

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



MASTER SYLLABUS

HISTORY 307 – AMERICAN THOUGHT SINCE 1865

Created by: Dr. Patrick LaPierre

**SCHOOL OF BUSINESS & LIBERAL ARTS
SOCIAL SCIENCES DEPARTMENT - HISTORY
Fall 2021**

- A. **TITLE:** AMERICAN THOUGHT SINCE 1865
- B. **COURSE NUMBER:** HIST 307
- C. **CREDIT HOURS:** 3 lecture hours per week for 15 weeks
- D. **WRITING INTENSIVE COURSE:** NO
- E. **GER CATEGORY:** GER 4
- F. **SEMESTER(S) OFFERED:** Spring
- G. **COURSE DESCRIPTION:** In this course students will explore American ideas from the end of the Civil War to the present. The topics covered in this course include debates over Darwinism, religious belief, scientific truth and aesthetic judgment, as well as the intellectual underpinnings for the major movements and institutions of the post-Civil War era including democracy, feminism, civil rights, anticommunism and capitalism.
- H. **PRE-REQUISITES/CO-REQUISITES:**
US History Since 1865 (HIST 105), or permission of instructor.
- I. **STUDENT LEARNING OUTCOMES:**

SLO	GER	ISLO
Identify the disciplinary conventions of intellectual history, including how to illustrate the relationship between ideas and the era in which they were formed.	Knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society	5. Industry, Professional, Discipline-Specific Knowledge and Skills
Identify some of the major thinkers of the post-Civil War era and their corresponding ideas.	Knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society	5. Industry, Professional, Discipline-Specific Knowledge and Skills
Describe the evolution of ideas in the post-Civil War era and the ways in which intellectual movements emerged in response to earlier movements.	Knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society	2 – Critical Thinking [CA]
Describe how ideas have played a concrete role in the major events/movements since 1865.	Knowledge of common institutions in American society and how they have affected different groups	2 – Critical Thinking [CA]

- J. **APPLIED LEARNING COMPONENT:** Yes. Research.

K. TEXTS: To be determined by the instructor.

Capper, Charles, and Hollinger, David. *The American Intellectual Tradition: Volume II: 1865 to the Present* (Oxford University Press, 2005)

L. REFERENCES:

Cott, Nancy. *The Grounding of Modern Feminism* (Yale, 1989)

Gossett, Thomas. *Race: The History of an Idea in America* (Oxford, 1997)

Kloppenber, James and Fox, Richard. *A Companion to American Thought* (Oxford, 1998)

Kloppenber, James. *Uncertain Victory: Social Democracy and Progressivism in European and American Thought, 1870-1920* (Oxford, 1986)

Lears, T.J. Jackson. *No Place of Grace: Antimodernism and the Transformation of American Culture* (Blackwood, 1994)

McClay, Wilfred. *The Masterless: Self and Society in Modern America* (JHU, 1994)

Menand, Louis. *The Metaphysical Club: A Story of Ideas in America* (Farrar, 2002)

Rogers, Daniel. *Age of Fracture* (Belknap, 2012)

Wiebe, Robert. *The Search for Order: 1877-1920* (Hill and Wang, 1966)

Williams, Peter and Cayton, Mary. *Encyclopedia of American Cultural and Intellectual History* (Scribner, 2001)

M. EQUIPMENT: Technology Enhanced Classroom

N. GRADING METHOD: A-F

O. SUGGESTED MEASUREMENT CRITERIA/METHODS:
essay examinations, quizzes, group research projects, oral presentations, class discussion, debates

P. DETAILED COURSE OUTLINE:

I – What is Intellectual History?

A – Context and Content

II – Darwinism and Religious Belief

A - Asa Gray, *Review of Darwin's On the Origin of Species*

B - Charles Augustus Briggs, *Biblical Study*

C - Sam Harris, *The End of Faith*

III – Race –

A - W.E.B. Du Bois, *The Souls of Black Folk* –

- B - James Baldwin, *Many Thousands Gone* –
- C - Martin Luther King, Jr., *Letter from a Birmingham Jail*
- D - Malcolm X, *The Ballot or the Bullet*

IV - Anthropology and Culture

- A - Margaret Mead, *Coming of Age in Samoa* (Reserve)
- B - Ruth Benedict, *Patterns of Culture*
- C - Samuel Huntington, *The Clash of Civilizations*

V – Art and Culture: High and Low

- A - H. L. Mencken, *Puritanism as a Literary Force*
- B - Clement Greenberg, *Avant-Garde and Kitsch*
- C - Susan Sontag, *Against Interpretation*

VI – Feminism

- A - Elizabeth Cady Stanton, *The Solitude of Self*
- B - Charlotte Perkins Gilman, *Women and Economics*
- C - Betty Friedan, *The Feminine Mystique*
- D - Marilyn Frye, *Oppression*

VII - Capitalism

- A - Thorstein Veblen, *The Theory of the Leisure Class*
- B - W.W. Rostow, *The Stages of Economic Growth*

VIII - Psychology

- A - Erik Erikson, *Childhood and Society*

IX - Ideology

- A - Hannah Arendt, *Ideology and Terror*

X - Science

- A - Joseph Wood Krutch, *The Modern Temper*
- B - Thomas Kuhn, *The Structure of Scientific Revolutions*

XI - American Exceptionalism

- A - Frederick Jackson Turner, *The Significance of the Frontier in American History*

XII - Pragmatism

- A - William James, *What Pragmatism Means*
- B - Richard Rorty, *Science as a Solidarity*

XIII - Individualism and Community

- A - Jane Addams, *The Subjective Necessity of Social Settlements*
- B - Ayn Rand, *Man's Rights*
- C - Allan Bloom, *The Closing of the American Mind*
- D - Robert N. Bellah, et al., *Habits of the Heart*

XIV - Environmental Ethics

- A - Paul W. Taylor, *The Ethics of Respect for Nature*
- B - Katie McShane, *Environmental Ethics: An Overview*

C - Rachel Carson, *Silent Spring*

XV - Technology and Progress

A - Norbert Weiner, *Men, Machines, and the World About*

B - Richard Freed, *The Tech Industry's War on Kids*

C - Nicholas Carr, *The Shallows*

Q. **LABORATORY OUTLINE:** n/a