

HIST 49500 (CRN 66775)/AMST 30100 (CRN 66992)

Research Seminar in Historical Topics:

1960s America

Fall 2015

T/TH 10:30-11:45

Professor Gabin
UNIV 121
494-4141 or 494-4132

Office Hours: Tuesday 3:00-4:00
other days and times by appointment
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This course will introduce students to the methods of historical research and writing by focusing on the political, social, and cultural history of the United States during the long 1960s. Although fifty years have elapsed since then, the 1960s remain the subject of passionate debate and political controversy in the United States. The times they were a-changin', but why, how, and to what end? In exploring this turbulent decade, we will consider the presidencies of John F. Kennedy, Lyndon B. Johnson, and Richard M. Nixon; the triumph of postwar liberalism; the resurgence of modern conservatism; the political and social movements of the decade, including the black freedom movement, the new left, the new right, environmentalism, the chicano and red power movements, feminism, and the gay liberation movement; the counterculture; the sexual revolution; rock 'n' roll; and the Vietnam war. We will engage these topics through a variety of primary sources—magazines and newspapers, movies and music, memoirs and fiction, political speeches and court decisions, television and advertisements, oral histories and photographs, posters and buttons. Students will write a research paper on a topic of their own choosing and based on their own work in these kinds of original sources.

Books Available for Purchase

The following paperback books have been ordered for the course by University Bookstore and Follett's Bookstore. Other assigned reading will be available on Blackboard and the internet in electronic form or distributed in class in hard copy.

- Terry H. Anderson, *The Sixties*, 4/e (2012)
- Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 7/e (2012) or 8/e (2015)

There is a Blackboard website for this course with the syllabus, any other assigned reading, and all the various course handouts (reading questions, research guides, etc.).

COURSE SCHEDULE

Tu 8/25 Introductions

Th 8/27 When did the Sixties begin and end?

Read:

Anderson, Introduction and Chapters 1-2 (pp. 1-65)

Select an issue of *Life* from 1960 and one from 1970 and evaluate the ads, editorial content, photographs and illustrations for evidence of change and continuity between 1960 and 1970. Take notes for our discussion but you do not have to hand them in.

Browse issues of *Life*. Full-text via Google Books:

http://books.google.com/books?id=Vk4EAAAAMBAJ&dq=life&source=gbs_navlinks_s

Tu 9/1 Politics and Social Movements, 1960-1964

Read:

[John F. Kennedy inaugural address January 20, 1961](#)

[Martin Luther King, Jr., Letter from a Birmingham Jail, 1963](#)

[John F. Kennedy address on civil rights June 11, 1963](#)

[Civil Rights Act \(1964\)](#)

[Lyndon B. Johnson, Great Society speech, May 1964](#)

[Barry Goldwater, Nomination acceptance speech, July 1964](#)
[Lyndon B. Johnson, Nomination acceptance Speech, August 1964](#)
[SNCC Founding Statement](#)
[Port Huron Statement](#)
[Young Americans for Freedom, Sharon statement, 1960](#)
[Mario Savio, December 2, 1964](#)

Write:

Compare and contrast any two of the documents in a two page, 500-600 word essay. See Rampolla, pp. 11, 29-36 for suggestions on how to proceed. Essay is due in class on Tuesday September 1.

Th 9/3 Civil Rights Movement, 1960-1964

Read:

[John Lewis, speech at March on Washington, August 1963](#)
[Witness to History: The March on Washington 50 Years Later](#) (browse)
[NPR Reports on the March on Washington August 28, 1963](#) (browse)

Tu 9/8 Civil Rights Movement, 1963-1964

Read:

"Freedom Summer, 1964," chapter in pdf on Blackboard
<https://www.youtube.com/watch?v=zcgxJ5J-ZuM> This link is to *Mississippi: Is This America?* an episode in the Eyes on the Prize series that examines Mississippi in 1962-1964. The segment on Freedom Summer begins around the 17:00 minute mark.

Write:

Answer one of the "Interpreting the Sources" questions in the "Freedom Summer, 1964" chapter using the documents there, *No Easy Walk*, and part of *Mississippi: Is This America?* as your sources in a two page, 500-600 word essay. Essay is due in class on Tuesday September 8.

Th 9/10 Information literacy session with Bert Chapman et al. Meet in the CSC (Collaborative Study Center), the glassed-in classroom on the first floor of HSSE Library.

Read:

Rampolla, Chapter 5 "Writing a Research Paper"
 Anderson, Chapters 3-5

Tu 9/15 Counterculture and Popular Culture

Read:

Beth Bailey, "Sexual Revolution(s)," pdf on Blackboard
 Kenneth Cmiel, "The Politics of Civility," pdf on Blackboard
 Gerard J. DeGroot, "Incivility and Self-Destruction: The Real Sixties," pdf on Blackboard

Th 9/17 Information literacy session with Larry Mykytiuk and Sammie Morris. Meet in the CSC (Collaborative Study Center), the glassed-in classroom on the first floor of HSSE Library.

Read:

Rampolla, Chapter 5 "Writing a Research Paper"

Tu 9/22 Counterculture and Popular Culture

Read:

[Griswold et al. v. Connecticut \(1965\)](#)
 Counterculture documents, pdf on Blackboard
 "The Hippies: Philosophy of a Subculture," *Time* July 7, 1967, pdf on Blackboard
 Diggers archive <http://www.diggers.org/> (browse)
[Lisa Law, A Visual Journey, photographs, 1965-1971](#) (browse)
 Poster art of the 1960s <http://www.wolfgangsvault.com/posters/> (browse)
[Woodstock 40th Anniversary, New York Times, August 9, 2009](#)

Write:

In a few sentences, summarize the thesis or major claim of the articles by Bailey, Cmiel, and DeGroot. Then discuss whether the documents on the counterculture confirm, refute, or modify the arguments in the three articles. Two page, 500-600 word essay due in class on Thursday September 25.

Th 9/24 Paper topics day

Read: Rampolla, Chapters 3 and 4

Tu 9/29 Vietnam: The War Abroad and At Home

Read:

Anderson, Chapters 6-7

Michael Lind, "Vietnam: A Necessary War," pdf on Blackboard

Mark Atwood Lawrence, "Vietnam: A Mistake of the Western Alliance," pdf on Blackboard

Th 10/1 Vietnam: The War Abroad and At Home

Read:

Vietnam war documents, pdf on Blackboard

[Lyndon B. Johnson: Address at Johns Hopkins University: "Peace without Conquest."](#)

[Paul Potter, "Naming the System," April 17, 1965](#)

[Carl Oglesby, "Let Us Shape the Future," November 27, 1965](#)

[Martin Luther King, Jr. "Beyond Vietnam," April 1967](#)

[Richard Nixon, address on the war in Vietnam, November 3, 1969](#)

[Richard Nixon, address on the situation in Southeast Asia, April 30, 1970](#)

[May 4 Collection, Kent State University](#) (browse)

[John Kerry, Vietnam Veterans against the War, testimony, April 22, 1971](#)

Write:

In a few sentences, summarize the thesis or major claim of the essays by Lind and Atwood and write a paragraph explaining which argument you find more persuasive. Then discuss whether the documents confirm, refute, or modify the arguments in the two essays. Two- page, 500-600 word essay is due in class on Thursday October 1.

Tu 10/6 Paper topics day

Preliminary paper topic statement and tentative bibliography are due today. Eight students will introduce their projects.

Th 10/8 Paper topics day

Preliminary paper topic statement and tentative bibliography are due today. Eight students will introduce their projects.

Tu 10/13 Fall Break—no class meeting

Th 10/15 1968 and Other Movements

Read:

[Gaylord Nelson and Earth Day: The Making of the Modern Environmental Movement](#) (browse)

[Classic Feminist Writings](#) (read documents dated 1969-1972)

[Documents from the 1969 Furor](#)

[An Indian Manifesto: The Trail of Broken Treaties 1972](#)

[Chicano/a Movement in Washington State](#) (browse digitized material from the late 1960s-early 1970s)

Tu 10/20 1968 and Other Movements

Read:

TBA

Write:

TBA

Th 10/22 Research day—No class meeting

Tu 10/27 Share topics and research

Annotated bibliographies are due. Eight students will each share one document/primary source with the class.

Th 10/29 Share topics and research

Annotated bibliographies are due. Eight students will each share one document/primary source with the class.

Tu 11/3 Research Day—no class meeting

Th 11/5 Research Day—no class meeting

Tu 11/10 Research Day—no class meeting

Th 11/12 Research Day—no class meeting

Tu 11/17 Outlines due and/or meet with Prof. Gabin—no class meeting

Th 11/19 Outlines due and/or meet with Prof. Gabin—no class meeting

Tu 11/24 Research & Writing day—no class meeting

Th 11/26 Thanksgiving—no class meeting

Tu 12/1 Drafts due by 11 am by email to evaluators—no class meeting

Th 12/3 Peer reviews in class—class will meet

Tu 12/8 Revision day—no class meeting

Th 12/10 Revision day—no class meeting

Th 12/17 Papers due by 11 pm by email to Prof. Gabin

GRADED TASKS AND ASSIGNMENTS

Class Participation and Attendance:

The success of a seminar depends greatly on the willingness of everyone to participate actively in discussion. It also depends on everyone having read the assigned material. The quality as well as the frequency of your participation in discussion (including student presentation days) will be factored into your grade for the course. I will use the following system in grading class participation: failure to attend class will earn an F (or 0) for that day; attendance without any participation in the discussion will earn a C (or 2.0) for that day; and participation in discussion will earn a score ranging from B (3.0) to A (4.0) for that day. At the end of the semester, I will drop the two lowest discussion grades, average the remaining discussion grades, and weight it 30%.

Writing Assignments:

In the first nine weeks of the semester, you will write five two-page (500-600 words) essays responding to questions based on the assigned reading and in-class material. Each essay will be worth 6 points.

Research Paper:

You will select a research topic, devise an appropriate bibliography of secondary and primary sources, and write a 15 page paper that relies on primary sources in making its argument and is formatted according to the style sheet in Rampolla, *A Pocket Guide to Writing in History*. We will discuss possible topics in class, but you should feel free to devise your own in consultation with me. A separate handout will describe the research paper in greater detail. But here are the important steps and dates for their completion.

- A preliminary topic statement and tentative bibliography are due October 6-8.
- An annotated bibliography is due October 27-29.
- An outline of the paper is due November 17-19.
- A draft of the paper is due December 1.
- Peer evaluations of the drafts are due December 3.
- Final revised versions of the papers are due by Thursday, December 17.

To summarize:

Discussion	30 percent
Writing assignments	30 percent
Research paper (all steps)	40 percent

ACADEMIC INTEGRITY

Purdue University and this professor prohibit “dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty.” (University Regulations, Part 5, Section III, B, 2, a). In this class it will lead to a failing grade (0) on the assignment. Depending on the severity of the incident it may lead to further consequences. And you should know that faculty members are expected to report all cases of plagiarism to the Office of the Dean of Students. For a set of helpful guidelines, see: <https://www.purdue.edu/odos/osrr/academic-integrity-brochure/>

Plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging the source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of any writer, including other student writers. Plagiarism means reproducing or paraphrasing the words or ideas of someone else without proper attribution, and passing this work off as one’s own. For more discussion of academic dishonesty, see the Online Writing Lab’s discussion and guidelines for avoiding plagiarism at: <http://owl.english.purdue.edu/owl/resource/589/01/>

UNIVERSITY EMERGENCY POLICY

In the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Any changes will be posted, once the course resumes, on the course website. Here are ways to get information about changes in this course: my email address ngabin@purdue.edu, my office phone 765-494-4141, and the History Department main office phone: 494-4132. **You are expected to read your @purdue.edu email on a frequent basis.**

EMERGENCY PREPAREDNESS

Please review the Emergency Preparedness website:

http://www.purdue.edu/ehps/emergency_preparedness/index.html