

The Making of the American Mind
16th Century – Present
History 109
Spring 2021
Lecture-002 [3-CR]: 3 credits (online)
Lecture-001 [4-CR]: 4 credits (blended [i.e. online & in-person discussions])

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Lecture-002 (Co-Instructor)
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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 sixteenth 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. There are two options in this course: a 3-credit online track (noted hereafter as [3-CR]) and a 4-credit blended track (noted hereafter as [4-CR]). With both tracks you can expect a rigorous, introductory-level U.S. history course. But you can also expect HIS 109 to be an interesting and intellectually rewarding one.

[3-CR]/3-credit track.

The option is fully online and asynchronous. Course material includes lectures, readings, videos, etc.... Students' grades will be based on quizzes, contributions to the discussion board, and two creative written assignments. This is a great option for students who would like to take a US history course, with a rigorous but very manageable workload, and with the convenience that a fully online/asynchronous course offers.

The credit standard for this course is met by an expectation of a total of 135 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 online discussions, doing written assignments and quizzes, and other student work as described in the syllabus. So plan on spending up to roughly 9.5 hours a week working through the course material and assignments.

[4-CR]/4-credit track.

This option is a blended course. All course material, including lectures, readings, videos, etc... will be delivered online in the same way as the 3-credit option. There will also be weekly 50-minute in-person discussion sections, led by Prof. Ratner-Rosenhagen. Students' grades will be based on quizzes, contributions to discussion sections, two written assessments, and two creative writing assignments. This is a great option for students who want to have more direct contact with the professor, enjoy the rewards of intense weekly discussion with their peers, and are seeking more opportunities to improve their writing skills. This track is "accelerated honors," which means that it is open to all students looking for this kind of experience. For honors students, the course counts as dedicated honors credits toward either Humanities or Social Science Breadth.

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 online discussions, 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.

Readings

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.

3-Credit Track [3-CR]: Coursework (pg. 4-5)

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. 25% (Your lowest two quiz grades will be dropped)
2. Discussions. Informed and engaged weekly contribution to asynchronous discussions. 25%
3. “Ideas in Context” Analysis. 15%
4. “Turning Ideas into Practical Realities” Proposal. 15%
5. “Great Debates in American Life”: Pitch. 5%
6. “Great Debates in American Life”: The Transcripts. 15%

Quizzes. You will have weekly 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. **There will be no make-up quizzes. However, your lowest two quiz grades will be dropped.**

Discussions. You will participate in weekly asynchronous online discussions. Discussion groups will take place every week and participation is **mandatory**.

Discussion #	Discussion leader	Room	Day/Time
Lecture--002	Brigid Nannenhorn	Online	Asynchronous

3-CR students are divided into ~15-person discussion groups. Discussion groups have a cap because they are designed to be small enough to foster effective participation. Therefore, it is essential that students participate in the discussion group they are assigned to.

As class participation in discussion groups 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 [3-CR] students will be open from **12 p.m. Wednesdays until 8 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” Analysis. There will be one written assessment (roughly 1-2 pages) that identifies and analyzes the arguments of some of the thinkers we are reading in the course, and puts them in their historical contexts. You will draw from the course readings, Powerpoints, and additional materials to write these analyses. To be submitted under “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 under “Assignments” tab in Canvas.

“Great Debates in American Life”: Pitch. Your task is to provide a ~1-page pitch outlining your ideas for your “Great Debates” final assignment. To be submitted under “Assignments” tab in canvas.

“Great Debates in American Life”: The Transcripts. Your task is to produce a ~6-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 under “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 is not a mandatory assignment and it will not be turned in for a grade.

4-Credit Track [4-CR]: Coursework (pg. 6-7)

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. 20%. (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. 10%
4. “Turning Ideas into Practical Realities” Proposal. 15%
5. “Ideas in Context” Analysis, II. 15%
6. “Great Debates in American Life”: Pitch. 5%
7. “Great Debates in American Life”: The Transcripts. 15%

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. **There will be no make-up quizzes. However, your lowest two quiz grades will be dropped.**

Discussions. You will participate in weekly in-person (on occasion, online) discussion sections. Weekly attendance is **mandatory**.

Discussion #	Discussion leader	Room	Day/Time
301	Prof. Ratner-Rosenhagen	Mosse 5255	R 1:20pm-2:10pm
302	Prof. Ratner-Rosenhagen	Mosse 5255	R 2:25pm-3:15pm
303	Prof. Ratner-Rosenhagen	Mosse 5255	R 3:30pm-4:20pm

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.

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.

“Ideas in Context” Analyses. There will be two written assessments (3-4 pages each) that identify and analyze the arguments of some of the thinkers we are reading in the course, and puts them in their historical contexts. You will draw from the course readings, Powerpoints, and additional materials to write these analyses. To be submitted under “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 under “Assignments” tab in Canvas.

“Great Debates in American Life”: Pitch. Your task is to provide a ~1-page pitch for your “Great Debates” final assignment. To be submitted under “Assignments” tab in Canvas.

“Great Debates in American Life”: The Transcripts. Your task is to produce a ~6-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 under “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 is not a mandatory assignment and will not be turned in for a grade.

[4-CR] “Accelerated” Honors Credit

Lec—001 is “accelerated honors,” which means students will automatically receive honors credit, whether they are enrolled in the honors program or not. For students interested in learning more about the honors program, see:

<https://honors.ls.wisc.edu/continuing-and-transfer-student-admissions/>

Course Logistics

For the next 15 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: Ch. from *Ideas that Made America*
3. Watch: Powerpoint mini-lecture (a.k.a. “Powerpointette”)
4. Read: A cluster of short primary readings
5. Watch or listen: An occasional short video, audio piece, or additional Powerpointette
6. Read: An occasional additional primary reading.
7. Take: A short timed online quiz on the lecture/readings (available Mondays 8 a.m. until Wednesdays 12 p.m.)
8. Attend/participate in discussion, either in-person or online/asynchronous

So, in effect, every week you will have 1 Ch. 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 every week (either online [3-CR] or in-person [4-CR]). 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.

Please note: the quizzes will only be available for a 52-hour period. (Monday 8 a.m.- Wednesday 12:00 p.m.) You can take the quiz ANYTIME during this 52-hour window. The quizzes are timed, so once you start it, you will have 12 minutes to complete all 10 questions. If you do not take your quiz during this period you will receive a zero for your grade—no make ups, no excuses, no exceptions. However, please note, that your lowest two quiz grades will be dropped.

The **Course Calendar** 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 **pink**, just as it is in the course outline below. **Week 2** in the Course Calendar is in **blue**, 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). To assist students with color vision deficiency, each week also has a corresponding symbol to help coordinating the calendar and the syllabus. (**Week 1** = +, **Week 2** = ♦, and so on).

https://canvas.wisc.edu/courses/294861/pages/course-instructors-syllabus-calendar-and-info-on-3-and-4-credit-tracks?module_item_id=4533208

We encourage you to print up the Course Calendar and keep it handy along with the Syllabus.

Deadlines and Flexibility

The course is set up to make it as easy as possible for you to submit your 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 or Proposal [3-CR]/Analysis I, Proposal, or Analysis II [4-CR]. 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 the Proposal, instead of turning it in by Sat. Apr. 2 at 8 p.m., you can turn it in by Sat. Apr. 9th at 8 p.m. for the full grade). You simply need to alert Prof. Ratner-Rosenhagen (4-CR students) or Brigid (3-CR students) by the original deadline (in this case, that would be Sat. Apr. 2 at 8 p.m.). You simply write her and in the email with the subject line that says: "Proposal: 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 hour passed the deadline to finish the assignment, use it.

Please note: we will issue only one late ticket per student.

We are also offering one **"free pass"** for missing one discussion. (We could call this a "get out of jail free pass," but we really don't expect that you'll find discussions to be like a jail!). The same policy applies here. The "free pass" allows you to miss one discussion with no penalty whatsoever. You simply need to alert Prof. RR (4-CR students) or Brigid (3-CR students) **before** the discussion meets, with an email (with the subject line: "free pass for discussion today"), and that will be enough to alert us of your excused absence.

Grading scale:

92.9-100 A
92.8-87.9 AB
87.8-82.9 B
82.8-77.9 BC
77.8-69.9 C
69.8-60 D
60 or lower F

Office Hours for Professor Ratner-Rosenhagen

Professor Ratner-Rosenhagen's office hours are Mondays 1-3 p.m. and Thursdays 12-1 p.m. She is experimenting with Calendly to schedule her office hours. This might end in disaster, but let's hope for the best. Fingers crossed.

To sign up for office hours, go to:

<https://calendly.com/ratner-rosenhagen>

There students will be guided to book a 15-minute slot, with the option to meet in person or via Zoom.

Under "Please share anything that will help prepare for our meeting" please indicate whether you would like to meet in person (4111 Mosse Humanities) or via Zoom, and what you would like to discuss in our meeting. The Zoom link is here:

<https://uwmadison.zoom.us/j/95255164529>

Please note: you can sign up for up to two 15-min slots (for a total of 30-min meeting), if you need additional time.

Office Hours for Brigid Nannenhorn (Individual and Group)

Brigid will be offering two types of office hours for 3-CR students every week:

Office Hours (Individual): Days/Times

"Brigid Nannenhorn's office hours are Tuesday 10-11 a.m. and Thursday 10-11 a.m. and by appointment. Office hours will be held virtually, over Zoom. Here is the link: <https://uwmadison.zoom.us/j/3201825642>

To sign up for office hours go to:

1. The course calendar on Canvas (click "view course calendar" on the course home page)
2. Click on **"Find Appointment"** on the right-hand side
3. Select the correct course when prompted (History 109) and click Submit.
4. A list of appointment slots will appear on the Calendar. The ones in bold are available time slots
5. Select the appointment you wish to sign up for. You may leave a comment for Brigid if you wish. Click on **Reserve** to reserve the time slot.

Please note: you can sign up for up to two 15-min slots (for a total of 30-min meeting), if you need additional time.

Group Office Hours: Days/Times TBD

The purpose of group office hours is to provide a collaborative space where 3-CR students can come together over one hour Zoom sessions to think through and discuss course material and ask questions about upcoming assignments. Group office hours are optional and will be offered in addition to individual office hours. Students are welcome to sign up for both types of office hours.

Group office hours will be led by Brigid one to two times a week depending on student interest. You may come to as many or as few group office hours as you would like.

If you do decide to come to group office hours, we ask that you **submit a form** no later than one hour prior, stating that you'll be coming and what topic/question you want to go over. This form must be submitted each time you come to group office hours. You do not need to fill this out for individual office hours.:

https://docs.google.com/forms/d/10mSeXzgvEosR_ILq3CArrU70mseLQEgfEUlhvjLMCVg/edit

Please note: Group office hours will be recorded, so that we can make them available to students who want to benefit from their conversations but are unable to attend.

Technical Difficulties

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

Announcements

Professor Ratner-Rosenhagen and Brigid 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.

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 your needs and/or possible accommodations, 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 Schedule

Week 1/+ (Tues. Jan. 25-Fri. Jan. 28): Thinking Through American History

1. Prior to your first discussion, watch the Introductory Video, Powerpoint: “What is American Intellectual History?,” and read Jennifer Ratner-Rosenhagen, “Introduction” from *Ideas that Made America: A Brief History* (noted as *ITMA*, hereafter). [pdf of Introduction is available if you don’t yet have the book]
2. Take Week 1 Quiz, online (available from Wed. Jan. 26 at 8 a.m. until Fri., Jan. 28 at 8 p.m.). Note: your quiz 1 grade will not be recorded in the gradebook. This is just to give you a chance to see what the quizzes are like moving forward.
3. Record your self-introduction and post it to your discussion group’s board.
4. Attend your discussion

**Online [3-CR] (asynchronous, open Wed. Jan. 26, 8 a.m. to Fri. Jan. 28, 8 p.m.)
and In-Person Discussions [4-CR] (Jan. 27)**

Week 2/❖ (Fri. Jan. 28-Thurs. Feb. 3): New Worlds

1. Introductory Video
2. Read: Ratner-Rosenhagen, Ch. 1: “World of Empires: Precontact-1740” from *ITMA*.
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)
7. Take Week 2 Quiz, online (available from Mon. Jan. 31, 8 a.m. until Wed. Feb. 2, 12 p.m.)

Online Discussion [3-CR] (open from Feb. 2, 12 p.m. until Feb. 3, 8 p.m.)
Discussion Section [4-CR] (Feb. 3)



Thomas Jefferson

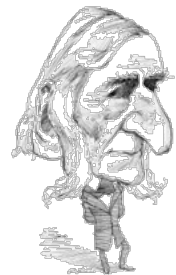
Week 3/☼ (Fri. Feb. 4- Thurs. Feb.10): American in the Age of Enlightenment

1. Introductory Video
2. Read: Ratner-Rosenhagen, Ch. 2 “America and the Transatlantic Enlightenment,” from *ITMA*
3. Powerpoint: “America in the Age of Enlightenment”
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 Week 3 Quiz, online (available from Mon. Feb. 7, 8 a.m. until Wed. Feb. 9, 12 p.m.)

Online Discussion [3-CR] (open from Feb. 9, 12 p.m. – Feb. 10, 8 p.m.)
Discussion Section [4-CR] (Feb. 10)

Week 4/⌘ (Fri. Feb. 11- Thurs. Feb. 17): Making of a New Nation: Or, Made in American, 1.0

1. Introductory Video
2. Read: Ratner-Rosenhagen, Ch. 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)



Ralph Waldo Emerson

5. Take Week 4 Quiz, online (available from Mon. Feb. 14, 8 a.m. until Wed. Feb. 16, 12 p.m.)

Online Discussion [3-CR] (open from Feb. 16, 12 p.m. until Feb. 17, 8 p.m.)
Discussion Section [4-CR] (Feb. 17)



Margaret Fuller

Week 5/Δ (Fri. Feb. 18- Thurs. Feb. 24): 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=OiRWBI0JTYQ>
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=JJL9S0J8-4k>
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/wori/learn/historyculture/declaration-of-sentiments.htm>
11. Take Week 5 Quiz, available from Mon. Feb 21, 8 a.m. until Wed. Feb. 23, 12 p.m.)

Online Discussion [3-CR] (open from Feb. 23, 12 p.m. until Feb. 24, 8 p.m.)
Discussion Section [4-CR] (Feb. 24)

"Ideas in Context" Analysis, I: Available online from Fri. Feb. 25 at 8 a.m. until Sun. Feb. 27 at 12 p.m. Submit under the "Assignments" tab.



Henry David Thoreau



Frederick Douglass

Week 6/π (Fri. Feb. 25-Thurs. Mar. 3): Slavery & Freedom: The American Paradox at the Breaking Point

1. Introductory Video
2. Read: Ratner-Rosenhagen, Ch. 4 “Contests of Intellectual Authority,” from *ITM4*
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 Week 6 Quiz, online (available from Mon. Feb. 28, 8 a.m. until Fri. Mar. 2, 12 p.m.)

Online Discussion [3-CR] (open from Mar. 2, 12 p.m. until Mar. 3, 12 p.m.)
Discussion Section [4-CR] (Mar. 3)

Week 7/§ (Fri. Mar. 4-Thurs. Mar. 10): The Mental and Moral Worlds 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, “The Absurd Effort to Make the World Over” (1883)
4. Watch: “The Life of Charlotte Perkins Gilman” at https://youtu.be/m0VYTV_e2E
5. Read: Charlotte Perkins Gilman, “The Yellow Wallpaper” (1892)
6. Watch: “Indian Problem” at <https://youtu.be/if-BOZgWZPE>
7. Powerpoint: “The ‘Indian Problem’ in the Victorian Mind”
8. Merrill E. Gates, from Lake Mohonk Conference of Friends of the Indians Address (1896); and Susette La Flesche, “The Indian Problem” (1880); Zitkala-Ša from “School Days of an Indian Girl” (1900) and “Why I am a Pagan” (1902); and Charles Eastman, from *The Soul of the Indian* (1911)
9. Take Week 7 Quiz, online (available from Mon. Mar. 7, 8 a.m. until Wed. Mar. 9, 12 p.m.)



Charlotte Perkins Gilman

Online Discussion [3-CR] (open from Mar. 9, 12 p.m. until Mar. 10, 12 p.m.)
Discussion Section [4-CR] (Mar. 10)

Week 8/~ (Sat. Mar. 12-Sun. Mar. 20): SPRING BREAK

Note: Week 9 Material on “Making Truth Modern” will be available throughout Spring Break!

Week 9/@ (Fri. March 11, plus Mon. Mar. 21-Thurs. Mar. 24): Making Truth Modern

1. Introductory Video
2. Read: Ratner-Rosenhagen, Ch. 5 “Modernist Revolts: 1890-1920,” from *ITM4*
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=SCDLEMIKswA>
6. Take Week 9 Quiz, online (available Mon. Mar. 21, 8 a.m. until Wed. Mar. 23, 8 p.m.*extra hours this week)

**Online Discussion [3-CR] (open from Mar. 23, 12 p.m. until Mar. 24, 8 p.m.)
Discussion Section [4-CR] (Mar. 24)**

Week 10/% (Fri. Mar. 25-Thurs. Mar. 31): Progressivism, Pluralism, and Modern Democracy

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 Week 10 Quiz, online (available from Mon. Mar. 28, 8 a.m. until Wed. Mar. 30, 12 p.m.)



W.E.B. DuBois



Randolph Bourne

**Online Discussion [3-CR] (open from Mar. 30, 12 p.m. until Mar. 31, 8 p.m.)
Discussion Section [4-CR] (Mar. 31)**

“Ideas and Practical Realities” Proposals Due: No Later Than Sat. Apr. 2 at 8 p.m. under the “Assignments” Tab

Week 11/¶ (Fri. Apr. 1-Thurs. Apr. 7): Roots and Rootlessness during the Interwar Period

1. Introductory Video
2. Read: Ratner-Rosenhagen, Ch. 6 “Roots and Rootlessness, 1920-45” from *ITM4*
3. Powerpoint: “Rebirth and Renewal in 1920s’ Thought and Culture”
4. Read: Kahlil Gibran, from *The Prophet* (1923), and Alain Locke, “The New Negro” (1925)
5. Watch: “Harlem Renaissance” at <https://www.youtube.com/watch?v=SkTVYtjKiF8&feature=youtu.be>
6. Powerpoint: “Roots and Rootlessness in Interwar Anthropology and Social Criticism”

7. Read: Margaret Mead, selection from *Coming of Age in Samoa* (1929); Zora Neale Hurston, selection from *Of Mules and Men* (1935); and Joseph Wood Krutch, selection from *Modern Temper* (1929)
8. Take Week 11 Quiz, online (available from Mon. Apr. 4, 8 a.m. until Wed. Apr. 6, 12 p.m.)

Online Discussion [3-CR] (open from Apr. 6, 12 p.m. until Apr. 7, 8 p.m.)
Discussion Section [4-CR] (Apr. 7)

Week 12/⌘ (Fri. Apr. 8-Thurs. Apr. 14): WWII and the Reorientation of American Thought

1. Introductory Video
2. Read: Ratner-Rosenhagen, Ch. 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 Week 12 Quiz, online (available from Mon. Apr. 11, 8 a.m. until Wed. Apr. 13, 12 p.m.)



Hannah Arendt

Online Discussion [3-CR] (open from Apr. 13, 12 p.m. until Apr. 14, 8 p.m.)
Discussion Section [4-CR] (Apr. 14)

“Ideas in Context” Analysis, II [4-CR]: Available online from Fri. Apr. 22 at 8 a.m. until Sun. Apr. 23 at 12 p.m.¹ under the “Assignments” Tab. (Note: Shorter window than Analysis, I)



James Baldwin

Week 13/☐ (Fri. Apr. 15--Thurs. Apr. 21): American Civil Wars of the 1960s

1. Introductory Video.
2. Read: Ratner-Rosenhagen, 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 Week 13 Quiz, online (available from Mon. Apr. 18, 8 a.m. until Wed. Apr. 20, 12 p.m.)



Betty Friedan

Online Discussion [3-CR] (available from Apr. 20, 12 p.m. until Apr. 21, 12 p.m.)
Discussion Section [4-CR] (Apr. 21)

Week 14/e (Fri. Apr. 22-Thurs. Apr. 28): The End of Universalism

1. Read: Ratner-Rosenhagen, 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 and Society”
3. Read: Thomas Kuhn, selection from *The Structure of Scientific Revolutions* (1962); Richard Rorty, “Science as Solidarity” (1990)
4. Powerpoint: “Postmodern Selfhood: The Lies—and Ties—That Bind”
5. Read: bell hooks, selection from *Yearning: Race, Gender, and Cultural Politics* (1990); Kwame Anthony Appiah, selection from *The Lies That Bind: Rethinking Identity* (2019).
6. Take Week 14 Quiz, online (available from Mon. Apr. 25, 8 a.m. until Wed. Apr. 27, 12 p.m.)



Thomas Kuhn

bell hooks

Online Discussion [3-CR] (available from Apr. 27, 12 p.m. until Apr. 28, 8 p.m.)
Discussion Section [4-CR] (Apr. 28)

Week 14/f (Fri. Apr. 29- Thurs. May 5): Making American Minds, the History Continues...

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

Online Discussion [3-CR] (available from May 4, 12 p.m. until May 5, 8 p.m.)
Discussion Section [4-CR] (May 5)

Week 16/🌐 (Fri. May 6-Wed. May 11): Final Transcripts

NPR Transcripts due no later than Thurs. May 12 by 12 p.m. under the “Assignments” tab
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