, intellectual influences and contributions, and abiding debates.

Course Objectives

The goal of this history course is to offer students the knowledge and skills they need to gain a critical perspective on the past. Students will learn to raise important historical questions, analyze relevant evidence, and present convincing arguments based on that evidence. Additional objectives include:

Content:

- *gaining familiarity with the broad contours of and major issues in American intellectual history
- *using intellectual developments as a window onto American history
- *identifying transnational and transtemporal dimensions of American thought

Skills:

- *working with different historical records, including novels, works of nonfiction, speeches, political documents, sermons, etc...
- *examining the contexts in which sources were created, and assessing the sources in light of that knowledge

- * reading a variety of historical texts with nuance and sophistication
- *writing on historical themes and issues with nuance and sophistication
- *demonstrating the relevance of a historical perspective to contemporary issues
- *recognizing, challenging, and avoiding false analogies, overgeneralizations, anachronisms, and other logical fallacies

Course Credits

Buyer beware! This is not a blow-off class. The credit standard for this course is met by an expectation of a total of 180 hours of student engagement with the course learning activities (at least 45 hours per credit), which include: watching online lectures, reading the course material, participating in discussion sections, doing written assignments and quizzes, and other student work as described in the syllabus. So plan on spending up to roughly 12.5 hours a week working through the course material and assignments. This will be a rigorous history course. But you should also find it to be an interesting and intellectually rewarding one.

Reading

The only book assigned in this course is available for purchase at the University Bookstore:

Jennifer Ratner-Rosenhagen, *Ideas that Made America: A Brief History* (Oxford, 2019)

All other readings (articles, essays, etc...) are posted to our course website under “modules” or are available online with the link provided.

Assignments and Grading

All reading and writing assignments listed on the syllabus are mandatory. The assignments and percentage of your final grade are listed below:

1. Quizzes on the Readings, Powerpoints, and Supplementary Material. 15%. (Your lowest two quiz grades will be dropped).
2. Discussion Participation & Attendance. Informed and engaged contribution to class discussions. 20%
3. “Ideas in Context” Analysis, I. 15%
4. “Turning Ideas into Practical Realities” Proposal. 15%
5. “Ideas in Context” Analysis, II. 15%
6. “Great Debates in American Life: The Transcripts.” 20%

Quizzes. You will have regular online quizzes which will ensure that you understood and mastered the readings and will also help draw you to the ongoing themes of the course. The lowest two quiz grades will be dropped. **There will be no make-up quizzes.**

Discussions. You will participate in weekly discussion sections, either in person, online synchronous, & online asynchronous (see below). Weekly attendance is **mandatory**.

Discussion #	TA	Room	Day/Time
305	Prof. Ratner-Rosenhagen	Online	Asynchronous
308	Brigid Nannenhorn	Online	W 1:20pm-2:10pm
309	Abby Corcoran	Online	W 3:30pm-4:20pm
311	Brigid Nannenhorn	2170 Grainger	R 8:50am-9:40am
312	Brigid Nannenhorn	1217 Mosse Humanities	R 7:45am -8:35am
313	Brigid Nannenhorn	Online	R 11:00am-11:50am
314	Abby Corcoran	Online	R 1:20pm-2:10pm
315	Abby Corcoran	1131 Mosse Humanities	R 5:40pm-6:30pm
316	Abby Corcoran	1221 Mosse Humanites	R 4:35pm-5:25pm

Discussion sections have a cap because they are designed to be small enough to foster effective participation. Therefore, it is essential that students attend the section in which they are registered.

Synchronous (in-person & online)

As class participation is a significant portion of your final grade, it is mandatory that you attend every discussion section, and that you come prepared to thoughtfully discuss the assigned readings. In order to successfully contribute to the class discussions, it is essential that you not only do all of the reading before class, but that you come having reflected upon what you have read. **You are expected to bring your primary source readings to every discussion section.** Please note that doing your weekly reading is not only vital for your effective participation in class discussion and for success on the quizzes, it is also crucial in order to do well on the other written assignments.

Asynchronous (online)

As class participation is a significant portion of your final grade, it is mandatory that you participate in every weekly discussion, and that you come prepared to thoughtfully contribute your thoughts—and engage with your classmates’—about the assigned readings. In order to successfully contribute to the class discussions, it is essential that you not only do all of the reading before submitting your comments, but that you engage in the discussions after having reflected upon what you have read. Please note that doing your weekly reading is not only vital for your effective participation in discussions and for success on the quizzes, it is also crucial in order to do well on the other written assignments.

The discussion board for the asynchronous section will be open from **6 a.m. Wednesday mornings until 6 p.m. on Thursdays**. We will vary our discussion formats from week to week. Possible formats include: responses to questions, analysis of select quotations, debates, using images to interpret the texts, etc....

“Ideas in Context” Analyses. There will be two written assessments (roughly 5-7 paragraphs each) that identify and analyze the arguments of some of the thinkers we are reading in the course, which puts them in their historical contexts. You will draw from the course readings, Powerpoints, and additional materials to write these analyses. To be submitted in “Assignments” tab in Canvas.

“Turning Ideas into Practical Realities” Proposal. Your task is to write a 5-page formal proposal that lays out the intellectual basis, guiding principles, or philosophical justification of the new program/facility/business/group, etc... based on the ideas of one of the authors we have read in the course. To be submitted in “Assignments” tab in Canvas.

“Great Debates in American Life”: The Transcripts. Your task is to produce a 6-8 page transcript of a conversation between a group of thinkers we have read during the course. You will be asked to imagine that National Public Radio (NPR) has commissioned you to produce a show on an important intellectual debate in American history, and by some miraculous twist of fate, you are able to invite deceased thinkers. NPR has come up with a number of ongoing questions animating American thought, and you will select one of them to be the basis of your debate. To be submitted in “Assignments” tab in canvas.

Guiding Questions handout. (Not graded). At the beginning of every weekly module, you will be provided a handout with questions to help guide you through—and reflect upon—the material for that week. This is absolutely voluntary. We simply provide it as a way to think about the material, reflect on it, and take notes on it. Students should find that working with the handouts will help them process the material and delve deeper into it, while also helping them prepare for the quizzes, discussions, and written assessments. But this not a mandatory assignment and will not be turned in for a grade.

Grading scale:

93-100 A
92-88 AB
87-83 B
82-78 BC
77-79 C
69-60 D
60 or lower F

Honors Credit:

Students who are taking HISTORY 109 as an honors course, will be expected to meet with Prof. Ratner-Rosenhagen 2-3 times over the course of the semester, and submit an additional creative writing assignment. Prof. Ratner-Rosenhagen will reach out mid-semester to initiate these meetings.

Deadlines and Flexibility:

The course is set up to make it as easy as possible for you to submit their work on time. There is a very structured flow to the class, with lots of signposting and reminders along the way, which will help you move with the flow. However, we realize that this is not a normal semester, and we’re all in a situation that is highly fluid. So we’ve set the course up to recognize that and support you with flexibility.

With that in mind, we are offering all students one “**late ticket**,” which you can use for one of the following written assignments: Analysis I, Proposal, or Analysis II. You can use your late ticket for one of these assignments, no questions asked. The late ticket allows you to turn in your assignment

up to one week late, with no penalty whatsoever. (So, for example, if you use it for Analysis I, instead of turning it in by Sunday, Oct. 11th at 11 a.m., you can turn it by Sunday, Oct. 18th at 11 a.m. for the full grade). You simply need to alert your TA by the original deadline (in this case, that would be Sunday, Oct. 11th at 11 a.m.). You simply write her and in the email with the subject line that says: “Analysis I: Late Ticket”) and *voilà!* you will have a week extension for that assignment. Again, you needn’t ask for permission to use it or explain why you want to use it. If you are sick, use it. If you are having a rough week, use it. If you simply didn’t manage your time well and you need another 30 minutes to finish the assignment, use it.

Please note: we plan to issue only one late ticket per student as it is our hope and expectation that this should meet the needs of most students.

We are also offering one “**free pass**” for missing one discussion section. (We could call this a “get out of jail free pass,” but we really don’t expect that you’ll find discussion sections to be like a jail!). The same policy applies here. The “free pass” allows you to miss one discussion section with no penalty whatsoever. You simply need to alert your TA (or Prof. RR for the asynchronous section), preferably *before* the discussion section, with an email, with the subject line: “free pass for discussion today,” and that will be enough to alert us of your excused absence.

Commitment to an inclusive classroom:

History 109 is designed to be an inclusive course for all of its students. We will make all appropriate accommodations for students with a documented requirement for accommodations. And we encourage students who do not have documented needs but have concerns about their ability to successfully navigate the course material and requirements to reach out to Prof. Ratner-Rosenhagen and/or their TA. If you have any questions about, get in touch with the McBurney Disability Resource Center at 263-2741 and they can provide the necessary guidance and support.

History 109 is also designed to welcome diverse students to the course, as diversity—religious, national, racial, ethnic, ideological, etc... --provides the course a source of strength, creativity, nuance, and richness. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

Course Logistics

For the next 14 weeks, the weekly schedule is more or less the same, and will look something like this:

Week X (Dates Y-Z): A Theme/Chronological Period in American Intellectual History

1. Watch: Introductory Video
2. Read: Chapter from *Ideas that Made America*
3. Watch: Powerpoint mini-lecture
4. Read: A cluster of short primary readings
5. Watch or listen: An occasional short video or audio piece
6. Take: A short timed online quiz on the lecture/readings (available Mondays 8 a.m. until Wednesdays 8 a.m.)

7. Attend/participate in: Discussion section

So, in effect, every week you will have 1 chapter from *ITMA*, primary readings, 1-2 Powerpoint lectures, an occasional video or audio supplement, and 1 quiz—all online. In addition, you have a discussion section every week (either in person, online synchronous, or online asynchronous, depending on which discussion section you are enrolled in). It is recommended that you read the material in the order it appears on the syllabus, and if you want to read ahead you are welcome to do so. But note: **the quizzes will only be available for a 48-hour period. (Monday 8 a.m.-Wednesday 8 a.m. You can take the quiz ANYTIME during this 24-hour window, but if you don't take it during this period you will receive a zero for your grade—no make ups, no excuses, no exceptions).** Also, **the quizzes are timed**, so once you start it, you will have **12 minutes to complete all 10 questions.**

For a copy of the **Course calendar**, it is posted to the top of the Canvas course homepage. Note: the course calendar is color coded to coordinate with the course outline on the syllabus below. For example, **week 1** in the course calendar is **blue**, just as it is in the course outline below. **Week 2** in the course calendar is **red**, which corresponds how it's listed in the course outline below. And so on... (This is simply to provide you two ways of following the course flow).

Technical Difficulties

If you have any technical difficulties with the website, please contact Do It Help Desk. Professor Ratner-Rosenhagen, Abby, and Brigid have their expertise in U.S. History, not canvas or web issues.

Announcements

Professor Ratner-Rosenhagen will post any additional communications or information you need in the “announcements” tab.

Academic Expectations

Students in this course will be expected to uphold the highest standards of academic honesty and integrity. With the exception of quizzes and the midterm, students are welcome to discuss their readings and ideas with classmates through the “discussion” function, and can set up “meetings” with each other through web conference rooms. However, none of the assignments are group projects, so your work must be your own. Any form of academic misconduct such as cheating or plagiarism will be prosecuted in accordance with the “Student Academic Misconduct Policy & Procedures” at

<http://www.wisc.edu/students/saja/pdf/UWS14.pdf>.

This policy is very clear. But let me take this opportunity to be doubly clear about academic honesty. *All work in this class must be your own.* Every assignment, every paragraph, and every sentence therein. If you use someone else's words verbatim—whether from a written or online source or a classmate—you must provide quotation marks. If you paraphrase some else's words—whether from a written or online source or a classmate—you must provide the appropriate citation. Any use of someone else's words or ideas without proper acknowledgement is plagiarism. And any collaborating on quizzes will be considered cheating. There's no wiggle room here.

Course Schedule

Week 1 (Wed. Sept. 2- Thurs. Sept. 10) Thinking Through American History

1. Prior to your discussion section on Sept. 2 or 3, watch the Introductory Video Canvas
2. Attend your Discussion Section on Wed. Sept. 2 or Wed. Sept. 3 (if you are in an in-person discussion section or synchronous online), or participate in the discussion board (if you are enrolled in 305—the asynchronous discussion section).
3. After your Discussion Section, watch the Powerpoint: “What is American Intellectual History?”
4. Then read: Jennifer Ratner-Rosenghan, “Introduction” and Chapter 1: “World of Empires: Precontact-1740” from *Ideas that Made America: A Brief History* (noted as *ITMA*, hereafter).
5. Then take Quiz 1, online (available from Mon. Sept 7, 8:00 a.m. until Wed. Sept. 9, 8:00 a.m.)

Discussion Section (Wed. Sept. 9/Thurs. Sept. 10)

Week 2 (Fri. Sept. 11- Thurs. Sept. 17): New Worlds

1. Introductory Video
2. Powerpoint: “Worldviews Collide”
3. Read: Thomas Morton, *The New English Canaan* (1637) at <http://www.americanyawp.com/reader/the-new-world/thomas-morton-reflects-on-indians-in-new-england-1637/>; Bartolomé de Las Casas, *A Brief Account of the Destruction of the Indies...* (1542) at <http://www.americanyawp.com/reader/the-new-world/bartolome-de-las-casas-describes-the-exploitation-of-indigenous-peoples-1542/>; Richard Hakluyt, from *A Discourse Concerning Western Planting* (1584) at <http://www.americanyawp.com/reader/colliding-cultures/richard-hakluyt-makes-the-case-for-english-colonization-1584/>; A Gaspesian Indian Defends his Way of Life (1641) at <http://www.americanyawp.com/reader/colliding-cultures/a-gaspesian-indian-defends-his-way-of-life-1641/>; Salinan and Cherokee Creation Stories at <http://www.americanyawp.com/reader/the-new-world/indian-creation-stories/>
4. Watch: PBS: City on a Hill at <https://www.pbs.org/video/first-freedom-city-upon-hill/>; and Ronald Reagan on “Shining City on a Hill” at <https://youtu.be/c32G868tor0>
5. Powerpoint: “City on a Hill: Inventing an American Tradition”
6. Read: John Winthrop, “Modell of Christian Charity” (1630); Daniel T. Rodgers <https://www.washingtonpost.com/outlook/2018/11/13/what-we-get-wrong-about-city-hill/>;
7. Take Quiz 2, online (available from Mon. Sept. 14, 8:00 a.m. until Wed. Sept. 16, 8:00 a.m.)

Discussion Section (Wed. Sept. 16/Thurs. Sept. 17) [note: all discussion sections online this week]



Week 3 (Fri. Sept. 18- Thurs. Sept. 24): America in the Age of Enlightenment

1. Introductory Video
2. Read: Ratner-Rosenghan, Chapter 2 “America and the Transatlantic Enlightenment,” from *ITMA*
3. Powerpoint: “America in the Age of Enlightenment”

Thomas Jefferson

4. Read, Thomas Paine, from *Common Sense* (1776); Thomas Jefferson “Declaration of Independence” (1776); and Judith Sargent Murray, “On the Equality of the Sexes” (1790)
5. Take Quiz 3, online (available from Mon. Sept. 21, 8:00 a.m. until Wed. Sept. 23, 8:00 a.m.)

Discussion Section (Sept. Wed. 23/Sept. Thurs. 24)

Week 4 (Fri. Sept. 25- Thurs. Oct. 1): Making of a New Nation; Or, Made in America 1.0

1. Introductory Video
2. Read: Ratner-Rosenhagen, Chapter 3 “From Republican to Romantic,” from *ITMA*
3. Powerpoint: “The World of Ralph Waldo Emerson”
4. Read: Ralph Waldo Emerson, “Divinity School Address” (1838) and “Self-Reliance” (1841)
5. Take Quiz 4, online (available from Mon. Sept. 28, 8:00 a.m. until Wed. Sept 30, 8:00 a.m.)



Ralph Waldo Emerson

Discussion Section (Wed. Sept. 30/Thurs. Oct.1) [all discussion sections online this week]



Margaret Fuller

Week 5 (Fri. Oct. 2-Thurs. Oct. 8): Self and Society During the Market Revolution

1. Introductory Video
2. Powerpoint: “Transcendentalism as an Intellectual and Artistic Movement”
3. Read: Margaret Fuller, from *Woman in the Nineteenth Century* (1845)
4. Watch: “Romanticism” at <https://www.youtube.com/watch?v=OiRWBIOJTYQ>
5. Powerpoint: “Transcendentalism as a Social and Ethical Movement”
6. Read: Elizabeth Palmer Peabody, “A Glimpse of Christ’s Idea of Society” (1841)
7. Watch: The School of Life on Henry David Thoreau at <https://www.youtube.com/watch?v=JL9S0J8-4k>
8. Read: Henry David Thoreau, from *Walden* (1854)
9. Powerpoint: “The Seneca Falls Convention”
10. Read: Elizabeth Cady Stanton, “Declaration of Sentiments” (1848) at <https://www.nps.gov/wo/i/learn/historyculture/declaration-of-sentiments.htm>
11. No quiz this week.

Discussion Section (Wed. Oct. 7/Thurs. Oct. 8)[all discussion sections online this week]

“Ideas in Context” Analysis, I: Available online from Fri. Oct. 9 at 8 a.m. until Sun. Oct. 11 at 11 a.m.¹



Henry David Thoreau



Frederick Douglass

Week 6 (Fri. Oct. 9- Thurs. Oct. 15): Slavery and Freedom: The American Paradox at the Breaking Point

1. Introductory Video
2. Read: Ratner-Rosenghan, Chapter 4 “Contests of Intellectual Authority,” from *ITMA*
3. Powerpoint: “What to American Freedom is the Slavery of Four Million People?”
4. Read: Fredrick Douglass, “What to the Slave is the Fourth of July?” (1852); and George Fitzhugh, from *Sociology for the South* (1854)
5. Watch “Thoreau and Civil Disobedience” at <https://www.youtube.com/watch?v=gugnXTN6-D4>
6. Read: Henry David Thoreau, “Resistance to Civil Government” (1849)
7. Take Quiz 5, online (available from Mon. Oct. 12, 8 a.m. until Wed. Oct. 14, 8 a.m.)

Discussion Section (Wed. Oct. 14/Thurs. Oct. 15)

Week 7 (Fri. Oct. 16-Thurs. Oct. 22): The Mental and Moral World of the Gilded Age

1. Introductory Video
2. Powerpoint: “Victorian Culture and Its Critics”
3. Read: E.L. Godkin, “Chromo-Civilization” (1874); William Graham Sumner on Social Darwinism (1880s)
4. Watch: “The Life of Charlotte Perkins Gilman” at https://youtu.be/m0VYTV_ee2E
5. Read: Charlotte Perkins Gilman, “The Yellow Wallpaper” (1892)
6. Powerpoint: “1893 World’s Columbian Exposition: Dreams and Realities”
7. Pres. Chester A. Arthur on the “Indian Problem” (1881) at <http://www.americanyawp.com/reader/17-conquering-the-west/chester-a-arthur-on-american-indian-policy-1881/>; Excerpt from World’s Fair Official Guide (1893); and Zitkala-Ša from “School Days of an Indian Girl” (1900) and “Why I am a Pagan” (1902).
8. Take Quiz 6, online (available from Mon. Oct. 19, 8:00 a.m. until Wed. Oct. 21, 8 a.m.)



Charlotte Perkins Gilman

Discussion Section (Oct. 21/22)

Week 8 (Fri. Oct. 23- Thurs. Oct. 29): Making Truth Modern

1. Introductory Video
2. Read: Ratner-Rosenhagen, Chapter 5 “Modernist Revolts: 1890-1920,” from *ITMA*
3. Powerpoint: “Pragmatism and the Revolt Against Formalism”
4. Read: William James, “What Makes a Life Significant” (1899) and “What Pragmatism Means” (1907)
5. Watch: “The Show That Shook the World” (Armory Show of 1913) at <https://www.youtube.com/watch?v=apY3mgkzzlk>, and [BBC News “The Armory Show” at https://www.youtube.com/watch?v=SCDLEMkswA](https://www.youtube.com/watch?v=SCDLEMkswA)
6. Take Quiz 7, online (available from Mon. Oct. 26, 8:00 a.m. until Wed, Oct. 28, 8:00 a.m.)

Discussion Section (Wed. Oct. 28/Thurs. Oct. 29)

Week 9 (Fri. Oct. 30-Nov. 5): Progressivism, Pluralism, and Modern Democracy



W.E.B. DuBois

1. Introductory Video.
2. Powerpoint: “Progressivism and the Quest for Self and Community”
3. Read: Jane Addams, “The Subjective Necessity of Social Settlements” (1892); W.E.B. DuBois, selection from *Souls of Black Folk* (1903); and Randolph Bourne, “Trans-National America” (1916)
4. Powerpoint: “The Progressive Chiaroscuro?”
5. Read: Madison Grant, selection from *The Passing of the Great Race* (1916); Margaret Sanger, from *The Woman Rebel* (1914), and “The Eugenic Value of Birth Control Propaganda” (1921)
6. Take Quiz 8, online (available from Mon. Nov. 2, 8:00 a.m. to Wed. Nov. 4, 8 a.m.)



Randolph Bourne

Discussion Section (Wed. Nov. 4/Thurs. Oct. 5)

“Ideas and Practical Realities” Proposals Due: No Later Than Fri. Nov. 6 at 5 p.m. under the “Assignments” Tab

Week 10 (Fri. Nov. 6-Thurs. Nov. 12) Roots and Rootlessness during the Interwar Period

1. Introductory Video
2. Read: Ratner-Rosenghagen, Chapter 6 “Roots and Rootlessness, 1920-45” from *ITMA*
3. Powerpoint: “Rebirth and Renewal in 1920s’ Thought and Culture”
4. Read: Kahlil Gibran, from *The Prophet* (1923); Alain Locke, “The New Negro” (1925); Margaret Mead, selection from *Coming of Age in Samoa* (1929)
5. Watch: “Harlem Renaissance” at <https://www.youtube.com/watch?v=SkTVYtjKiF8&feature=youtu.be>
6. Take Quiz 9, online (available from Mon. Nov. 9, 8 a.m. until Wed. Nov. 11, 8 a.m.)

Discussion Section (Wed. Nov. 11/Thurs. Nov. 12) [all discussion sections online this week]

Week 11 (Fri. Nov. 13-Thurs. Nov. 19): WWII and the Reorientation of American Thought

1. Introductory Video
2. Read: Ratner-Rosenghagen, Chapter 7 “The Opening of the American Mind, 1945-70,” from *ITMA*
3. Powerpoint: “European Totalitarianism and American Democracy”
4. Read: Theodor Adorno and Max Horkheimer, “The Culture Industry: Enlightenment as Mass Deception” (1944); Hannah Arendt, selection from *Origins of Totalitarianism* (1951), and W.E.B. DuBois, “The Negro and the Warsaw Ghetto” (1952)
5. Watch: “A Night at the Garden” (excerpt) on the 1939 rally in support of Nazism at Madison Square Garden in New York City at <https://www.pbs.org/video/pov-shorts-night-at-the-garden-j1njul/>
6. Take Quiz 10, online (available from Mon. Nov. 16, 8 a.m. until Wed. Nov. 18, 8 a.m.)



Discussion Section (Wed. Nov. 18/Thurs. Nov. 19)



James Baldwin

Week 12 (Fri. Nov. 20-Thurs. Nov. 26): American Civil Wars of the 1960s

1. Introductory Video.
2. Read: Ratner-Rosenghagen, Ch. 8, “Against Universalism, 1962-90” from *ITMA* (pg. 152-159)
3. Powerpoint: “The Center Will Not Hold”
4. Read: Russell Kirk, selection from *The Conservative Mind* (1953); Students for a Democratic Society, selection from “Port Huron Statement” (1962); and Betty Friedan, selection from *Feminine Mystique* (1963)
5. Watch: “Buckley vs. Baldwin: ‘Has the American Dream Been Achieved at the Expense of the American Negro?’” (1965) at <https://youtu.be/VOCZOHQ7fCE>



Martin Luther King Jr.

6. Read: Gillian Brockell, “William F. Buckley vs. James Baldwin: A Racial Showdown on the American Dream” at <https://www.washingtonpost.com/history/2019/09/15/william-f-buckley-jr-vs-james-baldwin-racial-showdown-american-dream/?noredirect=on>
7. Read: Martin Luther King, Jr. “Letter from A Birmingham Jail” (1963); and Vine Deloria Jr, selection from *Custer Died for Your Sins: An Indian Manifesto* (1969)
8. Take Quiz 11, online (available from Mon. Nov. 23, 8 a.m. until Wed. Nov. 25, 8 a.m.)



Betty Friedan

THANKSGIVING: No Discussion Sections (Nov. 25/26)

Week 13 (Fri. Nov. 27- Thurs. Dec. 3): The End of Universalism

1. Read: Ratner-Rosengagen, Ch. 8, “Against Universalism, 1962-90” from *ITMA* (pg. 159-72), and Epilogue: “Rethinking America in the Age of Globalization; or, The Conversation Continues”
2. Powerpoint: “Postmodern Science, Self, and Society”
3. Reading: Thomas Kuhn, from *The Structure of Scientific Revolutions* (1962); Richard Rorty, “Science as Solidarity” (1990)
4. Brigid’s Powerpoint: “XXX”
5. Peggy McIntosh, “White Privilege: Unpacking the Invisible Knapsack” (1989); Audre Lorde, “Power” (1978) at <https://www.poetryfoundation.org/poems/53918/power-56d233adafeb3>, and “The Master’s Tools Will Never Dismantle the Master’s House” (1979)
4. No quiz this week.



Thomas Kuhn, Audre Lorde

Discussion Section (Wed. Dec. 2/Thurs. Dec. 3) [all discussion sections online this week]

“Ideas in Context” Analysis, II: Available online from Fri. Dec. 4 at 6 a.m. until Sat. Dec. 5 at 10 p.m.¹ under the “Assignments” Tab. (Note: Shorter window than Analysis, I)

Week 14 (Fri. Dec. 4-Thurs. Dec. 10): Making American Minds, the History Continues...

1. Introductory Video.
2. Read: Nicholas Carr, from *The Shallows: What the Internet is Doing to Our Brains* (2010)
3. No quiz this week.

Discussion Section (Wed. Dec. 9/Thurs. Dec. 10) [all discussion sections online this week]

Week 15 (Fri. Dec. 11-Thurs. Dec. 17): Final Transcripts

NPR Transcripts due no later than Thurs. Dec. 17 by 11 a.m. under the “Assignments” tab