

HIST 357 1J
The United States in the 1960s
Fall 2014, T Th 1:40-3:20
Language Hall 102

Dr. Susan Youngblood Ashmore
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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, Second Wave feminism, the New Left, and the rise of the New Right. We will have the opportunity to visit some sites associated with the 1960s: either the Birmingham Civil Rights Institute in Birmingham, Alabama, or the Martin Luther King, Jr., National Park in Atlanta, Georgia.

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, or to become historically minded, by recognizing and criticizing evidence and using primary and secondary sources to reason inductively going from specifics to generalizations. **Second**, this course strives to help students discover, understand, and appreciate the interplay of forces that shaped historical change in 1960's America including individuals and social groups as creators of history. **Third**, this course will also assist students in developing and refining their writing skills by using historical evidence and their own analysis to support a historical argument on paper and in discussion.

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 purposes of improving instruction and enhancing an Emory education.

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

Alice L. George, *Awaiting Armageddon: How Americans Face the Cuban Missile Crisis*, Chapel Hill: University of North Carolina Press, 2003.

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*, New York: Seven Stories Press, 2005.

Bruce J. Schulman, *Lyndon B. Johnson and American Liberalism: A Brief History with Documents*, Boston: Bedford/St. Martin's Press, 1995, 2007.

Lynn Povich, *The Good Girls Revolt: How the Women of Newsweek Sued their Bosses and Changed the Workplace*, New York: Public Affairs, 2012.

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 on Course Reserves found on the Oxford College Website under the Research and Learning tab.

Grading and Assignments:

One-page written responses to readings (15%) always due at the beginning of class. **Essay One** on the Cold War and the Cuban Missile Crisis (20%) due at the beginning of class on **September 18th**. **Essay Two** on Grassroots Activism (25%) due at the beginning of class on **October 23rd**. **Essay Three** on The Vietnam War in Film, historical film analysis (30%) due between 2:00 and 5:00 p.m. on **Monday, December 15th** (**there will be no exceptions for a later paper for this final essay**). **Class participation** (10%) includes meaningful participation in class discussion, serving as a discussion leader, and attending either the Birmingham Civil Rights Institute, in Birmingham, Alabama 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 or the Oxford College Home Page on the web under the Current Student tab, Academic Resources.

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 “Writing History Faithfully” in William Kelleher Storey, *Writing History: A Guide for Students*, (New York: Oxford University Press, 2013), pp. 39-58.

Attendance Policy:

Class begins at 1:40 and ends at 3:20. 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 outside trip to see either the Birmingham Civil Rights Institute in Birmingham, Alabama, or the Martin Luther King National Park in Atlanta, Georgia. 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 (except for the final film analysis essay, which cannot be turned in after 5:00 p.m. 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 due date of your final essay, which falls on the time of your class’s final exam, because of travel plans, vacation plans, 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. My office is on the second floor of Language Hall, Office 213.

Class Etiquette for the Digital Generation:

Mobile Phones: I do not accept phone calls during class, nor should you. Turn off your mobile phones before the beginning of class. If a ringing cell phone becomes a common occurrence, I will ask you to leave the class. If you receive a text message in class, do not read it or compose a response to it during class. If you read or send a text message during class, I will ask you to leave the class. Do not bring your mobile phone to class during any exam. I will ask you to leave your phone with me at the front of the class if you bring it on exam day.

MP3 Players: You cannot listen to music on an MP3 player while you take an exam.

Laptop Computers and Tablet Computers: You may **not** use a laptop computer or tablet computer to take notes in class. Computers may be used only on specific days to access primary documents found on Course Reserves. If you simply must use a computer to take notes you have to get my permission in advance. New research (<http://pss.sagepub.com/content/early/2014/05/21/0956797614524581>) shows that if learning is your goal, using a laptop during class is a terrible idea. The act of taking notes on a computer actually seems to interfere with your ability to remember information. The psychologists who conducted the study found that students on laptops mindlessly typed everything the professor said. Note taking by hand is a key step to learning because you have to actively listen and decide what is important. This study also found that students who use laptops focus on the lecture or material at hand only 60% of the time; they use the other 40% of their time in class on the internet. Social science and common sense are pretty clear here. If you want to learn something from a class or lecture—it is best to take notes using a pen and paper.

Electronic communication: We will have a class conference through Emory Bubble (<https://login.emorybubble.com/>). Our class bubble is called Hist357 Ashmore Fall 2014. The hashtags for the bubble are #Hist357 and #Ashmore1960s. I will post all assignments as well as other pertinent items to enhance class discussion. When communicating with your fellow classmates or with me on my personal e-mail address do not post anything that you would not be comfortable saying to your classmate or to me in person.

Communicating online is an important part of our society. All of us do this on a regular basis. However, the convenience of online communication can often lead to informality and misunderstanding. For this reason, there are different rules for writing in formal situations—class discussions, e-mail messages to professors, student discussion lists—that do not necessarily apply when writing to friends and family.

So, here are my suggestions for using online communication in our class: When writing to me or on our Emory Bubble class conference, you should use a formal or mature tone. Address me by my proper title, follow rules of grammar and mechanics, and do not use all lower or upper case letters or instant messaging abbreviations. You should use black ink in your e-mail messages. Avoid curse words and other slang in formal situations. Get in the habit of using your professional voice when communicating as a professional, in your case your profession is being a college student. Most importantly, remember that even though you cannot see them, you are communicating with real human beings whenever you communicate online. 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. 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.

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 4:30, and I don't check e-mail over the weekend. So, not that I read e-mail from 9:00-4:30 Monday through Friday. **I also do not accept written assignments via e-mail, such as your essays.** I only accept hard copies of written assignments. If you do not turn your assignment in at the beginning of class you can place it **under** my office door, Language Hall 213.

Finally, remember that communication online is not a very private communication system. Your messages can be printed out, and they can also be forwarded to others. 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.

SCHEDULE

Aug 28	Introductions—Defining “The Sixties”	
Sept 2	Historical Context—1950s America	Nora Johnson, Marquess, pp 1-59, Ginsberg poems, Salinger, <i>Catcher in the Rye</i> excerpt
Sept 4	Historical Context—1960 Election	McGirr, Chap 1, DDE Farewell Address, JFK Inaugural Address
Sept 9	Cuban Missile Crisis	George, pp xii-86, JFK Address 10/22/62, “Atomic Café”(begin at 50:19), Adlai Stevenson UN speech
Sept 11	One-Page Written Response Due Cuban Missile Crisis	George, pp 87-170, MAD Magazine, “Shelter” Twilight Zone (1959)
Sept 16	Aftermath of Cuban Missile Crisis	“Dr. Strangelove”, JFK American Univ Speech, “Mad Men” Episode
Sept 18	JFK assassination/LBJ	Schulman, Chap 3, Doc 1, p. 169
	Essay One due at the beginning of class on The Cold War and the Cuban Missile Crisis	
Sept 23	Civil Rights Movement—Student Sit Ins & Freedom Rides	Hogan, Chap 1, 2, 3, SNCC Statement of Purpose “Freedom Riders” Documentary
Sept 25	Students in Action—SDS	Hogan Chap 4, Marquess pp 59-68, Port Huron Statement, excerpts
Sept 30	Civil Rights Movement—Birmingham	Letter from a Birmingham Jail, Marquess, pp.68-91
	One-Page Written Response Due	
Oct 2	Civil Rights Movement—March on Wash	MLK, John Lewis
Oct 7	Students in Action—Berkeley FSM	Mario Savio Speech; Martin “Holding One Another,” Marquess Chap 2
Oct 9	Civil Rights Movement—SNCC in Miss	Hogan, Chap 7-8, “Letters from Miss,” “Freedom on My Mind” documentary”
Oct 14	Fall Break	
Oct 16	Conservative Response to 1960s Activism	McGirr, Chaps 2-3
	One-Page Written Response Due	
Oct 21	1964 Presidential Election	Reagan “A Time for Choosing” and Goldwater 1964 RNC speech, Hogan Chap 9, Fannie Lou Hamer Testimony to the DNC, 1964, “Daisy” Ad
Oct 23	The Great Society	
	Essay Two due at the beginning of class on Grassroots Activism	
Oct 28	The Great Society—War on Poverty	Schulman, Chap 4, Document 2, Orlick Intro
Oct 30	Pop Culture—Dylan beyond Protest	Marquess, Chaps 3, “No Direction Home”
Nov 4	Second Wave Feminism	Betty Friedan excerpt, NOW Bill of Rights, Povich Prolouge-Chap5
***Nov 5	One-Page Written Response Due	
Nov 6	“Good Ol’ Freda Oxford Studies, Williams Gym 7:30**	Povich, Chaps 6-10
	Second Wave Feminism	
Nov 11	Conservative Reaction to Great Society	McGirr, Chap 4
Nov 13	Vietnam—the Soldiers’ Experience	Appy, Chaps 1-3, Tonkin Gulf Resolution
Nov 18	Vietnam—the Soldier’s Experience	Appy, Chaps 4-5
	One-Page Written Response Due	
Nov 20	Vietnam—escalation 1965	Appy, Chaps 6-7

Nov 25	Vietnam—Stalemate	Appy, Chaps 8-9
Nov 27	One-Page Written Response Due Thanksgiving	
Dec 2	Anti-War Movement	Marquesee, Chap 4, King “Riverside Church 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.”
Dec 4	One-Page Written Response Due	McGirr, Chaps 5-6
Dec 9	The Rise of the Right	
Dec 9	1968—A Pivot Point	Clips from “Woodstock,” “Settin the Woods on Fire” “The Witness,” Alice Walker “The Civil Rights Movement: What Good Was It?”
Dec 10	Reading Day	
Dec 15	Essay Four Vietnam Film Analysis Due between 2:00-5:00 p.m. no exceptions; if it is turned in after 5:00 p.m. a grade of zero will be awarded.	

Hist 357 Course Reserves
Primary Documents, Journal Articles, and Films
(Located on the Oxford College Library webpage under the Research and Learning Tab)

Historical Context—Seeking Authenticity in the 1950s:

Documents:

- Nora Johnson, "Sex and the College Girl," 1957
- J. D. Salinger, *The Catcher in the Rye*, (New York: Bantam Press, 1951), Chapter 1
- Allen Ginsberg, "America" 1956

Music:

- Woody Guthrie, 1930s
- Dizzy Gillespie, BeBop Jazz, 1940s

Readings:

Mike Marqusee, *Wicked Messenger: Bob Dylan and the 1960s*, (New York: Seven Stories Press, 2005), pp. 1-59.

1960 Presidential Election:

Documents:

- Dwight D. Eisenhower, Farewell Address
- John F. Kennedy, Inaugural Address

Readings:

Lisa McGirr, *Suburban Warriors: The Origins of the New American Right*, (Princeton: Princeton University Press: 2001), Chapter 1.

Cuban Missile Crisis:

Documents:

- John F. Kennedy Address October 22, 1962
- Adlai Stevenson United Nations Speech October 25, 1962
- MAD Magazine* excerpts from Grant Geissman, *Mad About the Sixties*, (Boston: Little, Brown and Company, 1995).
- John F. Kennedy, American University Speech, June 10, 1963

Readings:

--Alice L. George, *Awaiting Armageddon: How Americans Faced the Cuban Missile Crisis*, (Chapel Hill: University of North Carolina Press, 2003).

Television and Film:

- "Atomic Café" (topdocumentaryfilms.com/the-atomic-café/ (begin at 50:19)
- "The Twilight Zone" Shelter episode 1959 (www.imdb.com/video/hulu/vi2749081369)
- "Dr. Strangelove: O, How I learned to Stop Worrying and Love the Bomb," Stanley Kubrick, Columbia Pictures, DVD, 1964.

JFK Assassination and LBJ

Documents:

--Bruce J. Schulman, *Lyndon B. Johnson and American Liberalism: A Brief Biography with Documents*, (Boston: Bedford/St. Martin's Press, 2007), pp.169-173, LBJ's "Let Us Continue" address before a Joint Session of Congress, November 27, 1963.

Civil Rights Movement:

Documents:

- SNCC Statement of Purpose
- Martin Luther King, "Letter from a Birmingham Jail," August 1963
- Martin Luther King, "I Have a Dream" August 28, 1963

--John Lewis, speech at March on Washington, August 28, 1963
--“Letters from Mississippi”

Films:

“Freedom Riders: Threatened, Attacked, Jailed,” PBS American Experience, Stanley Nelson director, 2011.
“Freedom on My Mind,” California Newsreel, Connie Field and Marilyn Mulford, directors, 1994.

Readings:

--Wesley Hogan, *Many Minds, One Heart: SNCC's Dream for a New America*, (Chapel Hill: University of North Carolina Press, 2007), Chapters 1, 2, 3
--Mike Marqusee, *Wicked Messenger: Bob Dylan and the 1960s*, pp. 59-91

Students in Action—SDS and Berkeley FSM:

Documents:

--Port Huron Statement, excerpts
--Mario Savio, Sit In Address on the Steps of Sproul Hall, December 2, 1964.

Readings:

--Hogan, Chapter 4
--Marqusee, pp. 68-91, and Chapter 2
--Waldo Martin, “Holding One Another: Mario Savio and the Freedom Struggle in Mississippi and Berkeley,” in Robert Cohen and Reginald E. Zelnick, editors, *The Free Speech Movement : Reflections on Berkeley in the 1960s*, (Berkeley: University of California Press, 2002).

1964 Presidential Election:

Documents:

--Ronald Reagan, “A Time for Choosing,” October 27, 1964
--Barry Goldwater, 1964 RNC Presidential Acceptance
--Fannie Lou Hamer, testimony before the Democratic National Convention, Credentials Committee, August 22, 1964.

Media:

LBJ “Daisy” Advertisement, Television (<https://www.youtube.com/watch?v=dDTBnsqxZ3k>)

The Great Society:

Documents:

--Bruce J. Schulman, *Lyndon B. Johnson and American Liberalism: A Brief Biography with Documents*, (Boston: Bedford/St. Martin's Press, 2007), p 173-176. LBJ's “Remarks at the University of Michigan, May 22, 1964.

Readings:

--Annelise Orlick, editor, *The War on Poverty: A New Grassroots History, 1964-1980*, (Athens: University of Georgia Press, 2011), Introduction, pp. 1-30.

Popular Culture:

Readings:

--Marqusee, Chap 3.

Film:

--“No Direction Home,” American Masters, PBS, Martin Scorsese, DVD, 2005.

Second Wave Feminism:

Documents:

--Betty Friedan, “The Feminine Mystique,” excerpts, 1963.
--NOW Bill of Rights

Readings:

--Lynn Povich, *The Good Girls Revolt: How the Women of Newsweek Sued their Bosses and Changed the Workplace*, (New York: Public Affairs, 2012).

Vietnam War**Documents:**

--Gulf of Tonkin Resolution, August 7, 1964

Readings:

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

Films:

"The Green Berets" Warner Brothers-Seven Arts, John Wayne and Ray Kellogg directors, DVD, 1968.

"The Deer Hunter," Universal Pictures, Michael Cimino, Director, 1978.

"Hamburger Hill" Paramount Pictures, John Irvin, Director, DVD, 1987.

"Full Metal Jacket," Warner Brothers, Stanley Kubrick, Director, DVD, 1987.

Anti-War Movement:**Documents:**

--Martin Luther King, "A Time to Break Silence," April 4, 1967.

--Ann Morrison Welsh, "The Ultimate Protest," in Christian G. Appy, *Patriots: The Vietnam War Remembered From All Sides*, (New York: Viking, 2003), pp. 150-156.

--General Baker, Jr. "When the call is made to free the Mississippi Delta. . .I'll be the first one in line," in Appy, *Patriots*, pp. 146-50.

Readings:

--Marqusee, Chapter 4.

The Rise of the Right:**Readings:**

McGirr, Chapters 5-6.

1968—Pivot Point:**Films:**

--"Woodstock"

--"Settin' the Woods on Fire," American Experience.