

Office: Language Hall 205A

Office Hours: M 2:30-4:00 or by appointment

Library Study Room, 2nd Floor

E-mail:

sashmor@emory.edu <mailto:sashmor@emory.edu>

COURSE SYLLABUS

Course Description:

This course introduces students to the main developments in American society, culture, and politics during the 1960s when the nation experienced dramatic change. In order to understand this period we will look at six themes throughout the semester: 1) the variety of ways Americans reacted to their abundant society, 2) the ways the Cold War affected Americans, 3) the political activism of Americans, whether in established political parties or in grass-roots movements, and how political power is allocated, 4) the role of the government in American society, 5) the contention over defining American freedom, and 6) the various ways leadership is expressed and defined. Topics include, but are not limited to the New Frontier, the Great Society, the Vietnam War as part of the Cold War, the Civil Rights Movement, the Student Movement, the counter culture, the sexual revolution, the New Left, and the rise of conservatism. Throughout the semester we will have the opportunity to visit sites associated with 1960s America in Georgia including the High Museum of Art and the Martin Luther King, Jr., National Park, both in Atlanta.

Course Goals:

There are several objectives for this course. First, by gaining a factual knowledge of this historical period the course seeks to assist students in learning to think historically by recognizing and criticizing evidence and using primary and secondary sources to understand the process of history. Second, this course strives to help students discover, understand, and appreciate the interplay of forces and personalities that shaped the history of 1960s America. Third, this course hopes to teach students to ask questions about the past to gain new perspectives on the past as well as the ability to educate themselves in the future. Fourth, this course will also assist students in developing and refining their writing abilities by organizing, describing, and reaching conclusions on paper about material that they have studied.

At the end of the course students should be able to recognize a historical argument when they see one, be familiar with the most important people, ideas, and events of the United States in the 1960s, and write a well-crafted historical essay that uses historical evidence and analysis to support an historical thesis.

Student work submitted as part of this course may be reviewed by Oxford college and Emory College faculty and staff for the purposes of improving instruction and enhancing Emory education.

Required Reading: These books are available at the campus bookstore and are on reserve in the Oxford library

Aleksandr Fursenko and Timothy Naftali. *"One Hell of a Gamble": Khrushchev, Castro, and Kennedy 1958-1964 The Secret History of the Cuban Missile Crisis*, New York: W.W. Norton and Company, 1997.

Wesley Hogan, *Many Minds, One Heart: SNCC's Dream for a New America*, Chapel Hill: University of North Carolina Press, 2007.

Mike Marqusee. *Wicked Messenger: Bob Dylan and the 1960s*, Seven Stories Press: New York, 2005.

Annelise Orleck and Lisa Gayle Hazirjian, ed., *The War on Poverty: A New Grassroots History, 1964-1980*, Athens: University of Georgia Press, 2011.

Christian G. Appy, *Working-Class War: American Combat Soldiers and Vietnam*, Chapel Hill: University of North Carolina Press, 1993.

Lisa McGirr, *Suburban Warriors: The Origins of the New American Right*, Princeton: Princeton University Press, 2001.

William Kelleher Storey, *Writing History: A Guide for Students* 3rd edition, New York: Oxford University Press, 2009.

Primary documents and journal articles provided through JSTOR on the library web page under Information Gateway and/or by the professor and Reserves Direct.

Grading and Assignments:

One-page written responses to readings (15%). **Essay One** on The Cold War and the Cuban Missile Crisis (20%) due at the beginning of class on **February 23.** **Essay Two** on Grassroots Activism (25%) due at the

beginning of class on **April 3. Essay Three** on The Vietnam War in Film, historical film analysis (30%) due between 2:00-5:00 p.m. on **May 8 (no exceptions for a late paper)**. **Class participation** (10%) includes meaningful participation in class discussion, serving as discussion leader, and attending at least one trip to either the High Museum of Art or the Martin Luther King, Jr. National Park. All assignments as well as your final course grade will be based on the +/- system.

Honor Code:

We are a community of scholars. Therefore, academic dishonesty is not tolerated. Your name or signature on any assignment submitted for credit shall indicate you have neither given nor received unauthorized information on the work, nor have you condoned the giving or receiving of unauthorized information by others. As a student at Oxford College of Emory University you have agreed to abide by the honor pledge and have taken upon yourself the responsibility of upholding the Honor Code; you are urged to inquire of the Honor Council about any doubtful case at any time throughout the semester. For complete details on the Honor Code please see the Oxford College Catalog.

Note on writing and plagiarism: The American Historical Association (AHA) traces the word plagiarism to its Latin roots: **plagiarius, an abductor or plunderer, and plagiare, to steal**. The AHA defines this as “the expropriation of another author’s findings, interpretation, or text, presented thereafter as one’s own creation without proper attribution to its actual source,” which is “a violation of the ethics of scholarship. By using someone else’s work with an intent to deceive, the plagiarist undermines the credibility of historical inquiry and betrays the code of the entire scholarly community.” Students must be scrupulous to avoid plagiarism and to give very precise and complete citations for any work used in any way. Always make it precisely clear to the reader through the use of quotation marks and citations which words, if any, are taken from some other source. Be very careful if you draw on any source—whether from the internet or an archival reference—to give the precise source of each and every word used. Remember, even when paraphrasing you need to cite the source used. For further details see Chapter 3 in William Kelleher Storey, *Writing History: A Guide for Students* as well as the American Historical Association’s “Statement on Plagiarism” that will be handed out and discussed in class.

Attendance Policy:

Class begins at 11:30 and ends at 12:45. A 300-level course requires your regular attendance and active participation in class. Students are allowed two absences, every absence thereafter will deduct points from the class participation portion of your final course grade. It is your responsibility to obtain missed notes from class and to turn in all assignments on time. During class discussion of reading material I expect you to have prepared before class. Your class participation grade will be based upon your meaningful contribution to the discussion of the material at hand, merely talking for talking’s sake is not considered valid participation. If you attend class regularly but never participate in class discussion your participation grade will be a 75, so do your best to offer your thoughts or opinions on the reading material throughout the course of the semester. You will be expected to attend at least one (although you can go on more than one) outside trip to see the High Museum of Art or the Martin Luther King National Park both in Atlanta. If you miss a due date for any assignment, **only absences due to medical or family emergencies** (for example, you are in the hospital) are valid. You will need to present written evidence of your illness or family emergency for an excused absence. If you miss a due date on a written assignment, a late penalty of **five points per day** (including weekends) will be deducted from your grade for that assignment. If you turn in your written assignment after the beginning of class but before 5:00 p.m. on the same day it is due you will be deducted **2.5** points from your grade for that assignment. **I do not accept written assignments turned in via e-mail. I only accept hard copies of written assignments.** You cannot change the time of your final exam because of travel plans, vacation plan, job opportunities, or having more than one final exam on one day.

Visiting the Professor: I encourage you to visit me during my office hours, or make an appointment with me if my office hours do not coincide with your schedule. One of the positive experiences you can have at Oxford College is getting to know your professors well. So, take advantage of that opportunity and come see me throughout the semester.

Class Etiquette:

E-mail: We will have a class conference on LearnLink that corresponds with this course. I will post all assignments on the conference as well as other pertinent items that may enhance class discussion. When communicating with your fellow classmates on the conference or with me on my personal e-mail address do not post anything that you would not be comfortable saying to your classmates or to me in person.

The rules for writing e-mail in formal situations—class discussions, letters to professors, student discussion lists—do not necessarily apply when writing e-mail to friends and family. So, here are my suggestions for using e-mail in our class. When writing to me or on our LearnLink conference you should use a serious tone. Address me by my proper title, follow rules of grammar and mechanics, and do not use all lower or upper case letters. You should use black ink in your e-mail message and a normal size font. Avoid using expletives and other slang in formal situations. I have heard it said that writing is like fashion, one style is not appropriate for every situation.

For example, you would not wear your bathing suit to a job interview at a bank. So, get in the habit of using your professional voice when communicating as a professional, in your case your profession right now is being a college student.

Do not assume just because you *can* get in touch with me when you want to that I will be available to read your message. I rarely check e-mail once I leave campus, which is usually around 5:30 p.m., and I don't check e-mail over the weekend. So, note that I read e-mail from 9:00-5:30 Monday through Friday. Also, take time to think about your message before you send it. Never send a message when you are feeling emotional, particularly if you are upset or angry. I also do not accept written assignments via e-mail. I only accept hard copies of written assignments.

Finally, know that e-mail is not a very private communication system. Your messages can be printed out, and they can also be sent on to others as forwarded messages. Any private message you send potentially can come under public scrutiny; therefore you should not write anything that would cause you or someone else embarrassment or trouble should your e-mail become public. Most importantly, remember that even though you cannot see them, you are communicating with real human beings whenever you send e-mail. Do not let the impersonal screen make you forget to be as respectful in your communication as you would be when speaking face to face.

Class Discussion: We will spend time this semester discussing readings written by professional scholars as well as by ourselves. In this process of discussion it is important to nurture the habit of being a good listener. Practice paying close attention to what others are saying as well as what you are saying. Through this process of listening well we will also respect each other. Our goal is to understand, not to operate only out of a place of judgment. In this manner we will be able to see the nuance and historical context of what we study to gain a deeper understanding. It is also essential that we build a sense of trust among ourselves that will enable us to speak frankly about some difficult parts of our historical past. If education means anything it changes us. That is not easy because we do not like change. So we have to be prepared to face historical reality to enable us to see the world from the perspective of others.

Students should approach discussions having read the assigned readings and thought of questions and ideas provoked by the material. Do not be modest in introducing ideas in class or in politely opposing the ideas of others. Ideally, discussion is a form of active learning that reinforces the sense that the classroom is a community of learning. Students should expect to learn a great deal from each other, as well as from the reading material and their professors.

Cell Phones: I do not take phone calls during class so you should not either. Turn off your cell phone when you are in class or when we are visiting a historic site. Do not send or read a text during class. Do not leave class to check a text or to make a phone call. You should be able to remain in class during the full 75 minutes of class.

Laptop Computers: You may not use a laptop computer to take notes in class. Laptop computers may only be used when given permission. Please come see me for permission.

SCHEDULE

Jan 19	Introductions–Defining “The 60s”
Text–1950s America	Nora Johnson, Marqusee, pp 1-59, Ginsberg poems, Salinger, <i>Catcher in the Rye</i> excerpt
Text–1960 election	McGirr, Chap 1, DDE Farewell Address, JFK Inaugural Address
Crisis	Fursenko/Naftali, Part I, pp. ix-76, Fidel Castro, “1960 Speech of The Havana Declaration”
Crisis	Fursenko/Naftali, 77-165
	One-Page Written Response due
r. Strangelove”	Video Conference Room, 7:00 p.m.
Crisis	Fursenko/Naftali, pp. 166-239, Nikita Khrushchev, “Speech to 20 th Congress of the CPSU”
Crisis	Fursenko/Naftali, pp. 240-355, Mad Men Episode, JFK “Address on the Cuban Crisis 10/22/62” & “The American University Speech”
	One-Page Written Response due
Feb 14	Civil Rights Movement–Student Sit Ins & Hogan, Chap 1, 2, 3, SNCC Statement of Purpose
on–SDS	Port Huron Statement, Marqusee pp 59-68, Hogan Chap 4
ovement–Bham	Letter from a Bham Jail, Marqusee pp, 68-91
John Lewis, MLK,	
	Essay One Due at the Beginning of Class on The Cold War and the Cuban Missile Crisis
freedom on My Mind”	Video Conf Room, 7:00 p.m.
Chap 7, 8, “Letters from Miss”	
se to 1960s activism	McGirr, Chaps 2, 3
lection	Reagan “A Time for Choosing” and Goldwater acceptance speeches, Hogan Chap 9, Fannie Lou Hamer Testimony to the DNC, 1964
Berkeley FSM	Mario Savio Speech; Martin, “Holding One Another:
Response due	Mario Savio and the Freedom Struggle in Mississippi and Berkeley
March 12	No Class–Spring Break
March 14	No Class–Spring Break
Orlick, Intro, pp. 31-62, 133-158, Michael Harrington <i>The Other America</i> excerpt	
ciety–War on Poverty	Orlick, Part III read two out of five, Jack Willis film
Response Due	clips “Lay My Burden Down”
, Chap 4	
Dylan beyond Protest	Marqusee, Chaps 2, 3
g involved in the 1950s	
e soldiers’ experience	Essay Two on Grassroots Activism Due at the Beginning of Class Appy, Chaps 1-3, Tonkin Gulf Resolution
ldiers’ experience	Appy, Chaps 4-5
tion 1965	Appy, Chaps 6-7

mate Appy, Chaps 8-9

ement Marqusee, Chap 4, King "Riverside Church
Response Due Address," Ann Morrison Welsh, "The Ultimate Protest," General Baker, Jr., "When the Call is Made to Free
the Miss Delta. . I'll be the first one in line."

ther Party
Right McGirr Chap 5, 6

Marqusee, Chap 5, e-reserves "Revolution" (Beatles)
One-Page Written Response Due

May 2 Reading Day

May 8 **Essay Three Vietnam Film Analysis Due between 2:00-5:00 p.m. no exceptions; if it is turned in after 5:00 a
grade of zero will be awarded.**

Susan Youngblood Ashmore
Associate Professor of History
Oxford College of Emory University
Language Hall 205A
Oxford, Georgia 30054
770-784-8318
sashmor@emory.edu