

HIST 357
The United States in the 1960s
Spring 2008, T TH 2:30-3:45
Library Study Room, 2nd Floor

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Office Hours: M-W 2:30-4:30, T Th 4:00-5:00 or by
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COURSE SYLLABUS

Course Description:

This course focuses on an introduction 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, 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 a few of the historical sites associated with 1960s America in Alabama and Georgia including the High Museum of Art, in Atlanta, GA, and the Birmingham Civil Rights Institute in Birmingham, AL.

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.

Required Reading: These books are available at the campus bookstore

Aleksandr Fursenko and Timothy Naftali. *"One Hell of a Gamble": Khrushchev, Castro, and Kennedy 1958-1964 The Secret History of the Cuban Missile Crisis*, W.W. Norton and Company: New York, 1997.
Beth Bailey. *Sex in the Heartland*, Harvard University Press: Cambridge, 1999.
Larry Berman. *Lyndon Johnson's War*, W.W. Norton and Company: New York, 1989.
Glenn T. Eskew. *But for Birmingham: The Local and National Movements in the Civil Rights Struggle*, University of North Carolina Press: Chapel Hill, 1997.
Mike Marqusee. *Wicked Messenger: Bob Dylan and the 1960s*, Seven Stories Press: New York, 2005.
Lisa McGirr. *Suburban Warriors: The Origins of the New American Right*, Princeton University Press: Princeton, 2001.
Ann Charters, ed. *The Portable Sixties Reader*, Penguin Books: New York, 2003.
Primary documents and journal articles provided through JSTOR on the library web page under Information Gateway and/or by the professor and E-Reserves.

Grading and Assignments:

Written responses to readings (15%). **Essay One** on leadership style associated with the Cuban missile crisis (10%) due at the beginning of class on **February 14**. **Essay Two** on young people in action (20%) due at the beginning of class on **April 3**. **Essay Three** on historical film analysis (20%) due at the beginning of class on **April 25**. **Class participation** (10%) includes meaningful participation in class discussion as well as attending at least one outside trip scheduled throughout the semester: Birmingham Civil Rights Institute (March 25) or High Museum of Art (April 19). **Final Essay Exam, Friday, May 2, 9:00-noon.** (25%). Study questions for the final examination will be passed out at least one week prior to the exam. 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 pages 98-101 in the Oxford College 2003-2004 Catalog.

Note on writing and plagiarism: 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. Avoid using too many direct quotations; I am much more interested in your paraphrasing of, and commentary upon, the authors' arguments than in your ability to quote directly. Nevertheless, even when paraphrasing you need to cite the source used. For further details see Chapter 5 in Mary Lynn Rampolla's *A Pocket Guide to Writing in History* 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 2:30 and ends at 3:45. A 300-level course requires your regular attendance and active participation in class. Students are allowed two absences, every absence after that 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 C, 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 Museum of Aviation, Warner-Robbins, GA; to see the Birmingham Civil Rights Institute, Birmingham, AL. If you miss a due date for any assignment, **only absences due to medical or family emergencies** (for example, attending the funeral of an immediate family member) 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 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.

SCHEDULE

Jan 17	Introductions–Defining “The 60s”	JFK Inaugural Address
Jan 22	Historical Context–Post WW II America	Bailey, pp. 1-74
Jan 24	1950s America	McGirr, pp. 3-53, Ginsberg poems, 60s Reader
Jan 29	Cuban Missile Crisis	Fursenko/Naftali, Part I, pp. ix-76
Jan 31	Cuban Missile Crisis	Fursenko/Naftali, 77-165
Feb 4	Screening of “Dr. Strangelove”	Video Conference Room, 7:00 p.m.
Feb 5	Cuban Missile Crisis	Fursenko/Naftali, pp. 166-239
Feb 7	Cuban Missile Crisis	Fursenko/Naftali, pp. 240-355
Feb 12	Civil Rights Movement–Background	Eskew, pp. 3-121
Feb 14	Civil Rights Movement–Student Sit Ins & Freedom Rides	Eskew, pp. 121-192
Essay One Due at the Beginning of Class on Leadership Style of JFK, NK, or FC		
Feb 19	SNCC in Mississippi	60's Reader, Marqusee Chap 1
Feb 21	Students in Action–SDS and YAF	60's Reader, Port Huron Statement, Sharon Statement
Feb 26	Civil Rights Movement–Bham	Eskew, pp. 193-297
Feb 28	No Class	
March 3	Screening of “Four Little Girls”	Video Conference Room, 7:00 p.m.
March 4	Civil Rights Movement–Bham	Eskew, pp. 299-340
March 6	Students in Action–Berkeley FSM	Mario Savio Speech; Bailey 75-104
March 7	Last Day to Drop without Penalty	
March 11	No Class–Spring Break	
March 13	No Class–Spring Break	
March 18	1964 Presidential Election	McGirr, pp. 54-146
March 20	Rise of the Right at the Grassroots	McGirr, pp. 147-216
March 22	Field Trip to Birmingham Civil Rights Institute, Birmingham, AL (\$4.00)	
March 25	The Great Society–War on Poverty	60's Reader, e-reserves
March 27	Pop Culture–Dylan beyond Protest	Marqusee, Chaps 2-3
April 1	Vietnam–getting involved in the 1950s	
April 3	Vietnam–the soldiers’ experience	60's Reader, e-reserves
Essay Two Due at the Beginning of Class on Young People in Action		
April 8	Vietnam–escalation 1965	Berman, pp. 3-113
April 10	Vietnam–stalemate	Berman, pp. 114-203

April 14 Screening of "The Fog of War"	Video Conference Room 7:00 p.m.
April 15 Anti-War Movement	60's Reader, Marqusee, Chap 4
April 17 Sexual Revolution and Counter Culture	Bailey, pp. 105-199
April 19 Field trip to High Museum of Art, Atlanta, GA	

April 22 1968	Marqusee, Chap 5
April 25 1968	60's Reader

Essay Three Due at the Beginning of Class on Historical Film Analysis

April 29 Conservative Reaction	McGirr, pp. 217-273
April 30 Reading Day	
May 2	Final Exam, 9:00-12 noon